ONLINE LEARNING VARIETIES AS EFFORTS TO INCREASE STUDENTS' READING MOTIVATION

Masda Surti Simatupang[1*], Ramot Peter[2], Melania Wiannastiti[3]
[1]Universitas Kristen Indonesia, Jakarta, Indonesia [2]Universitas Bina Nusantara,
[3]Universitas Bina Nusantara
*)Corresponding author, e-mail: masdasimatupang@uki.ac.id

Abstract

The Coronavirus disease 2019 (Covid-19) became a pandemic in March 2020. As the impact, the learning activities experienced a shift from traditional learning methods to technology-based or online learning. The shifting forces the students and instructors to adapt to new things. This study aims to determine how various learning activities in English reading class motivate students and to determine students' motivation in English reading class. This study involved 22 students from Universitas Kristen Indonesia in Jakarta utilizing experimental research using three strategies of teaching reading. This research recommended three activities that motivated the students to participate actively in class. The three activities include implementing online reading tests, assigning reflective reading, and presenting the summary of journal articles. The three different teaching reading strategies increase students' motivation to trigger their enthusiasm to participate consistently in every activity. The research suggests that various ways of teaching academic reading are necessary since students feel contented. This study implies that it provides alternative strategies for teaching reading applicable in all reading classes, mainly to university students.

Keywords: article presentation, English studies, motivation, online learning, reflective reading

Abstrak

Penyakit virus korona (Covid-19) menjadi pandemi dimulai pada Maret 2020. Dampaknya, kegiatan pembelajaran mengalami pergeseran dari metode pembelajaran tradisional ke pembelajaran berbasis teknologi atau daring. Pergeseran tersebut memaksa mahasiswa dan dosen untuk beradaptasi dengan hal-hal baru. Penelitian ini bertujuan untuk mengetahui bagaimana berbagai kegiatan pembelajaran di kelas daring membaca bahasa Inggris memotivasi siswa. Penelitian ini melibatkan 22 mahasiswa dari Universitas Kristen Indonesia di Jakarta dengan menerapkan penelitian eksperimen dengan menggunakan tiga strategi pengajaran membaca. Penelitian ini merekomendasikan tiga kegiatan yang memotivasi siswa untuk berpartisipasi aktif di kelas. Ketiga kegiatan tersebut meliputi pengajaran dengan pemberian tes membaca online, melakukan membaca reflektif, dan mempresentasikan ringkasan artikel jurnal. Ketiga strategi pengajaran membaca yang berbeda tersebut diharapkan meningkatkan motivasi siswa untuk memicu semangat mereka untuk berpartisipasi secara konsisten dalam setiap kegiatan. Hasil penelitian menunjukkan bahwa berbagai cara mengajar membaca akademik diperlukan karena siswa merasa senang jika mereka diberikan beberapa kegiatan membaca yang berbeda-beda. Studi ini menyiratkan bahwa hasil penelitian ini memberikan tiga pilihan strategi pembelajaran untuk mengajar membaca yang dapat diterapkan di semua kelas membaca, terutama untuk mahasiswa.

Kata kunci : kajian bahasa Inggris, membaca reflektif, motivasi, pembelajaran online, presentasi artikel

Introduction

Almost every part of the teaching and learning process uses technology. The Covid-19 pandemic demonstrated that the use of technology should not be ignored. Online learning has increased throughout Indonesia and many other nations, with positive and negative consequences. Park & Seo (2022:35) from Jinju, Korea, suggested that students had eight disadvantages in their online lessons, two of which were issues with self-regulation and concentration. In Pakistan, on the other hand, teachers and students saw excellent results and increased their readiness for online learning (Sarfraz et al., 2022). Another finding was that when students in India and the UAE were compared, their awareness of online learning grew and that it should be employed in the future (Bharath et al., 2021).

For schools or colleges that have long used the internet of things in their work, the pandemic has had no impact on their instructional process. On the other hand, institutions that previously practiced their education manually suffered greatly. Teaching and learning modes changed from traditional to cutting-edge technologies and impacted lecturers and students. As a result, technology-based or online learning is utilized in the learning process today and in the future (Sadikin & Hamidah, 2020). Variances in learning media cause learning and instruction to shift significantly.

