
WORD-TARGET AND PLEASURE READING: EXPLORING EXTERNAL MOTIVATION IN L2 READING

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ABSTRACT

This preliminary study explores external motivation in L2 extensive reading regarding word-target and pleasure reading. In contrast to the extensive reading principle which discourages the use of assessment to promote pleasure in reading, this study aims to explore how reading targets as one form of assessment is potential to maintain pleasure in reading. This qualitative study was conducted in the Department of Arabic Education at an Islamic private university in Yogyakarta, Indonesia. Two reading classes for first-year students were observed. The data were collected from observation, interviews, and students' reading profiles as recorded in XReading, a learning management system supporting students' reading practice. The results show that the students use the reading target as an external drive to read and XReading allows students to choose the texts according to their preference and within their linguistic capacity, which instills pleasure in reading. The findings also suggest that a periodical goal and regular teacher monitoring will motivate students to sustain their reading progress.

Key Words: external motivation; L2 reading; pleasure reading; word-target

ABSTRAK

Studi pendahuluan ini mengeksplorasi motivasi eksternal dalam membaca ekstensif dalam bahasa asing, terutama terkait dengan target kata dan kesenangan membaca. Berbeda dengan prinsip membaca ekstensif yang secara umum tidak menyarankan adanya asesmen untuk mendorong kesenangan membaca, penelitian ini bertujuan untuk mengeksplorasi bagaimana target membaca justru menjadi salah satu asesmen yang berpotensi untuk menjaga kesenangan membaca. Penelitian ini merupakan penelitian kualitatif yang dilaksanakan di Prodi Pendidikan Bahasa Arab di salah satu universitas swasta di Yogyakarta, Indonesia. Observasi dilakukan di dua kelas mahasiswa tahun pertama. Data yang dikumpulkan berupa data observasi, interview, profil membaca mahasiswa yang terekam dalam XReading, sebuah learning management system yang digunakan mahasiswa untuk mendukung praktek membaca ekstensif mereka. Hasil dari penelitian menunjukkan bahwa mahasiswa menggunakan target membaca sebagai dorongan eksternal untuk membaca dan XReading memberikan ruang pada mahasiswa untuk memilih bacaan sesuai dengan pilihan dan kemampuan linguistik mereka, yang menguatkan kesenangan mereka dalam membaca. Temuan dalam penelitian ini juga menyarankan adanya gol bacaan dan monitoring dosen secara berkala untuk memotivasi mahasiswa dalam mempertahankan progres membacanya.

Kata Kunci : motivasi eksternal; membaca dalam bahasa asing; kesenangan membaca; target baca

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INTRODUCTION

"I like being forced (to read). Let's say, like in Class A. I think my word count can be more stable. No matter how busy I am, I will make time to read," Maryam (all names are pseudonyms) stated during the interview about the reading target her teacher gave to the class this semester. She was in Class B in which the teacher gave more freedom to the students to manage their reading pace regardless of having the same number of word targets as Class A. What became interesting in her statement was Maryam's expectation to make reading "more obligatory" by having a weekly reading target to motivate her to read. This typical characteristic is commonly found in Indonesian students who would like to be guided and become a follower (Hornay, 2020) as a result of their exposure to years of classroom learning experiences where teachers usually have control over students learning or "parents" who are required to encourage them in learning (Senjahari et al., 2021). Thus, despite being an internally motivated reader, as seen in her enthusiasm and her belief that she was more interested in reading in English compared to Bahasa Indonesia, she expected her teacher to give a weekly word count target that served as her external motivation.

The use of reading targets and assessment on reading, in fact, does not seem to align with the principles of

extensive reading proposed by Day and Bamford (2002) emphasizing reading for pleasure and reading as its own reward. However, the implementation of extensive reading needs to consider the context where it is used (Ro, 2018). Especially in Asia, where foreign language reading is challenging and voluntary reading is less prioritized than other assignments, external motivation such as giving credit to reading as the main component of a student's grade becomes essential (Machfudi & Ferdiansyah, 2023; Mori, 2015 Ramonda, 2020; Robb, 2002, 2013).

