

**THE CORRELATION BETWEEN MOTIVATION AND READING
COMPREHENSION AMONG UNIVERSITY STUDENTS**

(Undergraduate Thesis)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
2025**

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Undergraduate Thesis

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department
Faculty of Teacher Training and Education**



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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT

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By

Andreano Nabel Chaesa

This study looked at the relationship between motivation and reading comprehension among university students. The researcher surveyed on 137 students aged 19 to 24 from different universities in Indonesia. Using a questionnaire and a reading comprehension test to gather data. The research followed an ex post facto design, and it was analyzed the results using Spearman's rho correlation. The findings showed no significant link between motivation and reading comprehension skills. The correlation coefficient was 0.022, indicating that motivation and reading comprehension do not strongly connect. The p-value was 0.798, which is much higher than 0.05, showing that the correlation is not statistically significant. This means motivation may not directly affect students' reading comprehension. Other factors, such as vocabulary knowledge, reading strategies, or background knowledge, might have a greater impact. The author recommend further research to explore additional factors and to use different research methods for a better understanding of what affects students' reading comprehension.

Keywords: Motivation, Reading Comprehension, Correlation, Reading, Questionnaire, Spearman.

Research Title : **THE CORRELATION BETWEEN MOTIVATION
AND READING COMPREHENSION AMONG
UNIVERSITY STUDENTS**

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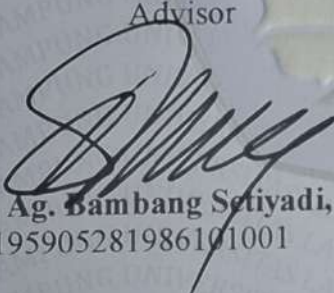
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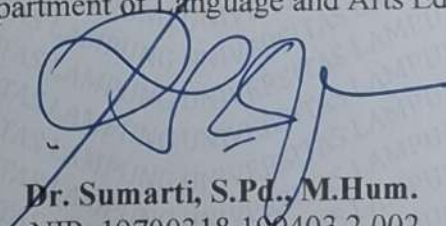
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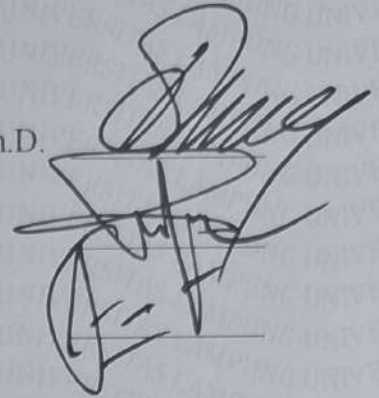
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Yang Membuat Pernyataan



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CURRICULUM VITAE

Andreano Nabiel Chaesa was born in Metro, Lampung, on January 4th, 2003. He is the youngest of two children in the loving family of Ismanto Dwi Kahono and Deby Sakuntala Elike. He began his formal education at SDN 6 Metro Barat, continued to SMPN 1 Metro for his junior high school years, and completed his senior high school education at SMAN 3 Metro. After graduating, he was accepted into the English Education study program at the University of Lampung.

During his time at university, Andreano actively participated in various organizational activities that helped him develop both soft and hard skills. He joined AIESEC in Universitas Lampung and served as a Network Maintenance Staff, where he was involved in supporting internal systems and maintaining communication structures within the organization. He also expanded his design skills through an internship as a graphic designer at WharnaPro.

In 2023, Andreano joined TELUS International as a Community Surfer for the Indonesian market, contributing to AI content evaluation and moderation. He further strengthened his professional experience by working as a Marketing Communications Intern at Roote Trails and later as a Marketing Intern at A-Radio Lampung, where he handled branding and audience engagement strategies.

In 2024, Andreano was selected as an awardee of the Indonesian International Student Mobility Awards (IISMA), a prestigious scholarship program funded by the Government of Indonesia. He spent one academic semester at Palacký University Olomouc in the Czech Republic, where he expanded his academic perspective and engaged in intercultural learning experiences with students from various countries.

Aside from his academic and organizational pursuits, Andreano also began his entrepreneurial journey by launching a small fried chicken business called Chickenyang in early 2025. The business was built on the values of affordability, quality, and local engagement, reflecting his passion for food, branding, and community empowerment.

Currently, while completing his undergraduate thesis, Andreano continues to seek opportunities for growth both personally and professionally. With a strong foundation in education, communication, and entrepreneurship, he aims to make a meaningful contribution to his field and to society at large.

MOTTO

“Everyone keeps telling me how my story is supposed to go. Nah. I'mma do my own thing.”

-Miles Morales (Spider-Man: Across The Spider-Verse 2023)

DEDICATION

In the divine name of *Allah Subhanahu Wa Ta'ala*, the researcher dedicates this thesis to his family, teachers and lecturers, friends, and himself.

