

# The Relationship between Aspects of Reading Motivation and Learners' EFL Reading Comprehension Ability: The Case of Second-Year EFL Students at Gambella University, Ethiopia

Kedir Botamo Adem  
Ethiopia, Gambella University  
Email: [kedirbotamo2013@gmail.com](mailto:kedirbotamo2013@gmail.com)

Demis Gebretsadik Deneke\*  
Ethiopia, Jimma University  
Email: [demisgtsadik@gmail.com](mailto:demisgtsadik@gmail.com)

## Abstract

The purpose of this study was to investigate the relationship between aspects of reading motivation and reading comprehension ability of second-year EFL students at Gambella University, Ethiopia. The study was conducted in a sample of 40 EFL students selected through comprehensive sampling technique. To collect the required data for the study, questionnaire and reading comprehension test were used. The study was a quantitative cross-sectional research in its type, and it employed a correlation and multiple regression statistical procedures to analyze data. Pearson product moment correlation and multiple linear regression statistical procedure were followed. The statistical significance was tested at  $P= 0.5$  level of significance. Accordingly, the value of the Adjusted R-square ( $R=.775$ ) indicated strong fit. This implies that, among the eight aspects of reading motivation, six predictors computed in the model strongly predict EFL students reading comprehension ability. Specifically, the aspects of reading motivation (grade, curiosity, involvement, work avoidance, self-efficacy and importance) had strongly predicted learners reading comprehension ability. Thus, it was recommended that teachers should keep on motivating students and engage them on meaningful reading activities. Students have to realize the importance of aspects of reading motivation since they have significant relationship and strongly predict their EFL reading comprehension ability. Furthermore, further studies are crucial to address nonlinguistic constructs related with EFL learners reading comprehension ability since it was found that aspects of reading motivation predict 77.5% of EFL students reading comprehension ability in the present study.

**Keywords:** reading , motivation, comprehension, EFL students,ability

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## INTRODUCTION

According to Basrawi (1992), there are several factors that affect students' ability to read, and reading motivation is one of the factors. Sallal (2014) argued that reading motivation has an important role in increasing the desire of the learner in reading. Reading motivation is assumed to be of particular significance facilitating the development of reading comprehension ability (Mol & Bus, 2011). Therefore, this implies that reading motivation has relationship with reading comprehension ability.

In Ethiopia's education system, English language has special place in that it is taught as a subject beginning from grade one and is used as a medium of instruction in secondary school as well as higher learning institutions (MOE, 1994). Girma (2010) also stated that it is necessary for many Ethiopians to have an acceptable capacity of English to satisfy the growing needs of the country. Thus, over the past decades, major actions have been taken to improve the teaching of the English language in Ethiopia.

The achievement of quality education at all level entails the development of good reading ability of learners. The Ministry of education has vividly articulated that improving students reading skill play pivotal roles in increasing students learning of content area subjects and developing their English language competency (Tekalign,2019). In this era of globalization reading in English language increasingly becomes the most essential skills to acquire different areas of specialization. Particularly in Ethiopian context, having the necessary reading skill in EFL is indispensable (MOE, 2008).

Research has shown that in a fast moving world it is necessary to give attention to reading because it helps students know how to achieve and succeed in their life (USID, 2009). With this regard, Triyanto (2018) reported that learners in universities need to have good reading comprehension ability of English not only for learning lessons, but also for getting experience and knowledge which can support their learning.

In Ethiopia, attaining the necessary skill in English has become a national concern. This is because of good EFL reading in school leads to higher overall academic achievement. Pertinent to this, Abiy (2007) stated that the reading problem is part and parcel of the linguistic deficiency of our teachers and students at different levels.

The reading problem may even be taken more seriously than the other skills because students learn content area subjects and English language itself through reading (Tekalign, 2019).

Thus, having offered different courses for learners of English as a foreign language (EFL) at university level, the present researchers have witnessed variations in students' reading comprehension ability. Therefore, the need to address this problem stimulated the researchers to conduct this study and see the relationship between aspects of reading motivation and EFL reading comprehension ability.

### **Statement of the Problem**

Related to reading comprehension, motivation is key factor in reading activities. According to Mihandoost (2011), motivation for reading is a crucial entity for successfully engage in reading process because it is the element that what activates and maintains students' engagement throughout the entire reading process. This indicates as motivation is one among the key factors that influence the successful learning of students in general and reading comprehension in particular. Thus, investigating aspects of reading motivation and reading comprehension ability may entail the area of learners reading difficulty, and may help to set profound foundation to the problem.

In light of this, most of the studies have been conducted in Canada, British and USA focusing more on English as a first language context rather than a foreign language. For instance, the study conducted by Bates et al., (2016) indicated that motivation plays a significant role in all aspects of language skills, and learners' motivation will impact their reading competence. In addition, Schiefele et al., (2012) reviewed researches findings on the dimensions of reading motivation and their relationship to learners reading competence, and they found a strong correlation between learners reading motivation and reading competence.

Schiefele, Schaffner, & Ulferts (2013) also conducted a study on relation of reading motivation to reading amount and reading comprehension. This study finding indicated that intrinsic reading motivation had a significant positive contribution than extrinsic reading motivation to learners' reading comprehension achievement. Furthermore, Seli (2017) investigated the correlation between reading motivation and reading comprehension achievement, and found significant correlation between them. Therefore, these studies investigated the general relationship between reading motivation and learners reading comprehension, but not whether the aspects of reading motivation predict learners reading comprehension ability. However, the current study is different from the aforementioned once since it investigated the relationships of specific aspects of reading motivation with learners reading comprehension ability considering as to which aspects strongly predict learners reading comprehension ability.

