

The Effect of Visualized Reading Content on Students' Reading Motivation

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ABSTRACT

The study was intended to explore the effect of visualized reading content on students' reading motivation. This study was an experimental study with pretest posttest design. This study was conducted in one junior high school in Singaraja and 32 students were involved. In collecting the data, this study used motivation questionnaire and the data were analyzed using motivation level scale, descriptive and inferential analysis. The result of analysis found that students reading motivation was better after the implementation of visualized reading content. Thus, it can be said that there is a significant mean difference between students in reading motivation before and after the implementation of visualized reading contents. Teachers are encouraged to implement visualized reading content in order to enhance students' reading motivation.

Keywords: *motivation, reading, visualized reading content*

INTRODUCTION

During this pandemic, the learning system has undergone significant changes. This change occurs in the context of implementing learning where face-to-face learning is not allowed and is replaced by online learning (Dewi, 2020). Online learning that is carried out generally uses a learning management system such as Schoology, Edmodo etc. However, along with its development, social media such as WhatsApp, Facebook and Telegram have become an alternative for implementing online learning (Mishra et al., 2020). In an online learning system, teachers are required to design effective learning so that students do not get bored in learning. Several studies have identified that teachers who are unable to design attractive material will make students unmotivated (Bachore, 2015). Students who are not motivated are of course unable to show their best ability and cannot meet the expected competency standards.

The skill that is often emphasized in online learning is reading skill. The ability to read is emphasized because reading is an independent activity that fits the context of online learning (Al-husban, 2019). Usually, the teacher will provide reading text as teaching material and ask students to analyze, find ideas, summarize and express opinions about the reading topic. However, the problem that is often found is the low level of students' motivation to read (Ahmadi et al., 2013).

From the result of interview with English teachers, they stated that students during learning from home period shows low level of motivation. Students are not interested in reading material, it can be seen from the result of their low reading test which below the expected score. Student motivation to read is always related to the ability of students to understand the content of the reading. By

understanding the content of the reading, students will be able to develop a critical idea (Akhtar et al., 2019). If student read for pleasure and using strategies to support their comprehension are categorized as a highly motivated reader (Guthrie et al., 2007). Students of this kind usually consider reading to be an important factor in their daily activities (De Naeghel, Jessie; Van Keer, Hilde; Vanderlinde, 2014). In attracting student's reading motivation in learning, the teacher is advised to present reading material that contains visual elements. These visual elements include moving images and audio that support students' understanding of the teaching material (Ikasari et al., 2019). Several previous research results confirm that visual-based material will attract students' reading interest and increase students' reading motivation (Bao, 2017). This is in line with the characteristics of students who tend to be interested in visual-based teaching materials. Visual-based teaching materials are actually widely available on the internet. This opportunity should be used by teachers in increasing students' motivation to read during the pandemic.

From the results of pre-observations in one school in Buleleng Regency, the teacher said that the students' motivation in reading was indeed very low. Students seem not serious in reading the material and doing the assignments given. Observations with students reveal the factors that influence their motivation to read, namely reading material that is not of interest to them. Judging from the gaps that occur, this study aims to test the effectiveness of visual reading content on students' reading motivation. This research was conducted in one of the secondary schools in Buleleng Regency.

METHOD

Design

The present study was an experimental study with pretest-posttest design. The variables of the current study were visual reading contents as the independent variable and reading motivation as the dependent variable.

Population dan Sample

The population of the current study was eight grade students in one selected school in Buleleng Bali. Due to large number of populations, a sampling technique was required. After conducting cluster random sampling, there were a class consisted of 32 students selected as the sample of the study.

Data Collection

In collecting the data, this study used two instruments namely visualized reading content and reading motivation questionnaire. The visualized reading content was collected from internet. The content was in the form of digital books (epub) file format. The questionnaire of reading motivation was an adoption from (Guthrie et al., 2007). The instrument is known Motivations for Reading Questionnaire (MRQ)

MRQ was validated and tested its reliability by Davis et al., (2018). They found that MRQ is a reliable, valid scale of reading motivation for third, fourth, and fifth grade students.

Data Analysis

In analyzing the data, this study used descriptive and inferential analysis. The descriptive analysis consists of mean and standard deviation. While the

inferential analysis consists of normality, homogeneity and paired sample t test. The data reading motivation questionnaire are in the form of scale and summarized. The category of reading motivation level can be seen in Table 1.

