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INDONESIAN GRADUATE STUDENTS' STRATEGIES IN REGULATING THEIR MOTIVATION IN ACADEMIC READING

by

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Abstract

Self-regulation is required to retain or improve the students' motivation to achieve the targeted goal. Students can arrange, observe, and assess their learning and thinking processes. In reading, students might find difficulties that can make them unmotivated, and they need better motivation-regulation to help them attain their motivation to achieve the targeted goal. Therefore, it can be understood that motivation is critical in helping the students' strategies regulate their motivation in academic reading. Nineteen graduate students of the English Education Master's Program (EEMP) of Sanata Dharma University batch 2021 were the participants in this research. One research question to be answered in this research is "what are the strategies undertaken by graduate students' in regulating their motivation in academic reading?" Mixed-method was implemented to answer the research question and discover nineteen graduate students' strategies in regulating their motivation in academic reading. The data were gathered using questionnaires and interview instruments. The result revealed that the students used motivation-regulation strategies to boost and maintain their motivation in reading academic journals, namely interest enhancement, goal-oriented self-talk, self-consequating, and environmental control. This research also has implications for the students, thesis advisors, and future researchers.

Keywords: academic reading, strategies in regulating motivation

INTRODUCTION

Self-regulation is needed for graduate students to maintain and improve their motivation to achieve their goals. In maintaining and improving graduate students' motivation, they need to regulate their motivation so they will be more ready to accomplish the reading tasks and

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achieve the goal that they have set. As graduate students, they must maintain the motivation to read academic journals. Reading is a critical skill involving a solid relationship between readers' background knowledge, the framework, and authors' thoughts (Sohail, 2016). Students gain new information, an essential factor of every reading that can be useful for them in the future. Metacognition is vital for reading success (Afflerbach et al., 2013). Students' reading development involved metacognition and motivation (Afflerbach et al., 2013). According to Elizabeth & Ena (2019), graduate students need motivation because motivation helps navigate the learning process in higher education. Utilizing metacognition and motivation in academic reading is essential for graduate students to be more focused on setting goals for their learning process. Furthermore, having an important goal can help graduate students to be more motivated to do something to finish their reading assignments.

Previous studies on the importance of academic reading have been widely discussed in the context of higher education. However, none of them discuss the importance of strategies in regulating their motivation for academic reading. Self-regulation is necessary for students to help them retain their motivation to achieve the targeted goal. Self-regulated learning covers various strategies to maintain motivation, such as goal arranging, observing, self-assessing, and regulating thoughts, feelings, and actions, that are essential for reading and analyzing academic papers, preparing to take a test, or writing a research paper (Bernanda, 2018; Ireson, 2008). Selecting suitable strategies during the learning process can help them increase their desire and motivation to finish the assignments and even achieve the goal they have set. Good learners will monitor and regulate the cognitive process during learning and select suitable strategies (Ireson, 2008). In addition, Mbato (2013) described that students must know themselves to be successful in their learning process. Students must learn how to regulate their thinking process, behavior, and motivation to complete the targeted goal. This aspect belongs to the intrinsic factor of self-regulation to maintain motivation.

Moreover, extrinsic motivation has an impactful effect on boosting graduate students' motivation while reading academic journals. The participation and support from the teachers, family, friends and the environment around the graduate students play a vital role in maintaining and even increasing their motivation to be successful in achieving the targeted goal in the future. These aspects belong to extrinsic motivation. Hadriana et al. (2013) explained that extrinsic motivation comes from the outside, such as support from parents, lecturers, and friends or peer support, encouragement from others, students' determination,

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and a fun learning environment. Based on these empirical studies, both intrinsic and extrinsic motivations provide conceptual or theoretical contributions to maintaining motivation in academic reading.

Self-regulation has become the most argued topic by some researchers that have researched this topic (Diasti & Mbato, 2020a; Mbato & Cendra, 2019). However, few studies still investigate self-regulation in academic reading, especially motivation-regulation strategies in academic reading. The researchers find this topic suitable to be discussed because graduate students are required to read academic journals, which can help them write their academic journals. Therefore, it can be inferred that regulation of motivation carries a dominant role in encouraging students to maintain and increase their effort and motivation to achieve the targeted goal that they have set (Sek, Katenga, & Mushunje, 2021; Tanaka, 2017).