This study looks at students' experiences from the social-cognitive perspective, which points out that the social environment plays a critical role in motivation, learning, and self-regulation (Schunk & DiBenedetto, 2019). Motivation is the drive to initiate and sustain actions as directed by goals (Schunk, Meece, & Pintrich, 2014 as cited in Schunk & DiBenedetto, 2019) which is a part of the "triadic reciprocity" (Schunk & DiBenedetto, 2019, p. 2) involving the relation between behavioral processes, personal processes, and environmental processes. As part of the personal processes, a goal is closely related to internal motivation, which is defined as "a mental representation of what one is attempting to attain" (Schunk & DiBenedetto, 2019, p.2). Goal helps to "focus and sustain individuals' efforts directed toward task success" (Schunk

& DiBenedetto, 2019, p. 2). Therefore, the goal is crucial even though it indirectly contributes to motivational outcomes (Schunk & DiBenedetto, 2019). To make a goal effective, it needs to be specific (Suk, 2016), short-term, and “close at hand” (Schunk & DiBenedetto, 2020, p. 2). Locke and Latham (2002) also argued that a goal has an “energy function” (p. 706), and that “high goal leads to greater effort than low goals” (p. 707). Therefore, the goal indirectly affects action by “leading to the arousal, discovery, and/or use of task-relevant knowledge and strategies (Wood & Locke, 1990 as cited in Locke and Latham, 2002, p. 707). In L2 reading, word target may work as a goal that assists students in directing their actions. When it is used as a reinforcement, the word target functions as an external motivation that may become an “initial incentive” (Guthrie, McRae, & Klauda, 2007 as cited in Akbari, 2019, p. 3), and it has the potential to lead to “an internalized motivation”, leading the students to do more voluntary reading and have their self-efficacy improved (McLean & Poulshock, 2018, p. 76; Han, 2021).

L2 extensive reading involves students who read independently and silently in an abundant number of materials that are at the right level for them (Nation & Waring, 2019). The right level refers to students’ linguistic competence and compelling materials (Renandya et al., 2019), meaning that

students of any level of competence can choose text difficulty according to their ability (Yamashita, 2015). Thus, they can focus on the meaning (Elley, 2001, as cited in Renandya, 2007) and develop their reading fluency as they read with fewer interruptions (The Extensive Reading Foundation, 2011). As the students become more fluent in reading, they will grow “the emotional drive, or lack thereof, that makes people read in an L2” (Day & Bamford, 1998, as cited in Ro, 2018, p. 774).

Although internal motivation is crucial to drive students to continue reading, students may also need external drive, especially those with less internal motivation. In the Indonesian environment, students are driven to read English in order to receive appreciation from others, earn higher marks, gain more knowledge from the material, and complete their tasks (Indrayadi, 2019). This typical motivation aligns with that of students from other Asian countries who find reading in a foreign language difficult and challenging (Robb, 2002) due to their limited vocabulary and knowledge of the language system of the target language, causing failure to comprehend the text (Stoller, 2015). When it pertains, this experience will demotivate students. Therefore, students need constant encouragement (Robb, 2002; de Burgh-Hirabe & Feryok, 2013; Mori, 2015); one of them is to set attainable reading targets (Mikami,

2020) and include the achievement of the target in the course grading component (Robb, 2013).

In the English as Foreign Language (EFL) context, teachers improve students' L2 reading performances with external motivation, e.g., by allowing them to spend time reading outside class time (McLean & Poulshock, 2018), to increase reading amount (Salikin et al., 2017) by diversifying the texts with more literary and popular texts (Sukandi & Syafar, 2018), improving comprehension especially for less motivated readers (de Lozier, 2019), and promoting students' reading engagement (Mikami, 2020). Waring and McLean (2015) found that to promote students' L2 reading fluency, or the ability to read fast and comprehend texts, students need to read vast amounts of texts. Reading researchers suggest varied ranges of reading targets, such as 1-2 books per week (Nation & Ming-Tzu, 1999). However, students with less proficiency who read beginner graded readers with, for example, 100 - 200 running words, will only accomplish 2400 - 6400 words in six months. This amount of book reading is certainly insufficient to aid students in becoming proficient readers. Therefore, reading targets based on the number of words will be more appropriate to provide a more accurate way "to determine the level of effort needed to engage in extensive reading (Suk, 2016, p. 86). For the word

