

The Correlation between Students' Learning Motivation and Their Reading Comprehension at Madrasah Aliyah Negeri 1 Lombok Tengah in Academic Year 2024/2025

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Abstract: This research aims to analyze and describe the correlation between students' learning motivation and their reading comprehension among eleventh-grade students at Madrasah Aliyah Negeri 1 Lombok Tengah in the academic year 2024/2025. This study employs a mixed-method approach, combining quantitative and qualitative data. The sample consisted of 39 students from the entire eleventh-grade population. Data were collected using questionnaires, reading tests, and interviews. Quantitative analysis using One-way ANOVA indicated a correlation between motivation levels (high, medium, low) and reading comprehension ($p = 0.011 < 0.05$). Qualitative interviews supported the statistical findings by identifying intrinsic factors (to improve skill and knowledge, discover new vocab and feel satisfied, challenge, curiosity, interest, hobbies and trends) and extrinsic factors (academic needs, achievement grades, practical need, support from school and teacher) that influenced motivation.

Keywords: motivations, English learning, correlation, reading comprehension

INTRODUCTION

Motivation is one of the most important ways to achieve success in various fields of learning. In the English learning process, motivation is a factor that can make learning more effective and efficient with encouragement within a person. According to Harmer (2015) motivation is an internal drive that encourages us to take action to achieve goals. Brown (2014) states that motivation is the extent to which you make choices regarding the goals you want to achieve and the efforts you can make for those interests. According to Suhag et al. (2016) argues that in the learning process and student behaviour, motivation has several roles, the first is that motivation can determine a person's specific goals in fighting for or influencing student choices. Motivation will also show whether students will achieve their goals with enthusiasm or without enthusiasm.

Students will be encouraged to do the activities they want and enjoy them. Students who have a high level of motivation will be enthusiastic about preparing themselves to be involved in the learning process, they tend to look dominant, enthusiastic, brave and confident in the

learning process in class, especially in learning English. If students fail to achieve academic success, then that is one of the consequences of low student learning motivation.

The most important thing that needs special attention in learning a foreign language is reading comprehension. The impact of reading activities is very large, because students will understand more aspects and topics of material from the subject or lesson, and this will help students' understanding and achievement be better. Reading is one of the language skills, as part of the learning process, and a way to obtain information, increase knowledge. Apart from that, it also helps connect with other people. The condition for students to get these benefits or goals also namely is reading comprehension.

There are many different things that go into student's reading comprehension, such as internal and external influences that contribute to these aspects. In Murniasih (2013) research he found that IQ, passion, intelligence, potential, behaviour and motivation can prevent students from knowing true reading comprehension. Students who have a high IQ may still experience difficulties in reading comprehension if they do not have strong motivation and behaviour that

does not support the learning process. According to Guthrie et al. (2007), fewer or more of these factors can influence a person not to achieve optimal reading comprehension. These two expert opinions show that reading comprehension is a complex collaboration between internal and external factors, in other words students need to balance both to achieve the goal of maximum understanding.

Observations made in class XII of Madrasah Aliyah Negeri 1 Lombok Tengah indicated that some students do not have the motivation to read, so they are reluctant to continue and complete their reading. They were afraid of being wrong when trying to explain what they understood after reading the text. Their English teacher, Mr. Fauzan informed that some students lose motivation in reading, when in discussion time, some students look passive and unenthusiastic. They are also unable to explain back what they understood, students tend not to concentrate the lesson, then do not do homework, and students' emotions are unstable.

Several previous studies were conducted to examine the relationship between students' motivation and reading comprehension. For example, research conducted by Khoiriyah (2019), Suawa (2019) shows that there is a significant positive correlation. However, this research only uses a quantitative approach method which is limited to numerical and statistical measures without delving deeper into the reasons and factors that influence this relationship. This research fills the gap in previous research with the uniqueness of the mix method. This approach will gain a more holistic and in-depth understanding through interviews, which will take the form of exploring what factors motivate students in reading comprehension.

It is important to find a correlation between students' motivation to learn English and reading comprehension results, because reading comprehension can help students' study actively, while reading comprehension supports students' academic success. This includes the determining factors for student success. Understanding the correlation between the two will add broader insight into how motivation influences students' abilities. The teachers can design effective methods to improve both. Apart from that, understanding and exploring the factors students' motivation and reading comprehension is also important to find practical solutions to the

challenges of the learning process. This is the reason for researchers to conduct research on the correlation between students' motivation in learning English and reading comprehension results.