Academic Reading is one of the classes that should change the teaching approach. The shift in teaching mode from traditional to technology-based motivates students to be more independent and self-motivated. However, boring teaching methods tend to demotivate them from participating in each class via Teams Meet or Zoom because the learning is less diversified (Simatupang & Peter, 2021). It is difficult for a lecturer to monitor students in an online reading class to see if they grasp the lesson, know what to do with the reading task, and can complete the assignment. On the other hand, they are successful students if they love and participate in activities that help them achieve the course's goal. Three different exercises were used to encourage pupils to enjoy their reading lesson in the hopes that they would become interested and complete the tasks effectively. The following are the specific research questions that must be addressed:
1. How do various learning activities of English reading motivate students?
2. How motivated are the students in Academic Reading class?

Online Learning

In online learning, students must change their style of learning from traditional to virtual. Likewise, the lecturers who previously prepared conventional teaching materials while teaching face-to-face must adjust their teaching in online classes. The purpose is that students can understand learning materials well even though teachers do not directly teach in front of students (Asmuni, 2020). Unexpected changes make the teaching and learning process not necessarily run smoothly. Many obstacles are found in online learning because face-to-face learning does not happen. As a result, a more strenuous effort is needed for the smooth teaching and learning process, both from the teacher and the learners (Rusdiana & Nugroho, 2017); (Anugrahana, 2020).

The pandemic has forced lecturers and students to get accustomed to technology in their teaching and learning. The role of a lecturer is to master the learning material well and use technology so that the materials provided are appropriately conveyed and students can understand the materials easily. Lecturers accustomed to using technology automatically replace their teaching materials. They can change, for example, by substituting printed books

with digital forms such as e-books, PowerPoint, videos, and other learning applications that support virtual learning. For this, lecturers must master using applications appropriate to their teaching methods.

For millennial students more adaptable to technology, adjusting to online learning at home is not a trouble-free idea. On the good side, online is beneficial for making students independent, preventing the Coronavirus, saving pocket money or transportation, and can help parents do something. On the wrong side, one of the general problems includes the atmosphere at home is not conducive. Unlike schools surrounded with places suitable to study, the home situation is not conducive to entirely concentrated learning (Sukmawati et al., 2022). It gets worse when their encircling is noisy, with some people moving here and there. It becomes a struggle to motivate themselves to attend lectures from beginning to end.

Another problem is that their devices are not fit properly to have a maximum connection to online learning. They include a broken microphone, malfunction of the camera, unstable internet connection, or old-fashioned gadgets. The last problem is the up and down mood to study. A similar way of online classes from time to time can decrease their attitude and sense. Therefore, we need a solution to online problems.

Online learning can be divided into two parts, namely synchronous and asynchronous (Simatupang, 2020). Synchronous online learning is learning in real time through an online network. Lecturers and students meet virtually and simultaneously when the teaching and learning process occurs in an interactive manner similar to virtual face-to-face. In comparison, asynchronous online learning is learning by providing teaching materials and assignments via a learning platform that students can do at flexible times and places. However, they should submit their tasks or projects based on the allotted time. Synchronous and asynchronous learning methods need to be implemented because both ways are effective in online learning (Perveen, 2016); (Lim, 2017). The learning transformation from offline to online is a topic that will be discussed in this study. It means that when this study was implemented, online learning was carried out approximately during the last two semesters and will continue to be employed in the future. In the era of technology 4.0, where technology has become a non-negotiable, learning with technology is crucial. Therefore, improving the way of learning must be adaptable since time changes rapidly.

Some opinions expressed by students in class indicate they feel bored with online learning. Furthermore, it is more problematic to understand the learning material, and it is hard to attend lectures thoroughly because the conditions at home are not supportive. Hence, it is urgent to do this research to suggest delivering material distinctively so that students are more passionate about learning.