count target, Beglar et al. (2012) proposed around 230,000 words per semester, while Nishizawa et al. (as cited in McLean & Poulshock, 2018) proposed 300,000 words per semester. This reading target was suggested to be divided into a weekly target (Waring & McLean, 2015) to make it more attainable as it is short-term and close at hand (Schunk & DiBenedetto, 2020, p. 2). When the target is made achievable, students will experience a sense of achievement after finishing reading, and the sense will enhance students' "intrinsic motivation and self-efficacy and form a virtuous cycle toward new goals" (Mikami, 2020, p. 28).

The subsequent question is, therefore, whether students find pleasure in their reading despite having a reading target that forces them to read to achieve passing grades in the course. In a recent study by Machfudi and Ferdiansyah (2023), it was revealed that students could become immersed in their L2 reading, even when assigned tasks, indicating they found enjoyment in the process. Interestingly, participants also reported that these tasks helped them improve their English skills. Extending their investigation, this study aimed to explore how the tasks, especially reading targets, could help motivate students' L2 reading. This objective is addressed by exploring the affordances of the learning management system to students reading practice outside

classroom time. Based on their reading profile, including reading preference and reading performance (e.g., reading speed, word count, and comprehension quiz score), and data from in-depth interviews with the students, it is argued that pleasure reading is made possible through the choices that students are granted within the learning management system that they used in their extensive reading activity. Therefore, the research questions to guide the study are:

- 1) What affordances do the students use in XReading in their extensive reading practice?
- 2) How do the students experience pleasure that becomes an emotional drive to keep them willing to read?

METHOD

This study is a qualitative study with an ethnographic approach because it allows the exploration of “how learning is displayed and valued in relation to different combinations of multimodalities” (Heath & Street, 2008, p. 19). The ethnographic method is used to examine students’ reading practices when the reading target is set and how students’ use of the learning management system has afforded them the pleasure of reading despite having the target.

Research site and participants

The study was conducted at the Department of Arabic Education at an Islamic private university in Yogyakarta, Indonesia, where two reading classes of first-year students were observed (33 students from Class A and 17 students from Class B). Non-English department students were selected as participants because L2 reading motivation remained a challenge for them, as the students did not have a choice but to take the course.

The syllabus used in these classes emphasized an extensive reading approach, meaning that students were encouraged to read a lot of texts and that most activities inside and outside class relied on or based on students’ reading. To support students with various English materials, the department required the students to subscribe to a learning management system called XReading which provided around 1500 graded readers. Students paid around \$10 for a year’s subscription. Besides providing a large amount of book selection, XReading enables the teachers to set a reading target (including requiring vocabulary review before reading and quiz completion after reading) and to monitor students’ reading progress. XReading was selected to provide the texts and monitoring systems that are

needed for implementing extensive reading (Koby, 2017). When the data collection was conducted, the students were in their second semester. It means they had used XReading for two semesters. The reading target set for the students was 50,000 words in a semester. Although it was suggested that students need to read more than 230,000 words (Beglar, Hunt, and Kite, 2012) and 300,000 words (Nishizawa, Yoshioka, and Fukuda, 2010, in McLean & Poulshock, 2018) in an academic year, the 50,000-word target had been set based on students' reading completion in the first semester. The target number was set to also give an attainable reading goal for students to read.

