Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

# ANALYSIS OF THE DOMINANT MOTIVATION FACTORS OF READING ARABIC TEXT FOR STUDENTS AT THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM

**Mohammad Samsul Ulum[1*], Wahyu Henky Irawan[2] and Abdullah M. Al-Ansi[3]**
[1,2] Universitas Islam Negeri Maulana Malik Ibrahim Malang,
Jalan Gajayana No. 50 Malang 65144, Jawa Timur, Indonesia.
[3] Thamar University – Yemen
*Corresponding Author: msam.uinmaliki@gmail.com

## Abstract
This study's justification is to analyze the dominant elements of the motivation for students learning to read Arabic text. This study uses a quantitative approach with a procedure using factor analysis. All data were tested for homogeneity, validity and reliability. First, the data were collected through a validated questionnaire with a sample size of 97 respondents. The motivation to read Arabic text as the dependent variable (y) is influenced by ten independent variables ($x_i$). From the factor analysis, it was obtained four groupings of independent variables which were labeled: Free – Bound - Interpretation Factor, Free - Permanent-Interpretation Factor, Socio - Cultural factor, and Permanent - Free Factor. The most dominant group of independent variables is the Free-Bound-Interpretation Factors group, namely reading Arabic-language printed media, reading al-Qur'an verses, reading classical religious books in Arabic.
**Keywords:** motivation, learning, text, Arabic

## INTRODUCTION

One of the studies in Islamic tertiary institutions in the Islamic Religion Education study program in Indonesia is to study Islamic literatures that are mostly in Arabic, because that is one of the skills that students must have in order to master the substance of Islamic religious education studies that is the ability to read language texts. Arab. The ability to read Arabic texts cannot be separated when trying to understand the substance of Islamic sciences, content and teaching materials for Islamic religion education. So that students have the competence to read Arabic texts, various efforts have been made by many Islamic universities, including through the Special Program for Learning Foreign Languages (arabic). Although various efforts have been implemented, they have not been able to achieve better results.

Written and spoken language have an important role, both in cognitive development, social, and motivational factors [1]. Therefore, in an effort to achieve success in learning and have language skills, especially reading Arabic texts, students must pay attention to

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

the motivation of students. The concept of motivation is a goal-oriented internal condition that can generate, direct and sustain behavior. The concept of motivation in the context of learning is an internal resource that can enhance and maintain and mediate cognitive development [2]. Motivation that arises from within itself will be more profitable and provide consistency in learning.

Therefore, it is important for a lecturer to pay attention to students' learning motivation factors, because the success of lecturers in teaching is strongly influenced by factors that are in accordance with students learning motivation. By paying attention to the motivation factor of learning to read Arabic (foreign) text has a very important role in determining the content of the learning material chosen by the lecturer. In building students motivation, the lecturer has a big role in influencing or creating conditions that motivate students [3]. So here a lecturer must try to find out the various motivational factors that students have in learning. Because the competence of students in reading Arabic texts is still considered weak even though it is very much needed by students, it is important to analyze the dominant motivational factors that students have in learning to read Arabic texts.

## LITERATURE STUDY

### Motivation and Language Learning

A person's behavior in certain ways in certain situations is due to motivational reasons [4]. The concept of motivation is a condition from within a person that can arouse and direct and maintain one's behavior towards a goal. This definition is the process by which the goal becomes a very strong and sustained desire [5].

Motivation in the context of learning is an internal factor that enhances and maintains or mediates cognitive development. Besides motivation, it is associated with cognitive and affective components that lead to deliberate behavior. Brophy [6] Furthermore, motivation in learning is a tendency to get appropriate academic activities and can provide the benefits they want.

According to Glynn there are several components of motivation that can influence learning, namely a) intrinsic and extrinsic motivation, b) personal relevance, c) self-efficacy, and d) self-determination. In intrinsic motivation will feel that learning is something interesting and fun. Meanwhile, extrinsic motivation involves external factors such as getting a reward or avoiding punishment. In a broader perspective, the motivation goals will be different, for example, relevant to work and career changes [7].