Previous studies on online learning have provided several solutions, including video tutorials as learning media in multi-media courses. The video tutorial's purpose is for students to improve their ability to make technology-based learning videos (Batubara & Batubara, 2020). Other research concerns using several online platforms for learning English, like Zoom, Google classroom, and WhatsApp groups, to maximize the practice of online teaching and learning processes (Naserly, 2020). Other learning applications used for teaching and learning are Webex and Mentimeter (Dinata et al., 2020). Besides, Microsoft Teams are very useful for online video conferencing (Pradja & Baist, 2019). The point is that technology-based learning is inevitable and will continue to be used even after the pandemic ends. The student performs better than in the traditional mode (Alzahrani, 2022). Those dissimilar online learning discussed using some general ways of various applications in their classroom activities. However, few researchers examined learning variety to increase learning motivation for Academic Reading courses.

Academic Reading

Language skills, including reading, writing, listening, and speaking, cannot be separated because they are all related. It means that someone pursuing the language field should master all these skills. However, reading is a fundamental skill that is needed because it can affect other language skills. Reading can be defined as the skill or activity of getting information from books (Cambridge online dictionary). In different words, reading can also be described as the ability to comprehend a text.

Academic Reading in this research refers to Academic Reading III, a course in an undergraduate curriculum of the English Literature Study Program at the Christian University of Indonesia. It consists of four series from Academic Reading I to IV or elementary to advanced level. This course is classified as Upper Intermediate level or B2 CEFR (the Common European Framework of Reference), integrated with writing and listening. So, in Academic Reading classes, it is possible to incorporate those skills altogether. The research conducted by Edri (2019) explained that there was a significant influence between reading and speaking skills in English. Therefore, reading skills must be honed and trained continuously to improve other language skills.

Several ways have been conducted regarding online learning so that the knowledge can be implemented. Reading comprehension courses must be given various ways to increase students' motivation. One way that was conducted by Khusniyah & Hakim (2019) explained the significant way of using a web blog as a medium for learning reading comprehension. They found an increase in each of the student's ability to read English texts. Another way to improve students' reading skills is to use the Mobile-Assisted Language Learning (MALL) method and the Quiziz application (Juniarta, 2019). One way of teaching reading is through students' active learning. Active learning strategies can be used to enhance online learning during all phases of the teaching-learning process. They can accommodate a variety of learning styles (Paauw, 2009). These studies' results imply that online learning using several variations increases student motivation in reading English texts.

The student's ability to read English is generally unsatisfactory due to several things. One of them is the lack of interest in reading, especially English texts, even for Indonesian students majoring in English. They prefer to read entertainment rather than texts for academic purposes (Kurniawati, 2015). In addition, the research revealed that interest in reading novels for English literature students was also low. It is due to unsupportive environmental factors, lack of vocabulary mastery, instant generation, gadgets, online games, social media, and oneself (Tarihoran & Dewi, 2020). Another aspect that causes a lack of interest in reading is the availability of books and lack of access to reading materials (Kustini, 2020). The ability to read is indispensable for the success of English literature students. The lack of interest in reading English texts also results in a lack of students' proficiency in reading scientific articles (Rahmani, 2019). Lack of reading ability results in a lack of students' ability to understand texts related to the course.

Students' Motivation

Students' motivation will increase if it fulfills some circumstances or applies some techniques. Regarding motivation to learn, Keller (2012) developed an instructional model of motivating students to understand called the ARCS, an acronym for Attention, Relevance, Confidence, and Satisfaction as a Model of Motivation, especially in an online course. The first model of motivation is Attention which can be achieved by applying various methods. They include active participation (through games and role plays), use of humor (inserting humorous stories), conflict (statements contrary to student's knowledge), variety (different media), and real-world examples (practical application in real life).

The second model of motivation is Relevance. The students are encouraged to use language, analogies, or stories they can relate to. Some ways include a link to previous experience

(connect the new information to their previous experience). The second is perceived present worth (the new knowledge required to resolve their current issues). The third is perceived future usefulness (the course will help students' future lives). The fourth is modeling (give an example with a model of success), and the last is choice (students choose their strategy to learn).

