

Reading Motivation and its Impact on Reading Proficiency of Engineering Students in Pandemic Covid 19

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Abstract: The unreadiness of the academic community in facing Covid 19 pandemic affects the process of teaching and learning in some ways. In this current research, the researcher wanted to explore the reading motivation and its impact on the reading proficiency of engineering students in pandemic Covid 19. The data regarding the Reading Motivation were collected by using the Adult Motivation for Reading Scale by Schutte and Malouff. The data regarding reading proficiency were collected through reading tests. The data were analyzed by using Pearson Product Moment Coefficient Correlation, Linear Regression, and Compare Means. The result showed that the correlation between Reading Motivation and Reading Proficiency of the students was 0.606; the effect was 0.368 and the contribution was 36.8%. The reading motivation of the students affected the reading proficiency of the students significantly. There were significant mean differences in reading motivation on the basis of gender, residence, parents' occupation, and age.

Key words: Reading Motivation, Reading Proficiency, Mean Difference

I. INTRODUCTION

I ncreasingly globalized world forces anyone who is engaged in science and technology to improve their knowledge and skills. To understand information related to science and technology, every student including engineering student needs English reading skill. It is because most of the information related to science and technology is written in English. Reading ability and proficiency for students is a must. For this reason, the students, including engineering students, must have good English reading skills. Unfortunately, the research conducted by Mohamed et.al. (2020) showed that English reading proficiency of undergraduate students of engineering is not high. One of the reasons is because most of them have tendency to avoid difficult word when reading.

The United Nations describes the Covid 19 pandemic as a major distraction nowadays, especially in the world of education (United Nations, 2020). Many schools from all levels of education are locked down. The situation raises new problems. It forces the entire academic community to apply new learning models. The form of learning must be changed from face-to-face learning to online learning. The students meet their teachers and friends only via common platforms (LMS, WhatsApp, Zoom, google meet, and many others), which can cause various difficulties. The unreadiness of conducting online learning causes some communication

problems. The materials that previously can be discussed directly with teachers now forced to be completed using several platforms which of course cannot be as flexible as before. Previously, the teachers can pay attention to their students in the classroom and it affected students' motivation to read. Praise from the teacher can influence students to increase their reading motivation. A simple reward for the work or achievement that has been obtained by the student can increase reading motivation. A success story from a senior or a good testimony can increase reading motivation. A desire from oneself to get better grades or do self-development can trigger students to increase reading motivation.

The pandemic situation also affects other academic communities. The administration staffs feel awkward because previously they were accustomed to using paper to write or to deliver the information, Nowadays, they have to use paperless and it means they have to understand how to make use of technology and the internet for their activities. The teachers and the students also feel awkward because they have to fully relate to the use of the internet.

Access to the library is also difficult. Before the pandemic, students could read many books and articles and also used the free internet access provided by the school. Nowadays, access to use the library is limited. Only 25 to 50 percent of the students can use the library at the same time. In order to prevent further spread of the Covid 19 pandemic, the visitors of the library must comply with health protocols not only wearing masks and washing hands properly but also have to maintain a distance of at least 1-meter from one another. The rest of the students who cannot use the free Wi-Fi provided by the school have to buy internet quotas. Something that, of course, has never been thought of before.

Another consequence of the pandemic is the layoffs experienced by some parents, the main funding supporters of the students. Does the situation affect the sustainability of the students to study? Is this related to the gender issue, since Mc Geown et al. (2012) mention that girls tend to have more positive reading motivations than boys? Could this difficult situation affect the reading proficiency of the students? Does this situation affect students' motivation to learn as well as the reading motivation of the students? The absence of an internet signal in some places such as in remote areas is also a

problem that must be faced. As an archipelago, Indonesia has many big and small islands. Some people live in big cities facilitated with the good internet signal, while the rest, live in remote areas. Most of the time, people who lived in rural areas in Indonesia got problems with the internet access (Varghese, 2020).

Conradi et al. (2014) mention that there are variations in people's motivation to read. These diverse reading motivations are very individual. Parents read stories to their young children so that their children feel happy. Old people read the holy book in order to deepen their understanding of their religion. Teachers read students' assignments in order to give proper score. The students read many books and journals in order to answer the teacher's questions and pass the exam. There are also those who read to look smart and get recognition from others. A person reads a novel because the story is similar to his life story. Some read manuals dealing with fans because they want to know how to clean the fans and so on.