Studies focusing on African contexts by comparison are relatively meager. For instance, Kirchner and Louise (2017) conducted a study on Aspects of the reading motivation and reading activity of Namibian primary school. Also, Mucherah and Herendeen (2013) investigated the reading motivation of grade seven and eight learners in Kenya. One of their findings specifically pointed out that the relationship between reading motivation and engagement did not seem to be similar across countries and cultures. Therefore, these studies focused solely on reading motivation and reading activity, and were delimited to primary level.

In the case of Ethiopia, to the researchers' best knowledge, there seems scarcity of studies on the area. For instance, Temesgen (2015) and Bayush (2007) conducted a study on the motivational techniques' teachers use in secondary and primary reading class without relating it to other aspects of motivation that would have an impact on learners. In addition, Tekle (2016) conducted a study on independent EFL reading among Grade11 students across public and non-public schools in Ethiopia. In his study reading motivation and reading comprehension ability were used as a variable to see students' independent EFL reading in the schools rather than their relationships. Furthermore, Tekalign (2019) and Misganaw (2017) investigated reading comprehension achievement and reading habits of students at secondary school and Gondar University respectively. The results of their study indicated that students' reading comprehension achievement and reading habits were discouraging, as a result most of the students did not have good reading comprehension achievement.

However, none of the above studies investigated the relationship between aspects of reading motivation and EFL learners reading comprehension ability. Consequently, it is possible to deduce that there seems scarcity of investigation made on the area in Ethiopia's context in general and at Gambella University in particular. Thus, the current study is expected to fill these gaps by investigating the relationships between aspects of reading motivation and their prediction power on the learners reading comprehension ability. In addition, the researchers believe that conducting study on reading motivation would help in understanding and solving the problems that EFL learners face in learning to read in English as a foreign language. Therefore, these states of affairs pleaded the researchers to conduct the present study.

### **Research Questions**

The following basic research questions guide the current study:

1. Is there any significant relationship between reading motivation and reading comprehension ability of

- second-year EFL students at Gambella University?
2. Which aspects of reading motivation have strong, positive correlation with reading comprehension ability of second-year EFL students at Gambella University?
3. Among aspects of reading motivation which ones are strong predictors of reading comprehension ability of second-year EFL students at Gambella University?

### **Objectives of the Study**

The main purpose of this study was to explore aspects of reading motivation and their relation to EFL learners' reading comprehension ability at Gambella University, Ethiopia. Pertinently, it had the following specific objectives:

1. To see the relationship between general English reading motivation and reading comprehension ability of second-year EFL students at Gambella University.
2. To identify aspects of reading motivation those have strong, positive correlation with learners reading comprehension ability of second-year EFL students at Gambella University.
3. To determine aspects of reading motivation which are predictors of EFL reading comprehension ability of second-year EFL students at Gambella University.

## **REVIEW OF RELATED LITERATURE**

### **Definition of Reading**

Wallace (1992), viewed reading as a process of extracting meaning from written text. He added that reading is the ability to comprehend the thoughts and feelings of others through the medium of written text. Thus, reading cannot be simply a word-by-word deciphering until meaning is reached. Mehdi (2006) viewed reading as a process in which reader should go through a series of steps and levels that start as soon as the reader looks at the written material. Researches indicated that reading remains one of the most important ways to connect with people and to make sense of the world.

According to Pearson (2015) in the journey to become a lifelong reader who can engage with text for information, knowledge, aesthetics and enjoyment reading competence is an essential and necessary skill. The ability to read determines future career opportunities and is crucial for academic achievement (Chhabra & McCardle, 2004). Learners cannot move through their school careers without interacting regularly with a variety of texts, such as prescribed text books, additional reading material and assignments (Wigfield & Guthrie, 1997). Therefore, learners who are willing and able to engage in this literacy based activities especially in reading have an advantage.

### **Reading Motivation**

Related to the academic purpose, Sallal (2014) argue that motivation to learn is a value and desire for learning to help pupils' value learning. It means that learners are not only willing to learn but also cherish and enjoy the act of learning as well as its outcome which may occur inside or outside the school (Seli,2017). This scholar also added that motivation is the desire to learn and satisfaction experienced in the learning process and the learning outcome. The above points clearly indicated that the term academic is closely related to motivation to learn taking part an important part to be success in learning.

While there are various definitions of reading motivation, Guthrie and Wingfield (2000) defined reading motivation as an individual's personal goal, values, and beliefs about the topic, process, and outcome of reading seem to best personalize reading motivation. According to this definition, reading motivation differs at an individual level. An individual reading motivation may also differ depending on contexts such as school and home (DeNaeghel et al., 2012).

Most scholars agreed that reading motivation is multifaceted and complex and may include sub- constructs (Wigfield & Guthrie, 1997a). In a research treating the aspects of reading motivation, Baker and Wigfield (1999) confirm the view about the multidimensionality of reading motivation. Paris and Carpenter (2004) argue that this feature in reading motivation has to do with the nature of motivation as a difficult psychological construct to define and measure, and consequently there is no single way to view or assess children's motivation for reading.

Guthrie and Wigfield (2000) propose that reading motivation is the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading. Furthermore, reading motivation is important because students' performance in learning can be high or low depending on their reading motivation (Seli,2017). Thus, it can be said reading motivation is an attribute of the learners to reading comprehension, with motivation learner can increase their willingness in reading (Alficia, 2018). The importance of motivation lies in the fact that it influences the individual's activities, interactions, and learning with text (Guthrie & Wigfield, 1999). Therefore, reading motivation is crucial for students as it connects to their reading comprehension which means when students are motivated to learn, they will be attaining the intended result.