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As a fulfillment of the requirements for the S-1 Degree in English Education Study Program, Faculty of Teacher Training and Education, University of Lampung, the researcher would like to express his sincere gratitude to Allah Subhaanahu Wa Ta'ala, the Almighty God, for His guidance and blessings in helping him complete this thesis, "The Correlation Between Motivation and Reading Comprehension Among University Students." After completing this job, the researcher acknowledges that many people have kindly helped me along the way. He would like to show his profound appreciation and regard for:

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The researcher acknowledges that this thesis may still have some weaknesses, which opens any constructive feedback for improvement. The researcher hopes that this undergraduate thesis will be beneficial for educators and future research.

Bandar Lampung, 24 July 2025

The Researcher

Andreano Nabiel Chaesa

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I. INTRODUCTION

This chapter explains the background of the research, questions of the research, objectives of the research, the uses of the research, scope of the research, and definition of terms.

1.1 Background of the Research

Motivation, a multifaceted phenomenon of human behavior and psychology, determines individuals' decisions on how they allocate their time, work intensively at tasks, think and feel about tasks, and commit themselves to completing them Bakar, R. (2014). Motivation is something you need to have before you do anything. Learning success depends on whether the learning population is or isn't motivated Filgona, et al. (2020). Motivation plays a crucial role in achieving success in the teaching and learning process. Motivation naturally is what makes us do things and gives us the reasons for all our actions. Learning is no longer challenging when learners are motivated Atma, et al. (2021). Without motivation, students are most likely to not be engaged with the learning process. Hamdu and Agustina (2011) states that high levels of student motivation led to better learning outcomes. Conversely, low motivation results in poorer learning results. Success in a student's learning activities is more likely when their motivation is strong. Students who lack motivation often experience boredom and a lack of enthusiasm during their learning activities. Putra, S. H. J. (2021). According to Ismail, I., et al (2021), has found that students have low motivation because of various reasons. Some of them are too exhausted, have no interest in participating, and do not have guidance when they stumble upon difficulties. Teachers can boost motivation by inspiring students to give their best effort, establishing high standards, offering choices when feasible,

and incorporating lessons that promote critical thinking, teamwork, and active student involvement, among other methods (National Research Council, [128]).

Graff and Housen (2009) suggest that several variables like age, cognitive maturity, learning style, motivation, attitude, language learning ability, and current level of second language (L2) proficiency can influence the manner in which students acquire knowledge. Motivation is one of the internal factors which influence students' development of language skills, alongside interest, learning style, and intelligence, as suggested by Aminatun et al. (2019). There exist two types of motivation which specialists normally mention. Actions are not solely influenced by external rewards or stimuli, referred to as 'extrinsic' motivation, but are often guided by internal factors known as 'intrinsic' motivation, where the activity itself is valued as the reward Morris, et al. (2022). Intrinsic motivation (IM) involves participating in activities that are inherently satisfying or enjoyable, while Extrinsic motivation (EM) refers to behavior where the action is primarily driven by the desire to achieve an outcome that is distinct from the action itself, Legault, L. (2020). Therefore, we can conclude that motivation does have significant roles in students' learning process, and it is one of the key aspects to succeed in every job.

On the other hand, reading comprehension is one of skills that students must master in learning English. Reading comprehension is crucial for academic progress because it serves as the cornerstone of learning across all subjects Smith, et al (2021). Through reading, we can gain limitless experience and knowledge. Reading comprehension is essential for every area of learning and is required in order to fully engage in society. Sun, et al (2021) It is the basis on which learning is created across curriculum and enables learners to learn and apply information from diverse sources effectively. Additionally, good reading comprehension ability enables individuals to communicate effectively, make effective decisions, and address the uncertainty of the modern world. Although we already know the importance of reading comprehension skills, many children struggle to fully grasp the messages conveyed through written text, which can significantly impact their learning, development, and overall well-being. Paula J Clarke, et al. (2014). One of the main reasons is because of a lack of engagement in one's self. Student engagement has been found to correlate with students' motivation to learn (Aelterman et al., 2012).

This relationship underscores the importance of understanding how motivation influences educational outcome

level, with no significant differences based on gender or Turkish report card grades. Likewise, students' overall scores for reading comprehension self-efficacy perceptions were also at a 'good' level, with no variations due to gender or Turkish report card grades. Besides, a 'moderate' positive correlation was found between the reading motivation of students and their perception of reading comprehension self-efficacy. Radiyah, R., et al. (2023) reported that in the study, there was a correlation between reading comprehension and reading motivation, with the correlation coefficient being $r = .257$. In addition, reading motivation accounted for reading comprehension to the tune of 6.6%. Lastly, another study was conducted by Athar, M. S., et al. (2022), to investigate correlation between those two. The result showed that the students exhibited high motivation when reading academic texts due to their curiosity about the content. However, most of them performed below average in reading comprehension. To examine the relationship among the variables, Spearman correlations in SPSS 25 were utilized. The findings indicated that metacognitive reading strategies do not predict improvements in reading comprehension ability. Nevertheless, a significant correlation was found between metacognitive reading strategies and motivation.