Several studies are closely similar to this research. However, little research has investigated strategies for maintaining and improving graduate students' motivation in academic reading. The researchers included three types of research which similar to this research. First, the research entitled *The Role of Motivation-Regulation in Master Students' Academic Reading* by Diasti, K. S. & Mbato (2020) discussed the role of motivation-regulation in graduate students' academic reading. The research discovered three prominent motivational-regulation roles in graduate students' academic reading. They are sustaining students' self-efficacy to attain their academic reading tasks, improving students' intrinsic motivation in academic reading, and extending positive emotion of their academic reading task. Second, *Exploring Undergraduate Students' Motivation-regulation Strategies in Thesis Writing* by Diasti & Mbato (2020) analyzed the undergraduate students' selection and use of thesis writing strategies. They found five effective strategies of thesis writing, for instance self-consequating, environmental structuring, goal-oriented self-talk, interest enhancement, and attribution control. Third, *Facilitating EFL learners' Self-Regulation in Reading: Implementing A Metacognitive Approach in an Indonesian Higher Education Context* by Mbato (2013) explored teaching English as EFL especially reading. The researchers used a metacognitive approach which enables EFL students' progress. The researchers attempted to answer one research question "what are the strategies undertaken by graduate students in regulating their motivation in academic reading?" From the previous discussion, this research also finds out the problems and solutions of the graduate students in regulating their motivation in academic reading. This research has implications for students, thesis advisors,

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and future researchers interested in researching this topic: graduate students' motivation-regulation strategies in reading academic journals.

Motivation-Regulation

Self-regulation is a skill to help graduate students achieve the targeted goals. Students are expected to arrange, observe, and assess their learning process. This statement is supported by Zimmerman et al. (1996) that self-regulative has the primary cycle of monitoring, goal-setting, and strategy implementation. Self-regulation is the skill of controlling someone's learning, which starts from planning until evaluating the performance that is already done (Mbato, 2013). Self-regulation lets students observe and improve their learning process (Mbato & Cendra, 2019). Motivation is considered one of the vital factors in self-regulation. If the students are motivated, they can be more focused on achieving the goal they have set seriously.

Motivation is the main factor that stimulates someone to do an action based on their selves to achieve the targeted goal (Elizabeth & Ena, 2019). Motivation is vital for L2 learners (Tanaka, 2017). Motivation is the main factor in generating the desire and the determination to be succeeded in the goals (Hadriana et al., 2013). Motivation is an internal encouragement to pursue the targeted goals, and motivation is a critical factor that will help them achieve the goals they have planned. Mega et al. (2014) described that highly motivated students usually select and apply several suitable strategies and indicate the intention to not surrender in their situation. In line with that, Harackiewicz et al. (2004) mentioned that motivation could be a factor in avoiding failure. Motivation gives energy to the students to understand the learning process better and also leads students' perspectives about their learning process (Elizabeth & Ena, 2019). Therefore, the teaching and learning process will be meaningful, and the students can take benefit from the teaching and learning process.

Motivation can be divided into two kinds of motivation which are intrinsic motivation and extrinsic motivation (Reiss, 2012). Hadriana et al. (2013) explained that intrinsic motivation comes from inside themselves, along with pleasure, desire, interest, attitude, and many others. If the activity is fun, students will be more motivated to learn (Ireson, 2008). Students must realize the importance of completing the task from inside themselves, so they will be more focused while doing the assignments. Students must also reassure themselves that the reading assignments must be done immediately. At the same time, extrinsic

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motivation comes from the outside, such as support from parents, lecturers, and friends or peer support, encouragement from others, students' determination, and a fun learning environment (Hadriana et al., 2013). Students are offered rewards such as prizes, money, or praises to help them learn better and achieve their goals (Ireson, 2008). Students can give themselves rewards if they can accomplish a reading task to be more ready to accomplish more reading assignments in the future. Both intrinsic and extrinsic motivations play an essential role in boosting students' motivation and can influence students to read academic journals seriously.

Indonesian graduate students must employ strategies to regulate their motivation while reading academic journals. By employing strategies in regulating motivation, students are believed to be able to face and solve some difficulties in reading. Strategies regulating motivation are required to sustain students' willingness to attempt a task (Wolters, 2003). Dörnyei (2005) describes motivation-regulation as how we regulate and maintain our motivation. In regulating motivation, the students can use some motivation-regulation strategies. Motivation is the drive over someone to increase effort and persistence (Schwinger et al., 2009). Motivation is critical in encouraging someone to do an action based on themselves to accomplish the goal they have set. Graduate students' motivation is expected to increase by regulating motivation, especially in academic reading.