Language has an important role in the development of cognitive, social, and motivational factors, this applies to both written and spoken language [8]. In the

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

perspective of sociocultural theory, it is said that students are not empty, they already have a set of ideas and belief systems that they have brought from the social and cultural groups in which they are located [9]

According to Palincsar, the language can mediate learning through communication between students and the embodiment of thoughts, ideas, and knowledge. If the use of language is appropriate and the communication is good then it is appropriate if the meaning is interpreted correctly by students but if it is not correct it can cause miscommunication so that it can hinder student learning outcomes and motivation, even though here in fact the language that is effective for learning is the student's native language [10]. Therefore, it is possible for students who learn a second language to have many limitations in reading the text because they may not have enough of the components needed in reading a second language and are not semantically accustomed to second language culture which causes a higher need for processing. Especially for beginners who need a special approach in understanding the text.

## RESEARCH METHODS

### Procedure and Variable

This study uses a quantitative approach with a procedure using factor analysis. The population is 800 students of the Islamic Religion Education Department. The data were collected through a validated questionnaire with a sample size of 97 respondents. Data analysis was preceded by determining homogeneity, reliability and validity. Furthermore, a factor analysis was carried out to determine the most dominant factor on the motivation to learn to read Arabic texts. Factor analysis is used to classify students' answers from 10 questions.

The questions are grouped into the following variables:

$x_1$ = Read text about education in Arabic

$x_2$ = Reading scientific journals or magazines in Arabic

$x_3$ = Reading Arabic print media

$x_4$ = Know general information written in Arabic

$x_5$ = Read books on the interpretation of the Qur'an

$x_6$ = Read the verses of the Qur'an

$x_7$ = Read the hadith or Sunnah (messages) of the Prophet

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

$x_8$ = Read Arabic texts

$x_9$ = Read classical Islamic books in Arabic

$x_{10}$ = Knowing Arabic culture

Next, the researcher made labels for the classification of the texts contained in these variables, namely:

1) Permanent Text, namely text that has fixed and unchanging characteristics and has certain characters. Anyone reading this text will find the same text read by other people. Generally, this text is a text that has been agreed upon, such as scripture texts, ancient texts, manuscripts and so on.

2) Bound Text, which is reading text written following the rules that have been made by certain parties, in which the rules can be in the form of rules on writing, themes, sub-themes, number of words, bibliography and so on, for example; certain scientific works, journals and magazines.

3) Interpretative Text, which is a reading text that seeks to explain or interpret other texts according to the author's intent or purpose. This Interpretative Text generally describes other texts that are considered to be still general in nature or still deemed to need explanation, for example religion books written by religious experts to explain the content or message of their holy book, books on the explanation of a law or State policy.

4) Socio-Cultural Text, which is a reading text that discusses various social and cultural aspects, for example texts on education, local culture, economy, traditions and others.

5) Free Text, namely text written in accordance with the author's goals or intentions without being bound by strict rules and not tied to other texts. This text is usually informative, distraction or entertainment in nature, for example: advertisements, information on print media, etc.

In this study, to measure the value of validity and reliability, degree of freedom utilized 97 samples (n) as (df) = n-2 = 95, with the 5% level of relevance, where the value $r_{table}$ was obtained as 0.1638.

**Validity test**

The validity test is used to determine the accuracy and accuracy of a measuring instrument in performing its measuring function.

Hypothesis:

$H_0$: Invalid question item

$H_1$: The question items are valid

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

Significance Level: $\alpha$ = 5%
Statistic test:

$$r_{xy} = \frac{n\left(\sum xy - (\sum x)(\sum y)\right)}{\sqrt{(n\sum x^2 - (\sum x)^2}\sqrt{(n\sum y^2 - (\sum y)^2}} \quad (1)$$

Decision Criteria: $H_0$ is rejected if r count> r table
The test results on ten variables are presented in the following table:

## RESULTS AND DISCUSSION

### Correlation Coefficient

Table 1 shows the coefficient of correlation between independent variables.