Previous research has explored the relationship between motivation and students' reading proficiency. However, no study has yet examined whether motivation correlates with reading comprehension at the university level. Hence, the researcher is keen to undertake the current study, titled "Is there any correlation between Motivation and Reading Comprehension among University Students?"

1.2 Research Questions

In line with the background explained above, the researcher formulates one research question as the main problem:

Is there any correlation between Motivation and Reading Comprehension among University Students?

1.3 Objective of the Research

The objective of this research is to determine whether students' motivation correlates with their reading comprehension.

1.4 The Uses of the Research

The study's findings are expected to be useful both theoretically and practically:

In theory, this study's findings should confirm previous research on the correlation between students' motivation and reading comprehension.

Practically, the findings can help educators and curriculum developers create strategies to boost students' motivation that can be used to enhance their reading comprehension. Teachers can design engaging reading activities, and curriculum developers can integrate motivational elements into reading programs.

1.5 Scope and Limitation of the Research

This research examines how learners' motivation relates to their ability to comprehend written text. The study explicitly measures reading comprehension by assessing students' performance on questions related to understanding written passages.

1.6 Definitions of Terms

The researcher uses terms to give the basic understanding related to the concept:

Motivation:

Motivation is a multifaceted force that profoundly affects how individuals manage their time, invest effort in tasks, approach challenges emotionally and intellectually,

and persist in achieving goals. It is a foundational driver in successful learning, fostering deeper engagement and enjoyment in educational activities.

Reading Comprehension:

Reading comprehension is critical in English language learning and essential for academic advancement across all subjects. It forms the basis for acquiring knowledge, interpreting information effectively, and participating actively in society.

This chapter has discussed background, research problems, objectives of the research, uses of the research, scope of the research, and the definition of terms used in the research. For the strong theories and some previous research which support this research are discussed in the next chapter.

II. LITERATURE REVIEW

This chapter is related to several items in the preceding chapter and comes before various hypotheses that are explored in a framework. It is made up of the concept of motivation, types of motivation, and the concept of reading, concept of reading comprehension, role of motivation in reading comprehension, theoretical assumption, and hypothesis of the research.

2.1 The Concept of Motivation

Motivation is the learners' fuel since motivation serves as the energy that drives them to learn more material. There are not many professionals who have interpreted motivation's definition. Motivation is a complicated human phenomenon that has proven hard for people who try to grasp and define it Anjomshoa and Sadighi, (2015).

Motivation plays a significant role in language acquisition, and particularly linguistic achievement. Such achievements have conventionally been the language's structural competence, such as vocabulary, grammar, and pronunciation, and the four fundamental language abilities: listening, understanding, reading, and writing Gardner, (1985). Furthermore, Motivation is the motivation towards reaching a goal in an effort to guarantee satisfactory performance.

Along with the view of Gardner, Hong and Ganapathy (2017) have also referred to motivation as a not directly observable process but inferred by effort, persistence, and self-reported words. Scientists primarily view motivation as an inferred force that influences human behavior. It is an indication that motivation is a psychological

phenomenon highly influencing the choice and direction of an action. In essence, it is a process or internal state that causes individuals to act in specific ways, causing them to make choices.

Looking at it from the point of view of experts, we can pretty much say that motivation is a very critical driving force behind the learning process, which is the fuel that propels learners to engage and understand more information. While it is complex and it is hard to define it, motivation is recognized as a general and strong concept. It plays a critical role in language acquisition, determining structural knowledge and core skills such as vocabulary, grammar, listening, reading, comprehension, and writing. Motivation is understood as the internal drive to attain goals, leading to sufficient performance. It is a process inferred from behavioral indicators such as effort and perseverance, and is usually considered by researchers to be a theoretical power that drives human behaviors and decisions. This internal state affects the manner in which individuals act, demonstrating its high impact on behavior and learning performance.

In brief, motivation drives active engagement in learning, heavily building language proficiency like vocabulary, grammar, and reading competency. It's the internal drive that ignites effort and persistence, which affects behaviors and accelerates learning outcomes.