Some strategies are needed during the learning process To help graduate students regulate their motivation, especially in academic reading. Motivation-regulation strategies aim to increase and maintain effort and motivation (Schwinger et al., 2009). Strategies in regulating motivation are believed to make the students more ready, and they can solve the difficulties during the academic reading process. This research attempts to employ four strategies from Schwinger et al. (2009) as the theoretical framework: interest enhancement, goal-oriented self-talk, self-consequating, and environmental control. Each strategy is elaborated in the findings and discussions section, and these motivation-regulation strategies are supported by the results of the questionnaire and the interview.

Diasti & Mbato (2020) and Tanaka (2017) elaborate on the strategies in academic reading. The first strategy is interest enhancement. This strategy combines two strategies: *Enhancement of Situational Interest* and *Enhancement of Personal Significance*. Interest enhancement focuses on gathering individual interests and preferences by modifying a tedious

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activity into more exciting so the students will not get bored of reading. The second strategy is goal-oriented self-talk. It is a strategy where students are expected to motivate themselves to achieve their goals. The third strategy is self-consequating. Students usually combine this strategy with another strategy, namely *Proximal Goal Setting*. Self-consequating and *Proximal Goal Setting* are used if the students achieve their goal successfully by giving themselves rewards. The students not only give themselves rewards if they accomplish the reading assignments but also give themselves consequences when they fail to accomplish the reading assignments. The fourth strategy is environmental control. Environmental control is applied once the students arrange a beneficial working environment to finish their tasks successfully, and the students can be more relaxed and comfortable finishing the reading assignments (Wolters, 1999).

The researcher attempted to answer one research question: What are the strategies undertaken by graduate students in regulating their motivation in academic reading?

METHOD

Design

This research employed mixed-method to gather and examine the data creatively, utilizing each study's strengths. A mixed-method blends both quantitative and qualitative data in research; a mixed method is used to collect both quantitative and qualitative data to integrate the data and use a specific design to examine the data by connecting understanding of the phenomenon (Ary, Jacobs, & Sorensen, 2009; Creswell & Creswell, 2018).

Participant

Nineteen English Education Master's Program of Sanata Dharma University batch 2021 participated in this research. The participants are female and male students studying the same subject, Educational Psychology. The nineteen participants were chosen using purposive sampling. Purposive sampling was applied by selecting the participants who were considered to have certain information and experiences required for this study (Ary et al., 2009).

Instruments

The first instrument used in this research is a questionnaire. The researchers distributed the Likert-scale questionnaire, which consisted of eight statements via WhatsApp. The questionnaire was adapted from Diasti & Mbato (2020) and applied five agreement scales. The data obtained from the questionnaire are in the form of numbers to find the degree of their statements. The eight statements relate to interest enhancement, goal-oriented self-talk, self-consequating, and environmental control. The questionnaire also contained three open-ended questions. According to Dörnyei (2003), open-ended questions are made to supply this research with further information about the topic. The three open-ended questions related to interest enhancement, self-consequating, and environmental control. The participants elaborated on the four motivation-regulation strategies in the interview session.

The second instrument used in this research is an interview by asking three out of nineteen participants to join the Focus Group Discussion (FGD). By employing the FGD method, the participants could answer the questions freely and give their responses to each other. Seven questions were asked by the participants about graduate students' motivation-regulation strategies in academic reading. The researchers recorded the interview with the participants. After finishing the interview, the researchers turned the interview into a transcription.

Data Collecting Technique

The research attempted the mixed-method, combining qualitative and quantitative methods to obtain the data. At the beginning of the questionnaire, the participants had filled out the consent form that indicated that the participants were willing to participate in this research. Then, the researchers interviewed three chosen people based on their high, medium, and low motivation-regulation levels to represent the results. To protect participants' privacy, the researchers changed their names into pseudonyms, such as Student 1, Student 2, and Student 3. A semi-structured interview was employed to let the researchers propose in-depth questions. According to Aung, Razak, & Nazry (2021), there are three stages in a semi-structured interview: pre-interview, during the interview, and post-interview. First, the researchers used Zoom to run the interview session in the pre-interview stage. The researchers proposed some general information about motivation-regulation, especially in academic reading. Second, during the interview stage, the researchers asked open-ended questions and

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used interview guideline questions that helped the researchers investigate the participants' answers automatically (Ryan, Coughlan, & Cronin, 2009). Third, the researchers collected and analyzed the participants' answers in the post-interview stage.

