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Teacher and Student Perceptions: Do Students Have Good Reading Motivation?

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Abstract: Reading requires students' efforts: they may choose not to do this activity, so motivation has an important role. Motivation and attitudes toward reading are central to reading performance. Therefore, this study aims to analyze the perceptions of students and teachers on reading motivation at the elementary school level. A quantitative approach with the survey method was employed. The survey was conducted during learning in the Bahasa class. The data were collected from 106 third-grade students and 4 Bahasa teachers in Bandar Lampung, Indonesia, using the Motivations for Reading Questionnaire and Teacher Questionnaire on Student Motivation to Read (3rd Ed.). The data were then analyzed using descriptive and quantitative intercorrelation techniques. It is known that, in general, the students are interested in reading activities where the most influential aspects are awareness of the importance of reading and competition among students when the teacher gives reading tasks. Teachers' perceptions regarding the dimensions of reading motivation show that the individual dimension is the most crucial factor to be improved. This factor is directly related to each student's intrinsic motivation, positively correlated with reading achievement. Appropriate environmental conditioning and learning strategies can be carried out to stimulate students' intrinsic motivation in reading, such as carrying out a hands-on activity related to the student's real-life before working on reading tasks. It is implied that the findings of this study can be a reference for teachers to create a teaching system that can foster students' reading interest.

Keywords: reading motivation, intrinsic motivation, teachers' perception, elementary students.

师生的看法：学生有良好的阅读动机吗？

摘要：阅读需要学生的努力：他们可能选择不参加这项活动，因此动机具有重要作用。阅读的动机和态度对于阅读表现至关重要。因此，本研究旨在分析小学阶段学生和教师对阅读动机的看法。采用调查方法的定量方法。这项调查是在巴哈萨语班学习期间进行的。数据来自印度尼西亚班达楠榜的106名三年级学生和4名巴哈萨语教师，使用阅读动机和阅读动机教师问卷（第3版）收集。然后使用描述性和定量互相关技术对数据进行分析。众所周知，总的来说，学生对阅读活动感兴趣，其中最有影响力的方面是当老师执行阅读任务时，对阅读重要性和学生之间竞争的意识。教师对阅读动机维度的看法表明，个人维度是需要提高的最关键因素。这个因素直接关系到每个学生的内在动机，与阅读成绩成正比。可以采取适当的环境条件和学习策略来激发学生的阅读内在动力，例如在从事阅读任务之前进行与学生的真实生活相关的动手活动。这暗示着这项研究的结果可以为教师建立一个可以培养学生阅读兴趣的教学体系提供参考。

关键词：阅读动机，内在动机，老师的认知，小学生。

1. Introduction

Reading is an important learning activity as it provides useful information and insights to improve one's intelligence. Some countries even make reading an integral activity in their lives. The importance of reading habits for a nation is often a benchmark of its progress and civilization because the level of literacy of a nation is vertically associated with its quality. High reading interest affects one's insight, mentality, and behavior. The reading culture in Indonesia is still far left behind. Of the 34 provinces in Indonesia, 24 of them (71%) have low literacy activity due to many factors. One of them that leads to low reading interest and motivation among students is the education system that does not direct students to get information by reading books [1]. Students are "fed" with information and knowledge by the teachers in the classroom, making their reading habits difficult to emerge and develop.

Based on this problem, reading culture should be cultivated to students at the earliest, like in elementary school. Students must have this culture because the introduction of earlier reading is a stronger predictor of later motivation [2, 37]. To promote reading culture at the earliest, the government has decided that teaching reading is one subject of discussion in a Bahasa subject. This aims that students can master reading skills from the basic level. Reading skill is one of the four language skills important to master for elementary school students. Students with less reading proficiency will have difficulty understanding the content of reading, affecting their learning outcomes. In the elementary classroom, reading has been the central action; thus, teachers must be aware that motivation may correlate with the amount and breadth of students' reading. Teachers must observe the aspects that motivate students to read [3]. This motivation is valuable as an internal force that drives action and maintains one's goals [4]. The factors that can build students' reading interest can set the basis for teachers to make learning strategies in the classroom.