### **Aspects of Reading Motivation**

In light of the above definitions and theoretical backgrounds, Guthrie and Wigfield (1997) constructed a theoretical categorization of aspects of reading motivation which is made up of three categories. The first category is related to reading competence and reading efficacy beliefs. The second category, deals with reading achievement values and goals. The third category of aspects accounts for social aspects of reading.

#### **Reading Competence and Self-Efficacy**

According to Guthrie and Wigfield (1997) the first aspect of reading in this category is self-efficacy. Zimmerman (2000) self-efficacy is the beliefs individuals hold about their ability to achieve a task or have. Reading efficacy, according to Guthrie et al. (1996), refers to the state in which the reader is feeling that reading behaviors are completely under one's own control. To put in simpler words, reading self-efficacy is the belief that one can be successful at reading.

The second aspect of reading motivation is challenge. Guthrie et al. (1996) explicate that the challenge dimension concerns having the will to engage in reading tasks regardless of the level of difficult the text may display. In other words, challenge in reading is the willingness to take on difficult reading material (Baker & Wigfield, 1999).

The third aspect in this category is work avoidance; work avoidance is the desire to avoid reading activities (Baker & Wigfield, 1999). Guthrie et al. (1996) explained that the work avoidance aspect means to use reading as a buffer to avoid punishment or unpleasant consequences. According to Guthrie and Wigfield (1997), this dimension refers to the aspects of reading readers often say they do not like. Furthermore, they added that when readers display a low level of self-efficacy, they are most likely to choose reading activities that represent lesser challenge.

#### **Reading Achievement Values and Goals**

The aspects presented under this category are described in terms of intrinsic motivation and extrinsic motivation (Baker & Wigfield, 1999). According to these scholars' intrinsic motivation for reading concerns an individual's participation in reading for its own sake, and positive disposition toward engaging in reading activity. In this respect, task-mastery goals associate with the nature of the reader's intentions for a given reader-text interaction (Guthrie & Wigfield, 2005). The first aspect of reading motivation in the intrinsic subcategory is curiosity. Reading curiosity is readers' eagerness and readiness to explore the world and acquire perspectives and ideas through reading about both interesting and involving topics (Guthrie, Wigfield, & VonSecker, 2000). In addition, Wigfield and Guthrie (1997) define it as the desire to learn about a particular topic of interest.

Involvement is the second aspect of intrinsic motivation for reading. Involvement in reading is the state of being absorbed in the reading because one gets a certain pleasure from the type of reading and its content, in addition to a positive feeling from undertaking the reading task (Guthrie et al., 1996). Wigfield and Guthrie (1997) involvement in reading is the enjoyment of experiencing different kinds of literary or informational texts. They added that involvement refers to the pleasure gained from reading a well-written book or article on a topic one finds interesting.

The third aspect in this subcategory is importance of reading. According to Wigfield and Guthrie (1997), this dimension is the most subjective one because it concerns the value and importance individuals associate to reading. Some readers use reading as a means to an end and conversely, other readers consider reading a pastime and undertake reading activities because they want to learn more about a particular topic just for pleasure, and would devote the appropriate time and energy to reach a certain amount of enjoyment from reading.

The second subcategory of aspect is explained in relation to extrinsic motivation and performance goals (Mori, 2002). Similarly, extrinsically motivated individuals have their motivation originating from any benefit they gain for doing the activity, rather than from inside themselves because extrinsic motivation is doing an action for an external reward (Deci & Ryan, 2000). Competition is the first dimension of extrinsic motivation for reading. Competition refers to individuals comparing their abilities to their peers', and trying to outperform their peers (Brophy, 2004).

The second aspect in this subcategory is recognition. Brophy (2004) describes recognition is accomplishments and appreciation of the progress they are making. In the same respect, reading recognition refers to the satisfaction readers have when others express their appreciation of their efforts, endeavors and success in reading tasks (Wigfield & Tonks, 2004). The final aspect under this is reading for grades. According to Wigfield and Guthrie (1997) reading for grade is the desire to get good scores in exams or to be evaluated favorably by the teacher. It means that readers may read to have a reward, which is -in this case- a good score.

#### **Social Aspects of Reading**

This category includes two aspects. The first-aspect concerns social reasons for reading. According to Wigfield and Guthrie (1997), a social reason for reading is the process of sharing the meanings gained from reading with

friends and family. The second aspect of reading motivation includes in this category is compliance. Compliance in simple words is reading because of an external goal or requirement Wigfield and Guthrie (1997). In other words, compliance means reading for factors outside the reader, and that s/he has to obey because s/he is part of a community.

### **Reading Motivation of EFL Students**

Reading is important skill that must be mastered. According to Basrawi (1992), several factors affect students' ability to learn reading and he suggested that motivation is one of the factors that impede learning reading. Komiyama (2013) said that reading is relates positively to motivation. According to the scholar the positive relation between reading and motivation can increase the willingness of the learners in foreign language reading.

Brinkworth et al. (2008), says that transitioning from high school to the University can be difficult sometimes, as a result some of EFL undergraduate students still might have the difficulty in adaptation. Pertinent to this, Isiakpona (2012) said that undergraduate students need information about new developments and techniques to improve existing practices and better ability. This author added that the ability to read and interpret textbooks or other assigned material is a critical component of success at the University level. This implies that it will be great for students if they are more aware with the key to be success in learning especially with reading motivation. These points indicate that since EFL undergraduate students at the Universities came from various high schools, they might have variation in their reading comprehension ability that might relate with their reading motivation. Therefore, reading motivation for undergraduate EFL students can be the factor for how much information and understanding they have about a text they read (Alficia, 2018). Thus, it is due to these backgrounds that investigating EFL learners reading motivation became worthy.