Data Analysis Technique

To analyze the data, the researchers calculated the data from the questionnaire and discovered the mean. The mean of the questionnaire was obtained from the Google Form's calculation analysis. The questionnaire results were displayed in a table by calculating the percentage of each question. The researchers transcribed the interview and matched it with each motivation-regulation strategy. The researchers explained and added the data from the interview. The researchers elaborated on the data from the interview to support the results of the questionnaire. The researchers used interpretative phenomenological analysis or IPA to analyze the data, which means that the researchers tried to obtain the participants' experiences. According to Johnson & Christensen (2013), IPA is a new kind of conceptualization that observe specific lived experiences. The result of the questionnaire, as well as the open-ended questions, were used to generate the interview questions. Hence, these two instruments are used sequentially to triangulate the qualitative data. In addition, the whole process citation and list of references adopts a model of offline automatic Mendeley desktop (Turmudi, 2020, p. 59).

RESULT AND DISCUSSION

Result

The researchers attempted to answer the research question in this section by gathering and analyzing the data. The researchers explain the findings acquired through interviews and questionnaires in this section. This section is divided into four explanations based on the abovementioned motivation-regulation strategies.

Strategy 1: Interest Enhancement

Table 1. Participants' interest enhancement strategy

No	Statements	SD	D	N	A	SA
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1.	Trying to make reading as fun as possible	(1) 5.3%	(0)	(6) 31.6%	(8) 42.1%	(4) 21.1%
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Table 1 shows the results of the questionnaire that reveal that some students are interested in reading academic journals while some are not interested in reading academic journals. The results of the open-ended questions in the questionnaire also show that although the participants do not enjoy the reading assignment, they have various ways to make the reading process more enjoyable, such as making a mind map, designing the academic journals with colors and stickers, highlighting when reading the journal articles, playing music or playing phone for a while, imagining that the participants read the fiction novels, or using SQ3R reading technique. The SQ3R technique is applied by making some pre-reading questions to review what the participants got or found in the academic journals.

The interview results also revealed that the participants were not interested in reading academic journals. However, they try to turn it into a fun and beneficial activity. They stated that reading is boring, and they quickly get sleepy during the reading process. Student 1 claims that when she was sleepy, she just slept, watched YouTube, or made herself busy by tidying up her table to avoid being lethargic. However, Student 2 adds a somewhat different view.

"The simplest way to make the reading activity more enjoyable is by imagining that I can sleep after finishing the reading assignments, and I feel free after that."

Nevertheless, Student 1, Student 2, and Student 3 also share the same problem they found in the reading: the complex vocabulary. For this problem, Student 3 stated as follows:

"Sometimes, when we read an academic journal, we usually find some difficult words. We try to understand the journal by highlighting the difficult words and find the meaning of the word or the similar words to substitute the difficult word, so it is easier to understand the meaning of the academic journal." (Student 3, Interview)

To overcome this problem, they usually take note of the complex vocabulary and find the word in the dictionary, which helps them easily understand the journal's meaning.

Strategy 2: Goal-oriented Self-talk

Table 2. Participants' goal-oriented self-talk strategy

No	Statements	SD	D	N	A	SA
1.	Convincing themselves to keep reading by thinking about completing the task	(0)	(1) 5.3%	(3) 15.8%	(8) 42.1%	(7) 36.8%
2.	Reminding themselves how important it is to finish reading	(0)	(1) 5.3%	(1) 5.3%	(9) 47.4%	(8) 42.1%

The questionnaire findings reveal that most participants understand the importance of reading academic journals and apply the goal-oriented self-talk strategy to their reading assignments to attain their goals. Moreover, the participants also reassured themselves that the reading assignments must be done because they had already set the goal to complete reading the academic journal.

This statement is supported by Student 3, who states as follows:

"The instruction from the lecturers to read academic journals is already clear, so I have to keep my spirit. I force myself to read until I understand. I have an important goal which should be completed in reading the journal, and it is important to have such an important goal."

From Student 3 statement, it is shown that while reading the academic journal, Student 3 tried to force himself to finish reading it. Student 3 also stated that having an important goal or reason to complete is also essential. Someone can be more motivated to complete the task if they have set a goal which can make them more focused on finishing the reading assignments as soon as possible.