Students' reading record was collected from XReading along with the number of books read, students' reading level, book level, word count, reading speed, reading and listening duration, quiz result, and goal accomplishment. In order to gain deeper insight into XReading affordances on students' external reading motivation, eight students were selected to be interviewed. This selection was based on the teacher's recommendation for students who completed the reading targets and were active during classroom time. From eight students, we selected three students who specifically used the reading target to lead their reading. Besides examining their profile, the students were also interviewed to

confirm some questions that were raised during the reading profile examination. The interview was also utilized to explore students' practice of using XReading and how they found pleasure in reading even though they were given reading targets. It is also important to note that the teachers approached the word target differently in each class. Class A's teacher gave a weekly target of 3500 words to reach the 50,000-word target by the end of the semester, while Class B's teacher let the students manage their target achievement. The students were given the opportunity to control their reading pace to reach the target by the end of the semester. Both classes were investigated to see different opinions from the students regarding the different approaches the teachers gave. In addition, the reading target completion was given a high percentage, contributing to the total score for grading.

Data collection and analysis

This research is qualitative research aiming at understanding the participants' experience (Merriam, 2009) in having a reading target and how the target might have influenced their L2 reading motivation. In order to get their perspectives, the data of this study were collected from students' reading records, class observations, and interviews.

Students' records were pulled from XReading, where students' reading progress was monitored by the teachers. The XReading data included students' reading levels, numbers, and titles of checked-out books, words read (per book and in total), and quizzes taken and passed. This data was used to develop students' reading profiles to create their reading profiles presenting their reading preferences and performances. The analysis of the reading profiles was focused on some important patterns such as book selections that the students were engaged with, reading duration, and quiz and reading goal completion.

In addition to observing students' reading progress as indicated in XReading, a classroom observation was also conducted to see how the teachers monitor students' reading progress. The classes during the study were delivered online due to the pandemic, therefore, all data collection processes, including the observation, were conducted online. The researchers took turns attending in total four classroom meetings and positioned themselves as outsiders (Joseph, Earland, & Ahmed, 2021) in the class. The researchers joined and became silent observers to note significant events related to how the teachers addressed students' reading progress as indicated in Xreading.

Students' reading profiles and the field notes taken during class

observation were then used to develop in-depth questions to interview the students to explore the possibility of pleasure reading that they experienced specifically when using XReading. The interview was conducted online and aimed to explore students' perspectives on how their experiences in reading using XReading and word target might have influenced their L2 reading motivation. The interview transcripts were analyzed using the qualitative data analysis method (Miles et al., 2014) and were coded for students' shared reading experiences using XReading. From this coding, patterns of students' choice of reading were found to be essential experiences leading to their pleasure of "doing" reading. As this study aimed to examine how the target may influence pleasure reading, the second round of coding was focused on particularly examining students' opinions about the reading target and how they used it.

FINDINGS AND DISCUSSION

From the students' reading profiles and the interviews, the affordances of XReading to support students' L2 reading through extensive reading were by benefiting from the free selections of reading materials provided in the LMS. It gives the students the ability to navigate their selection through its features which assisted the students to explore their reading preferences. Moreover, the reading target played a

significant emotional drive for the students to keep reading. These findings are elaborated in the following subsections.

XReading Affordances to Give Reading Freedom for Students

Students mostly benefited from XReading by having the freedom to read, which referred to the freedom to

select books and the freedom to choose when, where, and how to read (Table 1). They chose the books based on the genre, word count of each book, writer, title of the book, and the book level. From all of the students that were interviewed, most of them preferred fiction stories ranging from fable, fantasy, fairy tale, and slice of life where readers can relate the story to real life.