Ryan and Deci (2000) state that internal motivation and external motivation are theoretically dissimilar. Perhaps, the words 'love' or 'like' can be used to describe internal reading motivation. Meanwhile, the words 'must' or 'have to' can be used to describe the meaning of external reading motivation. Internal reading motivation comes from an individual (Harmer, 2007). Schaffner et al. (2013) mention that in internal reading motivation, there is a strong desire from someone to read because he really likes the topic he is reading and he believes that the reading is very useful and important for him. People who are very interested in making robots, will look for information and read material about robots anywhere so that their passion for making robots can be fulfilled. This is what Unrau and Schlackman (2006) mean by the term interest or passion; someone will look for information anywhere and read thoroughly the reading material related to his hobby. On the other hand, external reading motivation arises when, for example, someone reads because he wants to get a big score in an exam, or someone reads poetry in competition because he wants to become a champion not because he likes to read poetry. The need for promotion, passing exams, and financial rewards will make someone have external motivation (Harmer, 2007).

It seems that adults need to read more than children do due to various needs that must be met. A husband should read the manual on how to use a washing machine before explaining it to his wife. A housewife must read the textbook of grade 3 before explaining it to her child during the pandemic. An employee must read various reading materials seriously to solve problems in the workplace. The teacher must read the topic from textbooks and journals before it is explained to students. Middle and higher school students have to read a lot of reading materials in order to be able to answer the questions given by the teachers.

Sometimes people read because he likes the topic he is reading. It distinguishes him from someone who reads

because of external pressure. Guthrie, et al. (2004) believe that someone who has internal motivation in reading will make a real difference to his work. He tends to read a variety of reading materials that he really needs, he will do extensive reading activities more often (Knight, 2004). Apart from external motivation, young adults must have internal motivation in reading too, because it is very much needed for the continuity of their education. Students who have internal and external motivation in reading tend to feel involved with what they are learning while students who do not have internal and external motivation in reading tend not to care about their education which will ultimately lead to their failure. A reading culture must be developed because students with high reading motivation will develop into lifelong reading habits (Gambrell, 2011).

Simpson and Weiner (1998) state that reading is the act or skill of understanding something written or printed. Cline et al. (2006) state that reading is translating codes in the form of letters and numbers into something meaningful. From the definitions above, it can be seen that there are many things that need to be learned from a reading activity. There are at least two skills carried out by someone who is reading, i.e., understanding existing codes and interpreting them as information that needs to be understood. Because reading is a process, children need to learn to read from an early age. This learning must be done deliberately and systematically. Because it is complex, these skills need to be taught contextually, and gradually. To build children's reading skills, it is necessary to prepare reading materials that are appropriate for the child's age. It should be done to make children motivated to read various reading materials which will eventually form a high reading interest.

Peterson & Taylor (2012) state that the reading proficiency of students can be affected by several external and internal factors. Therefore, teachers need to know what internal and external factors that can affect students' reading abilities in order to create optimum reading abilities for the students.

Guthrie et al. (2006) mention that reading is fundamentally needed by students to acquire knowledge. Cromley (2009) states that a child who has good reading proficiency tends to have good science proficiency. Therefore, it is very important to guide students to have good reading proficiency. Meanwhile, Bates et al. (2016) mention about a long-lasting relationship between children's early reading motivation and their later reading achievement.

Research Questions

The following are the research questions:

- a) Is there any significant correlation between reading motivation and reading proficiency of engineering students in pandemic Covid 19?
- b) Is there any significant mean difference in reading motivation of engineering students on the basis of gender, residence, parent's occupation, and age?

Research Objectives

The objectives of this research are:

- a) To investigate the reading motivation and its impact on reading proficiency of engineering students in pandemic Covid 19.
- b) To investigate the mean difference of reading motivation of engineering students on the basis of gender, residence, parent's occupation, and age

II. METHODOLOGY

The subjects of the research were the engineering students of State Polytechnic of Sriwijaya in the academic year of 2021-2022. The number of respondents was 108 students. The research was conducted online due to the pandemic of Covid 19.

It was descriptive correlational research with a quantitative approach. Independent variable of this current research was the Reading Motivation of engineering students (RMS). The data were collected through a questionnaire. Adult Motivation for Reading Scale (AMRS) developed by Schutte and Malouff (2007) was used to measure the reading motivation of engineering students. There were 21 items on this scale on a 5-point-Likert-scale from strongly agree (5 points) to strongly disagree (1 point). This questionnaire was divided into two sections. The first section administered the demographic data of the respondents including gender, residence, parent's occupation, and age of the respondents and the second one administered the reading motivation on the basis of perception. The range of the scale was from 21 to 105. The researcher also applied unstructured interview to clarify the statements in the questionnaire. Unstructured interview was applied to six respondents; three male respondents and 3 female respondents.