It is known that motivation plays an important role in academic achievement for decades [3]. This can be a solution in implementing a reading strategy that always starts with basic reading skills, for example, comprehension, word recognition, and decoding [5], [6], [38]. The reading activity requires substantial strategic efforts and motivation. Indeed, students' reading motivation varies as much as the students themselves. Even at the university level, the reading activity requires strong motivation, as shown by the fact that most of the first-year students are reported as not reading the assigned material before class [7]. There are various reasons for this, one of which is their limited time to read due to social life. The students stating that they read the assigned material said they are motivated to complete the reading assignment to get better grades. Meanwhile, those who do not

complete the reading suggest that the lecturers give quizzes about the assigned reading or make it more interesting. This shows that knowing students' perceptions is important to assess how much their reading motivation is and to identify the dimensions of motivation to be improved. Teachers have an important role in cultivating a reading culture in elementary school students because they are the first to teach reading skills in class. The teacher's assessment of students regarding reading motivation is very important. Teachers can design the learning and methods needed by students so that they are motivated to read. Research shows that the use of learning strategies or methods is the most influential factor [8].

Many studies on students' reading motivation have incorporated the question of why students do not want to read [2], [9]. Many studies on children's reading focus on cognitive aspects (word recognition and comprehension). Researchers have currently shown an interest in the impact of attitudes and motivation exert on reading. However, reading also requires motivation. It can be an effortful activity, and children may choose not to do it. However, only a few compare the perceptions of students and teachers in assessing the aspects of students' reading motivation and the underlying reasons for their enjoying or avoiding reading activities. The perceptions of students and teachers towards reading motivation can provide information about the variable, which is the problem that causes low reading culture among students [10], [11]. These two variables can be a reference for Bahasa teachers and parents to provide the appropriate environment for students so that they have high reading motivation. Therefore, this study aims to analyze the perceptions of students and teachers on reading motivation at the elementary school level. This study answers two questions about the variable of students' reading motivation based on their perceptions and teachers' perceptions in assessing students' reading motivation. It is expected that this study can provide an overview of the factors that cause low reading motivation among students, especially in elementary schools.

2. Research Methodology

2.1. Research Model

This study describes students' reading motivation based on the perceptions of their abilities and class teachers. A quantitative approach with the survey method was employed. The survey was conducted during learning in the Bahasa class.

2.2. Participants

A total of 106 elementary school students in Bandar Lampung, Indonesia (51 boys and 55 girls) from 3 representative schools participated in this study. The schools used in this study have good categories based

on the quality standards set by the local education office. These three schools consist of two public schools and one private school with the same curriculum established by the Indonesian Ministry of Education. Besides, all four Bahasa teachers in representative schools participated in this study to assess students' reading motivation.

2.3. Data Collection Tools

The data on student and teacher perceptions were collected using two types of questionnaires with a Likert scale with four answer choices. The student reading motivation instrument was adopted from the Motivations for Reading Questionnaire/MRQ by Wigfield & Guthrie [12]. This questionnaire consists of 53 questions that map 11 dimensions. Meanwhile, to explore students' reading motivation based on teachers' perceptions or assessments, the Teacher Questionnaire on Student Motivation to Read (3rd Ed.) by Sweet et al. [11] was used. This questionnaire consists of 31 questions that map six domains of students' reading motivation. The questionnaire indicators used are shown in Table 1.

Table 1 Questionnaire indicators

Indicators	N of item	Cronbach's Alpha
Motivations for Reading Questionnaire		
Reading Efficacy	3	0,81
Reading Challenge	5	
Reading Curiosity	6	
Reading Involvement	6	
The Importance of Reading	2	
Reading Work Avoidance	4	
Competition in Reading	6	
Recognition for Reading	5	
Reading for Grades	4	
Social Reasons for Reading	7	
Competition in Reading	5	
Teacher Questionnaire on Student Motivation to Read (3rd Ed.)		
Autonomy	5	0,90
Social	5	
Topic	5	
Activity	5	
Individual	7	
Writing	4	

2.4. Data Analysis

The data were then analyzed using descriptive and quantitative intercorrelation techniques. The quantitative data analysis was used to process questionnaire data with SPSS, while the descriptive analysis was used to process the data about factors that make students do and not do reading activities.