METHOD

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches. As defined by Creswell (2018) and Sugiyono (2015), mixed methods research combines the strengths of both numerical data and textual data to explore underlying meanings. Specifically, this study adopted a correlational design to examine the statistical relationship between motivation levels and reading comprehension test scores, while also incorporating qualitative insights to contextualize these results. The population for this study consisted of all eleventh-grade students at Madrasah Aliyah Negeri 1 Lombok Tengah during the 2024/2025 academic year. The XI/F6 class of 39 students were chosen as the sample, aligning with Sugiyono's (2015) recommendation that sample sizes between 30 and 500 are appropriate for such research. Data were collected using three primary instruments:

- (1) a 20-item Likert-scale questionnaire to measure students' motivation,
- (2) a 20-item multiple-choice reading comprehension test assessing literal and inferential understanding, and
- (3) semi-structured interviews with five selected students to explore their perspectives on motivation and reading. The questionnaire used a five-point scale (strongly agree = 5 to strongly disagree = 1), while the reading test scores were calculated as a percentage using the formula $S = (CA/N) \times 100$ (Arikunto, 2013).

The data collection procedure followed a structured sequence. First, the questionnaire was administered in 15 minutes. Next, students completed the reading comprehension test individually within 45 minutes. Finally, five students were selected for face-to-face or WhatsApp-based semi-structured interviews, which were audio-recorded and transcribed. Quantitative data from the questionnaire and test were analysed using descriptive statistics and one-way ANOVA via SPSS to test for significant differences across motivation levels. Qualitative

data from the interviews were thematically analysed to enrich the interpretation of quantitative findings. The study tests two hypotheses: the alternative hypothesis (H_a) posits a significant correlation between motivation levels and reading comprehension scores, while the null hypothesis

(H_o) states no such correlation exists.

RESULTS AND DISCUSSION

Quantitative Result

Tabel 1. Questionnaire Result

No	Questionnaire	Answer				
		SA	A	N	D	SD
1	I read English literature to improve my reading comprehension	19	15	5	0	0
2	I read English to improve my critical thinking skills	11	18	8	2	0
3	Reading English helps me understand other cultures.	10	13	14	2	0
4	I read in English to expand my knowledge	20	17	2	0	0
5	I read English to improve my memory about English lessons	16	14	9	0	0
6	I read English to increase my vocabulary	19	16	4	0	0
7	I read English to fulfill my curiosity about certain topics	12	16	10	1	0
8	I read English to enjoy a different learning experience	8	20	11	0	0
9	I read English literature to prepare myself for the English exam at school	15	17	5	2	0
10	I read English to find out information and global issues	12	14	11	2	0
11	I read in English because I need to do so for studies or work	21	11	7	0	0
12	I read in English because my teacher asked me to.	3	11	20	4	1
13	Reading English is important to achieve my academic goals.	19	13	7	0	0
14	I read in English to get better grades.	11	20	7	1	0
15	I read in English because it will improve my career opportunities.	17	13	8	1	0
16	I read English literature so that I can communicate better in an international environment.	20	16	3	0	0
17	I feel that reading English literature will increase my chances of being accepted at university later	18	16	5	0	0
18	I read English because I want to get a scholarship abroad	20	16	3	0	0
19	I read English to pass English subjects at school	6	26	7	0	0
20	I read English because of advice from my parents	5	11	15	7	1

The data of this were collected on April 23, 2025. Quantitative analysis revealed that the average motivation score, based on a 20-item Likert-scale questionnaire, was 81 (range: 68–95; total = 3,191), while the average reading comprehension test score was 78 (range: 65–95; total = 3,065). Motivation scores were categorized into three equal groups (low, medium, high) using trisection (n = 13 per group), as recommended by Sugiyono (2015). The distribution of questionnaire responses

further confirmed predominantly positive motivation: out of 780 total responses (20 items × 39 students), 282 selected *Strongly Agree* and 313 selected *Agree*, compared to only 22 *Disagree* and 2 *Strongly Disagree*. Items related to academic goals, career benefits, and personal interest (e.g., Items 4, 11, 16, 18) received the highest agreement, while motivation driven by parental pressure (Item 20) or teacher obligation (Item 12) showed lower endorsement.

Tabel 2. Reading Test Result

No Item	Total Students' Correct Answer	No Item	Total Students' Correct Answer
1	33	11	34
2	34	12	35
3	29	13	28
4	32	14	30
5	32	15	26
6	29	16	28
7	29	17	31
8	29	18	28

No Item	Total Students' Correct Answer	No Item	Total Students' Correct Answer
9	30	19	32
10	29	20	35

In the reading comprehension test, performance was generally strong, with correct response rates per item ranging from 26 to 35 out of 39 students. The most challenging item was Item 15 (only 26 correct answers), whereas Items 12 and 20 were the easiest (35 correct answers each). This suggests that while students performed well overall, certain question types—possibly those requiring deeper inference or specific vocabulary knowledge—posed greater difficulty. Collectively, the quantitative data indicate a cohort with high motivation and solid reading comprehension skills, providing a foundation for further correlation analysis between the two variables.