2.2 Types of Motivation

Motivation can be determined into two different types, which are the following:

Intrinsic Motivation (IM)

Extrinsic Motivation (EM)

2.2.1 Intrinsic Motivation

According to Legault, L. (2020), Intrinsic motivation (IM) involves doing activities because they are satisfying or pleasurable. Contrary to extrinsic motivation, where

behaviors are performed in a bid to achieve a different outcome, intrinsically motivated actions are performed for their own sake. The process and the goal are identical. For instance, a child might play outside—running, skipping, and jumping—simply because they find it fun and naturally fulfilling. Intrinsic motivation is the process of gaining one's motivation on its own and in a more natural way. According to Tengku (2012), intrinsic motivation stems from internal satisfaction, such as the personal fulfillment one feels when receiving praise from others. And Deci and Ryan (2000) described intrinsic motivation as engaging in an activity for the personal satisfaction it provides, rather than for any distinct, separate outcomes.

2.2.2 Extrinsic Motivation

According to Legault (2020), extrinsic motivation refers to performing an activity mainly to obtain an external reward or outcome that is distinct from the activity itself. In other words, it is driven by specific goals, where the behavior serves as a tool to reach a desired result. For example, a teenager might wash dishes at home specifically to earn an allowance. Therefore, we can say that Extrinsic Motivation can come from many ways. Amabile et al. (1994) categorized extrinsic motivation into two types: (a) compensation-oriented, which focuses on external rewards, and (b) outward-oriented, which focuses on comparing oneself to others.

In short, intrinsic motivation comes from the enjoyment or satisfaction that one gets from the activity itself, and not from outside reward. It is simply enjoying the activity, like a child playing purely for enjoyment. Extrinsic motivation (EM), in contrast, focuses on achieving external rewards or goals separate from the activity's inherent enjoyment, such as tasks done for allowances or to compare oneself with others. Both types have proven to be significant in students' achievement in learning, in this context learning language is much easier if students are motivated.

2.3 The Concept of Reading

Reading is a basic skill that contributes significantly to students' educational growth and supports their learning process as a whole. In life, reading is a special and independent form of communication utilized to fulfill the need for information in texts. Saidjonovna,

V. T. (2023). Reading is a part of our daily lives and one of the fundamental skills learners have to acquire when learning English as a foreign language. Erya, W. I., et al. (2013) affirm that reading is an activity common to all English foreign language learners. It is a way of understanding and grasping deeply the thoughts conveyed in a written text. Reading activities can foster students' lifelong learning, as they keep updating and expanding their knowledge every time they read, as Pustaka (2018) posits. There are two forms of reading: silent (internal reading) and reading aloud (external reading), as Saidjonovna, V. T. (2023) asserts. Silent reading or internal reading is the significant type, where one's intention is to get information personally, as a "monologue" within oneself. In contrast, reading aloud is secondary, as it is "dialogical," with the purpose of communicating to other people. Reading is also a necessary learn skill because much information might be obtained via text, which means that we should read the text itself.

2.4 The Concept of Reading Comprehension

A common aim of all the education levels is to ensure all learners are comprehension readers. The skill becomes particularly significant in the senior education system. (Sweet & Snow, 2003). Reading comprehension will help students learn more in relation to the main idea of the passage. Student academic advancement is limited when students are not reading for learning and have no reading comprehension skills (Alvermann & Earle, 2003). In the quest to grasp the knowledge from a reading text that we possess, reading comprehension is essential because it is being utilized to ascertain its main idea of the text, the important information in the text, and for overall comprehension. Ayu, et al. (2017) elaborates that reading comprehension is an interactive process between the readers and the

text in which they construct meaning according to a dynamic and complex process of understanding the vocabulary and world context. According to what the experts say, reading comprehension skill is a student skill that needs to be owned to achieve success in the learning process, especially in learning language.

Therefore, reading comprehension is relevant to academic achievement, especially in colleges, because it helps students grasp main ideas and other essential information from reading materials. Inadequate basic reading comprehension skills and reading motivation can hinder students' academic achievement. This skill requires both vocabulary and context comprehension, making it a fundamental skill that is crucial for effective learning and language acquisition.

2.5 Reading Comprehension Elements

According to Nuttall (1996), effective reading involves five key components: grasping the main idea, finding specific infoStudents' academic advancement becomes limited in the absence of reading comprehension abilities and the drive to read for educational purposes (Alvermann & Earle, 2003) information, making inferences, recognizing references, and understanding vocabulary. Mastering these components help students improve their comprehension of reading materials.

1. Main Idea

The Central Idea is the main point of the author, often in the first paragraph.

2. Specific Information

Specific information is specific information about the central idea.

3. Inferences

Merriam Webster Dictionary describes an inference as a conclusion or judgment drawn from known facts or evidence. Evidence here is within the written text.

4. References

Reference is the process of linking pronouns or other words to previously mentioned entities in a text.

5. Vocabulary

Vocabulary, as per Cambridge Dictionary, encompasses all words that exist in a particular language or domain.