3. Result and Discussion

3.1. Students' Reading Motivation Based on Self-Assessment

Reading activities carried out by students during and outside the classroom are influenced not only by their interest in the topic but also because of their obligation to get good grades in the Bahasa subject. These reasons are closely related to aspects of reading motivation, as previously mentioned. These eleven aspects are grouped into three categories of motivation constructs, namely self-efficacy beliefs, intrinsic and extrinsic motivation, and social aspects of motivation [12].

Based on the self-assessment of the students' levels of reading interest, more than half answered "very interested". Fig. 1 shows that this number is much different from the number of students who have low interest. They assess themselves as interested in and enjoying reading activities for various reasons, from the topics to getting good grades.

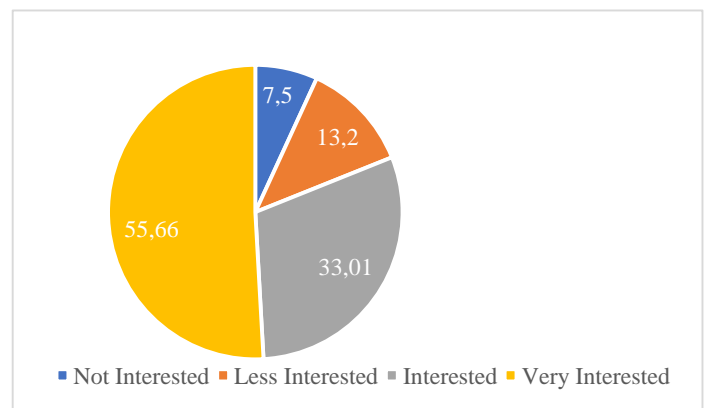


Fig. 1 Students' interest in reading activities

The results of the analysis of the student questionnaires related to aspects of reading motivation are shown in Table 2 and Fig. 2. It is identified that students have high average scores in terms of the maximum score for each aspect, especially in the aspects of the importance of reading and competition in reading.

Table 2 The average value of the reading motivation aspects of students

Aspects of reading motivation	Minimum-Maximum	Mean \pm SD
Reading Efficacy (RE)	4-12	10.29 \pm 2.151
Reading Challenge (RC)	8-20	16.33 \pm 2.962
Reading Curiosity (RCU)	3-24	20.39 \pm 3.779
Reading Involvement (RI)	2-24	20.01 \pm 3.658
Importance of Reading (IR)	2-8	6.98 \pm 1.486
Reading Work Avoidance (RWA)	4-16	11.63 \pm 3.142
Competition in Reading (CR)	4-24	20.82 \pm 3.425
Recognition for Reading (RR)	8-20	16.81 \pm 3.403
Reading for Grades (RG)	4-16	13.61 \pm 2.653
Social Reasons for Reading (SRR)	12-28	23.13 \pm 4.717
Compliance (C)	8-20	17.07 \pm 3.316

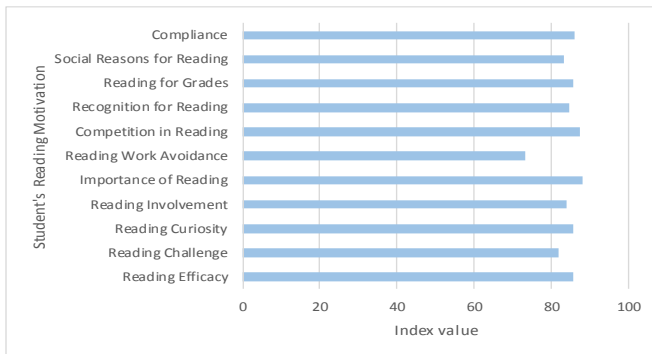


Fig. 2 Index value of reading motivation's aspects

In the students' self-assessments in Fig. 2, they gave high ratings of the reading motivation factors. Thus, it can be analyzed that the students categorize their reading motivation as quite good in various aspects. This motivation is a valuable force that can encourage them to act and maintain reading so that their reading skills are honed. Success in achieving what is needed demands continuous efforts and objectives [4].