The dependent variable of this current research was the reading proficiency of Engineering students (RPS). The data were collected through reading tests.

The data were analyzed by using Pearson Product Moment Coefficient Correlation, Linear Regression, and Compare Means.

III. RESULTS AND DISCUSSION

Demographic Data

The profile of the respondents was divided into gender-based, parents' occupation-based, age-based, and residence-based.

Table 1 Respondents' profile based on gender

No	Gender	Freq.	Percentage (%)
1	Male	85	78.7
2	Female	23	21.3
Total		108	100

The number of the respondents were 108 students. The number of male respondents were 85 (78.7%); and the number

of female respondents were 23 (21.3%). From the profile of the respondents, it can be said that most of engineering students were male.

Table 2 Respondents' profile based on residence

No.	Residence	Freq.	Percentage (%)
1	Rural areas	28	25.93
2	Urban areas	80	74.07
Total		108	100

There were 25.93% of respondents lived in rural areas; and there were 74.07% of respondents lived in urban areas. This demographic data showed that most of the respondents lived in urban areas. It was because they have to live near their campus. There were many activities that should be conducted in campus. There were positive and negative things living in urban areas. The ones who lived in urban areas should pay for housing if they live far away from their family or relatives. The positive thing is that they can have free access of internet from their campus. The students who lived with parents had one plus point. It was not necessary for them to pay for housing and they have free internet access in their house. Some of them lived in rural areas because some theoretical subjects were taught online due to pandemic covid 19. There were positive and negative things living in rural areas. In one side, they can save money especially for housing cost, in another side, they got difficulties in accessing internet. As it has been mentioned previously, Indonesia is an archipelago country that has many big and small islands. Many rural areas were not covered with internet access yet.

Table 3 Respondents' profile based on parents' occupation

No.	Parents' occupation	Freq.	(%)
1	Farm Laborers	25	23.1
2	The employees of state-owned company and the civil servants	83	76.9
Total		108	100

There were 23.1% of the respondents whose parents' occupation was farm laborers, and there were 76.9% of the respondents whose parents' occupation was the employees of state-owned company and the civil servants. It illustrated that most of the parents' occupation were the employees of state-owned company or the civil servants. These parents' occupation warranted them financially. Even though the parents were not very rich, at least they have enough money to support the education of their children. The parents' occupation of some of them were farm laborers. For these students, the support from other parties were very welcome.

Table 4 Respondents' profile based on age

No.	Age	Freq.	Percentage (%)
1	17 - 21	80	74.07
2	22 -25	28	25.93
Total		108	100

There were 74.07% of the respondents whose age is between 17 – 21. It demonstrated that formally, they studied continuously from elementary school, junior and senior high school, and now in polytechnic. Meanwhile, there were 25.93% of the respondents whose age was between 22 - 25. The data showed that there was one or two times when they dropped out or were late in applying to school due to financial problems or other unforeseen circumstances.

Dimensions of reading motivation

Schutte and Malouff (2007) divided the reading motivation into four dimensions; reading as part of self, reading efficacy, reading for recognition, and reading to do well in other realms. On dimension reading as part of self, the respondents believed that reading was very important to them. They got many information from reading. Instead of listening, they liked to read. they believed that reading was part of themselves. Female respondents tend to have these characteristics.

I believe that reading is very important to me. Instead of listening, I like to read the information from books. To satisfy my needs to read, sometimes I lend some books like novels or comics from my friends. By reading I know many things. I believe that reading is part of myself [respondent no. 1]

The following were the characteristics of the respondents on dimension reading efficacy. They liked to read interesting books or articles in their discipline even though it was difficult. Unfortunately, there were contrasting idea in their mind. In one side, they liked to read hard and challenging books, but in another side, they didn't like to read technical material. Actually, it was very dangerous for them because they might lose some important information. Actually, it was important for them to understand many practical terms for their future career. In this research, male respondents tend to have these characteristics. They liked to do something as fast as possible. The fact, in many cases, process was very important.

Actually, I like to read books especially if those are in my discipline. I will try my best to complete the reading but I don't like to read technical material. [Respondent 2]

The respondents on dimension reading for recognition believed that compliment was very important for them. Those kinds of people felt happy if their competences in reading were known by many people. They felt happy if many people asked them regarding what they had read. Both male and female respondents had these kinds of characters.