The third model of motivation is Confidence. It highlights students' belief that they can succeed. To raise students' degree of confidence, a lecturer sets several activities. They include facilitating self-growth (learners take small steps and immediately show their progress as self-growth). The second would be to communicate objectives and prerequisites (students know the course objective, what is expected from them, and what is to be evaluated at the end). The third is providing feedback (constructive feedback will reinforce positive behaviors and skills). The fourth is giving learners control (giving them power over their learning process).

The fourth model of motivation is Satisfaction. It indicates that students should be proud and satisfied with what they have learned during the course. The strategies to have satisfaction include praise or reward (students must be given appreciation or recognition whenever they achieve the learning target). The last is an immediate application (students can apply the skills or materials in their life or future). In this research, some methods introduced in ARCS were adapted to the Academic Reading class activities. Those activities mostly regard online learning synchronously during class action.

Research Method

This study utilized experimental research in the Academic Reading III class. During one semester, three different activities were applied: online reading tests, reflective reading, and presenting a journal article summary. The study aimed to investigate if the activities implemented in Academic Reading were practical and actively motivated students to learn throughout the semester. Students were administered surveys and interviewed via Google forms at the end of the semester to collect data.

Participants

The research participants were 22 English Literature Study Program undergraduate students from Batch 2021 joining the Academic Reading III Course at the Christian University of Indonesia Jakarta. By having only 22 to 25 students in a class for learning language skills, each student might have a bigger opportunity to participate in every class interaction actively. They have already completed two prior semesters with Academic Reading I and II before enrolling in this course, and this project was their third-semester reading class.

Procedure

The research was carried out during the odd semester of 2021/2022. The course was 16 weeks long, including two meetings for the mid and final tests. Those meetings were divided into three sorts of activities. One activity involved online reading assessments administered six times over the semester at random sessions. They completed this reading task concurrently in an online synchronous class. After reading the passages, they should answer the comprehension questions during the activity, which would instantly provide pupils with the exam results. The results included the correct and incorrect answers, the correction of wrong answers, an explanation, and their final scores.

The second activity dealt with reading books entitled *Reflective Reading*. In this activity, students were asked to make a group of three and each group selected a novel released between 2018 and 2021 to read. Each group should have a different title. Then, they composed the story's

summary and personal reflection. Each group member should reflect from a unique perspective, such as the story's climax, the main character(s), the ending, or the whole story. The outputs of the reflective reading were essays ranging in length from 300 to 500 words. The essay should be submitted for the instructor's review at the designated time. After receiving comments, the students revised their writings multiple times until they were free of typos, grammatical errors, and plagiarism. Once their works passed the selection, they deserved to be published online using bookcreator.com since the flow of their writing must be accurate and suitable. In this situation, reading and writing were combined in a single task. Therefore, each group should strive to write them flawlessly and error-free.

The third activity was reading journal articles. In this project, each group of three chose three journal articles on related topics, discussed them, prepared summaries, and provided feedback. They could select any reading-related topic they want, such as reading methods, how to deal with difficult reading examinations, teaching reading to teenagers, or any article they find attractive about reading. Each group created a PowerPoint presentation that included a description of the three papers, related strengths and challenges, and their critiques of the study. Following that, each group should present its findings. Students engaged in reading, writing, and speaking activities in this area.

At the end of the course, they were obliged to respond to the questionnaire via Google Forms as written interviews. The questionnaire consisted of six questions about three significant activities from the previous lesson. The first two questions inquired whether online reading exams were motivating and, if so, why. The third and fourth questions asked whether the reflective reading was inspiring and why. The final two questions concerned the students' perspectives on the presentation of journal article summaries. Based on the participants' responses, these three elements were classified.

Instruments

Two sorts of feedback devices for the Academic Reading class pupils received. First, Likert scale-based questions contained five options: Strongly disagree, disagree, neutral, agree, and strongly agree. This instrument was used to determine the proportion of participants who were interested in the issue. As a replacement for the oral interview, the second section consisted of open-ended questions for which students could spontaneously submit their opinions.

Data Analysis

The first section of the questionnaire comprises Likert scale questions. Based on the participants' responses, these questions will be thoroughly discussed. Answers to the second category, open-ended questions, will be divided into many categories. The numerous student responses were extracted and categorized based on the same or similar issues. Then, these responses will be explained to determine the students' grasp of the questions.