Self-efficacy belief is a construct of reading motivation. When students believe that they are competent and productive in reading, they should be more likely to engage in reading. The aspects of motivation based on this category include reading efficacy and reading challenge. Both have a fairly high index value, as shown in Fig. 2. Reading efficacy refers to one's belief in being successful at reading. Students realize that they have good reading abilities and skills and can learn more from reading. This awareness is actualized when the teacher gives reading assignments with difficult vocabulary and topics, making students try to finish them. They are encouraged to learn a new set of skills (reading) because they understand their potential utility or value or get good grades and privileges by learning this skill [13]. Individuals with high self-efficacy tend to persevere in dealing with difficulties. They are more likely to perceive a difficult situation as a challenge and be less affected by setbacks or failure than those with low self-efficacy. Meanwhile, students with low reading self-efficacy try to avoid challenging reading activities and avoid the tasks they perceive as too difficult [14], [15].

Reading challenge indicates the meaning of the satisfaction of mastering or assimilating complex ideas in a text. Liking challenging books and being interested in the questions in books make students think and even more eager to explore reading tasks. Reading challenge is an aspect that influences students to engage and be willing to do reading activities [16]. Reading efficacy and reading challenges are why students choose reading activities as something appropriate because they believe they can complete and master them. Perceived efficacy is a key predictor of achievement [17]. The aspects are based on the work on intrinsic-extrinsic motivation, subjective values, and achievement goals. The importance of reading, reading work avoidance, reading curiosity, and reading

involvement are the aspects of intrinsic motivation and learning goals.

Fig. 2 shows that reading work avoidance is an aspect with the lowest index value among the other eleven aspects. Work avoidance is described as a desire to avoid reading activity [18]. This aspect concerns what students say they do not like about reading as they dislike reading with difficult vocabulary and complex stories. Students have other reasons to avoid reading activities and the underlying reasons for their decision to engage in reading. Work avoidance is one of them. In general, reading motivation is around the midpoint range where the scale "Agree" has the highest mean score for ten of the reading motivations constructs except for Work Avoidance which has the largest scale for "Disagree". This shows that students would not avoid reading difficult texts.

On the other hand, the most common reason is the importance of reading. Fig. 2 shows that this aspect obtains the highest rating from the students. The importance of reading is related to the students' belief in the importance of being a good reader. The belief that reading is an important activity can impact students to have a better comprehension of things in their environment [19]. They develop smart thinking abilities and are more receptive to creativity and ideas than other students who are not encouraged to read.

Other intrinsic motivation aspects are reading curiosity and involvement. These aspects appear to have almost the same rating from the students (Fig. 2) and have a fairly high correlation value in Table 2. Reading curiosity is associated with the desire to learn about a topic of interest to the students [20]. Favorite topics such as hobbies, movies, and cartoon characters can be a reason for children to read and lose track of time in reading. They sometimes have an interest in reading activities because they seem to be directly involved in the stories they read. There are similarities in character traits, atmosphere, or location of the story. It is related to reading involvement, which is the pleasure gained from reading a well-written book or article on an interesting topic. Aspects of intrinsic motivation refer to one's inner desire to engage in reading regardless of whether reading has an external value to someone else. Students with intrinsic motivation will voluntarily spend their time reading books they like and actively seek opportunities to engage in book reading in the task [21].

Extrinsic motivation and performance goals include competition in reading, the desire to outperform others in reading; recognition for reading, the gratification in receiving a tangible form of recognition for success in reading; and reading for grades, the desire to be evaluated favorably by the teachers [22]. Grades affect reading motivation because students often try to look active in reading in school because they are evaluated, compared with others, compete, and want to be recognized. Extrinsic motivation refers to being

prompted to engage in an activity by an incentive or anticipated outcome that is external to the activity at hand. The aspects of this category depend on reward or punishment from external parties [13]. When a student is motivated extrinsically by the desire to get a good grade, he/she determines what is necessary to achieve this goal and adjust their behavior accordingly to increase the likelihood of achieving this desired outcome.