### **The Process of Reading and Reading Comprehension Ability**

There is an agreement among researchers and teachers in the field of reading that the principle aim of the reading process is to understand print materials. Reading is seen as a dynamic activity, which involves a number of perceptual, linguistic and cognitive processes linked to text and reader's features Mehdi (2006). Schoenbach et al. (2012) stated that reading is a complex process of problem solving in which the reader make sense of a text not just from the words and sentences on the passage but also from the ideas, memories and knowledge evoked by those words and sentences. Thus, from these definitions, it can be deduced that reading comprehension is the reader's ability to understand a reading text. Therefore, reading comprehension enables a reader to understand the meaning of written or spoken language (Richard et al. 1985).

Likewise, three components with an active interrelationship can be identified for comprehension: "the reader, the text and the activity" (Snow, 2002, p.11). The first element in the process of reading comprehension is the reader who uses his/her cognitive capacities, motivation, and different kinds of knowledge. The reader "constructs different representations of the text that are important for comprehension" (Snow, 2002, p.14). The second component is text. It has a surface encoding, which refers to the words in the text; representations of meaning; and models of mental representations implanted in the passage. These two notions depend on the content of the text, the vocabulary used, linguistic and discourse structure, and genre (Snow, 2002).

The final component is the activity. While performing this activity, the reader uses some linguistic and semantic processes, besides decoding. According to Snow (2002), the result of reading is also a feature of the activity, and it depends on the reader's purpose, and the changes that may happen to it during the activity. This view maintains that meaning exists in the thinking processes of the reader that arise during a transaction with a text.

To sum up reading comprehension is understanding meaning of a written text created though the reader, the text and the activity. Thus, all the concepts provided above are to give evidence for the importance of reading comprehension as the aim for reading. They show also the complex structure of comprehension by explaining its components.

Lawrance and Vimala (2012) added that reading comprehension ability is the specific students' progress which helps them to develop language skills. With this regard Majeed (2015) argued that reading comprehension achievement refers to the score gained by applying a reading comprehension test on students who have been involved in it. His points are in line with the current study in which learners reading comprehension ability is assumed to be a result of reading comprehension test administered to the study sample.

### **Relationship between Aspects of Reading Motivation and Reading Comprehension Ability**

Related to reading comprehension ability, motivation is a key factor in reading comprehension activity. To this fact, Mihandoost (2011) stated that reading motivation is a crucial entity for successfully engaging in the reading process because it is the element which activates and maintain learners' engagement throughout the entire reading process. In addition, Guthrie and Wigfield (1997) stated that motivation in reading has an important contribution for students to achieve reading comprehension and academic success. Students with low motivation



have low reading comprehension ability (Seli, 2017). This means building motivation is an important footstep in developing students with good reading ability. The correlation between intrinsic and extrinsic motivation to reading comprehension is related to each other. To this fact Ryan and Deci (2000, p.55) state that:

*Besides having intrinsic motivation can also have extrinsic motivation in the process of learning. Although students who have been motivated in reading extrinsically or because of getting reward only at the end they will try to comprehend the text. Learners who practice interstice motivation can memorize the information that they achieved in long-term memory as the extrinsic motivation.*

In addition to the aforementioned once, other studies consistently confirm that intrinsic reading motivation is moderately and positively related to measures of reading comprehension, whereas extrinsic reading motivation was found to be either negatively or not significantly associated with comprehension ability (Andreassen & Bråten, 2010). Evidence for positive relations between reading comprehension and extrinsic reading motivation was found by Lau and Chan (2003). However, these authors only reported bivariate correlations and did not account for relevant confounding variables.

Furthermore, Cox and Guthrie (2001) failed to obtain significant correlations between reading comprehension and a composite measure of intrinsic and extrinsic reading motivation. Retelsdorf et al. (2011) examined the unique effects of intrinsic and extrinsic reading motivation on grade 8 & 5 students reading comprehension performance. The findings of this study revealed a significant positive contribution of intrinsic reading motivation to comprehension, whereas the contribution of the extrinsic reading motivation was significantly negative.

## **METHODOLOGY OF THE STUDY**

The study was a quantitative cross-sectional research in its type. Pearson product moment correlation and multiple linear regression statistical procedure were followed. The statistical significance was tested at  $P= 0.5$  level of significance. Pearson product moment correlation is used to see the relationships among the variables whereas multiple linear regressions ( is used to analyze the predictive value of the dependent variables on the independent variable.

### **Study Population and Sampling Technique**

Thus, the current study populations were EFL learners who are studying English as a major course of study in the department of English language and literature at Gambella University, Ethiopia. The sampling technique used in the present study was comprehensive sampling technique. This technique was employed because the researcher used the whole 40 EFL second year students who were learning in 2021academic year in the department. Among the learners in the department in the academic year, all the 40 second year EFL students were selected as sample for the study; out of which, 24 were female and the rest 16 participants were male.

### **Data Gathering Instrument**

To gather the data a questionnaire and a test were used. The researcher employed these two instruments because they help to obtain the necessary information on aspects of reading motivation and reading comprehension ability of EFL learners in the study area.

