Motivation in Reading Arabic Literature Books Among Students of Kelantan Religious Schools

Muhammad Saiful Anuar Yusoff (Corresponding author)
Akademi Pengajian Bahasa, Universiti Teknologi MARA Cawangan Kelantan, 18500 Machang, Kelantan.
Tel: +6019-9395454 E-mail: saiful673@uitm.edu.my

Wan Nazihah Wan Mohamed
Akademi Pengajian Bahasa, Universiti Teknologi MARA Cawangan Kelantan, 15050 Kota Bharu, Kelantan.
Tel: +6019-9391568 E-mail: wnazihah@uitm.edu.my

Abstract

Motivation plays an important role in learning because it activates learning behavior. However, empirical studies that investigated the influence of motivation dimensions on the activities of reading Arab literature books among students taking religious examination papers (STAM) have not yet been conducted. Four dimensions of motivation namely self-efficacy, subject value, intrinsic orientation and extrinsic orientation were studied based on the Expectancy-Value Theory and Self-Determination Theory. As such, this study was conducted to identify the influence of four-dimensional motivation on the frequency of reading Arab literature books among students taking STAM exams and examine the influence of Arabic language proficiency on the relationship between the dimension of motivation and frequency of reading. The study involved 375 students who took STAM examination in schools managed by Yayasan Islam Kelantan (YIK). Structural Equation Modelling using Smart PLS software was utilised to get the results of the study. The findings showed that only self-efficacy dimension ($\beta=0.162, t=2.370, p<0.01, f^2=0.018$) significantly affected the frequency of reading Arab literature books while the analysis on the influence of Arabic language proficiency as the moderator factor ($\beta=0.168, t=1.932, p<0.05$) proved to be significant towards the relationship between self-efficacy and frequency of reading Arabic literature books. This finding revealed the importance of self-efficacy in predicting the frequency of reading Arabic literary textbooks and its effect on the frequency of reading Arabic literary textbooks that depends on the level of Arabic language proficiency. Implications of this study from theoretical and practical point of view are also discussed.

Keywords: Self-efficacy, Subjective value, Intrinsic, Extrinsic, Frequency of reading.

Introduction

Textbooks are the main aspects which are directly involved in student learning. It is a book used in certain areas of learning and it is a standardized book prepared by experts in the field to describe a topic based on the purpose and objective of the learning process (Aisyah, Maimun & Nik Mohd Rahimi, 2017). Textbooks are used by students as references at certain level of learning medium related to specific areas of learning (Muschich, 2010). A good textbook contains features like being objective, integrated, contextual, fit the ability of students, language skills and competencies, adequate support materials, and suitable examples through actual language situations (Ab. Halim Mohamad, 2003). A good textbook also affects the student learning process. It can increase the students’ interest and tendency to take courses offered (Muhammad Haron et al., 2014). Apart from that, they can also appreciate and explore the discipline while tracking the development of knowledge discussed in the book. Learning must be linked to real life situations and guide the students to realize that learning activities are part of life (Atan Long, 1980).

Based on the basics and influence of textbooks on student learning, it is necessary to examine the frequency of textbook usage among students who are taking STAM exam. The purpose of this study is to examine the influence of self-efficacy, important value of literature textbooks, intrinsic and extrinsic motivation to the reading of Arabic literature texts as well as to
see the effect of Arabic language control on the relationship of motivational dimensions to the frequency of reading the textbook.

### Literature Review

#### Arab Literature Book Readings

Reading is an important activity in the process of acquiring knowledge. The frequency of reading activities in the classroom and the casual reading outside of the learning class has been identified to influence academic achievement and student engagement (Cox & Guthrie, 2001). The study conducted by Elley (1994) showed that silent reading often contributes significantly to the achievement of students in understanding the reading text. In addition, reading activity also affects the acquisition of knowledge (Cunningham & Stanovich, 1997). Students who constantly read are supposed to acquire more knowledge related to the subject that they read. The reading frequency also has a significant influence on the active participation of students from a social point of view. The study of Guthrie, Schafer, and Hutchinson (1991) and Morrow (1996) in the West found that most active readers actively interact with each other in a community. Knowledge gained from reading activity allows them to discuss terms of a topic or to understand what other students are discussing.