The last category concerns social motivation for reading, involving social reasons for reading and compliance. The social reason for reading is the sharing of meanings gained from reading with friends and family. Previous studies have suggested that events focusing on reading for pleasure can also promote or enhance social skills [23], [24]. This reading activity can affect social interaction. Participating in various reading activities in a group enables students to learn to be adventurous and wide-ranging readers and see reading as a social activity through which they can form and cement friendships [23]. The last aspect is compliance relating to the external objectives or requirements of students during reading. An external goal is like doing schoolwork so that the teacher can ensure that students pay attention. Reading compliance

is students reading in response to requests from their teachers. This aspect is highly self-motivated and self-regulated [25]. Students who can allocate reading time reasonably, such as reading assignments earlier than on the day of class or exam, and systematically allocate time to reading are more likely to complete their required readings [26]. Students who persist in reading even with difficult material are more engaged in class, resolve problems better, and have stronger academic performances.

Correlations of the motivation scales are presented in Table 3. The direction of the correlation between the motivational aspects is positive and ranges from low to moderately high. The strongest relation includes that between recognition and compliance ($r = .861$, sig. $.000$), recognition and social reasons ($r = .856$, sig. $.000$), and social reasons and compliance ($r = .815$, sig. $.000$). However, in this study, the Importance of Reading aspect with Reading Efficacy shows no correlation. This is evidenced by the sig 2-tailed value > 0.01 . In contrast to the results of the correlation of the reading work avoidance aspect, which has a positive direction, other studies show negative results of this aspect towards all other aspects [12], [18].

Table 3 Correlations of the factor-based motivation scales

		Number of students (n = 106)										
Dimensions of Motivation		RE	RC	RCU	RI	IR	RWA	CR	RR	RG	SRR	C
(RE)	Corr.	1.00	.527	.476	.411	.279	.339	.381	.473	.519	.465	.542
	Sig. 2-tailed		.000	.000	.000	.004	.000	.000	.000	.000	.000	.000
(RC)	Corr.		1.00	.606	.598	.445	.504	.478	.601	.557	.620	.576
	Sig. 2-tailed			.000	.000	.000	.000	.000	.000	.000	.000	.000
(RCU)	Corr.			1.00	.790	.697	.519	.725	.771	.691	.783	.797
	Sig. 2-tailed				.000	.000	.000	.000	.000	.000	.000	.000
(RI)	Corr.				1.00	.578	.541	.662	.684	.638	.697	.742
	Sig. 2-tailed					.000	.000	.000	.000	.000	.000	.000
(IR)	Corr.					1.00	.384	.678	.698	.657	.692	.711
	Sig. 2-tailed						.000	.000	.000	.000	.000	.000
(RWA)	Corr.						1.00	.488	.511	.411	.537	.467
	Sig. 2-tailed							.000	.000	.000	.000	.000
(CR)	Corr.							1.00	.728	.710	.737	.761
	Sig. 2-tailed								.000	.000	.000	.000
(RR)	Corr.								1.00	.766	.856	.861
	Sig. 2-tailed									.000	.000	.000
(RG)	Corr.									1.00	.760	.790
	Sig. 2-tailed										.000	.000
(SRR)	Corr.										1.00	.815
	Sig. 2-tailed											.000
(C)	Corr.											1.00
	Sig. 2-tailed											

* Correlation is significant at the 0.01 level (2-tailed).

3.2. Teachers' Perceptions of Students' Reading Motivation

Motivational domains in teacher perception include activity, autonomy, social, topic, individual, and writing. Table 4 shows the average value of the six domains assessed by Bahasa teachers on students' reading motivation.

Motivational Domain	Minimum-Maximum	Mean \pm SD
Activity	6-15	12.58 \pm 2.675
Autonomy	8-20	16.59 \pm 2.345
Social	6-16	10.67 \pm 1.921
Topic	9-21	16.12 \pm 2.540
Individual	8-30	14.07 \pm 3.048
Writing	4-11	7.66 \pm 1.342

Table 4 Mean value of motivational domain of teacher's perception

The individual domain is the domain with the smallest mean compared to the maximum value for each domain. This domain is included in the category of behavior that indicates individual literacy attributes. This construct refers to teachers having attributed students' motivation to inherent qualities or students' intrinsic orientation [27]. Other important domains are social and topic. Fig. 3 shows that these aspects are relatively underrated. Social literacy behavior refers to teachers' perception that a student reads to share or exchange with his/her friends or family. The topic is an important domain to trigger students' enthusiasm for reading.