Table 1. Correlation Coefficient of All Variables

| Variables | Correlation Coefficient | Validity |
|---|---|---|
| $x_1$ | 0,4683 | Valid |
| $x_2$ | 0,4852 | Valid |
| $x_3$ | 0,3224 | Valid |
| $x_4$ | 0,4181 | Valid |
| $x_5$ | 0,2975 | Valid |
| $x_6$ | 0,1722 | Valid |
| $x_7$ | 0,4475 | Valid |
| $x_8$ | 0,3052 | Valid |
| $x_9$ | 0.5414 | Valid |
| $x_{10}$ | 0,3264 | Valid |

Based on the Table 1, it is obtained that all variables are valid because the correlation coefficient value is greater than 0.1638 so there is no need for re-testing.

### Reliability Test

The decision making criterion is if the Cronbach's Alpha coefficient value is greater than the $r$ table value, the question item is said to be reliable.

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

Table 2. Reliability Statistics

| Cronbach's Alpha | N of Items |
|---|---|
| .335 | 10 |

Based on Table 2, the Cronbach's Alpha coefficient value is 0.335, which indicates the price is greater than the $r_{table}$ value, which is 0.1638. So it can be concluded that the measurement results of these variables are reliable for use in factor analysis.

Furthermore, all of these variables will be further analyzed to determine the adequacy of the correlation between the initial variables. The statistical tests used were the Measure of Sampling Adequacy (MSA), the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and the Bartlett Test of Sphericity.

**Measure of Sampling Adequacy (MSA)**
By using a multimedia device, the MSA value is obtained as follows.

Table 3. Anti-image Correlation matrix

| Research Variables | Anti-image Correlation matrix |
|---|---|
| $x_1$ | 0,517 |
| $x_2$ | 0,591 |
| $x_3$ | 0,589 |
| $x_4$ | 0,597 |
| $x_5$ | 0,572 |
| $x_6$ | 0,507 |
| $x_7$ | 0,554 |
| $x_8$ | 0,545 |
| $x_9$ | 0,551 |
| $x_{10}$ | 0,581 |

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

Through the output, it can be seen that 10 variables each have an MSA value of more than 0.5. So it can be concluded that the variables are sufficient for further analysis.

**Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's** Test
This index is used to examine the appropriateness of using factor analysis. If the KMO value is between 0.5 to 1 and the significance of Bartlett's Test of Sphericity is less than the level of significance ($\alpha$) used, it means that factor analysis is appropriate. Furthermore, the KMO value is obtained of 0.525 and the significance value of Bartlett's Test of Sphericity is 0.000, so it can be concluded that factor analysis is appropriate to simplify the collection of 10 variables. The following are the results of KMO and Bartlett's Test of Sphericity (Table 3).

**Table 3. KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .525 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 65.258 |
| | Df | 45 |
| | Sig. | .026 |

**Forming Factors**
The next move to build elements for the structural search that underlies the connectivity between variables. The stragegy used for element creation is the prominent component inquiry method. The element creation's two main steps are the number resolution elements and the sequence of element formation.

**Resolution of the Number of Elements**

The element numbers to be formed is determined by combining several criteria to obtain the number of factors that best match the research data.

The first criterion used is the eigenvalue. Factors that have eigenvalues of more than 1 will be maintained and factors that have eigenvalues of less than 1 will not be included in the model. From the table above, it is obtained that the eigenvalues are greater than 1 in components 1, 2, 3 and 4. With this criterion, the number of factors used is four elements.

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

Table 4. Total Variance Explained

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 1.770 | 17.698 | 17.698 | 1.770 | 17.698 | 17.698 | 1.485 | 14.850 | 14.850 |
| 2 | 1.381 | 13.814 | 31.512 | 1.381 | 13.814 | 31.512 | 1.458 | 14.575 | 29.426 |
| 3 | 1.284 | 12.836 | 44.347 | 1.284 | 12.836 | 44.347 | 1.378 | 13.784 | 43.210 |
| 4 | 1.164 | 11.637 | 55.984 | 1.164 | 11.637 | 55.984 | 1.277 | 12.774 | 55.984 |
| 5 | .976 | 9.758 | 65.742 | | | | | | |
| 6 | .844 | 8.439 | 74.181 | | | | | | |
| 7 | .788 | 7.879 | 82.060 | | | | | | |
| 8 | .683 | 6.827 | 88.887 | | | | | | |
| 9 | .626 | 6.262 | 95.149 | | | | | | |
| 10 | .485 | 4.851 | 100.00 | | | | | | |

The second standard of resolution is prepared on the basis of total variance value of percentage that can be described through the element creation numbers. Table 4 displays the explication for the total cumulative sample variance that can be created. Once the variables are condensed into various elements, then the total variance value can be interpreted as follows.