Even though the importance of reading frequency cannot be denied, the use of textbooks as the primary source of information in learning is often neglected. The use of textbooks among students who sit for STAM exam is at unsatisfactory level. Among the factors often associated with this problem are low learning motivation (Mohamad Azrien & Mohd Alwee, 2009) and the weakness of basic Arabic proficiency (Zulazhan, 2011). Due to this, studies need to be done to understand the influence of student motivation on the frequency of reading Arabic textbooks and the influence of Arabic language proficiency on the relationship between motivation and the frequency of reading Arabic textbooks at STAM level. Therefore, the objectives of this study are (i) to examine the relationship between four dimensions of motivation with the frequency of reading Arab literature textbooks and (ii) to see the influence of Arabic language proficiency on the relation of motivation dimension with the frequency of reading Arabic literature textbooks.

Motivation Factors Influencing Arabic Literature Text Readings

Motivation is one of the important factors in determining the success of a second language or foreign language learning process (Mori, 2004). It is multi-dimensional which is often mistaken for a single dimension labeled as "interest" (Kaseh, Nil Farakh & Zeti Akhtar, 2010).

Some studies have found that there is a correlation between motivation and reading frequency. Baker and Wigfield (1999) found that all 11 dimensions in reading motivation correlate with reading activity report among students. Guthrie and Wigfield (1999) found that reading motivation is a significant predictor of reading frequency whereas Schutte and Alouff (2004) concluded that there is a correlation between reading motivation and the overall reading frequency of the students, the amount of time for pleasure reading and the time required for a reading activity. The frequent dimensions of motivation are self-efficacy, importance of a subject, intrinsic and extrinsic motivation (Guthrie et al., 2007; Linnenbrink & Pintrich, 2003).

#### Self-efficacy

Self-efficacy refers to one's belief that they have the ability to manage and decide on a series of actions required to produce a pre-determined achievement (Bandura, 1997). This theory predicts that students will engage into reading in foreign languages if they believe they have the required skills. Past studies have shown that high efficacy students are active readers and understand the reading texts very well (Braten et al., 2012; Maryam & Samsilah, 2014; Tobing, 2013). A study conducted by Braten et al. (2012) in understanding the various types of reading texts in Science subjects generated insights that exhibited significant positive relationships between self-efficacy and reading comprehension although some important variables were controlled.

#### Subjective Value of Arabic Literature

Value refers to a set of stable general beliefs of what is desired (Feather, 1992). This belief comes from the norms of society, the needs of one's psychology and feelings of self-esteem. According to Feather (1992), value is a form of motivation that encourages someone to take
action that is thought to be necessary. Value will influence the process of setting goals and keep them in mind. The important value of a subject appears to be a separate factor in reading and motivation in general (Mori, 2004). Past studies have shown that reading comprehension is influenced by belief in self-efficacy and the value of the assignment (Ghaith & Bouzeineddine, 2003; Yamashita, 2004). The importance of an assignment also affects reading activity such as the use of reading strategy (Kamarul Shukri & Mohamed Amin, 2009). The study of Kamarul Shukri and Mohamed Amin (2009) showed positive correlations between instrumental motivation with metacognitive, cognitive, memory, metaphysical and social strategies in which the correlation strengths were between 0.231 to 0.391. However, the strength gained is generally low which resulted in inconclusive findings. There were also studies that produced opposite findings (Braten et al., 2012).