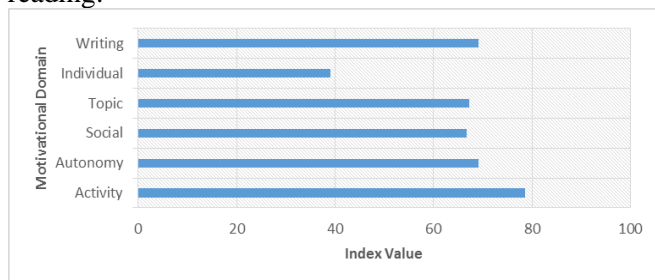


Fig. 3 Index value of motivational domain of teachers' perspective

These six motivational domains have relatively low intercorrelation factors. Yet, they have an overall positive direction compared to the level of correlation between the eleven aspects of students' reading motivation. Table 5 shows that the highest level of correlation is achieved by the activity and autonomy domain ($r = 0.629$, sig .000), followed by activity and topic ($r = 0.618$, sig .000). Activity is a domain that can be a solution in increasing other domains such as social and individual. Assigning tasks that emphasize hands-on or experiential activities associated with reading can hone students' self-motivation and social interaction to motivate them to enjoy and read for pleasure.

Table 5 Correlations of motivational reading domains

Dimensions/ Corr. Sig. 2-tailed	Activity	Autonomy	Social	Topic	Individual	Writing
Activity	1.00	.629 0.00	.499 0.00	.618 0.00	.432 0.00	.338 0.00
Autonomy		1.00	.514 0.00	.490 0.00	.353 0.00	.425 0.00
Social			1.00	.492 0.00	.525 0.00	.452 0.00
Topic				1.00	.498 0.00	.560 0.00
Individual					1.00	.420 0.00
Writing						1.00

* Correlation is significant at the 0.01 level (2-tailed).

Teachers' perceptions in assessing students' reading motivation can help them to enhance students' self-determination. Self-determination theory concerns individuals' opportunities to make choices or decisions about their behavior or thought as precursors to perceived control [28]. Based on Fig. 3, teachers assessed the individual domain as a crucial domain to consider in students' interest in reading. It is slightly different from the perceptions of students who give a high rating for individual aspects (intrinsic motivation). Thus, this is aspect an underlying reason behind the decision to carry out activities. Teachers have different perceptions from students who give high ratings on the individual aspect (intrinsic motivation) because they consider this aspect an important reason to read. The teacher assesses that his/her students lack the awareness to carry out reading activities as an important activity to do "subconsciously". This domain is considered the cause of students' low interest in reading; plus, the individual is an important domain because it is directly related to the intrinsic motivation of students. Someone who has a reading interest will

voluntarily spend his/her time on books he/she likes with or without any instruction from the teacher. The teacher observes his/her students in naturalistic environments to characterize the affects and behaviors of students toward reading. The predominant outcome of the observations is that the students avoid school reading. They claim that texts are not interesting, their friends do not read either, and the tasks are irrelevant to them.

Other domains that received low ratings from teachers are social and topic domains. Social domain is related to a sense of belonging in the classroom and comes from social relationships based on trust, caring, and mutual concern for one another's social and emotional well-being [29]. This social domain has been a critical motivator of engagement in academic activities and positive social behaviors. As teachers support collaboration with the opportunity to interact with friends during the reading task, students will approach the given task more enthusiastically [30]. Allowing students to share ideas and build knowledge together will establish a sense of belonging to the

classroom community and facilitate the extension and elaboration of existing knowledge [31]. Students get other perspectives while discussing topics in a class by broadening their initial views [32]. Students who work on the reading assignment together combine their background knowledge and skills and build a shared understanding of the material [33].

