



The Correlation Among Reading Motivation, Reading Anxiety, and Reading Comprehension of Tenth-Grade Students in Palembang

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ABSTRACT

This study examined the correlation among reading motivation, reading anxiety, and reading comprehension of tenth-grade students in Palembang. A quantitative correlational research design was employed, involving 509 students from SMA Bina Warga 1 Palembang and SMA Negeri 15 Palembang. Using cluster random sampling, 107 students were selected as the sample. Data were collected through a reading comprehension test and two questionnaires measuring reading motivation and reading anxiety. The findings indicated no significant correlation between reading motivation and reading comprehension ($r = 0.087$, $p = 0.375$), indicating that motivation to read did not influence students' understanding of texts. Likewise, no notable correlation was identified between reading anxiety and reading comprehension ($r = -0.022$, $p = 0.824$), suggesting that anxiety was not a determining factor. These results revealed that reading motivation and reading anxiety did not have a substantial effect on reading comprehension. This suggests that psychological factors such as motivation and anxiety alone may not serve a decisive role in shaping reading comprehension. Instead, other factors such as teaching methods, students' backgrounds, individual skills, and the learning environment may contribute to reading comprehension outcomes. The study offers insights for English teachers in designing reading instruction that considers multiple influencing factors. It may also guide future researchers in exploring additional variables affecting reading comprehension.

Keywords: Correlation, Reading Motivation, Reading Anxiety, Reading Comprehension



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1. INTRODUCTION

1.1. Introduction

Reading skills are recognized for their ability to enhance students' knowledge by enabling them to comprehend complex texts and analyze information effectively. As Guo (2018) explains,

reading is essential for English learners because it strengthens vocabulary, comprehension, and overall academic proficiency. Moreover, reading encourages creativity and allows individuals to engage with diverse perspectives and experiences (Kim & Piper, 2019). Given its fundamental role in education, reading is an indispensable skill that helps students excel academically and maximize their learning potential.

To achieve success in the academic field, reading skill is considered an essential language skill that students must learn. Numerous aspects of life are profoundly impacted by reading. In the process of language acquisition and gaining comprehension of it, reading is an essential component. Reading skill profoundly influences several facets of life, since it is among the most often experienced activities in the language acquisition process (Krismayani & Menggo, 2022). Due to the fact that a significant amount of material or written works is published in English, having the skills to read is extremely needed in comprehending the texts. Students must comprehend the meanings of words, phrases, and sentences so that they can get the information or grasp the meanings written in the texts they are reading (Gilakjani & Sabouri, 2016). By mastering reading skill, the process of acquiring knowledge, understanding, or entertainment will become more effortless.

Mastering reading skills is a challenging process that requires overcoming psychological and environmental factors. Self-motivation and a supportive environment play significant roles in shaping students' engagement in reading activities (Alhamdu, 2016). Students with a strong internal drive to learn are more likely to participate actively in class and improve their reading abilities. An organized and distraction-free reading environment also enhances focus, fostering a more effective reading experience (Alghonaim, 2020). Recognizing these factors can help educators create an atmosphere that encourages students to engage in reading activities more effectively.

Reading is a cognitive activity that is deeply influenced by psychological factors, which significantly affect how individuals process and comprehend texts. Habibian et al. (2015) assert that reading comprehension is shaped by various psychological elements, such as motivation and anxiety. Readers with high motivation and confidence are more likely to understand and retain information, whereas those experiencing anxiety may struggle with comprehension. These psychological influences result in unique interactions between readers and texts, leading to variations in understanding (Mustikasari, 2021). Therefore, effectively managing psychological

resources can enhance reading comprehension, allowing individuals to engage with texts more successfully.

Reading motivation includes both inner and outer factors that compel readers to engage with texts. Barber and Klauda (2020) suggests that students with strong motivation are more likely to read regularly and attain greater comprehension success. Kirchner and Mostert (2017) argue that motivation is a crucial component of all learning activities, including reading. Without motivation, students are less likely to engage deeply with texts, which can hinder their ability to understand and analyze information.

Reading anxiety, on the other hand, creates psychological barriers that negatively impact students' ability to comprehend texts. Kartika et al. (2023) define reading anxiety as a distinct form of anxiety associated with the reading process, often manifesting as discomfort, stress, or cognitive confusion during reading tasks. Muhlis (2017) explains that anxiety is characterized by fear and nervousness, which can interfere with cognitive processes and comprehension. High levels of anxiety make it difficult for students to process textual information efficiently, creating a cycle of stress and poor performance. Addressing this issue is essential to improving students' reading experiences and outcomes.