### **Questionnaire**

Reading motivation questionnaire was used in the study to gather data on the aspects of learners' reading motivation. The reading motivation questionnaire used in the current study was derived from the original Motivation for Reading Questionnaire (MRQ) developed by Guthrie and Wigfield (1997), and a modified version of the same questionnaire adopted by Mori (2002). Guthrie and Wigfield (1997) proposed eleven dimensions with fifty three items in their revised version of reading motivation questionnaire. In the present study, however three dimensions have been discarded; Competition, Recognition and Social Reasons. These aspects were excluded in the study because the statements proposed to investigate each component are not appropriate to the current study population. This irrelevance is determined by the fact that the original questionnaire was designed to assess different aspects of children at elementary and middle school reading in their first language. But, the current study the questionnaire derived was to address adult University students who study English as a foreign language not as first language.

Nevertheless, no statements have been added to the original questionnaire because the ones provided for each component were rather enough. However, some statements were reworded, while other remained the same. The final version of the questionnaire used in the present study was a 30-item with five-point Likert scale. The questionnaire consisted of eight major aspects each with a number of statements illustrated as follows: Challenge, 5 statements; Compliance, 5 statements; Curiosity, 4 statements; Grades, 3 statements; Importance of Reading, 2 statements; Reading Efficacy, 2 statements; Reading Involvement, 5 statements; Reading Work Avoidance,4

statements. Thus, to check the reliability of the instrument, it was piloted. The reliability of the item measured by Cronbach alpha coefficient was .936 which is reliable.

### **Reading Comprehension Test**

Reading comprehension tests was used in the study to measure learners' ability to comprehend a reading text. The test used contains 25 items with true/false, matching, multiple-choice, gap filling, and open-ended formats. Thus, before the actual administration, the test was subjected to the comments of various lecturers, and peers to ensure its face and content validities. Confusing and poorly constructed items were thus revised based on the comments obtained. In addition, the test was piloted to check its difficulty level and discrimination power. Based on the results of the pilot study, Item 5, Item 12 and Item 19 were improved so that acceptable difficulty level and discrimination power were achieved. Then the result obtained after piloting to check its reliability was 0.829.

Since most of the items on the test were objective type (true/false, matching, multiple-choice and gap-filling) as a result, rater bias was not a risk and these items were marked by one teacher. However, since students' reasoning skill had to be measured as one sub-skill of reading, one item was included in the test for this purpose. Therefore, to reduce rater bias, this part was marked by two teachers and the results were averaged. Moreover, the test taker who answer's an item correctly gets 1 and with incorrect answer gets 0. Thus, the respondents reading comprehension result obtained was scored based on the university grading system.

### **Data Analysis Methods**

Since quantitative data were collected in the study, quantitative data analysis methods were used procedurally. First, descriptive statistics (mean, range, minimum, maximum and standard deviation) were obtained to identify the aspects of reading motivation and EFL learners reading comprehension ability. Moreover, this analysis was employed to see the normal distribution of the data in general and obtain preliminary information for the actual correlation and multiple regression analysis about the level of participants on the variables in particular.

After obtaining preliminary information about the level of participants on the two main variables, Pearson product-moment correlation test with significance level of 0.05 was employed on SPSS computer program to explore the correlation between the variables since parametric test was used. This means the data was on an interval scale and the scores on the variables were normally distributed. This helps to answer the research questions one and two.

Furthermore, after computing the correlation analysis, then the researcher applied multiple regression analysis. The purpose of multiple regression analysis was to test the degree of linear relationship between a set of independent variables and one dependent variable (Alistair et al. 2002). In the case of the present study multiple regression analysis was employed on the aspects of reading motivation which have significant positive correlation with EFL learners reading comprehension ability. This analysis was applied to know the extent to which these aspects predict EFL students reading comprehension ability and to answer the third research question.

## **FINDINGS AND DISCUSSION**

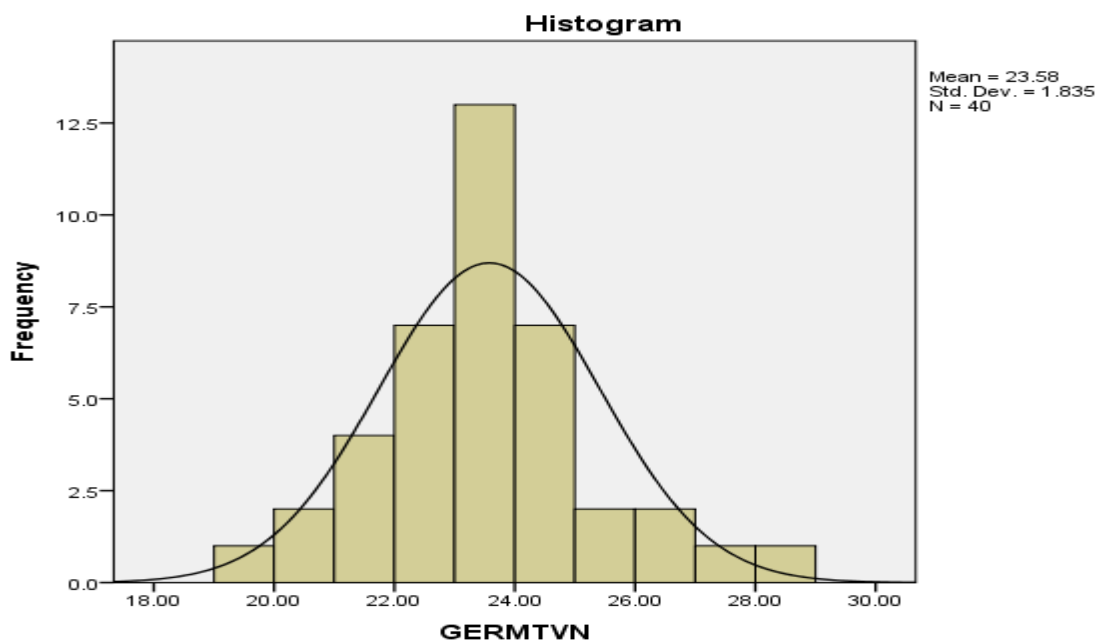
### **Descriptive Statistics and Normal Curve Test of the data**

The findings under this section served as a preliminary data to check for normal distribution of the responses. Then, run the actual correlation and regression analysis among the variables and answer the research questions. Thus, the research data of the variables were presented in the form of table to show the descriptive statistics, and histogram to ensure whether the data were normally distributed. In addition, the histograms in the study were used to shows the symmetric set of the data. Moreover, these statistical tools were used since parametric tests assume underlying statistical distribution in the data.