I understand that compliment is very important for me. I feel happy if many people know that I am good in reading. I feel happy if many people ask me about what I have read so that I can show my knowledge. [respondent no. 3]

I believe that other people should respect what I have conducted especially regarding reading. Showing my knowledge to other people is my happiness. [respondent no. 4]

The following are the characteristics of the respondents on dimension reading to do well in other realms. They believed that they would read if they needed to read. For example, they will read because they will face the examination. They will read because they want to know how to repair the electric fan. They believed that they should have good mark to show that he is competent.

I believe that I will read if I need to read. Of course, I will read for my semester test. [respondent no. 5]

I understand that I should read to get good mark. I will read because I want to know about something. Good mark is important for me because it shows that I have good performance on my subjects at school. [respondent 6]

Correlation between the variables

The focus of this part was about the correlation, effect, and contribution of reading motivation on reading proficiency of engineering students.

Table 5 correlation between reading motivation and reading proficiency of engineering students in pandemic Covid 19

R	0.606
R ²	0.368
t-value	7.850
Sig.	0.000
df	106
t-table	1.983

The table showed that there was a significant correlation between reading motivation and reading proficiency of engineering students in pandemic Covid 19 ($R = 0.606$; and the significance was 0.000). The data also showed that R^2 was 0.368, which means that the effect of the correlation was 0.368 and the contribution was 36.8%. Because the t-value > t-table ($7.850 > 1.983$), it can be concluded that the reading motivation of the students affected the reading proficiency of the students significantly.

The correlation between the Reading Motivation of the students (RMS) and the Reading Proficiency of the students (RPS) was significant ($R = 0.606$; sig. = 0.000). It implies that the entire academic community must pay attention to the relationship. Teachers must pay more attention to variables of reading motivation. How to increase students' reading motivation should also be understood by the teachers. Furthermore, what is meant by internal and external motivation should be understood by the teachers because internal motivation and external motivation are not the same (Ryan & Deci, 2000). Finally, the strategies that can be applied to increase reading motivation of engineering students should also be understood by the teachers. In reality students have different reading motivations. There are those who are active in reading because of internal factors that exist within themselves and there are those who are active in reading because of external factors. This is in line with the idea which

is mentioned by Conradi et al. (2014) regarding variations in people's motivation to read.

Next, the importance of reading motivation to their reading proficiency should be understood by the students. Students who diligently read tend to have knowledge more than those who are lazy to read. The higher their level of education, the greater their needs for reading, especially in relation to their discipline. They have to read for various purposes such as to answer questions in an exam. They also have to read because they have to present the results of their research. They also have to make a summary of the material assigned by the teacher and so on.

The head of department and policymakers are those who also influence the success of students in reading. To ensure the quality of learning process in an institution, the head of the department should conduct the supervision regarding the course design that has been prepared by the teacher, the implementation of teaching and learning process in the classroom, as well as the assessment carried out by the teacher. Policy makers are the last thing that also affect the success of reading proficiency of engineering students. In the institution, the learning model and the teaching and learning strategy can be directed by them. As the policymakers, they can prioritize what should be improved so that learning achievement, in this case, students' reading proficiency can be achieved.

Mean difference of reading motivation

In this section, the researcher focused on Mean difference of reading motivation on the basis of gender, residence, parents' occupation, and age

Table 6 Mean Difference of Reading Motivation based on Gender

F	df1	df2	F-table	Sig.
128.104	1	106	3.931	0.000

In this research, the researcher wanted to investigate the mean difference in the motivation of reading the students based on gender. For that purpose, the researcher used the F test. The following were the hypotheses.

Ho: There was no significant mean difference in the motivation of reading in terms of gender.

Ha: There was a significant mean difference in reading motivation on the basis of gender.

The table showed that the F value was 128.104. Because (df1 = 2-1 = 1), and df2 (108-2 = 106), the F table was 3.931 and the significance was 0.000. If F value ≤ F table, Ho was accepted; If F value > F table, Ho was rejected. If the significance > 0.05, Ho was accepted; If the significance < 0.05, Ho was rejected. The table showed that F value > F table (128.104 > 3.931) dan the significance < 0.05 (Sig.= 0.000). Therefore, it can be concluded that Ho was rejected and Ha was accepted. There was a significant mean difference in reading motivation on the basis of gender.