2.6 The role of Motivation in Reading Comprehension

It's an undisputed fact that motivation plays a vital role in students' achievement especially in the learning process of a language. A study conducted by Al-Fathaan, M., & Ayu, M. (2024), revealed that the mean score of students' motivation was 94.74, reflecting a moderate motivation, while the mean score of the reading comprehension test was 53.03, also considerate medium. Thus, the research concludes that there is a very significant and strong relationship between reading motivation and reading comprehension of students.

Ahmadi, M. R. (2017) in their research has found that their analysis showed that there was a significant improvement in reading comprehension activities due to reading motivation. Again, another study done by Bakkaloglu, S., & Pilten, G. (2023), the results indicated that the students had 'good' levels of reading motivation, with no significant differences related to gender or Turkish report card grades. Similarly, their reading comprehension self-efficacy perceptions were 'good,' without any differences in relation to gender or grades. The study also determined the existence of a 'moderate' positive correlation between the students' reading motivation and their reading comprehension self-efficacy perceptions.

Radiyah, R., et al. (2023) in their study has developed a relationship between reading motivation and reading comprehension with a correlation coefficient of $r = .257$. Reading motivation also accounted for 6.6% of the variance in reading comprehension. Finally, in a study by Athar, M. S., et al. (2022), authors examined the relationship between students' motivation and reading comprehension. The result showed that although students were highly motivated to read academic texts out of curiosity, their reading comprehension level was generally low. Using Spearman correlation research, the study revealed that metacognitive reading

strategies did not lead to better reading comprehension. Nevertheless, there was a significant relationship between the strategies and students' motivation to read.

From the above research, it is seen that most of the research has found that motivation does have a connection with students reading comprehension. Motivation exerts a significant influence on students' language learning achievement, specifically reading comprehension. But no study has yet examined whether motivation is linked to reading comprehension at the university level.

2.7 Theoretical Assumption

Motivation is a vital element in the process of learning, serving as a stimulus that moves students to enhance their knowledge and quest for more knowledge. It is the driving force that pushes them and makes them work strenuously and persevere, allowing them to set and attain their academic and personal goals. When students are motivated, they will more readily engage in learning, persist in the face of challenges, and stay committed to learning, leading to more successful achievement. The relationship between motivation and reading comprehension has been linked in previous studies.

Therefore, the author is convinced that motivation does have a correlation in students' reading comprehension skills. So, when students are motivated, they will achieve better reading comprehension skills compared to those who are not.

2.8 Hypothesis

This study's hypothesis is that there is a correlation on student's motivation to their reading comprehension skill.

This chapter has delved into the concept of motivation, types of motivation, concept of reading, concept of reading comprehension, reading comprehension elements,

the role of motivation in reading comprehension, theoretical assumption, and hypothesis.

III. METHODS

This chapter outlines the research design, variables used, population, sampling method, sample, data collection techniques, instruments, data analysis, and research procedures. Each subtopic details the methodologies employed in this study.

3.1 Research Design

This research used a quantitative method. The quantitative method involves the systematic empirical investigation of observable phenomena using statistical, mathematical, or computational techniques. It emphasizes collecting numerical data and generalizing it across groups or to explain specific phenomena. Aliaga, M., & Gunderson, B. (2000). The researcher will employ an ex post facto design for this correlation study. This design is chosen because the research will not involve any treatment on the subjects; instead, it analyzed the relationship between two variables. The study specifically aimed to determine if there is a correlation between students' motivation and their reading comprehension scores. As described by Setiyadi (2006), the research design is as follows:

$$\mathbf{T1 \rightarrow T2}$$

Where:

T1: Motivation

T2: Reading Comprehension

3.2 The Variables

There are two variables containing this research, which are:

1. The Independent variable:

Student's Motivation (x)

2. The Dependent variable:

Reading Comprehension (y)

3.3 Population, Sampling Technique, and Sample

These three aspects are crucial because they form the foundation of conducting research.

3.3.1 Population

In this research, the population are 137 Indonesian University Students that have already taken their English proficiency test through various tests e.g TOEFL, IELTS, Duolingo English Test.

3.3.2 Sampling Technique & Sample

The researcher used a simple random sampling to get the sample from a population. Simple random sampling is chosen for populations that are very similar, where research participants are selected randomly to take part in the study Bhardwaj, (2019). Furthermore, simple random sampling is described as the most straightforward and widely used method of sample selection, where each unit in the population has an equal chance of being chosen at each selection Singh, (2003, p. 71).

The researcher selected this sampling method because it is the most commonly used and, crucially, it ensures that each individual has an equal chance of being chosen,

as defined above. The research sample included 137 students, all aged between 19 and 24, selected through simple random sampling.