The topic becomes important because it becomes a reason for students to be enthusiastic or not in reading activities. The selection of topics related to students' interests and backgrounds can give rise to their intrinsic motivation. Relevance sets a reason for them to initiate and persist with the reading task. Students also tend to engage in reading on relevant conceptual themes. When the reading material is relevant to students, they are more likely to become engaged and competent readers. Students initiate and persist with the reading tasks because they link to real-life experiences and hands-on activities. Activating students' background knowledge during and after reading activities can help them connect between their lives, interests, and the text. When students have little or no existing background knowledge, hands-on activities help to bring personal experiences of a new concept to the class. These activities provide an enriched foundation for students' reading of a theme that is carried out. Students are much more likely to read a book about the theme with engagement after such hands-on activity to gain effective practice of cognitive reading strategies and conceptual knowledge [34].

Teachers' perception of students by choice refers to the domain of autonomy. This domain is assessed highly by teachers. This construct of freedom describes a key psychological component of self-determination theory [28]. Opportunities to make choices are shown to drive intrinsic motivation in reading. Intrinsic motivation is the reason a child chooses to "enjoy" or "avoid" reading activities. Students who are intrinsically motivated spend 300% more time reading than those with low intrinsic motivation for reading [12]. They consistently read for their interest, making them quite competent students and usually high achieving readers. Compared with other categories, intrinsic motivation is most highly associated with whether students read widely and frequently on their own accord or not. Research shows that internal motivation is positively correlated with reading achievement [35].

Perceptions of students and teachers toward reading motivation are important for designing learning strategies and classroom environments that can increase students' interest in completing reading tasks. Students' reading motivation based on the index value in Fig. 1 is generally good but still needs to be improved. Based on the 11 aspects studied related to reading motivation, the importance of reading is an aspect with high ratings from students as their reason for reading activities. The work avoidance aspect

shows that students "disagree" to "avoid" reading activities. Still, teachers should consider many factors that can cause this aspect to appear in students' minds, such as a material that is very difficult to master or irrelevant to them. One way to increase their reading motivation in the intrinsic and extrinsic categories of motivation is to construct integrated instruction that unifies reading, writing, literature, science, and social studies [11]. In addition to the learning system, the teacher can also give quizzes to generate students' reading interest and motivation before class [7].

In this study, it is recommended that the teachers build students' intrinsic motivation towards reading activities by providing "good conditions for reading" (such as topics and social aspects) to students. Class teachers, especially Bahasa teachers, are recommended to rethink the topics to be discussed in the reading assignment and combine reading tasks with hands-on activities on relevant topics to students or make quizzes before giving reading assignments to students [36]. Making group assignments can also raise students' enthusiasm as they can exchange ideas and initial knowledge. This study serves as a reference for teachers in increasing the reading motivation of their students in the classroom with a customized learning design. Short research time, narrow research space, and a small number of participants are the practical limitations of this study.

Increasing the number and variety of participants, such as parents' views on their children's reading motivation, research time, and using various qualitative and quantitative data collection techniques for further research, will increase the validity of the data obtained for generalization. The aspects of reading motivation in elementary, high school students, and students with special needs may be different. Therefore, considering these aspects will provide opportunities for more comprehensive future research.

4. Conclusion

There are slight differences between the perspectives of teachers and students regarding the factors affecting students' reading motivation. Students assume that they already have reading efficiency and understand the importance of reading well. However, it is different from the teachers who view that the individual domain that is directly related to students' intrinsic motivation is still low. They view that students do not yet have a natural awareness of interests that drive them to carry out reading activities. Topic and social domains also need to be considered in designing the classroom learning environment. Teachers' perceptions of these domains conclude that students avoid reading tasks in class because they do not like the topics discussed, and the assignments are mostly for individuals.

Intrinsic motivation mainly underlies students' decisions to participate in reading activities. In building

students' intrinsic motivation towards reading activities, the teacher can provide “great conditions” in other aspects, such as topics and social, to students. The value that can be applied from the results of this study is that language teacher is recommended to rethink the topics to be discussed. Besides, teachers can combine reading assignments with hands-on activities on topics relevant to students. Making group assignments can also raise students' enthusiasm as they can exchange ideas and initial knowledge. This study serves as a reference for teachers in increasing the reading motivation of their students in the classroom with a customized learning design.

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