Furthermore, the categorized student replies were linked to Keller's theory (ARCS) to determine whether or not these answers offered motivation and which motivation was included. The findings will be compared with other research to see if the past study supports them. A final comment is presented to summarize the intended research problem findings.

Results and Discussions

Regarding the theory of ARCS (Attention, Relevance, Confidence, and Satisfaction) (Keller, 2012), there are several ways to improve students' motivation to learn. In this research, we only take one point of each model as the representative of ARCS models. Attention can be attained by applying a variety of methods. Relevance means their new knowledge can be

implemented now and in the future. Confidence will be caught if a lecturer sets several activities and students can accomplish them satisfactorily. Satisfaction means that students are satisfied with their achievements. Three distinct tasks were used to measure motivation to discover if they continued to attend Academic Reading class with courage.

In the Academic Reading class of the odd semester 2020/2021, the course was provided with several activities to increase students' motivation so that they were active from the beginning to the end of the semester. The exercises can be categorized into three parts: a) online reading tests, b) reflective reading, and c) summarizing and presenting journal articles. The results of the three categories and activities will be elaborated.
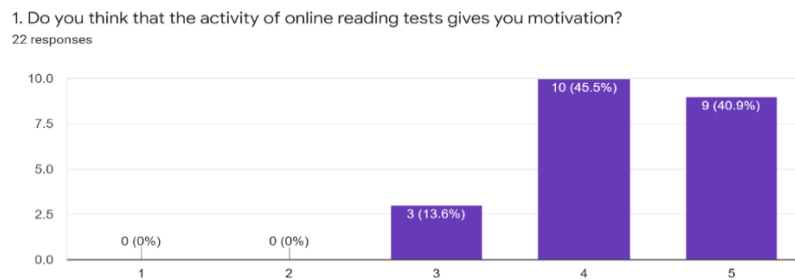
Online Reading Tests

Figure 1 Motivation for joining online reading tests

Figure 1 shows nine students (40.9%) highly agree, and ten (45.5%) agree that online reading tests motivated them; however, three (13.6%) doubted the statement. The activity encouraged pupils to participate because nearly 100% approved of the idea. Online reading tests were divided into two types: synchronous and asynchronous. In synchronous mode, all students took the test at the same time and completed the test simultaneously. The other type would do the tests leisurely within a set time frame (asynchronous). The tests were obtained from various sources, including Google Forms, quizizz.com, and online reading tests. Students took the online reading test six times in one semester.

The following questionnaire asks students why they are or are not motivated by the online reading test activity. The questionnaire is open questions, which students can fill out based on their factual situation.

No.	Reasons	Number of students
Motivated		
1.	Improving reading interest	5
2.	Limited time to take the online test made students feel challenged	4
3.	Getting feedback from the wrong answers.	3
4.	Improving reading ability	3
5.	Interested to read more	2
6.	The test forced the student to study alone and could answer questions without other assistance	1
Not Motivated		

1.	The test is similar to usual offline comprehension questions	2
2.	Preferring to read offline	1
3.	The text (jpg) is not clear	1
	Total Students	22

Table 1 Reasons online reading tests were motivated or not

Table 1 demonstrates that 18 (82%) of the 22 students agreed that the online reading test encouraged them to read. In contrast, the remaining 4 (18%) were unmotivated. Explanations regarding the reasons students stated that they were motivated will be explained in the following paragraphs.

Five students confessed that they improved their reading interests. It follows the ARCS theory, as students are **satisfied** with their achievements. Four students stated that the limited time to take the online test made them feel challenged. Students are encouraged in this situation because they are **satisfied**.

Three students stated that they received feedback from incorrect answers. It made them realize their error by focusing on the correct answer. Because students have received feedback on the wrong responses, they are motivated to improve their grades. They are encouraged because they are **confident** they can complete the following test after considering the feedback.

Three participants claimed that they had improved their reading ability. It also demonstrates that they are **satisfied** with the exercise. Two students expressed an interest in reading more. In other words, they were inspired to read more since they could complete this activity. It includes motivation for self-**confidence**.