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

- If all 10 variables are extracted into first factor, the total variance that can be explained is 1.770 / 10 x 100% = 17.70%.
- If the 10 variables are extracted into second factor, the total variance that can be explained is 1.381 / 10 x 100% = 13.81%
- If the 10 variables are extracted into third factors, the total variance that can be explained is 1.284 / 10 x 100% = 12.84%.
- If the 10 variables are extracted into fourth factors, the total variance that can be explained is 1.164 / 10 x 100% = 11.64%; and the cumulative total variance for 4 factors is 17.70% + 13.81% + 12.84% + 11.64% = 55.99%

By extracting the initial variables into four factors, it can represent ten research variables of motivation to learn Arabic text by 55.99%. Thus the extraction of four factors obtained can be stopped and has met the second criterion.

**Communality**

Communality is basically the number of variance of a variable that can be explained by existing factors. More details are present in Table number 5 below:

Table Number 5. Communality

| | Initial | Extraction |
|---|---|---|
| $x_1$ | 1.000 | .590 |
| $x_2$ | 1.000 | .704 |
| $x_3$ | 1.000 | .582 |
| $x_4$ | 1.000 | .507 |
| $x_5$ | 1.000 | .519 |
| $x_6$ | 1.000 | .375 |
| $x_7$ | 1.000 | .610 |
| $x_8$ | 1.000 | .620 |
| $x_9$ | 1.000 | .646 |
| $x_{10}$ | 1.000 | .445 |

**Component Matrix**

After it is known that 4 factors are the most optimal number, the component matrix table shows the distribution of the ten variables on the four formed factors, while the numbers in the table are factor loadings, which shows the magnitude of the correlation between a variable with factors 1, 2, 3, and 4. The process of determining the variables to be

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

included in the determined elements by the ratio of correspondence of each row. Get more details in Table number 6.

Table Number 6. Component Matrix

| | Component | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| $x_1$ | .497 | .185 | -.052 | .553 |
| $x_2$ | .535 | -.121 | .506 | .385 |
| $x_3$ | -.095 | .679 | .253 | -.218 |
| $x_4$ | .208 | .646 | -.011 | -.216 |
| $x_5$ | .436 | -.388 | -.227 | -.357 |
| $x_6$ | -.126 | .129 | .355 | .464 |
| $x_7$ | .709 | -.174 | -.276 | .009 |
| $x_8$ | .227 | -.181 | .664 | -.308 |
| $x_9$ | .649 | .368 | -.007 | -.298 |
| $x_{10}$ | .048 | .297 | -.516 | .298 |

**Rotated Component Matrix**

The research on this rotation process in the results focuses on securing the elements with clear definition of the element uploading. The rotated component matrix displays clearer version of distributed variables that is an interconnected matrix rather than the component matrix. Check the Table number 7 below for detail information.

**Table Number 7. Rotated Component Matrix**

| | Component | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| $x_1$ | .028 | **.707** | .085 | -.287 |
| $x_2$ | -.013 | **.759** | -.045 | .356 |
| $x_3$ | -.312 | -.117 | **.682** | .075 |
| $x_4$ | .021 | .018 | **.703** | -.107 |
| $x_5$ | **.699** | -.019 | -.115 | .129 |
| $x_6$ | **-.512** | .328 | -.053 | .048 |
| $x_7$ | **.655** | .411 | .004 | -.108 |
| $x_8$ | .060 | .120 | .096 | **.770** |
| $x_{10}$ | .020 | .105 | .101 | **-.651** |
| $x_9$ | .450 | .256 | **.611** | .066 |

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

Figure 1 shows that the 10 variables are reduced to four factors. The first factor is the Free - Bound - Interpretation Factor, which is supported by $x_8$, $x_2$ and $x_5$. The second factor is Free - Permanent -Interpretive, which is supported by $x_3$, $x_6$, $x_9$. Third factor is Socio-Culture, supported by $x_1$ and $x_{10}$. Fourth factor is Free - Permanent, which is supported by $x_4$ and $x_7$.

