



The Correlation Between Student's Motivation and Reading Comprehension in Universitas Riau Kepulauan

Aisha Zhamasar¹, Alifa Rahmauli Siregar², Desi Surlitasari Dewi³

^{1,2,3}English Education Study Program, Faculty of Teacher Training and Education, Universitas Riau Kepulauan, Kepulauan Riau, Indonesia

aishazhamasar01@gmail.com¹, alifasiregar02@gmail.com²,
desisurlitasari@gmail.com³

ABSTRACT

This study uses a correlational research method, which aims to determine whether there is a significant relationship between motivation and reading comprehension among students at the University of Riau Islands. The participants were 20 students at Universitas Riau Kepulauan, specifically in the English Education Study Program. The study focused on sixth-semester students, as they are expected to have more experience in reading academic texts and are more likely to show clear patterns of motivation and reading comprehension. In this study, two measurement tools were used: a questionnaire and a reading test administered by the teacher to measure students' reading motivation and reading comprehension. In analyzing the data, the questionnaire was scored using a Likert scale. The Shapiro-Wilk test confirmed normal data distribution, and Pearson's Product-Moment Correlation analysis revealed a negligible negative relationship ($r = -0.021$, $p = 0.930$), indicating no significant correlation between motivation and reading comprehension. This indicates that they must have motivation in learning, which aims to encourage them to continue striving and achieve their desired goals. Furthermore, future researchers can conduct more in-depth and innovative studies.

Keywords: student motivation, reading comprehension, English learning

Introduction

The fundamental component of both academic achievement and lifelong learning is the ability to reading. It makes it possible for people to learn, hone their critical thinking abilities, and interact with others from different backgrounds (Yulian, 2021). according to (Purnawati, 2022), Reading is a two way dialogue between the text and the reader. A dialogue between the reader and the author occurs when someone reads. Reading, one of the core skills in English, is more than just a word-for-word translation. Readers must be attentive and concerned when reading a text in order to derive information and meaning from it. Reading comprehension is especially crucial while learning English as a foreign language (EFL) since it enables students to acquire information, comprehend cultures around the world, and advance their linguistic proficiency (Hazaymeh, 2021). But reading comprehension in EFL contexts involves more than just decoding words and sentences; it also involves interpreting meaning that is influenced by cultural circumstances (Dewi et al., 2022). However, reading comprehension is very important because motivated students are better able to understand the important elements of their subjects or courses.

In Indonesia reading comprehension is still a major obstacle (Hayati&Puspitaloka; Kusumarasyati,2023). However, a lack of cultural awareness and traditional teacher-centered reading teaching that discourages active involvement are the main reasons why many students still find it difficult to interact effectively with reading materials in spite of these curriculum objectives (Azzahra & Nurkamto, 2024). Motivation is an important supporting factor in language learning because learning will be more effective and efficient if it is pushed by motivation. This is supported by Santrock in (Imran & Aprianoto, 2022) who states that Motivation refers to the process of energizing, directing, and sustaining behavior. Semenova (2022) asserts that student motivation is always a key determinant of their reading comprehension. However, motivation has not been identified as a key determinant of reading comprehension. However, some students seem to lack motivation. Students believe that reading fluently is difficult. Students must practice reading as much as possible to master this skill. Students should also improve the new vocabulary they know. Watching movies, listening to music, and noting difficult words are some ways to improve new vocabulary

Reading comprehension and student motivation are critical for promoting academic success and lifetime learning. (Tri et al., 2021). Making someone feel enthusiastic, interested, and committed to something is the essence of motivation. Reading comprehension is also very important because when students are highly motivated to learn their material, they can

understand more components of their subject or lesson. This may impact their understanding and execution of their subjects or lessons. Reading comprehension among students is influenced by a number of things. The first, Students' learning styles, learning tactics, goals, motivation, feelings, and intelligence are the initial factors that impact their reading skills. Second, a lot of teachers still do not employ instructional media, which makes most students disengaged from the learning process and less interested in learning English, particularly in the area of reading. The third reason is the students' immediate surroundings, including their families and communities, which do not value learning English and thus discourage students from becoming fluent in the language.

In a previous study, (Radiyah et al., 2023), stated that Eighth Grade Students Level, "There is a significant correlation between reading motivation and reading comprehension" using questionnaires and tests to collect data. From the previous studies, there are differences in their results. A researcher found a research gap. The research gap is the variable used in this study. Therefore, the researcher attempts to find the relationship between student motivation and reading comprehension. Therefore, this research focuses on whether there is a significant correlation between student motivation and reading comprehension at Universitas Riau Kepulauan. This study puts forward the following hypotheses:

Alternative Hypothesis (H_a): There is a significant correlation between Students motivation and reading comprehension in universitas riau kepulauan.

Null Hypothesis (H₀): There is no significant correlation between Students motivation and reading comprehension in universitas riau kepulauan.

Methods

This research used a quantitative method with a correlational research design. The participants were 20 students at Universitas Riau Kepulauan, specifically in the English Education Study Program. The study focused on sixth-semester students, as they are expected to have more experience in reading academic texts and are more likely to show clear patterns of motivation and reading comprehension.

In this study, the researcher used a questionnaire to identify students' motivation in reading. The questionnaire was adapted from the work of Irza Yuzulia. Two main instruments were used to collect data, namely a questionnaire and a reading test. The reading test used multiple-choice questions from the TOEFL test book by Deborah Philips. The questionnaire used a Likert scale to measure the level of student motivation in learning English. There were several procedures in conducting this study. First, the researcher distributed the questionnaire to sixth-semester students. Then, the researcher administered the reading test to obtain reading scores. Next, the researcher continued to analyze the data.