Table 7 Mean Difference of Reading Motivation in terms of Residence

F	df1	df2	F-table	Sig.
55.546	1	106	3.931	0.000

In this research, the researcher wanted to investigate the mean difference in reading motivation of the students on the basis of the residence. For that purpose, the researcher used the F test. The following were the hypotheses.

Ho: There was no significant mean difference of reading motivation on the basis of residence.

Ha: There was a significant mean difference of reading motivation on the basis of residence.

The table showed that the F value was 55.546. Because (df1 = 2-1 = 1), and df2 (108-2 = 106), the F table was 3.931 and the significance was 0.000. If the F value ≤ F table, Ho was accepted. If F value > F table, Ho was rejected. If the significance > 0.05, Ho was accepted. If the significance < 0.05, Ho was rejected. The table showed that F value > F table (55.546 > 3.931) dan the significance < 0.05 (Sig.= 0.000). The researcher concluded that there was a significant mean difference in reading motivation on the basis of residence.

Table 8 Mean difference of reading motivation of engineering students on the basis of Parents' Occupation

F	df1	df2	F-table	Sig.
29.373	1	106	3.931	0.000

In this research, the researcher wanted to investigate the mean difference in the motivation of reading in terms of parents' occupation. For that purpose, the researcher used the F test. The following were the hypotheses.

Ho: There was no significant mean difference in the motivation of reading based on parents' occupation.

Ha: There was a significant mean difference in the motivation of reading based on parents' occupation.

The table showed that the F value was 29.373. Because df1 (2-1 = 1), and df2 (108-2 = 106), the F table was 3.931 and the significance was 0.000. If the F value ≤ F table, Ho was accepted. If F value > F table, Ho was rejected. If the significance > 0.05, Ho was accepted. If the significance < 0.05, Ho was rejected. The table showed that F value > F table (29.373 > 3.931) and the significance < 0.05 (Sig.= 0.000). Therefore, the researcher concluded that Ho was rejected and Ha was accepted. There was a significant mean difference in reading motivation based on parents' occupation.

Table 9 Mean difference of reading motivation of engineering students on the basis of age

F	df1	df2	F-table	Sig.
55.546	1	106	3.931	0.000

In this research, the researcher wanted to investigate the mean difference in reading motivation of the students on the basis of

age. For that purpose, the researcher used the F test. The following were the hypotheses.

Ho: There was no significant mean difference in the motivation of reading in terms of age.

Ha: There was a significant mean difference in the motivation of reading in terms of age.

The table showed that the F value was 55.546. Because $df_1 (2-1 = 1)$, and $df_2 (108-2 = 106)$, the F table was 3.931 and the significance was 0.000. If the F value \leq F table, Ho was accepted. If F value $>$ F table, Ho was rejected. If the significance $>$ 0.05, Ho was accepted. If the significance $<$ 0.05, Ho was rejected. The table showed that F value $>$ F table (55.546 $>$ 3.931) and the significance $<$ 0.05 (Sig.= 0.000). In this case, Ho was rejected and Ha was accepted. There was a significant mean difference in reading motivation on the basis of age.

The significant mean difference in the motivation of reading in terms of gender implies that teachers must treat students of different genders differently. Teachers must pay attention to what kind of learning model each gender prefers and then carry out the teaching and learning processes in the way they prefer. This method needs to be applied to ensure that the teaching and learning process will produce achievements as expected. In this case, the students must be motivated in different ways based on gender so that the motivation given is acceptable to them. The result showed that the mean score of reading motivation of female students was bigger than the reading motivation of male students. This is in accordance with the statement mentioned by McGeown et al. (2012) regarding the reading motivations as perceived by different genders. They mention that female students tend to have more positive engagement regarding reading motivations than male students

The mean score of reading motivation of the students who lived in the urban areas was bigger than the students who lived in rural areas and the mean difference was significant. This may be due to better facilities owned by students living in rural areas. Students who live in rural areas have easier internet access than the students who live in urban areas. During the COVID-19 pandemic, internet access is non-negotiable. Its existence is very much needed by students. Access to a complete library is also enjoyed by students who live in rural areas. This difficulty is especially experienced by students living in developing countries such as Indonesia where there is a very clear difference between the facilities owned by people in rural areas and people living in urban areas.

The mean score of reading motivation of the students whose parents were the employees of the state-owned companies and the civil servants was bigger than the mean score of reading motivation of the students whose parents were the farm laborers; the mean difference was significant. This may be due to the income of the parents who support the education of the children. It is understood that the education of most of the

students was supported by parents. Parents are the main funders of the education of their children. Therefore, it can be understood that the income of parents for most children affects reading motivation and reading proficiency. The socioeconomic ability of parents affects the educational facilities that can be provided to children. the better the socioeconomic status of the parents, the more capable they are of providing better educational facilities for their children.