The results obtained considers the factor loading values between a variable with several elements, which are differentiated enough with a prepred simplification. The next step is to determine the significance of the factor loading value to determine the grouping of the variables into the appropriate factors. By paying attention to Table 7. Rotated Component Matrix, the grouping and dominant factors will be clearer in the following figure:

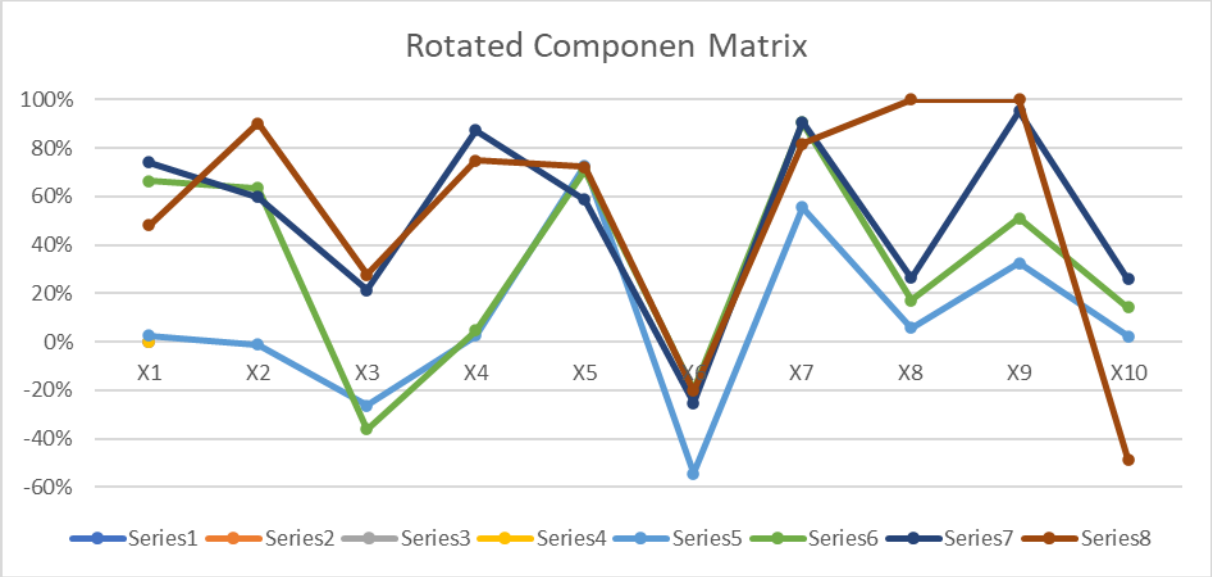
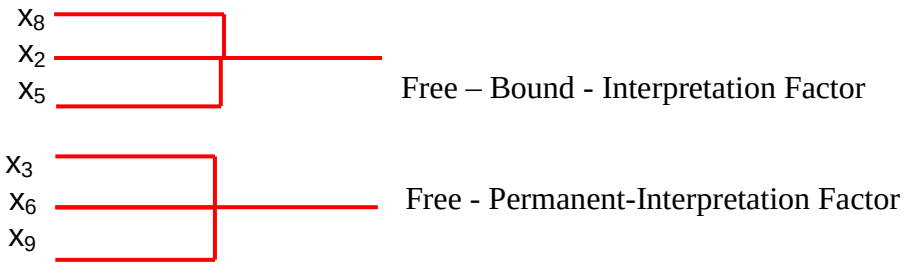



