



Self-Assessment and Dynamics of Learners' Preferences toward Texts in Japanese Reading Instruction in the Digital Age

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Abstract. The rapid development of technology has linked generation-Z closely to gadgets, affecting their preferences for digital texts when learning Japanese. This study examines correlations between students' self-assessment of their ability and willingness to read, and preferences in selecting and reading Japanese digital texts using a quantitative descriptive method with closed and open-ended questionnaires. A two-tailed Pearson correlation test with IBM SPSS Statistics 26 analyzed the hypothesis, while open-ended questionnaire responses provided additional insights. The research involved 55 third-year students in a Japanese language program at a university in Surabaya, who assessed their ability and willingness to read various digital texts. Results show a strong correlation between self-assessed ability and willingness to read. Two types of learner preferences emerged i.e. those preferring challenging texts with high self-confidence and a desire to improve, and those preferring easier texts that align with their skills, feeling comfortable and free. Both types avoid texts beyond their proficiency, even if the topic is interesting. Preferences are influenced by four main factors i.e. personal interest, linguistic mastery, time allocation, and the collaborative learning environment. These findings aid in designing curricula and learning strategies that align with student interests and abilities, promoting dynamic interactions in learning Japanese in the digital era.

Keywords: Preference for Texts, Self-Assessment, Correlation of Reading Ability, Japanese Language, Digital Era.

1 Introduction

Reading is an essential element in acquiring knowledge. It involves understanding the sequence of words in a text, a critical skill for learners, particularly those learning a foreign language to enhance language proficiency. Beyond cognitive development, reading supports academic achievement and significantly influences future success. It impacts cognitive aspects such as linguistic skills, memory, and metacognition, thereby promoting higher-order thinking skills, including drawing conclusions [1], [2]. In the context of foreign language learning, reading plays a crucial role in improving text

comprehension, writing, and speaking skills. It also contributes to vocabulary mastery [3], [4], [5]. Reading is vital for communication in human civilization and is defined by scholars as the understanding of written symbols, which involves the integration of experiential, sensory, and rational elements. Studies emphasize its importance in education, particularly in enhancing students' literacy skills [6]–[8]. Strong reading skills can encourage students to engage more actively in the reading process.

Reading activities are significantly influenced by motivation. Research has demonstrated a substantial relationship between reading motivation as a predictor of reading proficiency progress and adolescent habits. For instance, self-concept and perceptions of peer reading habits have been shown to impact reading motivation. Additionally, there is a correlation between motivation and the frequency of reading activities. Students' perspectives on the potential for developing reading skills are influenced by the literacy context, particularly the family environment. Emotional scores reflecting reading motivation can predict reading competence and habits in young individuals [9]. Reading motivation is a critical factor in the successful development of reading comprehension. It affects students' academic achievement and is closely related to affective components such as mental readiness, willingness, attitude, and tendencies in the reading process [1], [10]. According to Toplu & Erten, individuals who possess high motivation in their native language are likely to maintain high motivation when reading texts in a foreign language [4]. Moreover, motivation in reading is often linked to other aspects of learning. For example, Ahmed Abdel-Al Ibrahim found a relationship between collaborative learning, reading motivation, and self-assessment [8]. Motivation, which is influenced by the enjoyment of reading, also drives individuals to be more active in the learning process, leading to improved reading comprehension. Estrada-Araoz demonstrated that computerized assessments can sustain motivation in EFL (English as a Foreign Language) learners, encouraging self-regulation and continued engagement in reading activities [2]. Furthermore, Wu explored the reading process and its association with reading motivation, self-efficacy, satisfaction, social support, and the interrelationship between these components [6]. These studies collectively underscore the strong connection between self-assessment, reading motivation, and other factors that contribute to successful reading comprehension.

Despite the importance of motivation in enhancing reading interest and self-awareness, a lack of motivation among learners remains a significant issue. This study focuses on understanding learner preferences for texts in the context of learning to read Japanese as a foreign language. Preference is a key factor that drives motivation, specifically as part of intrinsic motivation. Intrinsic motivation refers to the internal drive that compels individuals to engage in an activity due to the pleasure or satisfaction derived from the activity itself, rather than external rewards or punishments. In this context, preference reflects a person's inclination or tendency towards a particular activity or object based on fundamental desires or interests. For instance, a learner may prefer reading a book because they inherently enjoy the reading process and derive satisfaction from it. Despite its importance, learner preference has not received sufficient attention in reading instruction. As noted by Wu et al., although research on reading is conducted from various perspectives worldwide, there is still a lack of stud-

ies on student reading psychology [6]. Preference, as an element of intrinsic motivation, is related to whether learners like or dislike certain texts and the perceived difficulty of those texts. These factors can significantly affect the intensity of a learner's engagement with the text. Akopyan & Saks also emphasize that, although the impact of intrinsic motivation may vary across learners with different abilities, it nonetheless significantly contributes to the level of engagement with texts, persistence, and the amount of time and effort invested in improving comprehension [3].