There was a significant mean difference in reading motivation on the basis of age. Students aged 17 - 21 were students who learned continuously. They never stopped out or dropped out of school due to various factors; Meanwhile, students aged 22-25 were students who did not study continuously. There were times in their lives, they stopped out or dropped out for various reasons. Some of them also started school late due to various reasons such as economic reasons and academic reasons of students. Students who attended school continuously tend to have better motivation to read than those who did not attend the school continuously. This is in line with the idea mentioned by Bates et al. (2016) regarding the long-lasting relationship between children's early reading motivation and their later reading achievement.

IV. CONCLUSION

The academic community of the State Polytechnic of Sriwijaya understood that new problems were raised since the outbreak of the pandemic Covid 19. As the members of the academic community, they have to do some adjustments. They have to complete all the activities by using online learning. Of course, this uncertain condition has some effects to the teaching and learning process.

The layoffs experienced by some parents as the main funding supporters of the students are other consequences of the pandemic. The researcher wanted to know the continuity of student learning during the Covid 19. Does it have to do with gender issue? The researcher also wanted to find out the impact of the absence of internet signal in remote areas.

The fundamental thing that the researcher wanted to investigate was regarding the students' reading motivation and its impact on students' reading proficiency in this pandemic Covid 19. Significant differences in terms of gender, residence, parent's occupation, and age also attracted the researcher's attention.

In this current research, 108 engineering students of State Polytechnic of Sriwijaya in the academic year of 2021-2022 were the respondents of the research; and due to the outbreak of the pandemic Covid 19, the research was conducted online.

Descriptive correlational research with a quantitative approach was the research method. Reading Motivation of engineering students (RMS) was the independent variable of the study. Researcher collected the data regarding the independent variable by using a questionnaire called Adult Motivation for Reading Scale (AMRS) which was developed by Schutte and Malouff (2007). The scale has twenty-one

items. The perceptions were made by the respondents by using a five-point-Likert-scale. It ranged from strongly disagree (1 point) to strongly agree (5 points). In the questionnaire, the researcher asked each of the respondent to write his identity including the name, gender, residence, parent's occupation and age. The researcher also asked him to make his perception regarding the statements provided. The score of the perception ranged from 21 to 105. To add the data, the researcher also conducted unstructured interview. The reading proficiency of Engineering students (RPS) was the dependent variable of the research. To measure the reading proficiency of the students, the researcher used the reading tests.

The researcher analyzed the data by using the Pearson Product Moment Coefficient Correlation, Linear Regression, and also the Compare Means.

Most of the respondents were male, living in rural areas, whose parents' occupation was the employees of state-owned company and the civil servants and the age ranged from 17 to 21.

In terms of reading motivation, some respondents were on dimension reading as part of self who believe that reading is very important to them. Meanwhile, they who were on dimension reading efficacy believe that they like to read hard and challenging books, but they don't like to read procedural text. Some who were on dimension reading for recognition believe that compliment is very important for them. The ones who were on dimension reading to do well in other realms believed that they will read if they need to read.

The correlation between the reading motivation and the reading proficiency of engineering students is significant ($R = 0.606$; $sig. = 0.000$). The effect of the correlation was 0.368 and the contribution was 36.8%. The data showed that the reading motivation significantly affected the reading proficiency of engineering students.

The result of this current research also showed that there were significant mean differences in reading motivation based on gender, age, and residence of the respondents, and also the occupation of the parents.

V. RECOMMENDATIONS

Based on the findings and discussions, the researcher provides five recommendations.

1. Policymakers should open wide access to library with high quality facilities of internet to increase the reading proficiency of the students. Policymakers should also provide some seminars and workshop to improve the reading motivation of the students.
2. The head of the department should supervise the performance of the teachers to maintain the quality of the teaching and learning process so that high reading proficiency of the students can be achieved.

3. The teachers should understand how to increase the reading motivation of the students; and understand what strategies that must be applied to increase reading motivation of engineering students. The teachers should also treat students on the basis of gender, parents' occupations, age, and residence.
4. The students should understand that reading motivation is very important to their reading proficiency. They should also understand that the higher their level of education, the greater their needs for reading, especially in relation to their discipline.
5. For the next researcher, it is recommended to have research on correlation between reading motivation and social success.

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