Figure 1. Variables, factors, and labels



Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

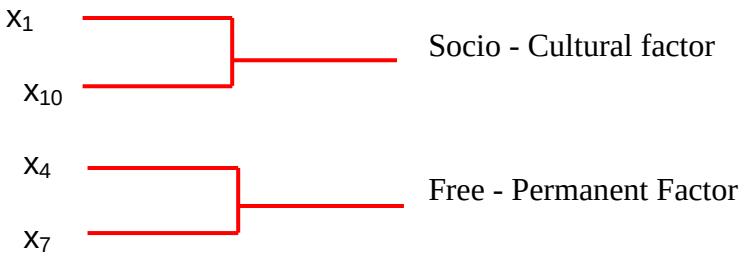



Figure 2. Tree structure

Figure 1 and 2, it can be seen that the grouping of the ten research variables into four factors has been formed. First factor supported by variables $x_8$, $x_2$, and $x_5$, second factor supported by variables $x_3$, $x_6$, and $x_9$, third factor supported by variables $x_1$, and $x_{10}$, and fourth factor supported by variables $x_4$, and $x_7$. While the dominant factor is in factor 1 in the variables $x_8$, $x_2$, $x_5$. To be clearer, it can be seen in Table 8. From the picture above, it can be explained in Table 8 below:

Table 8. Variables and Labels

| Factors | Variables | | Labels |
|---|---|---|---|
| 1 | $x_8$ | translates Arabic texts | free |
| | $x_2$ | reading scientific journals or magazines in Arabic | Bound |
| | $x_5$ | read books on the interpretation of the Qur'an | Interpretative |
| 2 | $x_3$ | reads Arabic print media | Free |
| | $x_6$ | read the verses of the Qur'an. | Permanent |
| | $x_9$ | Read classical Islamic books in Arabic | Interpretative |
| 3 | $x_1$ | Read text about education in Arabic | Socio-Culture |
| | $x_{10}$ | Read texts about Arabic culture. | |
| 4 | $x_4$ | Know general information written in Arabic | Free |
| | $x_7$ | Read the hadith or Sunnah (messages) of the Prophet Saw | Permanent |

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

## DISCUSSION

A language learner has different reasons for learning languages with different levels of motivation. In addition, most of the motivation for language learning is driven internally [11]. In language learning, various motivational factors that arise are considered important to be considered [12], because of that, how many motivational factors for language learning possessed by learners need a place. In research, second language motivation has moved beyond the consideration of students' internal variables to determine the social and environmental value elements, like experiencing the formation of motivation [13]. Therefore, this research has attempted to locate the motivation to learn to read Arabic text from various factors.

If the various motivational factors for language learning do not have a place, it is feared that the motivation to learn language will be lower, because the involvement of students in the class is also based on a genuine desire to learn language, but high motivation becomes increasingly unmotivated by the learning context, then shifts from being motivated. higher cognitive changes to lower cognitive motivation. [14].

Second language learners may have many limitations in reading texts, as stated by [15] that second language readers may not automatically have the components needed in reading a second language, and readers are not familiar with semantics or specific discourse schemes in culture. second language thus requires higher processing [16]. Especially at the beginner level, a special approach is needed in understanding the text so that an instructor must help second language readers by providing decoding and vocabulary recognition [17] and [18]. Therefore, the existence of labels in the text classification in this study is expected to help these limitations and can choose the right texts according to their motivation and cognitive level.

With the existence of text groups like the findings in this study, it means an easier access to find several types of text. So that with the large number of accesses to reading text that is learned by language learners it can help reading comprehension which will create a higher level of understanding [19]. On the other hand, with the text mapping in this study it can complement learning a second language through computer media or the internet, as Warshauer [20] argues that communication through computers will become experience and also goal-oriented and make tasks become consistent with the principles of learning.