The study of preference factors is especially crucial in the current digital age, where the internet has altered lifestyle trends, including shifting learners' reading motivation. Wu et al. highlight that in the digital era, reading habits and styles have diversified, with young people increasingly inclined towards using gadgets and reading various topics online [6]. In many countries, online reading skills have become a standard part of the elementary and secondary school curriculum to foster a reading culture. The ease of access to information via the internet offers learners a wide range of text options. Readers are more actively engaged when they perceive the benefits of the text, the type of text they enjoy, the appropriate difficulty level, and the alignment with their interests. The internet provides these conveniences, making preferences for texts more accessible and varied. The diversity of texts has been proven effective in developing reading skills, particularly when the reading material matches the learner's comprehension level. In addition, the digital era, accompanied by advances in information technology, has enhanced the availability and accessibility of texts and facilitated open discussions with a wide audience [11]. All these factors influence learners' preferences for reading activities in the digital era.

Understanding this context, the present study examines self-motivation through the lens of self-assessment and the dynamics of learner preferences for texts in learning to read Japanese as a foreign language. The findings of this study have implications for developing more dynamic interaction patterns in learning to read Japanese texts in the digital era.

2 Methods

This study employs a quantitative descriptive research design. Data were collected using both closed and open-ended questionnaires. The primary focus of this research is to explore respondents' self-awareness and reflection on their preferences in learning to read Japanese texts. The study specifically examines these preferences from the perspective of respondents' self-assessment of their ability and willingness to read. It is important to note that this research does not analyze the respondents' performance outcomes after reading the texts.

2.1 Research Respondents

The study involved 55 third-year students in their fifth semester of a Japanese language education program at a university in Surabaya. Conducted over one month, the

study required respondents to read one text each week from various printed and digital sources. The texts selected had a difficulty level of at least Level 4 on the Japanese Language Proficiency Test (JLPT). Students were encouraged to use Japanese language learning websites e.g. www.yomujp.com, which classify texts from Level N6 to N1.

Respondents were assigned tasks related to the texts, including identifying the main idea of each paragraph, writing a synopsis, creating a vocabulary list, formulating questions and answers, and finding relevant images. Each task was to be completed independently within one week. In the first week, respondents were free to choose texts without a specific theme, selecting readings based on personal preference. In the following weeks, the researcher provided themes to guide text selection, aiming to observe respondents' behavior in searching for and choosing texts, as well as to help them assess their reading abilities. Although themes were assigned, students retained the freedom to select any text that fit the given theme. Themes were intentionally broad to allow students to find relevant texts independently. After discussions with student representatives, the themes chosen were *ibunka* (cultural differences) for task 2, education for task 3, and AI-related topics for task 4.

2.2 Data Collection Procedure

Data were collected in the fourth week through questionnaires distributed to respondents. The responses were analyzed to assess self-evaluation of ability and willingness, revealing preferences for Japanese texts. The closed-ended questionnaire focused on three aspects: 1) self-assessed ability to complete the task; 2) willingness to complete the task; and 3) willingness in selecting texts. Respondents could choose from three Likert scale options: 1) always (score 3), 2) sometimes (score 2), or 3) never (score 1). A three-point Likert scale is considered effective for such questionnaires [12]. The open-ended questionnaire prompted self-reflection, encouraging respondents to reflect on their learning and gain deeper insights into their reading strengths and weaknesses. The questionnaire instrument was adapted from previous studies [13], [14], [15].

Table 1. Self-assessment of ability and willingness to read.

Name/Student number/Class:				
No.	Self-assessment aspect of ability (Y1)	1	2	3
1	I can explain the main idea of each paragraph in a text			
2	I can make a synopsis of the text			
3	I can make a complete list of vocabulary/kanji from the text along with how to read it and the meaning of the words/kanji			
4	I can make questions and answer keys related to the text			
No.	Self-assessment aspect of willingness (Y2)	1	2	3

5	I like tasks to dissect a text by
1.	Finding the main idea of each paragraph
2.	Making a synopsis of the text
3.	Making a complete list of vocabulary/kanji from the text along with how to read and the meaning of the words/kanji
4.	Making questions and answer keys related to the text

Table 2 below is a questionnaire of respondents' preferences for Japanese texts.