**Intrinsic Motivation**

Intrinsic motivation is the tendency to take action without the need for additional incentives in certain situations (Spafford, Pesce & Grosser, 1998). Individuals with intrinsic motivation are key players in learning situations that have particular competency in efficiency and control over the environment. They also assume they are able to control the learning situation in comparison with students with extrinsic motivation (Pintrich & Schunk, 2002). Some studies have been conducted to see the relationship between intrinsic motivation and reading. The study of Cox and Guthrie (2001) showed that it is a major factor in motivating students to read. Studies of Baker and Wigfield (1999) also showed intrinsic motivation as the most prominent factor that encourages students to read books in the first and second languages. Mori and Gobel (2006) study proved that the motivation of Japanese students studying English consists of intrinsic motivation and the importance of the language. The study of Takase (2007) on factors that encourage Japanese school readers to read books extensively found that intrinsic motivation is among the factors that greatly affect students reading in the first language and second language.

**Extrinsic Motivation**

Extrinsic motivation refers to the willingness to respond rather than to the excitement. It is caused by the goal of getting something like money, rewards or good grades in the exam (Spafford, Pesce & Grosser, 1998). Extrinsic motivated individuals are passive individuals in learning situations and will only exhibit appropriate behaviours when appealing incentives are offered or will react to avoid unintended consequences (Pintrich & Schunk, 2002). A study by Bidin et al. (2009) conducted on 620 students of three university campuses in Malaysia proved that students are motivated by extrinsic motivation rather than intrinsic motivation when learning English. The study by Kondo-Brown (2009) on high school students in Asia such as China, Japan and Korea also produced similar findings.

**Research Framework and Hypotheses Development**

The above literature review becomes the basis for developing the framework and the construction of research hypotheses. Most studies showed the existence of the relationship between the four dimensions of motivation with the frequency of reading textbooks although the findings on some dimensions of motivation were not conclusive. At the same time, the inconsistent or weak relationship poses the question on the existence of other factors that may affect motivational relationship with the frequency of reading textbooks (Guthrie & Wigfield, 1999; Guthrie et al., 2007). Hence, it is hypothesized that motivation influences the reading of STAM Arabic literature textbooks and this relationship is influenced by the students’ proficiency of Arabic language. The framework of the study is explained in Figure 1 which is followed by eight research hypotheses.

![Figure 1: Research Framework](image)

**H1:** Self-efficacy positively affects the reading of STAM Arabic literature textbooks.

**H2:** Extrinsic motivation positively affects the frequency of reading STAM Arabic
H3: Intrinsic motivation positively affects the frequency of reading STAM Arabic literature textbooks.

H4: Subject value of Arabic literature positively affects the frequency of reading STAM Arabic literature textbooks.

H5: Arabic language proficiency affects the relationship of self-efficacy with the frequency of reading STAM Arabic literature textbooks.

H6: Arabic language proficiency affects the relationship of extrinsic motivation with the frequency of reading STAM Arabic literature textbooks.

H7: Arabic language proficiency affects the relationship of intrinsic motivation with the frequency of reading STAM Arabic literature textbooks.

H8: Arabic language proficiency affects the relationship of subject value of Arab literature with the frequency of reading STAM Arabic literature textbooks.

Methodology

A quantitative approach based on positivist paradigm was used in this study. The population of this study included the students who took STAM examination in Kelantan. In order to ensure that the selected respondent sample was in line with the objective of the study, random probability sampling technique was applied. The expected sample size required for this study was determined through the use of G*Power software (Faul, Erdfelder, Buchner & Lang, 2009) by looking at the number of study variables and items. The result of analysis showed that the value obtained was 0.99. This value exceeded the statistical strength of the required statistical analysis of at least 0.80 (Cohen, 1988).

Data collection was done using questionnaire. Each question item was formed and pre-tested to ensure its reliability. All question items used the 10 points Likert scale. A total of 420 questionnaires were distributed and after the data clearing process, 375 completed forms were obtained. Partial Least Square (PLS-SEM) was applied involving two stages of analysis namely item measurement model and structural measurement model.

Results

Measurement Model Analysis

Table 1 illustrates the results of reliability testing and convergence constructs which showed that all items achieved a high level of internal consistency (Nunnally & Bernstein, 1994) while average variant extracted (AVE) and composite reliability (CR) fulfilled the requirement of convergence validity (Hair et al., 2014).

