

ABSTRACT

Dina, Dhefira Rahma (2024). Exploring Students' Motivation in Their Reading Involvement in Extensive Reading Course: A Narrative Inquiry.

This study explores Students' Motivation in their Reading involvement in the Extensive Reading Course, focusing on students' motivational experiences in reading after completing the Extensive Reading course. The main purpose of this study is to investigate how the Extensive Reading class affects Students' Reading Involvement based on their personal experiences.

Utilizing a qualitative approach with a narrative inquiry design, data was collected through interviews. This methodology allowed for an in-depth exploration of the process of students' experiences after completing the Extensive Reading class and the appropriate strategies to increase students' reading motivation.

Findings indicate that the strategies in the Extensive Reading class greatly enhance students' reading experience, motivation, and skills. Therefore, providing structured strategies for reading will foster diverse reading habits by choosing free reading, and students' involvement in reading will foster enormous confidence in reading. The strategies found are very effective in reading activities for students.

The study concluded that effective reading based on students' experience after learning in Extensive Reading classes through communicative activities and students' reading motivation can affect their learning outcomes. Therefore, students' involvement in reading students experience increased comprehension in reading and greater confidence in their reading. Future literacy optimizes the use of reading activities for students by building motivation. It can assess the effectiveness of various reading strategies in increasing students' motivation and reading involvement to gain communicative and interactive reading comprehension.

Keywords: Students' motivation, Strategies for Reading, Reading Involvement.