3.4 Data Collecting Technique

To investigate the students' reading interest and their reading comprehension in descriptive text, the researcher used the following test:

3.4.1 Questionnaires

Sugiono (2012) also defined questionnaire as a data collection method in which a series of questions or statements were presented to respondents. The researcher will employ it as the primary method to collect data on whether motivation exists, and also with students' reading comprehension skill. A set of 53 questions will be served on a form of questionnaire where the students must fill them. The Likert Scale will be used in the questionnaire and expects students to fill them with their honest answers. The MRQ employs a Likert scale ranging from 1 to 4, with response options including "very different from me," "a little different from me," "a little like me," and "a lot like me." Each item's score is interpreted as follows:

Table 3.1 MRQ Score for Each Question Option

Category	Score
Very different from me	1
A little different from me	2
A little like me	3
A lot like me	4

Source: Wigfield et, al. 1996

Table 3.2 Motivation Reading Questionnaire Items

Categories	Dimensions	Number of Items	Sample of Item
The Classification of Students' Score Reading Interest	Self-efficacy	3	I'm a good reader
	Challenge	5	I like, hard challenging books
	Work avoidance	4	I don't like reading something when the words are too difficult.
Goals for reading	Curiosity	6	I like to read about new thing
	Involvement	6	I make picture in my hand when i read
	Importance	2	It is important to me to be a good reader
	Recognition	5	I like having the teacher say i read well
	Grade	4	I read to improve my grade
	Competition	5	I like to finish my reading before other students
Social purposes of reading	Social	7	I talk to my friend about what I am reading
	Compliance	6	I read because i have to

Total	53
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Source: Wigfield, John, Guthrie, and Karen 1996

Table 3.3 Questions Derived from the Above Questionnaire Items

Categories	Dimensions	Number of Items	Sample of Item
The Classification of Students' Score Reading Interest	Self-efficacy	3	1. I feel confident in my ability to understand challenging texts. 2. I am sure that I can improve my reading skills with practice. 3. I believe I can effectively tackle complex reading materials on my own.
	Challenge	5	4. I like, hard challenging books 5. I enjoy reading books that push me to think critically. 6. I prefer tackling reading materials that are intellectually stimulating. 7. I am motivated by books that present difficult concepts. 8. I find it exciting to engage with texts that are complex and challenging.
	Work avoidance	4	9. I don't like reading something when the words are too difficult. 10. I prefer to avoid reading if it seems too time-consuming. 11. I often skip challenging sections of a book to make reading easier.

			12. I am less motivated to read if the material requires a lot of effort to understand.
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Goals for reading	Curiosity	6	13. I like to read about new thing. 14. I am eager to read books that explore topics I know little about. 15. I often choose reading materials to satisfy my curiosity about unfamiliar subjects. 16. I enjoy discovering new ideas and concepts through my reading. 17. I am motivated to read to learn about areas outside my usual interests. 18. I find it exciting to explore new and unconventional topics in books.
	Involvement	6	19. I make picture in my hand when i read. 20. I often imagine myself as part of the story while I'm reading. 21. I like to actively visualize the scenes and characters described in the book. 22. I find myself deeply engaged and emotionally connected to the characters and events in the books I read. 23. I often reflect on how the situations in the book relate to my own experiences.

			24. I become fully absorbed in the narrative and find it easy to lose track of time while reading.
	Importance	2	25. It is important to me to be a good reader. 26. I believe that improving my reading skills is crucial for my personal and professional growth.
	Recognition	5	27. I like having the teacher say i read well 28. I enjoy receiving praise from others for my reading progress. 29. It motivates me to read when I know my efforts will be acknowledged by peers or teachers. 30. I feel proud when someone notices and compliments my reading skills. 31. Being recognized for my reading achievements encourages me to read more often.
	Grade	4	32. I read to improve my grade 33. I read more diligently when I know it will positively impact my academic performance. 34. Improving my grades is a key reason why I put effort into my reading assignments. 35. The desire to achieve better grades drives me to read regularly and thoroughly.
	Competition	5	36. I like to finish my reading before other students

			37. I am motivated to read more when I know I can outperform my classmates. 38. Competing with others to read more books or complete assignments first encourages me to stay engaged. 39. The challenge of being the best reader in my class inspires me to put more effort into my reading. 40. I enjoy setting reading goals that allow me to compete with others for the top position.
Social purposes of reading	Social	7	41. I talk to my friend about what I am reading. 42. Discussing books with friends motivates me to read more often. 43. I enjoy sharing my reading experiences with others in my social circle. 44. Reading becomes more engaging when I can join book-related conversations with peers. 45. I am encouraged to read more when I know I will have opportunities to discuss my reading with others. 46. Being part of a reading group or club enhances my motivation to read regularly. 47. Social interactions about reading material increase my interest in exploring new books.
	Compliance	6	48. I read because i have to 49. I read primarily to fulfill assigned tasks or requirements.