<table>
<thead>
<tr>
<th>Construct</th>
<th>Measurement Items</th>
<th>Loading</th>
<th>AVE</th>
<th>CR</th>
<th>Cronbach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self efficacy</td>
<td>EF1, EF2, EF3, EF4, EF5, EF6, EF7, EF8, EF9, EF10, EF11</td>
<td>0.665, 0.718, 0.725, 0.672, 0.783, 0.798, 0.775, 0.704, 0.690, 0.768, 0.705</td>
<td>0.825, 0.455, 0.825, 0.760</td>
<td>0.700, 0.754, 0.875, 0.749</td>
<td></td>
</tr>
<tr>
<td>Extrinsic</td>
<td>Ext1, Ext2, Ext3, Ext4</td>
<td>0.852, 0.728, 0.828, 0.406</td>
<td>0.453, 0.661, 0.854, 0.749</td>
<td>0.700, 0.735</td>
<td></td>
</tr>
<tr>
<td>Intrinsic</td>
<td>Int1, Int2, Int3</td>
<td>0.816, 0.845, 0.813</td>
<td>0.661, 0.921, 0.897</td>
<td>0.700, 0.735</td>
<td></td>
</tr>
<tr>
<td>Value</td>
<td>Val1, Val2, Val3, Val4, Val5, Val6</td>
<td>0.742, 0.415, 0.840, 0.733, 0.661, 0.921</td>
<td>0.825, 0.854, 0.749, 0.875, 0.749, 0.735</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBA</td>
<td>L, Pref</td>
<td>1.000, 1.000, 1.000, 1.000</td>
<td>1.000, 0.754, 0.875, 0.749</td>
<td></td>
<td></td>
</tr>
</tbody>
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Discrimination validity was obtained using the Fornell-Larcker (1981) criteria as described in Table 2. Referring to the discrimination validity test results, the square root of AVE per construct was higher than that of other constructs. It can be concluded that no multicollinearity issue existed among questionnaire items. Thus, the data of this study is appropriate for the next analysis which is the examination of structural model to analyse the hypotheses of the study.

<table>
<thead>
<tr>
<th>Construct</th>
<th>EF1</th>
<th>EXTR</th>
<th>ExTR</th>
<th>EF</th>
<th>Val</th>
<th>PBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self efficacy</td>
<td>0.736</td>
<td>0.415</td>
<td>0.737</td>
<td>0.508</td>
<td>0.851</td>
<td></td>
</tr>
<tr>
<td>Extrinsic</td>
<td>0.157</td>
<td>0.157</td>
<td>0.157</td>
<td>0.157</td>
<td>0.157</td>
<td></td>
</tr>
<tr>
<td>Intrinsic</td>
<td>0.225</td>
<td>0.181</td>
<td>0.174</td>
<td>0.167</td>
<td>0.157</td>
<td></td>
</tr>
<tr>
<td>Value</td>
<td>0.198</td>
<td>0.415</td>
<td>0.157</td>
<td>0.157</td>
<td>0.157</td>
<td></td>
</tr>
</tbody>
</table>

Structural Model Analysis

Bootstrap analysis using a 500 re-sampling method was utilised to answer the research hypothesis (Ramayah, 2014). Table 3 shows the value of the coefficient shown by the beta value of each path. The findings showed that from
As shown in Table 4 on the quality of study model, self-efficacy has a low impact on the reading of Arabic literature textbooks while Arabic language proficiency has an impact on the relationship between self-efficacy and the frequency of reading Arabic literature textbooks. The value of $R^2 = 0.068$ indicated that 07% of the variance on frequency of reading Arabic literature textbooks was explained by all variables of the study (self-efficacy, intrinsic, extrinsic and subject value). The value of predictive relevance (Q2) showed that all dependent variables were able to predict the reading frequency of Arabic literature textbooks (Hair et al., 2014).

This study also evaluated the effect of PBA moderator on the relationship of motivation dimension with RF, the size change impact between the main model of R2 and the model entered with the interaction term. Using the result indicator approach (Chin et al., 2003), there was a change from the original R2 model with the R2 moderator model that added 4 terms of interaction namely EF, VAL, INTR and EXTR with PBA showing a 2% variation.