Table 2. Preferences for Japanese texts.

Name/Student number/Class:				
No	Self-assessment aspect	1	2	3

1	When looking for texts as reading sources, I look for texts that are challenging for me to analyze, understand, and work on (X1)			
2	When looking for texts as reading sources, I look for texts that are easy and within my ability to understand them (X2)			
3	When looking for texts as reading sources, I look for texts that I like even though I need to work hard to understand them and do the assignments (X3)			
4	I prefer reading texts with free themes according to my interests (X4)			

Table 3 below is an open questionnaire in the form of respondents' self-reflection on the strengths and weaknesses of learners in reading.

Table 3. Self-reflection

My self-assessment of the tasks given (positive and negative aspects)
Planning

Self-assessment variables i.e Y1 (self-assessment of ability) and Y2 (self-assessment of willingness), and text preference variables i.e X1 (text that challenges ability), X2 (easy text that aligns with ability), X3 (text that requires substantial effort to comprehend and complete the assignments remains favored), and X4 (text that matches specific interests).

2.3 Data analysis procedure

The questionnaire responses from 55 students were collected as ordinal data, with scores of 3 for "always," 2 for "sometimes," and 1 for "never." Since the data were ordinal, a transformation to interval data was performed using the MSI transformation. This method converts ordinal data into interval data by adjusting the cumulative proportion of each variable category to its corresponding value on the standard normal curve. The transformed data were then analyzed using correlation analysis. Two-tailed correlation tests were conducted using IBM SPSS Statistics 26. To further explain the quantitative findings, open-ended questionnaire responses (self-reflections) were analysed, providing deeper insights that reinforce the correlation analysis results on the relationship between self-assessed ability, willingness, and text preferences.

3 Results and Discussion

3.1 Results

The Pearson correlation was used to analyze the questionnaire data. The correlation analysis examined two aspects: respondents' self-assessment of their ability (Y1) and their self-assessment of their willingness (Y2).

Table 1. Results of the analysis test of mean and Std deviation Y1 and Y2.

Descriptive Statistics			
	Mean	Std. Deviation	N
Y1	5.4226824	.67544224	55
Y2	5.3404869	.64032402	55

Table 2. Results of the correlation analysis test Y1 and Y2.

Correlations			
		Y1	Y2
Y1	Pearson Correlation	1	.639**
	Sig. (2-tailed)		.000
	The sum of Squares and Cross-products	24.636	14.919
	Covariance	.456	.276
Y2	Pearson Correlation	.639**	1
	Sig. (2-tailed)	.000	
	The sum of Squares and Cross-products	14.919	22.141
	Covariance	.276	.410

** . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=55

A correlation of 0.639 was found between Y1 and Y2, with a p-value < 0.05, indicating a statistically significant and strong correlation. This suggests a robust relationship between Y1 and Y2. The findings highlight that individuals who evaluate their abilities more positively are more inclined to take on tasks or challenges confidently.

This conclusion is further supported by qualitative data from open-ended questionnaires. Respondents who rate their abilities highly tend to express greater preparedness and capability in completing assigned tasks. For instance:

Respondent 21003: "Greater skill and familiarity have been developed in analyzing reading texts, particularly those with specific themes. The assigned task has led to an enhancement of reading skills."

Respondent 21021: "The task offers more enjoyment compared to traditional textbook learning. Vocabulary has expanded, and knowledge has broadened through exposure to various texts."

Respondent 21028: "The tasks have increased interest in Japanese readings by enabling the selection of texts aligned with personal interests. These tasks have aided in identifying strengths and weaknesses in reading comprehension, leading to better understanding of the readings, the ability to generate questions and answers, and the creation of related kanji vocabulary lists."

The strong correlation between Y1 and Y2 has significant implications for self-development and achievement. Understanding this relationship can inform the design of educational programs that enhance students' self-assessments, thereby increasing their readiness to tackle complex tasks. Consequently, the correlation suggests that self-assessment of abilities could be a key indicator of an individual's preparedness to face challenges in both academic and professional contexts.

Given the strong correlation between self-assessment and willingness, it is essential to explore how these factors relate to respondents' preferences in text selection. The subsequent analysis examines the correlation between Y1 and Y2, and text preference variables i.e X1, X2, X3, and X4.