Interestingly, one student stated that this test forced him to study alone because he knew what should be done and could answer questions without other assistance. The student is motivated because he has increased **confidence** in completing the problem successfully.

However, four classmates acknowledged being unmotivated. Two people reported the questions were the same as on the offline test. So, why should it be available online? One student stated that reading assessments on paper were preferable to a soft copy. One participant said he had trouble seeing text since his eyes were bothering him.

The results showed that the online reading test activities were encouraging since the six categories drove the participants to be satisfied and confident. In other words, eleven students are satisfied, and seven are confident based on the categorized student responses and the ARCS theory.

From the results, lecturers must prepare many reading comprehension tests suitable to the student's level. The tests should be delivered online. They can get feedback on the wrong answer and scores so that they will do the subsequent reading tests enthusiastically. As Rahayu & Februariyanti (2015) explained, they delivered online reading test software which performs various types of questions, scoring and feedback, motivating students and leveling up their reading. Besides, digital text comprehension was inferior to printed text (Ben-Yehudah & Eshet-Alkalai, 2020).

Reflective Reading

Reflective reading in this study was an activity that required students to read a novel, write a summary, and create a reflective paper. When students did their reflective reading, they described insights from the text, expressed their views, and criticized the novel.
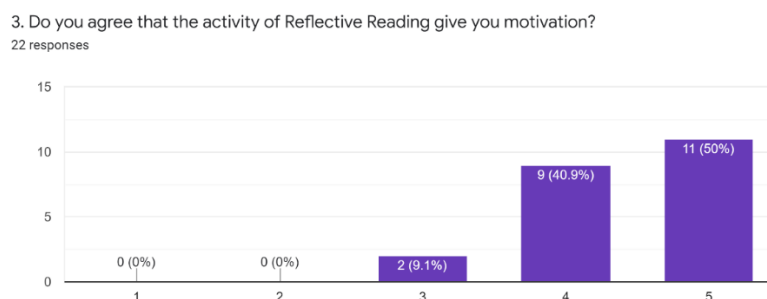
Figure 2: Motivation in the activities of reflective reading

Figure 2 displayed those eleven students (50%) strongly agreed, and nine (40.9%) agreed that the action of Reflective Reading motivated them to engage in the lessons. More than 90% agreed that the task inspired them to participate in the sessions actively. However, two students (9.1%) doubted or were in the middle position.

The students also shared their perspectives on the topic. Since it is an open question, their responses vary. These comments are then categorized based on their degree of similarity. Six classifications were obtained from these groupings, five of which said they were motivated and one was not, as shown in Table 2 below.

No.	Reasons	Number of Students
	Motivated	
1.	Comprehend the text, put it into practice or reflection, grasp its significance, and evaluate the novel.	8
2.	The novels chosen by all groups are pretty fun /interesting/favorite.	4
3.	Learning that there are no right or wrong opinions, just differing viewpoints within one's own or other groups	3
4.	Motivating to increase the desire to read	3
5.	Using the revised work as a lesson tool to improve and avoid plagiarism	3
	Not Motivated	
1.	Just normal	1
	Total Students	22

Table 2: Reasons reflective reading was motivated or not

Almost all students felt motivated when involved in Reflective Reading (see table 2). An explanation of table 2 will be described in detail and comprehensively one by one so that the motivation related to their opinion is discussed in detail.

First, eight students thought they should understand the novel to write the summary. Then they implemented or reflected on what they got from the book. When they reached moral values, they criticized the story based on their understanding and knowledge. Those steps of effort while reading, performing, and writing their thoughts excited them to finish the project. Sharing ideas through a reflective learning process improves comprehension. It enables learners to examine perspectives that differ from their own. It relates to Soleil's (1999) suggestion that students learn how to express, analyze, and synthesize knowledge. According to the ARCS

theory, this activity increases self-**confidence.** Students can freely control their activities according to the guidelines before the activity, starting with learning objectives, activities carried out, and the goal.

Second, all groups could choose the novel they liked over five years. They just needed to include the link so all participants could easily access it. It was the reason that four students were excited about choosing their favorite novel. In this circumstance, students are **confident** because they can select a novel they enjoy to finish the project effectively.