## CONCLUSION

The results obtained in analyzing the motivation factors of students to learn to read Arabic text were formed by grouping the variables into four factors; First; Non-Bound-

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

Interpretative, namely; translating Arabic texts, reading Arabic journals or scientific magazines, and reading books on the interpretation of the Qur'an. Second, Free-Remain-Interpretation, namely; reading Arabic print media, reading verses from the Qur'an, reading classical religious books in Arabic. Third; Socio-Culture, namely reading texts on education in Arabic and texts about Arabic culture. Fourth; Permanent Free, namely; read general information in Arabic, read the texts of the Prophet's traditions. The most dominant variable is the Interpretative-Bound-free factor group, namely; translating Arabic texts, reading Arabic journals or scientific magazines, and reading books on the interpretation of the Qur'an.

**ACKNOWLEDGMENTS**

We would like to express our gratitude to Imam Rofiki who has provided input and suggestions about this research and we also thank the Rector of UIN Maulana Malik Ibrahim Malang who has facilitated this research.

## REFERENCES

[1] Baraka, Miri, Abeer Wattedb, and Hossam Haick. (2016). Motivation to learn in massive open online courses: Examining aspects of language and social. Journal Computers & Education journal 94 (2016) 49-69
[2] Brophy, J. (2004). Motivating students to learn (2nd ed.). Mahwah, NJ: Erlbaum.
[3] Olsen, D. (1999). Constructivist principles of learning and teaching methods. Education, vol 120
[4] Ames, C. (1992). Classrooms: goals, structures, and student motivation. Journal of Educational Psychology, 84, 261e271.
[5] Schunk, D. H., Pintrich, P. R., and Meece, J. L. (2008). Motivation in education (3rd edition). Upper Saddle River, NJ: Pearson.
[6] Brophy, J. (2004). Motivating students to learn (2nd edition). Mahwah, NJ: Erlbaum.
[7] Kizilcec, R. F., and Schneider, E. (2015). Motivation as a lens to understand online learners: toward data-driven design with the OLEI scale. ACM Transactions on Computer-Human Interactions, 22(2). http://dx.doi.org./10.1145/2699735.
[8] Ragupathi, K. (2014). Virtually Vygotsky: using technology to scaffold student learning. Technology in Pedagogy, 20, 1e9.
[9] Palincsar, A. S. (1998). Social constructivist perspective on teaching and learning. Annual Review of Psychology, 49, 345e375.

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online): 0493-2137
E-Publication: Online Open Access
Vol:54 Issue:06:2021
DOI 10.17605/OSF.IO/H6NUC

[10] UNESCO. (2008). Mother tongue matters: Local language as a key to effective learning. Paris: UNESCO.
[11] Ushioda, E. (2013). Motivation matters in mobile language learning: A brief commentary. Journal: Language Learning and Technology,17(3), pp. 1–5.
[12] Dörnyei, Z. (2009a). Individual differences: Interplay of learner characteristics and learning environment. Language Learning, 59(1), 230–248. Journal, 73, 41-48.
[13] Ushioda, E. (2008). Motivation and good language learners. In C. Griffiths (Ed.), Lessons from good language learners(pp. 19–34). Cambridge, UK: Cambridge University Press.
[14] Lantolf, J. P., & Thorne, S. (2006). Sociocultural theory and the genesis of second language development. Oxford, UK: Oxford University Press.
[15] Cobb, T., & Stevens, V. (1996). A principled consideration of computers and reading in a second
language. In M. C. Pennington (Ed.), The power of CALL (pp. 115-136). Houston, TX: Athelstan.
[16] Klaus Brandl Integrating Internet-Based Reading Materials Into The Foreign Language Curriculum: From Teacher-To Student-Centered Approaches, Journal Language Learning & Technology .September 2002, Volume 6, Number 3 pp. 87-107. http://llt.msu.edu/vol6num3/brandl/
[17] Davis, J. (1989). Facilitating effects of marginal glosses on foreign language reading. Modern Language
[18] Martínez-Lage, A. (1997). Hypermedia technology in teaching reading. In M. D. Busch & R. M. Terry (Eds.), Technology enhanced language learning (pp. 121-163). Lincolnwood, IL: National Textbook Company.
[19] Pederson, K. M. (1986). An experiment in computer-assisted second language reading. Modern Language Journal, 70(1), pp. 36-41
[20] Warshauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. Modern Language Journal, 81