Table 2. Results of correlation analysis test between Y1, Y2, and X1.

		X1	Y1	Y2
X1	Pearson Correlation	1	.376**	.333*
	Sig. (2-tailed)		.005	.013
	N	55	55	55
Y1	Pearson Correlation	.376**	1	.639**
	Sig. (2-tailed)	.005		.000
	N	55	55	55
Y2	Pearson Correlation	.333*	.639**	1

Sig. (2-tailed)	.013	.000	
N	55	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Analysis:

There is a correlation between X1 and Y1 of 0.376, the correlation is weak

There is a correlation between X1 and Y2 of 0.333, the correlation is weak

Table 4. Results of correlation analysis test between Y1, Y2, and X2

Correlations

		X2	Y1	Y2
X2	Pearson Correlation	1	.099	.081
	Sig. (2-tailed)		.474	.556
	N	55	55	55
Y1	Pearson Correlation	.099	1	.639**
	Sig. (2-tailed)	.474		.000
	N	55	55	55
Y2	Pearson Correlation	.081	.639**	1
	Sig. (2-tailed)	.556	.000	
	N	55	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

Analysis:

There is no correlation between X2 and Y1

There is no correlation between X2 and Y2

Table 5. Results of correlation analysis test between Y1, Y2, and X3.

Correlations

		X3	Y1	Y2
X3	Pearson Correlation	1	.256	.208
	Sig. (2-tailed)		.059	.127
	N	55	55	55
Y1	Pearson Correlation	.256	1	.639**
	Sig. (2-tailed)	.059		.000
	N	55	55	55
Y2	Pearson Correlation	.208	.639**	1
	Sig. (2-tailed)	.127	.000	
	N	55	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

Analysis:

There is no correlation between X3 and Y1

There is no correlation between X3 and Y2

Table 6. Results of correlation analysis test between Y1, Y2, dan X4

Correlations		X4	Y1	Y2
X4	Pearson Correlation	1	.009	.035
	Sig. (2-tailed)		.947	.801
	N	55	55	55
Y1	Pearson Correlation	.009	1	.639**
	Sig. (2-tailed)	.947		.000
	N	55	55	55
Y2	Pearson Correlation	.035	.639**	1
	Sig. (2-tailed)	.801	.000	
	N	55	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

Analysis:

There is no correlation between X4 and Y1

There is no correlation between X4 and Y2

In the correlation analysis, Y1 and Y2 were found to be correlated only with X1, as shown in Table 3, where the p-value or significance value (2-tailed) was less than $\alpha = 0.05$. This indicates that, with the selected level of significance (α) of 0.05, the null hypothesis (H_0) is rejected, confirming a correlation between X1 and Y1. Additionally, the p-value of $0.013 < \alpha = 0.05$ leads to the rejection of H_0 , indicating a correlation between X1 and Y2.

This finding prompts the question of why respondents' self-assessments of their ability and willingness correlate, albeit weakly, only with X1 and not with other text preferences (X2, X3, and X4). To address this question, a correlation test analysis was conducted on respondents' preferences for these types of texts. The following analysis examines the correlation test data for respondents' preferences for Japanese texts X1, X2, X3, and X4.

Table 7. Results of mean and Std. deviation tests for X1, X2, X3, and X4

Descriptive statistics			
	Mean	Std. Deviation	N
X1	1.3478967	.27258423	55
X2	1.2868349	.33120764	55
X3	1.3086560	.29558027	55
X4	1.1488505	.23467818	55

Table 8. Results of correlation analysis test X1, X2, X3, and X4.

Correlations				
	X1	X2	X3	X4

X1	Pearson Correlation	1	-.308*	.197	-.302*
	Sig. (2-tailed)		.022	.150	.025
	N	55	55	55	55
X2	Pearson Correlation	-.308*	1	.046	.478**
	Sig. (2-tailed)	.022		.736	.000
	N	55	55	55	55
X3	Pearson Correlation	.197	.046	1	.066
	Sig. (2-tailed)	.150	.736		.631
	N	55	55	55	55
X4	Pearson Correlation	-.302*	.478**	.066	1
	Sig. (2-tailed)	.025	.000	.631	
	N	55	55	55	55

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The analysis reveals a weak correlation between X1 and X2, as well as between X1 and X4. A strong correlation is found between X2 and X4. However, there is no correlation between X1 and X3, X2 and X3, or X3 and X4. Consequently, only the correlated data are analyzed and discussed further, as follows.