Table 1. Students' freedom of choice afforded by XReading




Students' selection	Sample data
Choice of genre	I think I chose it based on the titles. If the title is easy to read, like what I usually read, like fable or stories, I chose these kinds of books (Ahmed, 2022, March 22). Adventure, what else, maybe fiction, non-fiction , what else. Those that are simple, Miss. Rob Waring and Maurice Jamal, I love their books in XReading (Maryam, 2022, March 24).
Word count	...I chose books with fewer words, around 100 words, so that I will not get bored easily (Ana, 2022, March 23). First, (the book choice is based on) the book target to read in XReading weekly, it is 3500 words. I chose books that have around 3500 books, so that I can enjoy reading them (Ahmed, 2022, March 22).
Writer	Adventure, what else, maybe fiction, non-fiction, what else. Those that are simple, Miss. Rob Waring and Maurice Jamal, I love their books in XReading. In XReading, I love stories. Rob Waring and Maurice Jamal's books are easy to read because the stories are about students, sometimes about sibling problems, or family. So I can relate. Oh, the stories are relatable to real life (Maryam, 2022, March 24).
Title of book	I don't really look at the level, I look at the title and the descriptions (Maryam, 2022, March 24). I chose from the titles, whether they are interesting or not (Abdul, 2022, March 23)
Level of book	Researcher: Last semester you read level 1, when did you decide to change your level? Abdul: When I was bored reading level 1, because it's just stories. They end all in sudden. Well, I want to improve, and I cannot do that if I only stay. Researcher: So, when did you start reading level 2? Abdul: Since, I don't remember. But I read it in the first semester. I tried level 2, level 3, oh no wait, I did not read level 2 but level 3. Researcher: I see. But this semester you mostly read level 2, any reasons? Abdul: I have no choice. Researcher: What do you mean?

Abdul: I just want to read level 2, because the word count is balanced, Miss. It is not too much and not too few. (Abdul, 2022, March 23)

The book selection criteria, as described in Table 1 were afforded by the features available in XReading. As seen in Table 2, every book is completed with information on the cover, publisher, writer, book level, genre, word count, summary, and other details about the book. The students were familiar with the book description and used it to narrow down their book searches and decide if they would read the selected book. Most books available in XReading were completed with a glossary preceding the story which was often used by the students to help them enter the story. The glossary was reported helpful in building the confidence to read as the students were more prepared with the vocabulary they would encounter in the story. The availability of the glossary was seen to be more beneficial for students whose reading level was still low or beginner.

In addition to the descriptions and filters that students could use to search the books they were confident to read, XReading's individual reading record was also accessible to the students. They could monitor how much they have reached their reading target, whether it was the weekly reading target as in Class A or the semester-long reading target as in Class B. The reading records were also accessible to the teachers to help them monitor and assess individual student's reading progress and the whole class's reading progress. This included what books the students preferred to read, how much they read, and whether the students passed the quizzes which indicated that the students read the story. These features in XReading afforded students a free selection of books and self-monitoring of their reading progress.

Table 2. XReading features used by students to navigate their book selections

XReading Features	Description
<p data-bbox="115 1396 325 1421">Pride and Prejudice </p>  <p data-bbox="252 1445 499 1595"> Compass Classic Readers (5) by Jane Austen Xreading Level: 8 (1350 headwords) Genre(s): Human Interest/Drama, Romance Words: 23562 Has Quiz: Xreading, Mreader Rating:  92% (191 ratings, 32 reviews) </p> <p data-bbox="252 1628 893 1717"> Summary: Compass Publishing brings Jane Austen's delightfully engaging novel to its line of Compass Classic Readers. English language learners of all ages will enjoy developing their vocabulary and reading fluency as they read about Elizabeth Bennet and her slowly developing relationship with the arrogant, yet honorable wealthy bachelor Mr. Darcy. Students and teachers alike will be pleased with clever Elizabeth and her sisters and in this charming adaptation of Austen's gentle masterpiece. </p> <p data-bbox="735 1734 902 1760"> Read Now More Info </p>	<p data-bbox="954 1396 1204 1454">Information in each book in XReading</p>

XReading Features

Description

Samples of selection filter

Genre(s)

- About Animals 87
- Action 2
- Adventure 207
- Biography 67
- Business/Career 17
- Culture 28
- Detective/Police 29
- Fairy Tale 65
- Fantasy 113
- Folktale/Fable 52
- Ghost/Monster 37
- Historical 94
- Horror 71
- Human Interest 12
- Human Interest/Drama 512
- Humor 70
- Legend/Myth 11
- Mystery 1