Strategy 3: Self-consequating

Table 3. Participants' self-consequating strategy

No	Statements	SD	D	N	A	SA
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1.	Promising themselves to do something they want after completing the reading task	(0)	(0)	(1) 5.3%	(12) 63.2%	(6) 31.6%
2.	Giving themselves consequences if they have not made any progress	(1) 5.3%	(4) 21.1%	(4) 21.1%	(4) 21.1%	(6) 31.6%

The questionnaire results in Table 3 show that most participants give rewards and consequences for completing the reading assignments. The results of the open-ended question also show that the participants have various rewards and consequences. The rewards they give themselves are sleeping earlier, watching movies, Netflix, or any favorite shows. They were also given to hang out with their friends, access social media, play games, read a novel, stroll around the city, buy their favorite beverage or food, or do anything fun for them. However, they also give themselves consequences if they fail to complete the reading assignments, such as sleeping late to finish the reading assignments, doubling the reading assignments they cannot complete the other day, or pulling an all-nighter. They give themselves consequences if they fail to finish the reading assignments to help them have better motivation in the future.

In the results of the interview, Student 1, who also has the same opinion as Student 2, mentions the views below:

"I promise myself that if I can finish the reading tasks, I will sleep earlier, play a game, or buy my favorite chocolate milk as my reward. I do everything I like because it helps boost my mood so I can be ready to continue the academic reading assignments. I call this action a self-reward because I think I deserve this after doing such hard work. By having a self-reward, I think it helps me to maintain and even increase my motivation to continue finishing the reading task that I have at the moment." (Student 1, Interview)

As for Student 2, she self-rewarded herself by riding a motorcycle with her husband around the city. There is no particular reason why she liked going around the city. However, she mentioned that she preferred to see the crowd in the street rather than imagining the crowd in her head. After wandering around the city, she said that she became more relaxed and happy, giving her more spirit to finish her task.

Strategy 4: Environmental Control**Table 4. Participants' environmental control strategy**

No	Statements	SD	D	N	A	SA
1.	Preference to read in a quiet room	(0)	(1) 5.3%	(0)	(5) 26.3%	(13) 68.4%
2.	Listening to music while reading	(5) 26.3%	(5) 26.3%	(3) 15.8%	(5) 26.3%	(1) 5.3%
3.	Minimizing few distractions	(0)	(0)	(0)	(9) 47.4%	(10) 52.6%

Table 4 shows that some participants prefer to read the academic journals in a quiet room while others can read the academic journals while listening to music. The open-ended questions also show that the participants tend to read in a quiet room and situation because the knowledge and information can be permeated effectively. However, some participants claim that they can read in a café and listen to music to boost their moods so they can read comfortably and understand the journals easily. The music they listen to usually does not contain lyrics to prevent them from singing through the music. The participants in the open-ended questions also mention the excellent habit before they start reading, such as preparing coffee or any beverages and snacks, keeping the room temperature, setting the lighting to become brighter enough for them, tidying and arranging the table to make them comfortable in reading, and change the phone into silent mode.

In the interview session, participants tend to do their academic reading assignments in a quiet place. As mentioned by Student 2 and Student 3, "We usually find the quietest place to avoid distractions from friends or family. If there are lots of people around me, I prefer to take a rest, and vice versa. If there is nobody around me, I use that moment to read. I realize that by applying this strategy, I become more focused and motivated in reading the journals because there are no distractions around me, so that I can read the journals comfortably. I can understand the journals easily." Student 1 also claims, "If some friends come over when I

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read, I usually stay away from my friends to finish the reading, but if the topic of the conversation is exciting, I cannot hold myself to have a chat with them." The researchers also asked the participants whether they could read while listening to music. Student 1 and Student 3 answered that they could read while listening to music, but the music they listen to must not have lyrics, while Student 2 stated that reading while listening to music can distract the focus. Student 2 also adds that reading while listening to music can cause the desire to read academic journals will be gone.

Discussion

Three prior research about students' motivation-regulation has been done previously (Diasti & Mbato, 2020b, 2020a; Mbato, 2013b). Diasti & Mbato (2020) mentioned that motivation-regulation has the main role in improving students' academic reading. The result of the research was that there are three main roles of motivation-regulation: maintaining students' self-efficacy, improving their intrinsic motivation in academic reading, and extending positive emotion in their academic reading task. Diasti & Mbato (2020) stated that undergraduate students select and use strategies to write their thesis. The research provides five thesis writing strategies: self-consequating, environmental structuring, goal-oriented self-talk, interest enhancement, and attribution control. Mato (2013b) explored teaching English as a foreign language, especially in reading. This research focuses on Indonesian graduate students' strategies for regulating their motivation in academic reading. Based on the result section, it is shown that Indonesian graduate students applied four motivation-regulation strategies, namely interest enhancement, goal-oriented self-talk, self-consequating, and environmental control.