A Weak Correlation between The Willingness to Choose Challenging Texts (X1) and Easy Texts that Align with Abilities (X2).

To further explore the weak correlation between X1 and X2, an analysis of open-ended questionnaire responses was conducted. The findings reveal that a preference for challenging texts is often accompanied by an avoidance of texts that are too easy, driven by a desire for learning challenges. However, careful consideration is also given to personal abilities, leading to the avoidance of excessively difficult texts. Examples from respondents include:

Respondent 21003: "Becoming accustomed to reading and analyzing more complex texts contributes to a better understanding of how to handle higher-level reading materials, with the continued expansion of vocabulary."

Respondent 21011: "Improvement occurs gradually by reading texts starting from a lower level and progressing to texts that exceed current abilities."

Respondent 21005: "Reading longer texts with many new kanji more frequently is essential for vocabulary expansion, while maintaining a focus on the retention of previously learned kanji and vocabulary."

Respondent 21022: "Comprehension and summarization of reading texts are possible, although conclusions tend to be general, and some unfamiliar vocabulary may be encountered in more challenging texts."

A Weak Correlation between The Willingness to Choose Challenging Texts (X1) and Texts that Matches Specific Interest (X4). The weak correlation between X1 and X4 suggests a relationship between an individual's tendency to select challenging texts and their preference for texts aligned with their interests; however, this relationship is neither strong nor definitive. This observation is further explained through an open-ended questionnaire. The findings reveal that individuals who tend to select challenging texts also gravitate towards those that match their interests. This occurs as respondents prefer engaging with topics at a suitable difficulty level. For instance:

Respondent 21022: "More reading and understanding of various texts starting from topics of interest will be beneficial, leading to an attempt to engage with more difficult texts in the future."

Respondent 21076: "Reading more texts, especially those in Japanese that align with personal interests, enhances engagement and understanding of the content. Additionally, seeking out slightly more challenging texts will aid in the development of reading and comprehension skills."

Respondent 21054: "Exploration of the Japanese web for readings and kanji learning is encouraged. Limitations based on themes not aligned with interests can diminish the reading experience."

A Strong Correlation between The Willingness to Choose Easy Text that Aligns with Ability (X2) and Texts that Matches Specific Interests (X4). This correlation indicates a significant relationship between the preference for texts that are easy and appropriate and the tendency to choose texts aligned with personal interests. Further exploration of these results through an open-ended questionnaire revealed that respondents who prefer easier and more suitable texts also tend to select texts that match their interests. This tendency may be attributed to respondents feeling more comfortable and having the freedom to engage with topics they enjoy at a difficulty level suited to their abilities. For example:

Respondent 21071: "In my opinion, assignments 3-5 are easier than assignments 1-2. This is because, in assignments 3-5, we are given the freedom to find readings that align with our interests. This flexibility allows us to select reading materials that we enjoy and learn how to formulate questions and new vocabulary or sentences."

Respondent 21057: "The task becomes easier and more enjoyable when selecting articles or readings based on personal interests. Although a required theme is present, it is still possible to find articles somewhat related to these interests. Additionally, identifying the main idea of each sentence often necessitates reading the paragraph multiple times. New books that were previously unknown are also discovered, and questions can be formulated according to personal preferences."

Respondent 21050: "Tasks involving the search for texts are enjoyable. Even when opting for easier texts, the process encourages evaluation and selection of texts deemed suitable for reference. This includes sorting readings based on their synopsis or new aspects learned through reading."

Furthermore, analysis of the open-ended questionnaire data identified four key factors influencing text selection and comprehension i.e personal interest in the text, time allocation for choosing and working on text comprehension tasks, limited language skills, and the desire for a collaborative learning environment.

Text Theme Factor. Respondents reported that when the theme assigned by the lecturer did not align with their personal interests, it created obstacles. Some respondents found the themes appropriate but struggled with the difficulty level:

Respondent 21033: "Demotivation occurs when searching for text on the specified theme, as the variety available makes it challenging to find suitable content."

Respondent 21001: "Confusion arises in finding sources that match the theme due to limited availability of books."

Respondent 21020: "Finding lengthy texts that fit the theme can be difficult."

Respondent 21035: "It is challenging to find engaging and appropriate reading materials, which sometimes prolongs my work."

Time Allocation Factor. Tight deadlines for assignments were also noted as a barrier to understanding the texts:

Respondent 21051: "The deadline for completing assignments feels too short."