Formats

- Comic 1
- Interactive 10
- Narrative 1476
- Narrative/Comic 3
- Play 11

Main Character(s) Age

- Adult 763
- Child 143
- Multiple ages 35
- N.A. 139
- Teenager 226
- Young adult 182
- Your age 12

Show less

Main Character(s) Gender

- Female 386
- Male 683
- Male & Female 282
- N.A. 138
- Your gender 12

English Type

- American 815
- American/British 3
- British 682

Section Type

- Acts/Scenes 9
- Chapters 856
- None 554
- Short Stories 82

Glossary preceding the story and sample of quiz after reading

The screenshot shows the XReading interface. At the top, there are navigation buttons for 'Contents' and 'Resources'. Below that is a 'Glossary' section with three entries: 'beg v. to humbly ask for something', 'blanket n. a cloth used to cover oneself when sleeping', and 'blizzard n. a big snowstorm'. To the right, there is a quiz question: 'What did Eva call King Frost?' with radio button options: 'My Majesty', 'Your Highness', 'Your Majesty', 'Sir', and 'Your Royalty'. A 'Next Question' button is at the bottom right of the quiz area.

Sample of reading record (general)

Assignment	Open Date	Close Date	Message	Student Status	Book Status	Quiz Status
Reading Week 1 PBA A Genap 2022 (Students: 33) Books available: 1,501 Book access: Allow Text and Audio Quiz Type: Xreading Quizzes(80%) Max Speed: 250 Quiz password: None Goal: 3,500 Words Read	Feb 17, 2022	Feb 24, 2022	Happy reading!	No Book: 11 Added Books: 22	Added Books: 153 Passed Books: 111	Taken: 135 Passed: 115 Avg Grade: 77.9
Reading Week 1 PBA B Genap 2022 (Students: 17) Books available: 1,501 Book access: Allow Text and Audio Quiz Type: Xreading Quizzes(80%) Max Speed: 250 Quiz password: None	Feb 17, 2022	Feb 24, 2022	Happy Reading!	No Book: 9 Added Books: 8	Added Books: 29 Passed Books: 23	Taken: 25 Passed: 22 Avg Grade: 80.0

Sample of student's individual weekly goal achievement

Student	Student ID	Books Passed	Words Read	Goal	Progress
Zaky Fadiya Rahman		1	3,554	Words Read 3,500	100%
Urfa Zayna Altarsi		0	0	Words Read 3,500	0%
Tandi		2	8,403	Words Read 3,500	100%
RIRI abyan Aquila		6	4,262	Words Read 3,500	100%

During the semester when the study was conducted, the reading target was a 50,000-word count. The teacher in Class A divided this target into a 3500-word weekly goal, while the teacher in Class B gave the students total freedom to manage their reading progress. From the interview, it was found that students used this target and the book's detailed information to select their reading. Ahmed, for example, intentionally chose books with 3500-4000 words which mostly fall under level 4, so that he would finish his reading goal in one book. On the other hand, Ana, who was not confident in her English, chose books with fewer words than Ahmed but read more books. She mostly chose books with 250-2000 word counts and finished around 12 books (Week 1 and 2). In the interview, she confirmed the way she selected the book. She tended to read books she was confident in finishing. Books with fewer words usually were not at a high level, and every time she successfully finished reading, she felt happy and proud since she could see that she was, in fact, capable of reading English books. Based on their reading profile, the books that the students read were mostly finished with a passing grade for the quizzes. It showed that they could comprehend, at least, the story in general with the aim of doing

pleasure reading (Elley, 2001 as cited in Renandya, 2007).

Besides using word count as a basis for selection, the book selection as performed by Ahmed and Ana, was also assisted by the detailed information and tool selection in XReading. In each book, for example, there is information on the cover, publisher, author, reading level, genre, word count, rating, quiz availability, story type and format, English type, main characters, audio duration, and summary of the story. The navigation tools in XReading made it possible for students to filter this information and look for books that interest them.