The data analysis technique in this study began with a normality test using the Shapiro-Wilk test to check whether the data was normally distributed. The results of the Shapiro-Wilk test showed that the data was normally distributed, meaning that the assumptions for parametric tests were met. After confirming the normality of the data, the researcher used Pearson's Product-Moment Correlation, processed through SPSS v27, to analyze the relationship between students' motivation and their reading comprehension. This technique was used to measure the strength and direction of the linear relationship between two continuous variables.

Findings and Discussion

After obtaining all the data, the researchers proceeded to analyze the scores of each variable. This aims to identify whether there is a correlation between the two variables, namely student motivation and reading skills.

Table 1

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
QUESTIONER	.194	20	.046	.933	20	.173
READINGTEST	.126	20	.200*	.924	20	.116

*, This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test is conducted prior to hypothesis testing to determine whether the data is normally distributed. This test is performed using the Shapiro-Wilk method. Data is considered

normally distributed if the significance value is α or $\alpha > 0.05$. Based on the results of the normality test calculations, the instrument achieved a significance value of .173. Since the Sig. (2-tailed) value is greater than 0.05, it indicates that the data is normally distributed. Similarly, the students' reading test results show a significance value of .116. As this value is also greater than 0.05, it confirms that the data is normally distributed. These findings demonstrate that the entire dataset adheres to normal distribution.

Next, if normally distributed, then next examine the correlation between the two variables

Table 2

Correlations

		QUESTIONE R	READINGTES T
QUESTIONER	Pearson Correlation	1	-.021
	Sig. (2-tailed)		.930
	N	20	20
READINGTEST	Pearson Correlation	-.021	1
	Sig. (2-tailed)	.930	
	N	20	20

Based on the calculations conducted, it can be inferred that ($r = -.021$), ($P = .930$, $p > 0.05$). its means The correlation analysis showed a Pearson correlation value of -0.021 with a significance level (Sig. 2- tailed) of 0.930. This result indicates that there is no significant relationship between students' motivation and their reading comprehension.

The correlation coefficient is negative but very small, In the other words, (H_0) null hypothesis is accepted and (H_a) alternative hypothesis is rejected. which means that students' motivation does not predict or affect their performance in the reading test in this study. Although motivation is often assumed to support better learning outcomes, this research suggests that motivation alone may not guarantee better reading comprehension. Other factors such as vocabulary knowledge, reading strategies, prior knowledge, or even test anxiety may also play an important role and could be explored in future research.

Conclusion

This study was conducted to find out whether there is a relationship between students' motivation and their reading comprehension at Universitas Riau Kepulauan. Based on the analysis of 20 sixth-semester students, the result showed that there is no significant correlation between motivation and reading comprehension. This means that motivation alone does not

influence students' reading performance in this study. Based on the results, motivation doesn't seem to have a strong impact on students' reading comprehension. This means teachers shouldn't rely only on motivation to improve reading skills. It's important to also work on things like vocabulary, reading habits, and helping students feel more confident when reading. Other factors like stress during tests or lack of background knowledge could also be the reason why some students struggle, so those things should be looked at too in future studies.

REFERENCE

- Azzahra, N. R., & Nurkamto, J. (2024). How Do EFL Teachers Navigate Problem-Based Learning in Indonesian Classrooms? *Voices of English Language Education Society*, 8(3), 727–738. <https://doi.org/10.29408/veles.v8i3.27956>
- Dewi, D. S., Wilany, E., Sidabutar, I. S., & Ria, T. N. (2022). Investigating the Relationship Between Cultural Intelligence and Student'S Listening Comprehension. *Journal of English Education Program*, 3(1), 46–58. <https://doi.org/10.26418/jeep.v3i1.50221>
- Hayati, Hersagita Anissa, N. P. (2018). An Analysis of Students' Reading Comprehension Difficulties during Covid-19 Pandemic with Online Classes in Junior High School. *Journal of English Language Teaching*, 7(1), 201–207. <http://ejournal.unp.ac.id/index.php/jelt>
- Hazaymeh, W. A. (2021). EFL students' perceptions of online distance learning for enhancing English language learning during Covid-19 Pandemic. *International Journal of Instruction*, 14(3), 501–518. <https://doi.org/10.29333/iji.2021.14329a>
- Imran, F., & Aprianoto, A. (2022). The Effect Of Hyponym On Students' Vocabulary Viewed From Motivation. *Jurnal Ilmiah Mandala Education*, 8(1), 639–647. <https://doi.org/10.58258/jime.v8i1.2758>
- Purnawati, N. (2022). the Correlation Between Students' Motivation and Reading Comprehension At the Ninth Grade Students of Smpn 03 Kotabumi Academic Year 2020/2021. *Griya Cendikia*, 7(2), 514–530. <https://doi.org/10.47637/griya-cendikia.v7i2.328>
- Radiyah, R., Astrid, A., & Husnaini, H. (2023). The Correlation between Students' Reading Motivation and Reading Comprehension at Eighth Grade Students Level. *Jurnal Educatio FKIP UNMA*, 9(1), 183–190. <https://doi.org/10.31949/educatio.v9i1.4320>
- Tri, N., Arsani, S., Bagus, I., Mantra, N., Agung, A., & Arsana, P. (2021). the Correlation Between Students' Motivation and Reading Comprehension. *Academic Journal on English Studies*, 1(2).
- Yulian, R. (2021). The flipped classroom: Improving critical thinking for critical reading of efl learners in higher education. *Studies in English Language and Education*, 8(2), 508–522. <https://doi.org/10.24815/siele.v8i2.18366>