**Table 1. Descriptive Statistics of Reading Motivation**

N	Valid	40
	Missing	0
<b>Mean</b>		23.5775
Std. Error of Mean		.29015
Std. Deviation		1.83509
Variance		3.368
<b>Skewness</b>		.391
Std. Error of Skewness		.374
<b>Kurtosis</b>		.495
Std. Error of Kurtosis		.733
Range		8.14
Minimum		19.98
Maximum		28.12

The table above showed the result obtained after computing the students reading motivation questions. The students mean score for their reading motivation was 23.5775 with the standard deviation of 1.83509. The maximum score of students reading motivation was 28.12 while the minimum score was 19.98 and the range was 8.14. The skewness was 0.391 and the kurtosis value was 0.495. Thus, the results of these numerical data indicated that the data used to analyze the students' reading motivation was normally distributed.



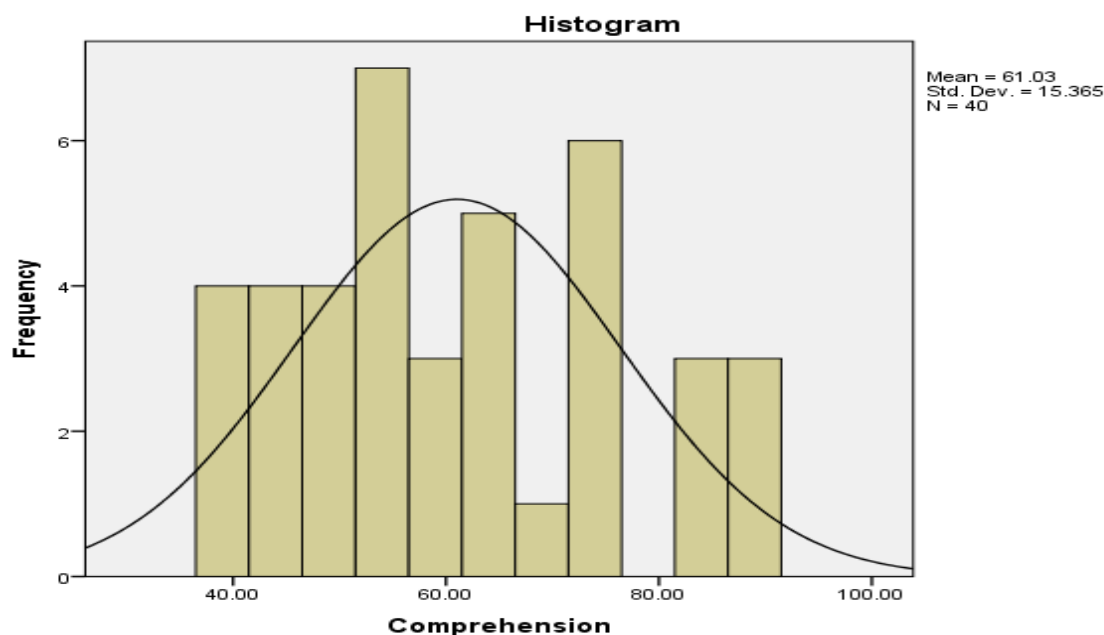
**Figure 1. Normality Curve Test of Reading Motivation Data**



**Table 2. Descriptive Statistics of Reading Comprehension**

N	Valid	40
	Missing	0
Mean		61.0250
Std. Error of Mean		2.42938
Std. Deviation		15.36477
Variance		236.076
Skewness		.340
Std. Error of Skewness		.374
Kurtosis		-.944
Std. Error of Kurtosis		.733
Range		51.00
Minimum		39.00
Maximum		90.00

The results indicated that the mean is 61.0250, and it shows as the students' score were good in reading comprehension, and standards deviation is 15.36477. The highest score on the students' reading comprehension is 90.00 and the minimum score is 39.00, so the range is 51.00. The skewness value of the data is 0.340, and is acceptable because it is in between -0.5 and +0.5. Although the kurtosis value was -.944 then the data meet the normality criteria since kurtosis value lies in between -3 and +3 is acceptable. The histogram below shows the symmetrical representation on the normality curve of reading comprehension based on the above data.



**Figure 2. Normal Distribution of Reading Comprehension Test Results**

**Correlation between General English Reading Motivation and Students Reading Comprehension Ability**

This section answers the first research question by analyzing the sum of results of descriptive statistics for questionnaire on reading motivation and reading comprehension test.

**Table 3. Correlation of General Reading Motivation**

		GERMTVN	Comprehension
GERMTVN	Pearson Correlation	1	.742**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	131.335	815.853
	Covariance	3.368	20.919
	N	40	40
Comprehension	Pearson Correlation	.742**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	815.853	9206.975
	Covariance	20.919	236.076
	N	40	40

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

The result of the correlation coefficient in the above table indicated that the correlation between students' general English reading motivation and reading comprehension ability was ( $r= 0.742$ ) at the significant level of ( $p= 0.000$ .) This result indicated that there was strong positive correlation between students' general English reading motivation and reading comprehension ability.