The various book choices, detailed information, and easy navigation of the book selection have assisted the students in getting the books they wanted to read. It showed that the weekly target, along with the students' skill of locating the tools to filter the book collections in XReading, afforded them to use "task-relevant knowledge and strategies" (Locke & Latham, 2002, p. 707) to find interesting books. At the same time, therefore, they used the target to arouse their pleasure in reading. The reading target, which was an external motivation to force students to read, was seen to function as an initial incentive that "comprise[s] internal processes that manifest overtly

in goal-directed actions” (Schunk & DiBenedetto, 2020, p. 1). There was also potential to make reading a goal as an internalized external motivation (McLean & Poulshock, 2018) that could motivate students to keep reading.

Students’ Reading Target and Pleasure Reading Experience

Throughout the interviews, it was found that the students had a positive view of the reading target. They used the reading goal to guide them in reading. Although it was inevitable to see the target as an assignment, students were seen to rely on it to achieve the 50,000-word target. Two students shared that knowing a semester goal or weekly goal would prevent them from making mistakes as they did last semester when they were not given a clear goal or that they were not aware of. As mentioned earlier, for example, Ahmed, who was given a weekly target, was being strategic in his reading by choosing books based on word count. On the other hand, Maryam complained that her teacher did not give her weekly target as she found it more difficult to manage her reading progress. Although she eventually set a reading target on her own, she said that it would be more enforcing if there was a goal and that it would motivate her to prioritize the

reading. From their experiences, the implementation of a reading target would be helpful when it was divided into a more attainable goal, such as a weekly goal (Schunk & DiBenedetto, 2020; Waring & McLean, 2015). A clear, specific, and explicit target is also needed (Suk, 2016; de Burgh-Hirabe, 2011; Robb, 2002 as cited in Ro, 2018) so that the students have a sense of guidance to read outside of class.

Another interesting finding from the students’ experience in using reading targets came from Ahmed, whose reading profile showed that he finished all his reading in under one hour, showing that he was a fast reader. Yet, he did not add more books to read. It seemed that he used the reading target to complete the assignment (Mori, 2015). When we further discussed his reading, he shared his belief that he could read more than the target and was willing to. He did not do it because the teacher did not ask him to do it as shown in the excerpt below:

1. Ahmed: For now, (the reading target) is suitable, but I am fine if I have to add more.
2. Researcher: How much do you think you can finish reading in a week?
3. Researcher: In a week, I think it is more than 10000 words

4. Researcher: Will you do that if your teacher asks you?
5. Researcher: I think I'm willing to read more (Ahmed, 2022, March 22)

Had he been given a higher target, Ahmed would probably read more. This showed that a higher target would likely drive students to make more effort to achieve the target (Locke & Latham, 2002).

CONCLUSIONS AND SUGGESTION

Based on the data, students' L2 reading was motivated by the word target and the affordance of XReading in supporting their pleasure reading. Regardless of having a reading target as an evaluative tool which is often seen as demotivating, the students were still able to find the joy of reading.. It was afforded by the choices granted to the students in selecting which books they could read. XReading, as the learning management system that the students used to navigate their selection, had made it accessible and easy for the students to get the books they were interested in and, most importantly, books they believed they could successfully read. Therefore, this positive reading experience would "stimulate subsequent experiences and lead to motivational enhancement"

(Mikami, 2020, p. 28) of which motivation is central to reading. This study has also shown that the reading target, which was used as the external motivation, has the potential to be internalized and function as an internal drive for students to read.

The students' experiences in using word target and XReading showed that any reading program would need a periodical goal, such as a weekly goal, to make it more attainable. Clear explanations on how the target works (e.g. number of word count, periodical checking, and how much it counts to the grading) would help students in navigating their reading. Teachers' regular monitoring is also needed as it would allow them to set different goals for those who need more encouragement. It is important to note, however, that this study only covers four meetings out of sixteen total meetings which at the end of the semester could yield different results as the students would have had more reading experiences. Further research could examine students' agency as their free choice could have facilitated it.

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