			50. My reading habits are often driven by external obligations or deadlines. 51. I complete reading assignments to meet academic or professional expectations. 52. I read to comply with guidelines or rules set by teachers or supervisors. 53. Meeting reading requirements is a significant factor in my decision to read.
Total			53

Table 3.4 Categories of Reading Motivation

Score Interval	Categories
53-106	Low Level of Motivation
107-160	Medium Level of Motivation
161-212	High Level of Motivation

Source: Öztürk, G., & Gürbüz, N. (2013)

Students scoring between 53 and 106 were categorized as having low levels of reading motivation, those scoring between 107 and 160 were classified as having medium levels of reading motivation, and those scoring between 161 and 212 were deemed to have high levels of reading motivation.

3.4.2 Reading Comprehension Test

To assess students' English reading comprehension skills, the researcher administered a reading test comprising 50 items, each offering four alternative answers (a, b, c, and d). The test will be a TOEFL-like test. This test is adopted from Phillips (2003).

Table 3.5 Aspects of Reading Comprehension Test

Indicator	Item Number	Total
Main Idea	1, 11, 13, 20, 30, 50	6
Specific Informations	6, 8, 10, 15, 17, 21, 24, 25, 29, 34, 36, 37, 39, 40, 41, 42, 47, 49	18
Inferences	2,4, 19, 23, 26, 33, 44	7
References	3	1
Vocabulary	5, 7, 9, 12, 14, 16, 18, 22, 27, 28, 31, 32, 35, 38, 43, 45, 46, 48	19
Total		50

3.5 Validity and Reliability of the Instrument

Validity involves whether the influence a researcher makes is appropriate, meaningful, correct, and useful (Fraenkel et al., 2012, p. 147). According to Cohen, et al. (2007, p. 146), reliability is about dependability, consistency, and replicability over time, across different instruments, and among groups of respondents.

3.5.1 Validity and Reliability of the Questionnaire

In this study, a pre-existing questionnaire is utilized to assess students' reading motivation. The Reading Motivation Questionnaire (MRQ) was developed by Guthrie et al. (1996). Initially, the MRQ consisted of 82 items, with each proposed dimension typically measured by 7 or 8 items, except for reading importance, which was gauged using a 2-item scale previously developed by Eccles et al. (1983). Various analyses of the students' responses were conducted to assess the effectiveness of the items and scales. Based on these analyses (Wigfield & Guthrie, 1995), 29 items from the original set of 82 are removed. The current validated version of the MRQ now consists of 53 items. Meanwhile the reliability of the questionnaire is considered good as the score were measured using Cronbach Alpha and it resulted .897 which considered a reliable and can be used for other and further research.

3.5.2 Validity and Reliability of the reading comprehension test

In this research the TOFEL-like test is used. The TOEFL-like test was adopted from Phillips (2003). The reading comprehension test consists of 50 items in multiple choice questions, each with the four answer choices. The test has three sections, with the reading comprehension section being the third in the test. The construct validity is achieved because the 50 questions represent five reading elements, such as determining the main idea, identifying specific information, reference, inference, and vocabulary.

3.5.3 Level of Difficulty

Difficulty level is used to label the test items as difficult or easy. The items must not be too easy or too difficult for students. To find the difficulty level of the test items, the researcher uses the below formula:

$$LD = R/N$$

Notes:

LD: Level of Difficulty

R: Number of students who answer correctly

N: Number of students following the test

The thresholds are:

<0.30: difficult

0.30 – 0.70: moderate

>0.70: easy

3.5.4 Discrimination Power

Discrimination power (DP) measures how well test items distinguish between participants who perform at high and low levels. To assess the discrimination power of the test, the researcher uses the following formula:

$$DP = (U - L) / (1/2 N)$$

Notes:

DP: Discrimination Power

U: The total of correct answer of the higher group

L: The total of correct answer of the lower group

N: Total number of students

The criteria are:

DP: 0.00 – 0.19 Poor

DP: 0.20 – 0.39 Satisfactory

DP: 0.40 – 0.69 Good

DP: 0.70 – 1.00 Excellent

DP: - (Negative) Bad items (should be omitted)

1. A positive discrimination value indicates that more knowledgeable participants or those at a higher level are more likely to answer the item correctly than those at a lower level. A zero value indicates no discrimination.

2. A negative discrimination value suggests that more low-level participants answer the item correctly compared to high-level participants.

3. Generally, a higher discrimination index indicates better item quality. In classroom settings, most items should ideally have discrimination indices higher than 0.20.

3.6 Procedure

To ensure a solid research process, the researcher followed these steps:

1. Distributing the Questionnaire

Participants received a survey from the researcher and they have to complete it within a day.

2. Administering the Reading Comprehension Test

After completing the questionnaire, participants take a reading comprehension test to assess their performance.

3. Analyzing, Interpreting, and Drawing Conclusions from the Data

The test results and questionnaire data are analyzed and interpreted. Conclusions are drawn based on this analysis.