Third, expressing diverse comments regarding students' opinions. Three students said it was exciting to allow them to reflect on reading based on their interests. They felt free to express their thought and were not afraid of being right or wrong. They delivered their ideas from different perspectives. This idea is consistent with the ARCS hypothesis, which states that students feel **confident** because they can choose which novels they want to read.

Fourth, three students reported that Reflective Reading improved their motivation to read. Students will continue to read the novel of their selection until it is done to comprehend the storyline and reflect on it. Students are driven in this scenario because they are **confident** they can accomplish tasks properly, one of which is self-development gained through a desire to read more. The critical component of reflective reading in this activity was students' responses about what they learned from the novel. They learned to convey themselves in their reflections so that their ideas could be comprehended. They expressed their understanding and communicated their point of view from several perspectives. It is in accordance with Apsari's (2018) statement; students were needed to assess the issues, themes, or concepts given in the text from various angles when writing a written response to the material.

Fifth, students understood a lot from the work they should revise. They needed to apply accurate grammar and proper diction and deliver their thinking in cohesion and coherence. Furthermore, they noticed and realized not to plagiarize. It was forbidden for them to duplicate; they should write their own words. Afterward, they should revise their works if their reflections are detected as plagiarism. For this, they would always try paraphrasing the sentences they intended to quote. As a result, they got improved in those aspects of language. Hence, their motivation is classified as **confidence** because receiving feedback on their work makes students feel understood and capable of completing their assignments correctly.

Even though most students felt that the activity motivated them to read and learn further, one thought there was nothing special about the action. She believed it was normal for a lecturer to offer various activities to encourage motivation. Despite its difficulties, reflective reading was a fascinating practice that required students to convey their critical thinking about the work they read. According to the ARCS motivation theory and students' viewpoints, 21 persons, or 95% of students, have the motivation of **confidence**.

Summarizing and Presenting Journal Articles

In this activity, each group of three students was needed to select three journals on a related topic, summarize, critique, and develop a PowerPoint for the group presentation. This exercise included reading, writing, and speaking. Figure 3 shows that summarizing and presenting journal articles motivated students. Six (27.3%) students strongly agreed, nine (40.9%) agreed, and seven (31.8%) were unsure. In other words, almost 70% agreed that it was motivated, but for different reasons. Students had various reasons why summarizing and presenting journal articles were motivated. These causes are listed in Table 3 below.

5. Does the activity of reading and presenting journal articles give you motivation?
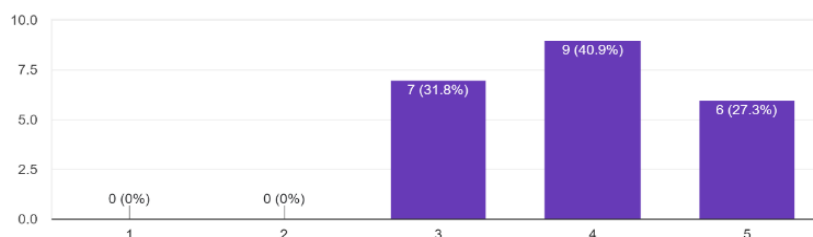22 responses

Figure 3 Motivation in the activities of Summarizing and Presenting Journal Articles

No.	Reasons	Number of students
	Motivated	
1.	Many journal articles provide helpful knowledge/insight.	5
2.	The motivation is that there is occasionally a sense of struggle, but we will continue our efforts.	5
3.	It inspires me to want to write essays in the future.	4
4.	Very motivating because we know what to take from each section, can compare it to other articles on comparable topics, and learn new vocabulary.	4
5.	Enabling critical thinking	1
	Not Motivated	
1.	It does not motivate me to look for journals	1
2.	Entirely motivated even though I don't like it. Still, I must keep going because of my obligations as a student.	2
	Total Students	22

Table 3 The reasons that Summarizing and Presenting Journal Articles were motivated or not

Out of 22 students, 19 (86%) said summarizing and presenting journal articles was a motivating activity, while 3 (14%) said it was not. They all have various reasons for their thoughts, yet they are categorized into several categories for the same or similar causes. Table 3 shows that there are five categories of arguments that motivate and two that do not. These reasons will be discussed in depth here.