First, interest enhancement is a strategy to boost participants' interest and intrinsic motivation in completing the task. Interest enhancement is the relation between the assignment and the student's interest and preference (Schwinger et al., 2009). Students can be highly motivated once they are interested in an assignment (Wolters, 2003). Diasti & Mbato (2020) stated that this strategy helps students improve their intrinsic motivation in academic reading. However, sometimes students cannot always have high motivation to do something. So, students need to employ this strategy to help them retain their motivation to achieve the targeted goal.

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The second strategy is goal-oriented self-talk. It is associated with how graduate students motivate themselves to complete the task immediately. The students will set their goals to achieve the target goals. Schwinger et al. (2009) stated that students could motivate themselves by predicting their goals. Students will set goals and create important reasons for completing their reading assignments. Diasti & Mbato (2020) mentioned that students would confirm their fundamental reason for reading academic journals. The results reveal that this strategy is used to retain their targeted goal. The participants have some critical reasons to finish their academic reading assignments. The answers of the participants in the interview session show that they use the goal-oriented self-talk strategy to finish their academic reading assignments. Wolters (1999) states that someone who regulates motivation using goal-oriented self-talk can highlight the goal of developing competence in oneself. Putri & Kuswandonono (2019) also supported it, who mention that motivation works together with self-regulation learning.

Third, the strategy of self-consequating is used to increase students' motivation from the outside. This strategy belongs to extrinsic motivation. Schwinger et al. (2009) explained that students had increased motivation by giving rewards after completing the reading assignments. The participants have various ways to reward themselves after completing the academic reading assignments. Schwinger et al. (2009) mention that self-reinforcement is needed to motivate someone who has reached a goal that they have set. However, the participants in the interview also give themselves consequences when they cannot complete the academic reading assignments, such as by reducing time to sleep after procrastinating the reading assignment. This statement is supported by the Student 3 statement that says that the participant prefers to sleep late to finish the reading task. The three participants tend to avoid procrastination which can lead to laziness in finishing the reading task; besides, they prefer to do things they like to boost their mood and motivation and get ready to finish other reading assignments (Elizabeth & Ena, 2019).

The fourth strategy is related to environmental control. This strategy refers to choosing and arranging the environment of the working environment to be beneficial for the learners or students (Schwinger et al., 2009). Diasti & Mbato (2020) stated that students usually have different ways to make the environment comfortable and beneficial. Some ways are by listening to music while reading and choosing a quiet room such as the library to focus more on their reading assignments. The interview and questionnaire results show that the

participants have various ways to make it comfortable and beneficial to read academic journals.

CONCLUSION AND SUGGESTION

This research has the primary purpose of answering the research questions: "what are the strategies undertaken by graduate students in regulating their motivation in academic reading?" by investigating graduate students' motivation-regulation strategies in academic reading. Since reading is a must for all students from kindergarten to university level, motivation-regulation substantially impacts academic reading. Students can arrange, observe, and assess their learning and thinking processes to retain their motivation to achieve the goal that they have set. This research concerns motivation-regulation strategies undertaken by graduate students in academic reading. Based on the findings and discussion, this research has three conclusions.

First, four strategies are undertaken by the participants, for instance interest enhancement, goal-oriented self-talk, self-consequating, and environmental control. Second, most participants read in a quiet place to help them focus on their reading assignment. Third, most participants give rewards when they can complete the academic reading assignment. In contrast, some participants give consequences when they cannot complete the academic reading assignment. Interest enhancement increases graduate students' interest and intrinsic motivation in finishing the reading task.

Meanwhile, goal-oriented self-talk is associated with how graduate students motivate themselves to complete the task immediately. The students will set their goals to achieve the target goals. Next, self-consequating is used by the students in this research to boost their extrinsic motivation. The students will give rewards if they succeed in completing the task; however, they will also give consequences if they fail to finish the task. The last strategy is environmental control which refers to choosing and arranging the environment to benefit the students. They usually have different ways to create a comfortable environment.

IMPLICATION

This research also provides implications for students, thesis advisors, and future researchers. The students must regulate their motivation in academic reading, and they should

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find a suitable strategy to finish their reading assignments. It is essential to retain their motivation in reading which can help them to achieve the goal that they have set. The lecturers also have to give the students time to rest so they will not lose motivation to read academic journals. Future researchers were interested in investigating the strategies for regulating Indonesian graduate students' motivation in academic reading need to enlarge the sample area because this research was done in a small sample area.

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