3.7 Data Analysis

Two types of data were analyzed in this study: data from questionnaires and data from tests. The study focused on two main statistical analyses: (1) reading motivation and (2) reading comprehension achievement.

3.7.1 Analysis of Reading Motivation Questionnaire

Guthrie, et al (1996). Motivation for Reading Questionnaire (MRQ) is a comprehensive tool with 53 items designed to assess students' motivation in reading. To determine students' levels of reading motivation, the researcher calculates the total of 53 questions with each answer can vary from 1-4 as it can be seen on Table 3.1. The researcher categorized students' reading motivation into three levels: high motivation, moderate motivation and low motivation reading motivation result has described into values as it can be seen on Table 3.4.

3.7.2 Analysis of Reading Motivation Comprehension Test

The students' reading comprehension will be assessed by scoring correct answers, with each correct answer scored as 1 and each incorrect answer as 0. With 50 items in the test, the maximum possible score is 50 then times 2 to get a 100 scale. Based on the students' score the percentage range and qualifications were used to see whether the students were very poor, poor, average, good, and very good.

Table 3.6 Range of Students Reading Achievement

No	Percentage Range	Qualification
1	86-100	Very good
2	71-85	Good

3	56-70	Average
4	41-55	Poor
5	0-40	Very Poor

3.8 Hypothesis Testing

After collecting the data, the researcher analyzes it to determine whether there is a difference in reading comprehension test performance between high motivated and low motivated students.

Hypothesis testing is employed to verify whether the proposed hypotheses in this research are accepted or rejected. In this study, statistical analysis using a t-test with a significance level (α) of 0.05 is utilized. The formulation is as follows:

$$t = \frac{x_1 - x_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Notes:

x_1 : the arithmetical mean of low motivation group

x_2 : the arithmetical mean of high motivation group

S : standard deviation

n_1 : the number of students in high motivation group

n_2 : the number of students in low motivation group

The hypothesis testing is stated as follow:

H₀: There is no significant difference between low motivated students' reading comprehension ability and that of high motivated students.

H₁: There is a significant difference between low motivated students' reading comprehension ability and that of high motivated students.

The criteria for accepting the hypothesis are explained as follows:

H₀: is accepted if the t-ratio is lower than t-table

H₁: is accepted if the t-ratio is higher than t-table

V. CONCLUSION AND SUGGESTIONS

This Final chapter provides the conclusion of the research findings and suggestions for the next similar research.

5.1 Conclusion

Based on the data analysis conducted using the Spearman Rho Correlation in the study shows that the relationship between the two variables, motivation and reading comprehension, tends not to be strongly correlated and is not significant. This conclusion is based on the understanding that if the r-value is close to 0, it indicates a very weak or no correlation. In this case, the correlation coefficient ($r = 0.022$) suggests that motivation has almost no relationship with reading comprehension. Additionally, the p-value (0.798) is much greater than 0.05, meaning the correlation is not statistically significant. Therefore, it can be concluded that motivation does not significantly influence reading comprehension in this study.

5.2 Suggestions

Refer to the strengths and weaknesses of the present study, the researcher would like to suggest:

5.2.1 Suggestions for educators

- a. Since there is no significant correlation between motivation and reading comprehension skills, educators should be focusing on strategies that can benefit the learners rather than focusing on boosting their motivation. One

of the strategies that can be used is Summarizing where students are asked to summarize a text with their own words. This method allows students to track the key point and summarize the key points of the text without remembering all of the text.

- b. Teachers should give clear reading instructions to reduce the likelihood of misunderstandings during both the test and the learning process. Educators should not assume that motivated students will automatically understand a text. Instruction in vocabulary, reading strategies, and critical thinking is required. Guided practice and demonstration of how to understand difficult texts can be helpful to all students regardless of what their motivation level is.
- c. Supporting learning needs is one of the things that educators should do. Not all students learn the same way. Some are motivated but have poor reading ability, while others are able but unmotivated. Teachers must utilize various methods to accommodate different learning styles, keep students engaged, and make the learning process more effective including group discussion, and visuals to make reading more accessible and promote increased understanding.

5.2.2 Suggestions for future research

- a. Investigate other factors that affect reading comprehension. This means that future researchers can explore other factors such as vocabulary mastery, reading anxiety, metacognitive strategies or background knowledge.
- b. Using larger and more diverse samples. This study was limited by the numbers of participants and their background; future studies should involve a larger and more diverse group of students. Different school, region, age, and their background could affect this study.
- c. Conduct a study using qualitative. Future researchers can use interview, observations to get better understanding about their participants which can result in more accurate results and deeper understanding about how the participants feel about certain topics.
- d. This study employs questionnaire to assess students' motivation towards reading, but the questionnaire was administered employing English which is

not their first language that may result in misunderstanding to the audience. Thus, it is preferable to employ the audience first language in administering the questionnaire.

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