Table 1. Reading Motivation Category

Score	Category
161-212	High Motivation
107-160	Average Motivation
53-106	Low Motivation

FINDINGS & DISCUSSIONS

Table 2 Presents the findings from data analysis before and after the implementation of visualized reading content

Table 2. Data Collection Results

N	Pretest		Posttest	
	Score	Category	Score	Category
1	104	Low	111	Average
2	100	Low	104	Low
3	90	Low	119	Average
4	100	Low	106	Low
5	122	Average	126	Average
6	107	Average	112	Average
7	100	Low	118	Average
8	108	Average	112	Average
9	111	Average	124	Average
10	119	Average	127	Average
11	113	Average	122	Average
12	160	Average	177	High
13	127	Average	131	Average
14	126	Average	137	Average
15	129	Average	134	Average
16	155	Average	167	High
17	133	Average	139	Average
18	116	Average	127	Average
19	123	Average	155	Average
20	190	High	201	High
21	90	Low	104	Low
22	129	Average	133	Average
23	80	Low	89	Low
24	85	Low	89	Low
25	134	Average	137	Average
26	121	Average	157	Average

27	75	Low	90	Low
28	165	High	177	High
29	130	Average	138	Average
30	145	Average	147	Average
31	85	Low	102	Low
32	105	Low	119	Average

Looking at Table 2, it can be seen that in pretest, the minimum score is 75 and the maximum score is 190. Meanwhile, in posttest, the minimum score is 89 and the maximum score is 201. Table 3 presents the mean score and the standard deviation of the collected data.

Table 3. Descriptive Statistics

	N	Mean	Std. Deviation
Pretest	32	118.0313	26.02292
Posttest	32	129.0938	26.58930

In Table 3, it can be seen that the mean score of pretest is 118.03 with 26.022 standard deviation. Meanwhile, the mean score of posttest is 129.09 with 26.589 standard deviation. Thus, it can be said that the mean score of posttest is higher than pretest ($129.09 > 118.03$). To find if the mean score difference is significant or not, a t test was conducted. The type of t test used was paired t test. The paired t test was also initialized by analyzing the normality and homogeneity of the data as shown in Table 4.

Table 4 Inferential Statistics

	Normality		
	Test	Homogeneity	Paired t test
Pretest	.200	.962	0.001
Posttest	.139		

The data are normally distributed if the value of Kolmogorov-Smirnov shows a significant level at $>.05$. From the table, it can be seen that the value of Kolmogorov-Smirnov for both groups is higher than .05 (Pretest=.200, Posttest=.139). Thus, it can be said that the data are normally distributed. The next step continued by conducting a homogeneity test. From the result of homogeneity test, it can be seen that the value of Sig. is .962. Since it is higher than .05, this indicates that the data are categorized homogeneous. Table 3 also presents the result of paired t test which shows 0.001. A significant mean difference is indicated if the value of Sig. (2-tailed) is lower than .05. From the result of t test, it can be seen that value of Sig. (2-tailed) is .001 which is lower than .05. This indicated that pretest and posttest have a significant mean difference. Thus, it can be concluded that there is a significant mean difference between students in reading motivation before and after the implementation of visualized reading contents.

The result of the present study confirmed that students reading motivation was better after the implementation of visualized reading content. It can be seen from the mean score difference between pretest and posttest and the result of paired sample t test. The result of the current study is also in line with previous study. Students were more motivated when they are introduced to visual reading

material (Yunus et al., 2013). Sabiq (2018) also found that visual content improved students' motivation and reading achievement. In terms of its effectiveness in enhancing reading comprehension, Moriyanti et al., (2019) found that visualization affect students reading comprehension in terms of inferring, details, and main idea. The use of visualization also more effective than non-visualized material because it provides motion that helps the students enhance their understanding (Roohani et al., 2015)

Even though it is in the context of online learning, teachers still have to prepare learning materials that are attractive to students (Rasmitadila et al., 2020). Visual-based material is certainly an option that can be used in teaching reading and motivating students to read (Choi & Yi, 2016). In addition, with the internet, teachers no longer need to create visual-based materials because visual materials are readily available and free. Students' motivation in reading can be grown by providing interesting reading content. This is confirmed by the results of a study conducted Nitiasih et al., (2019) who found that students were very happy with digital-based reading content and contained interesting stories.

The results of this study imply that students' reading motivation can be improved by presenting visual-based reading content. The results of the study have also proven that visualized reading content affects students' reading motivation so that teachers are advised to use visualized reading content in teaching reading especially during online learning.

CONCLUSIONS

This study concluded that the students' reading motivation on the posttest was higher than the pretest. This can be seen from the results of statistical tests where the value of students' reading motivation after studying with digitalized reading content is higher than before. Suggestions that can be conveyed are, English teachers are obliged to create an innovative learning environment so that they can motivate students in learning. Especially in reading motivation, teachers can apply digitalized reading content.

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