Respondent 21010: "The assignments are difficult, and the number of questions with a short deadline adds to the challenge."

Respondent 21016: "Finding sources takes a long time, leaving insufficient time to complete the assignments."

Language Competence Factor. Language skills were frequently cited as a constraint:

Respondent 21007: "Unfamiliar words often cause confusion."

Respondent 21067: "Insufficient study of kanji from other readings affects understanding."

Respondent 21063: "Struggling occurs with understanding the main points of each paragraph and creating a synopsis."

Respondent 21028: "Difficulty is experienced in explaining main ideas and summarizing without repeating text."

Respondent 21046: "Dependence on translation from Indonesian to Japanese impacts the ability to create questions and summaries."

Learning Environment Factors. Respondents expressed a need for more collaborative learning environments to aid comprehension:

Respondent 21018: "Understanding is difficult independently because some Japanese words do not translate well into Indonesian. I need discussion with my teacher and peers to verify my comprehension."

Respondent 21029: "Preference is given to assignments like this, but working independently is less efficient due to current skill levels; a tutor is needed."

Respondent 21012: "Limited access to diverse reference sources restricts understanding and extends the time required to find appropriate references."

Other Factors. Additional constraints included laptop skills, overcoming procrastination, extracurricular activities, and numerous assignments from other courses.

3.2 Discussion

This finding is consistent with the results reported by Taberero Sala et al. which indicate that measuring motivation can reveal learners' reading tendencies [9]. The correlation test indicates that Y1 and Y2 correlate primarily with X1. Further analysis reveals that X1 has weak correlations with X2 and X4, and does not correlate with X3. This suggests that Y1 and Y2 are related to X2 and X4, but other factors influence respondents' text choices and difficulty levels. Based on the results from the open-ended questionnaire, it is evident that respondents actively seek challenges in their learning and demonstrate a high level of self-readiness to continuously enhance their text comprehension skills. Consequently, their text preferences are not confined to those that are simply easy and within their current abilities, nor are they limited to texts that are merely liked or of personal interest. Rather, respondents prefer texts that offer a challenge and also align with their interests. Respondents who prefer challenging texts exhibit high self-confidence and readiness, avoiding texts that are too easy while still selecting texts aligned with their interests. Those who prefer easier texts are comfortable and motivated. These findings align with the studies which suggest motivation is closely linked to mental readiness, attitude, and engagement in reading activities [1], [6], [8], [10], [16].

A notable finding is the absence of preference for X3, which does not correlate with Y or any X variables. This lack of correlation may be due to the texts being too advanced for respondents' current Japanese proficiency. This issue highlights two main factors influencing text choice i.e time allocation for selecting and understanding texts and limited language mastery.

The analysis also identifies four main factors influencing text preferences i.e personal interest, limited language skills, the need for extended time to complete assignments, and social support. Interest and desire, as intrinsic motivators, strongly affect reading willingness, echoing findings by Akopyan & Saks that intrinsic motivation enhances reading interest and effort [3], as noted by Wu et al. social support, which includes a collaborative learning environment, also plays a significant role [6].

The study underscores the importance of extensive reading as a method to improve reading habits. Extensive reading—reading a variety of texts suited to individual preferences and competencies—boosts motivation, reduces anxiety, and enhances self-confidence and language competence [17] – [19]. This research contributes to understanding learners' text preferences, aids in designing curricula that align with student interests and abilities, and supports the development of dynamic Japanese reading text interactions in the digital era. The transformation of technology has facilitated in-

creased interaction and discussion, adapting to the evolving reading habits of the digital age [6], [11].

4 Conclusion

This study reveals a strong correlation between self-assessment of ability and willingness to read. Two distinct types of text preferences were identified among respondents i.e 1) those preferring challenging texts and 2) those favoring texts that are easy and appropriate to their current ability level. Both types of respondents avoided texts that exceeded their Japanese language proficiency, despite their interest in the topic. Intrinsic motivation plays a significant role in text selection, as evidenced by the correlation between self-confidence, readiness, interest in themes, and text difficulty. Respondents who prefer challenging texts are motivated by continuous learning and improvement, while those who prefer easier texts enjoy reading within their comfort zone. Additionally, factors such as text theme, time allocation, language competence, and social support play crucial roles in enhancing reading motivation. These findings support the need for personalized learning strategies in the digital era. Future research should focus on specific learner profiles to provide more targeted insights into text preferences.

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