First, five students agreed that many journal papers contain valuable information/insights. After being directed to compare several related themes, they acquire more data or resources for their work. It demonstrates that they learned something useful, which pushes them to read additional journal papers in their field. According to the ARCS theory, this first reason is part of the **relevance** motivation, namely obtaining the advantages of knowledge that can be employed now or later.

Second, five students recognized that reading and summarizing a journal article was complicated. However, they would not be regretful if they completed this project. The assignment required students to read the content, discuss their findings in groups, and write a summary of the articles. They were shown several techniques for analyzing an essay. After

working hard to complete the task, they noticed they could complete it successfully. Their **satisfaction** is as the motivation to succeed.

Third, four students intended to write articles as part of their academic writing in the future. Reading a journal article was inextricably linked to academic writing. Students can write an essay if they know how to read and comprehend a journal. It is the first step in understanding an article and applying what they have learned to develop their writing. The students will then be prepared to write proper references since it is **relevant** to their future usefulness.

Fourth, the activity was highly motivating since students learned every journal section. The sections include an introduction, literature review, methodology, discussion, and conclusion. They understood that all details were significant and that they must delve further. Additionally, several analyzed journal articles on a comparable topic to determine the differences and similarities. Finally, because they encountered new words, they would improve their vocabulary. Students' gain of new knowledge from this activity gives **satisfaction**.

Remarkably, one student said that he should not only read and summarize the content but also criticize it. He should explain what he learned from the reading and what new information he learned. When comparing one article to another, students needed to describe the similarities and differences. It was a motivation of satisfaction because reading and presenting journal papers was a new experience for him.

Aside from those five factors indicating that summarizing and presenting journal articles was a motivated work, there were two contradicting statements. One student said it was difficult to read at one point. The language was formal, with some obscure words and unappealing. Two students said they were inspired yet loathed the task in the second point. It could be because multiple phases must be completed to accomplish the assignment thoroughly. Both students remained to the end solely due to the requirement of being students. That was why they were not interested in reading journal articles.

Conclusions and Recommendations

Various activities in class are demanded so that students will be pleased and motivated to follow the course enthusiastically. Students preferred lessons with multiple activities during the semester, especially in online learning. It inspired them to stay in class since varied activities were applied. A lot of techniques can be used to fulfill this demand. In this study, however, the authors offered three diverse activities in the reading course. First is the online reading quiz, next is the reflective reading to the draft book creator, and last is the presentation of summarizing journal articles.

The online reading quiz was an activity that was energizing. It was a limited and real-time quiz at which students would get the scores after finishing the test. It had given them more motivation since they were allowed to retake the test for a better score. Reflective reading was also exciting since students were eager to complete their work. Furthermore, the product of the reflective reading would be published online as students' creations. It gave courage for them to do better despite the many revisions they should make. The presentation of summarizing journal articles was also enjoyable activity, although it needed several steps to do. It started by searching for the articles, summarizing, giving an opinion, preparing the PowerPoint, and presenting the results to the class. Tiring but motivating, students presented their thinking passionately.

Overall insight of the research suggests that various ways of teaching Academic Reading are necessary to increase students' motivation. Besides, they trigger students' enthusiasm to participate consistently in every activity since they feel contented. Referring to the theory of ARCS (Attention, Relevance, Confidence, and Satisfaction), students will pay attention to their

course if the lecturers provide several activities. In this study, we provide three varied tasks to do. Regarding relevance, students' knowledge can be implemented in all activities by providing their experiences and opinions. Students will be confident when they realize they can perform in every part they engage in. Finally, satisfaction will be achieved when they are contented with their work.

This study suffers from limitations. Firstly, the participants are only 22 students, which means it cannot be generalized to many students. The subsequent research should have more participants so that the results will be more generalizable. The data for this research are only three multiple questions and three open questions. The upcoming research needs more questionnaires for more variables to get more information about online learning. This study discusses three ways of teaching Academic Reading with a preliminary discussion of the results. Future investigation is recommended to consult an in-depth analysis of the results.

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