Qualitative Result

To support the quantitative findings, interviews were conducted with five students to explore their reading motivation factors, intrinsic and extrinsic motivation.

1. Intrinsic Motivation

a. Improve Skills and Knowledge

Respondent 1 (Alwa): "I am usually motivated to read english texts to improve my english skills..."

Respondent 3 (Ica): "In my opinion, english has its own uniqueness, for example its language style. Apart from that, it also adds vocabulary that I don't know yet."

Based on the interview results, the intrinsic motivation factors that influence students in reading English texts arise from their own internal motivation. First, there is a desire to improve skills and knowledge, as stated by Alwa and Ica, that reading English texts is seen as a way to hone language skills and gain new insights.

b. Discover new vocabulary and feel satisfied

Respondent 2 (Risma): "One of my motivations... when I discover new vocabulary... there is a sense of satisfaction in being able to learn that vocabulary."

Motivation also arises from feelings of satisfaction when discovering new vocabulary, as expressed by Risma, who feels

happy when she succeeds in understanding previously unknown words.

c. A sense of challenge & curiosity

Respondent 4 (Syifa): "I am motivated because I like moments when I am confused and find out understanding, for me it is challenging."

Respondent 3 (Ica): "Teachers can present the latest information or facts... this will make us curious..."

There are also factors of challenge and curiosity which make students even more motivated, as stated by Syifa and Ica, that confusion actually creates motivation to find out further so that the reading process becomes more challenging and interesting.

d. Connection to interests, hobbies and trends

Respondent 5 Vivin: "I'm usually enthusiastic about reading English texts if the topic is related to hobbies, films, music or other viral things..."

Apart from that, intrinsic motivation is also related to personal interests, hobbies and trends, as stated by Vivin, who is more enthusiastic about reading if the reading topic is related to things that are close to his daily life, such as music, films or issues that are currently viral.

Thus, it can be concluded that students' intrinsic motivation arises from a combination of the drive to develop themselves, personal satisfaction, curiosity, and the connection between reading and their interests.

2. Extrinsic motivation

a. Academic needs & achievement grades

Respondent 1 Alwa: "Usually... push myself a little with the aim of just getting a good score."

Respondent 2 Risma: "Teachers give awards in the form of good grades or praise."

Extrinsic motivation factors also play an important role in encouraging students to read English texts. First, motivation arises from academic needs and achievement of grades, as stated by Alwa and Risma. They emphasized that the urge to learn is often triggered by the demand to get good grades or appreciation from teachers, in the form of scores or praise.

- b. Practical needs in everyday life
Respondent 2 Risma: "Example outside of school... when traveling abroad, you need to understand the instructions and rules..."
Respondent 5 Vivin: "If we understand English texts, we can find information ourselves without having to wait to be taught."
 There are also practical needs in everyday life. Risma gave an example of a situation when traveling abroad which requires understanding English language instructions and rules, while Vivin added that mastering English makes students more independent in searching for information without having to rely on formal teaching.
- c. External support from teachers/schools
Respondent 1 Alwa: "Methods of memorizing and understanding vocabulary need to be used by teachers"
Respondent 2 Risma: "Teachers can choose relevant reading... use varied media... make activities interesting..."
Respondent 4 Syifa: "The teacher can provide ice breaking so that the atmosphere is more enthusiastic."
Respondent 5 Vivin: "Teachers can choose trendy reading, give freedom to choose topics, and involve games/discussions."

Another factor that is quite dominant is external support from teachers or schools. Respondents considered the teacher's role to be very important in creating a learning atmosphere that is both fun and relevant. For example, Alwa emphasized vocabulary mastery methods, Risma highlighted the choice of varied reading and media, Syifa emphasized the importance of ice breaking, while Vivin appreciated creative approaches such as trendy reading, freedom to choose topics, and game or discussion-based activities.

Thus, students' extrinsic motivation is not only related to academic demands, but is also influenced by practical needs in daily life as well as the support of the learning environment, especially from the role of teachers and schools.

Analysis of Data

Normality and homogeneity tests are prerequisite tests that must be met to proceed to hypothesis testing. The normality test aims to determine whether the data in this study is normally distributed or not and the homogeneity test aims to determine whether the variance of each group is homogeneous or not. If both types of tests show a sig value ≥ 0.05 , it can be concluded that the data is distributed normally and homogeneously.