**Correlation between Aspects of Reading Motivation and EFL Students Reading Comprehension Ability**

This section deals with the correlation of the specific aspects of reading motivation with EFL students reading comprehension ability. So, correlation analysis was made based on the result of data obtained through questionnaire and reading comprehension test about students' aspects of reading motivation and reading comprehension ability. This analysis was run to answer the second research question.

**Table 4. Correlation between Aspects of Reading Motivation with EFL Students Reading Comprehension Ability**

		Grade	Curiosity	Involvement	Compliance	Challenge	Workavoidance	Efficacy	Importance	Com
Grade	Pearson Correlation	1	.715**	.364*	-.027	.292	.490**	.526**	.726**	.861**
	Sig. (2-tailed)		.000	.021	.868	.067	.001	.000	.000	.000
	N	40	40	40	40	40	40	40	40	40
Curiosity	Pearson Correlation	.715**	1	.587**	.009	.270	.494**	.402*	.681**	.757**
	Sig. (2-tailed)	.000		.000	.954	.092	.001	.010	.000	.000
	N	40	40	40	40	40	40	40	40	40
Involvement	Pearson Correlation	.364*	.587**	1	.091	.322*	.531**	.384*	.469**	.395*
	Sig. (2-tailed)	.021	.000		.576	.042	.000	.015	.002	.012
	N	40	40	40	40	40	40	40	40	40
Compliance	Pearson Correlation	-.027	.009	.091	1	.270	.032	-.043	-.003	-.142
	Sig. (2-tailed)	.868	.954	.576		.092	.847	.791	.985	.382
	N	40	40	40	40	40	40	40	40	40
Challenge	Pearson Correlation	.292	.270	.322*	.270	1	.063	.174	.159	.290
	Sig. (2-tailed)	.067	.092	.042	.092		.700	.282	.328	.069
	N	40	40	40	40	40	40	40	40	40
Work avoidance	Pearson Correlation	.490**	.494**	.531**	.032	.063	1	.539**	.514**	.546**
	Sig. (2-tailed)	.001	.001	.000	.847	.700		.000	.001	.000
	N	40	40	40	40	40	40	40	40	40
Efficacy	Pearson Correlation	.526**	.402*	.384*	-.043	.174	.539**	1	.319*	.496**
	Sig. (2-tailed)	.000	.010	.015	.791	.282	.000		.045	.001
	N	40	40	40	40	40	40	40	40	40
Important	Pearson Correlation	.726**	.681**	.469**	-.003	.159	.514**	.319*	1	.751**
	Sig. (2-tailed)	.000	.000	.002	.985	.328	.001	.045		.000
	N	40	40	40	40	40	40	40	40	40
Com	Pearson Correlation	.861**	.757**	.395*	-.142	.290	.546**	.496**	.751**	1
	Sig. (2-tailed)	.000	.000	.012	.382	.069	.000	.001	.000	

As it can be seen from the above table compliance had inverse correlation, and challenge showed no significant correlation with learners reading comprehension ability. However, grade, curiosity, involvement,

work avoidance, self-efficacy and importance were the aspects that showed positive correlation with reading comprehension ability. To this regard, grade had a correlation coefficient of ( $r=0.861$ ) at the significance level of ( $p=0.000$ ) which is highly significant positive correlation with reading comprehension ability.

The other was curiosity with a correlation coefficient of ( $r=0.757$ ) at the significance level of ( $p=0.000$ ) that shows a highly positive correlation. Involvement reported a correlation coefficient of ( $r=0.395$ ) at the significance level of ( $p=0.012$ ) which indicates a positive correlation but not statistically significant whereas work avoidance has a correlation coefficient of ( $r=0.546$ ) at the significance level of ( $p=0.000$ ) which reveals a moderate positive correlation. In addition, self- efficacy has a correlation coefficient of ( $r=0.496$ ) at the significance level of ( $p=0.001$ ) which is also a moderate positive correlation. Furthermore, importance has a correlation coefficient of ( $r= 0.751$ ) at the significance level of ( $p=0.000$ ) with learners reading comprehension ability, and it indicates a high positive, significant correlation.

Therefore, based on the computation above, it can be concluded that grade, curiosity and importance showed a highly positive correlation with EFL students reading comprehension ability. Then work avoidance and self- efficacy indicated moderate correlation whereas involvement was the aspect having low positive correlation with EFL students reading comprehension ability. Thus, a positive correlation indicates that when the aspect of reading motivation increases, the students reading comprehension ability also increases.

### Multiple Regression Analysis

The multiple regression analysis in this study was made based on the tables below produced using SPSS version 24. The first table, the ANOVA Table, provides information about the coefficients of the six predictor variables with their level of significance. The second table is ‘Model Summary’. This is an important one, as it gives us the measures of how well our overall model (i.e., the predictors) is able to predict EFL learners reading comprehension ability. Therefore, the Adjusted R square value obtained under model summary was interpreted as:  $< 0.1$ : poor fit,  $0.11-0.3$ : modest fit,  $0.31-0.5$ : moderate fit and  $> 0.5$ : strong fit.