Effect size was calculated using R2 formula interaction minus R2 model divided by 1 and minus R2 interaction. Based on the analysis of effect size in accordance to the guidelines given by Cohen (1988) which is 0.02 = small, 0.15 = medium and 0.35 = large, $F2$ of 0.049 was considered small. According to Chin et al. (2003), the small size effect should not necessarily be neglected. Although the size is small, the findings may be meaningful and should be taken into account in extreme moderator circumstances if the change in beta values is worth. In the context of low motivation to read Arabic literature textbooks, this change is quite meaningful.

**Discussion and Conclusion**

Self-efficacy component in expectancy-value theory seems to be the most important components in predicting the motivation of a student to read Arabic literature textbooks. This study aimed to investigate the four-dimensional relationship of motivation in influencing reading frequency and the influence of Arabic language proficiency on the relationship between four dimensions of motivation with reading frequency. The results of the study have provided additional perspectives on the influence of motivation on the reading of Arabic literature textbooks for students taking STAM examination in Kelantan. Despite the diverse motivational dimensions which are based on various theories, not all of these dimensions affected the frequency of reading Arabic literature textbooks at STAM examination level. The results showed that the frequency of reading Arabic literature textbooks was only influenced by the dimension of self-efficacy.

The findings of this study supported the theory which assumed that students who have high efficacy in their ability will multiply their efforts when faced with difficulty and they are more persistent in pursuing reading efforts (Bandura, 1997). The important value of Arabic literature textbooks, intrinsic and extrinsic motivation did not affect the frequency of reading although previous studies have proven the influence of intrinsic and extrinsic motivation on reading activities such as reading comprehension. Nevertheless, many previous studies have found a weak relationship value to make the findings inconsistent and a precise result cannot be achieved. In addition, Wang and Guthrie (2004) found that motivational dimension affects reading activity and reading comprehension in different ways. The absence of correlation between reading frequency and reading text comprehension shows that the influence of these four dimensions on reading activity and reading comprehension is different.

The results on the analysis of the role of Arabic...
language proficiency as a moderator for the relationship between the dimensions of motivation and the reading of Arabic literature textbooks also resulted into interesting findings. PBA significantly affects EFI relationship with RF but it does not affect VAL, INTR and EXTR relationships with RF. The study shows the influence of PBA on EFI relationship with RF. Nevertheless, it is unclear how different the PBA level affects the relationship. Additionally, PBA path coefficients are negative and this requires interaction plot analysis (Dawson, 2013). Analysis of this plot is only done on significant interactions. Figure 2 below explains the interaction.

![Figure 2: Interaction of PBA](image)

Based on the negative PBA influence on EFI’s relationship with RF, it is predicted that students who read Arabic literature textbooks consist of low self-efficacy students and Arabic language proficiency reinforces their enthusiasm in using textbooks as learning materials. Highly self-efficacy students were found to be less using textbooks as learning materials. This situation may be due to current learning style that does not only focus on students to interact with textbooks to obtain information. Most students focus on the memorization process and remember the contents of the learning that the teacher has prepared in the form of notes. Their self-efficacy to succeed might be due to self-efficacy in mastering notes that the teachers have prepared, and not through reading and understanding the information from textbooks. However, this assumption requires more detailed research in future studies.

The findings of this study have provided an additional point of view on the influence of motivation towards the frequency of reading Arabic literature textbooks in STAM examination. Despite the diversity of motivational dimensions, not all dimensions affected the frequency of reading the textbook. The findings suggest that self-efficacy aspect needs to be improved so that the students read the textbooks which are often labeled as difficult. Sufficient Arabic proficiency is seen to enhance student’s self-efficacy, especially among students who are less confident with their ability to perform reading activities. Even though dimensions other than self-efficacy do not affect the frequency of reading textbooks in this study, the close correlation with reading activity cannot be denied. This has been proven through previous studies.

References


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