Table 3. Test of Normality Result

Groups	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.
Reading_Test_Score	High Score	0.168	13	.200*	0.948	13	0.572
	Medium Score	0.201	12	0.195	0.935	12	0.434
	Low Score	0.185	14	.200*	0.924	14	0.255

*. This is a lower bound of the true significance.
 a. Lilliefors Significance Correction

The number of respondents in this study was 39 students, where the respondents was under 50 respondents and belong to small samples. In other, in this data an accurate test for small samples relevant with Shapiro-Wilk. The Shapiro Wilk test has a significance level of 5%. If the value shows sig. ≤ 0.05 means that the data is not normally distributed, and if the data is more

than 0.05 it can be normally distributed. Based on the table 4.4 above, the high score sig is 0.572, the medium scores sig is 0.434, and the low score sig is 0.255 it means that all reading test score data in the three groups is greater than 0.05, so the data is normality assumption and has fulfilled one of the classic assumptions of the one-way ANOVA test.

Table 4. Test of Homogeneity of Variances Result

		Levene's Statistic	df1	df2	Sig.
Reading Test Score	Based on Mean	0.403	2	36	0.671
	Based on Median	0.291	2	36	0.749
	Based on Median and with adjusted df	0.291	2	31.245	0.749
	Based on trimmed mean	0.395	2	36	0.677

The homogeneity test is carried out to find out whether the variances of the data groups being compared are the same. Based on the results of the Levene's Test homogeneity, it shows that all groups have a significant value

≥ 0.05 , so it can be concluded that the data meets the assumption of homogeneity of variance and is suitable for further analysis, one-way ANOVA test.

Table 5. Test of One-way ANOVA Result

Reading Test Score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1907.653	2	953.826	5.171	0.011
Within Groups	6640.387	36	184.455		
Total	8548.040	38			

Based on the results of the ANOVA test, this research hypothesis can be answered by looking at the calculated F-value and Sig. Ghozali (2016) states that the F test is used to determine the simultaneous influence of the independent variable on the dependent by using the significance value as the main reference in decision making, not just looking at the comparison of the F-count and F-table values. The table above shows that the F-value is 5.171 with a P-value is 0.011 ($F > p$). That mean is a statistically significant difference between the average Reading Test scores in the three motivation levels groups (low, medium and high). Thus, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

Discussion

Based on the one-way ANOVA test on data on the division of motivation levels (high, medium, low) and reading comprehension results. Calculated F-value (5.121) > critical F-value (3.26) and $p = 0.011$, so null hypothesis (H_0) is rejected and alternative hypothesis (H_1) accepted. It was found that reading motivation (high, medium, low) had a significant correlation on reading comprehension it showed that in each other groups are not the same, motivation really is meaningful differentiating factor. Participants with high reading motivation tend to get better reading comprehension results compared to those with medium or low motivation. This is in line with the findings of Mannic (2023) who stated that high reading motivation encourages students' desire to expand their knowledge and increases their desire to understand texts. Support statistics result through interviews, it was proven that student motivation was driven by several main factors, Rahmadina et al. (2023) found that the main factors that influence reading is intrinsic and extrinsic. They claim that motivation to read

English can improve reading skills, and this is related to Boyoh (2018). That's why scores of level motivation are differences.

Furthermore, the importance of having good reading comprehension skills will facilitate daily life, both at school and outside of school. Motivation is strongly influenced by the relevance of the reading topic to personal interests, such as hobbies, music, or viral issues. This is in line with the Self-Determination Theory by Ryan and Deci (2018), which directly increases their enthusiasm for reading and contributes to achieving higher reading scores. Rahmadina et al. (2023) also outlines the important role of teachers in building and increasing student motivation which ultimately has an impact on learning outcomes.

CONCLUSION

Based on the results of quantitative analysis using one-way ANOVA and qualitative findings that there is a correlation between the level of students' motivation and reading comprehension result in the eleventh grade of Madrasah Aliyah Negeri 1 Lombok Tengah in academic year 2024/2025. This is proven by the results of data analysis F value (5.121) \geq critical F value (3.26) and $p = 0.011 \leq 0.05$, it means that null hypothesis (H_0) is rejected and alternative hypothesis (H_1) accepted. The factor that influences students' reading comprehension in the eleventh grade of Madrasah Aliyah Negeri 1 Lombok Tengah in academic year 2024/2025 are intrinsic and extrinsic motivation. Intrinsic factors such as desire to improve English language skills and knowledge, the urge to discover new vocabulary creates a sense of satisfaction, there is a sense of challenge and curiosity when encountering difficulties in understanding the text, the relevance of reading material to students' interests, hobbies and trends.

The extrinsic factors such as academic needs and achievement of grades, both in the form of high scores and awards from teachers, practical needs in everyday life, such as playing games, traveling, or looking for information, external support from teachers and schools, which is realized through various methods, media and learning strategies. Future researchers are advised to increase the number and diversity of samples, consider other factors such as environment, teaching methods, and vocabulary mastery in more depth, and use more diverse research instruments to obtain more comprehensive results.

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