**Table 5: ANOVA Table with Coefficients**

Model		Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	-24.464	9.618		-2.543	.016		
	Grade	11.382	3.200	.493	3.557	.001	.301	3.327
	Curiosity	6.544	3.267	.258	2.003	.053	.347	2.880
	involvement	-2.104	2.135	-.102	-.986	.331	.535	1.871
	Work avoidance	2.751	2.849	.101	.966	.341	.528	1.895
	Efficacy	1.808	3.290	.055	.550	.586	.570	1.755
	Important	5.376	3.407	.196	1.578	.124	.372	2.685

a. Dependent Variable: Com

The results in the above table indicated the extent in which one unit of change (increase) in a specific aspect of reading motivation changes the learners reading comprehension ability. Thus, it was revealed from the result of the ‘B’ value, reading for grade was an aspect which highly predicts EFL learners reading comprehension ability. This means an increase in one unit of reading for grade increases or changes 11.382 units at the significance level of 0.001 on the EFL learners reading comprehension ability.

**Table 6 Model Summaryb**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.900 <sup>a</sup>	.810	.775	6.36846	1.614

a. Predictors: (Constant), Important, Efficacy, involvement, Work avoidance, Curiosity, Grade

b. Dependent Variable: Com

The result of the analysis of the Adjusted R Square value in the above table indicated that predictors computed (i.e., grade, curiosity, involvement, work avoidance, self-efficacy and importance) predict 77.5% up on EFL students reading comprehension ability whereas the other 22.5% are subjected to extraneous factors. Based on the interpretation of the value of the Adjusted R-square ( $R=.775$ ) indicates a strong fit. Consequently, this implies that the six predictors computed in the model strongly predict EFL students reading comprehension ability.

### Discussion of Research Findings on Correlation and Regression Analysis

This section deals with the discussion of the research findings on correlation and regression analysis between

reading motivation and EFL students reading comprehension ability. Regarding the correlation of general English reading motivation with EFL students reading comprehension ability, the result showed high positive correlation with a Pearson correlation coefficient of ( $r=0.742$ ) at the significant level of ( $p=0.000$ ). This is in line with the result of study conducted by Sulistia and Saiful (2017) in which a significant correlation was found between students' motivation and their achievement in reading because the correlation coefficient was 0,78 or high correlation.

Regarding the correlation of the specific aspects of reading motivation with EFL learners reading comprehension ability grade, curiosity, involvement, work avoidance, efficacy and importance showed a significantly positive correlated. However, challenge was the aspects that revealed no significant correlation whereas compliance indicated a negative correlation. This result was supported by previous study of Seli (2017) who found significant moderate correlation with a correlation coefficient of 0.581 between aspects of reading motivation and reading comprehension. Meddleton (2011) also found moderate significant correlation between reading motivation and reading comprehension with a correlation coefficient of 0.64. Furthermore, Hartati (20015) found correlation coefficient of 0.424 among reading motivation and reading comprehension.

Next, from the result of model summary of the Adjusted R Square value it is indicated that predictors computed (i.e., grade, curiosity, involvement, work avoidance, self-efficacy and importance) predict 77.5% of EFL students reading comprehension ability. This means, these six variables strongly predict EFL learners reading comprehension ability. Furthermore, the B value of the regression analysis revealed that grade was among the aspects that highly predict (11.382 unit) on EFL students reading comprehension ability. Thus, from the finding of the study the researcher concludes that aspects of reading motivation have the power to predict EFL learners reading comprehension ability. The result of the regression analysis of this study was in accordance with Seli (2017) who found that learners reading motivation significantly influences students reading comprehension. In addition, Aprilia (2011) found that reading motivation has significant influence towards English reading comprehension.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Based on the summary of main findings researcher is able to make the following conclusions. The result obtained using correlation analysis showed that correlation between the general aspects of reading motivation is ( $r=0.742$ ) at the significant level of ( $p=0.000$ ). This result indicates that there was high correlation between students' general English reading motivation and reading comprehension ability. In line with the specific aspects of reading motivation, the findings of the study disclosed that grade curiosity, involvement, work avoidance, self-efficacy and importance are the aspects of reading motivation showed positive correlation with EFL students reading comprehension ability.

From these aspects involvement was the aspect having low positive correlation with EFL students reading comprehension ability. Thus, majority of the aspects of reading motivation have high positive correlation. Consequently, reading motivation significantly influences EFL learners reading comprehension ability. Therefore, it can be concluded from the finding of the study learners with high reading motivation might have better reading comprehension ability.

Furthermore, to find out the extent to which aspects of reading motivation with a significant positive correlation predict the learners reading comprehension ability, regression analysis was applied on the data obtained. As a result, it was found that grade was with the highest value (11.382) of predicting the EFL learners reading comprehension ability. Nonetheless, involvement was the aspect that negatively predicts EFL learners reading comprehension ability. Therefore, it possible to deduce from these aspects of reading motivation have the power to predict learners reading comprehension ability.

### Recommendations

It is believed that the results of this study have important practical pedagogical implications in the process of promoting students' motivation for learning since aspects of reading motivation play a great role on learners reading comprehension. Thus, based on the conclusions drawn from the findings the researcher forwarded the following.

Teachers are suggested to increase motivation of students to read and comprehend reading text by providing learners meaningful practice, reading tasks and necessary support. The researcher also suggests for the students to realize the importance of aspects of reading motivation since they determine their reason for reading. So, students need to keep on building their reading motivation for it has a significant positive contribution on their reading comprehension ability.

Next, it was recommended that the reading culture of the nation, including EFL reading, should be progressively improved. To this effect, teachers of English should set themselves as models for other people as regards regular EFL reading. They could also take the initiative to create communities of EFL readers in and

beyond their school's classroom setting.

In addition, it is suggested that high schools, universities, and other educational institutions should give focus on their students' attention of motivation in reading comprehension in their instructional courses. Moreover, the researcher recommends as further studies are needed to address extraneous factors since it was found that aspects of reading motivation predict 77.5% of EFL students reading comprehension ability

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