Both motivation and anxiety are key factors in determining students' reading comprehension. Brown and Lee (2015) emphasize that motivation significantly impacts students' reading success, as motivated learners tend to interact more actively with texts and develop stronger comprehension skills. Rama (2021) adds that students with lower levels of anxiety tend to find it easier to understand reading materials and feel more comfortable in reading activities. Fostering motivation and creating a supportive, low-stress reading environment can lead to better reading comprehension and overall academic performance.

Several research investigations have explored reading motivation, reading anxiety, and reading comprehension, both at the secondary school level and the tertiary level. However, there have been no scholarly investigations specifically focusing on the correlation among students' reading motivation, reading anxiety, and reading comprehension targeting tenth-grade students. Some studies have examined these factors separately, without considering their combined influence on reading comprehension. Furthermore, most existing research focused on students in either lower secondary or higher education, providing limited insight into how these psychological factors interact at the tenth-grade level. For instance, studies by Radiyah et al. (2023); Fauzi et al.

(2022); Tyas (2024); Firdaus (2022) examined the connection between reading motivation and reading comprehension, while research by Hafiza et al. (2024); Kartika et al. (2023); Wijayati et al. (2021) focused on reading anxiety and reading comprehension. Given these limitations, further research is essential to explore the interplay among three variables in an upper secondary school setting, specifically at the tenth-grade level.

In order to fill the gap that currently exists, the main objective of this research is to investigate the connection among three variables at the tenth-grade level, considering both factors simultaneously rather than in isolation. The specific objectives are (1) to analyze the correlation between reading motivation and reading comprehension of tenth-grade students, (2) to analyze the correlation between reading anxiety and reading comprehension of tenth-grade students, and (3) to analyze the correlation among reading motivation, reading anxiety, and reading comprehension of tenth-grade students. This research investigates how reading motivation and reading anxiety affect reading comprehension, providing valuable insights to improve reading instruction. By analyzing the association among variables, the study assists educators in developing strategies that foster motivation while minimizing anxiety.

1.2. Research questions

The problems of the study were developed as follows:

1. Was there any significant correlation between reading motivation and reading comprehension of tenth-grade students in Palembang?
2. Was there any significant correlation between reading anxiety and reading comprehension of tenth-grade students in Palembang?
3. Was there any significant correlation among reading motivation, reading anxiety, and reading comprehension of tenth-grade students in Palembang?

1.3. Significance of the study

Both theoretical and practical significance is held by this study. Theoretically, it supports the idea that psychological factors such as motivation and anxiety provide a vital function in reading comprehension. Understanding these factors highlights the importance of fostering motivation and addressing anxiety to enhance students' reading success. Practically, this study benefits teachers by providing insights into how motivation and anxiety affect students' reading abilities, enabling them to design lessons that foster an encouraging and immersive reading atmosphere. For students, the findings help them recognize how their motivation and anxiety levels

influence comprehension, allowing them to adopt strategies such as goal setting and relaxation techniques to improve their reading skills. Lastly, it is a great resource that may be used by future scholars who are interested in investigating those aspects and making significant contributions to the area of language acquisition.

2. METHOD

2.1. Research Design

A quantitative correlational design was utilized to examine the link among variables. Creswell and Creswell (2018) describe correlational research as a method that statistically analyzes the extent of the link among variables. In this study, the variables were categorized as independent and dependent. The independent variables influence the dependent variable, which changes in response to their effect (Kothari & Garg, 2014). Specifically, reading motivation (X1) and reading anxiety (X2) served as the independent variables, while reading comprehension (Y) was the dependent variable, meaning it was shaped by the other two factors. The correlational design is illustrated as follows:

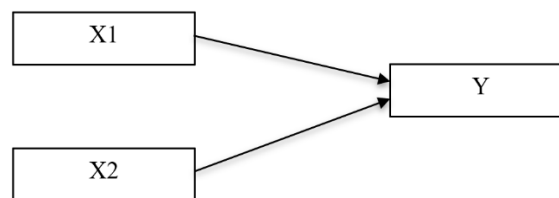


Figure 1. Correlational Research Design

The figure information:

X1 : Reading Motivation

X2 : Reading Anxiety

Y : Reading Comprehension

2.2. Samples/Participants

The research took place in two senior high schools in Palembang, namely SMA Bina Warga 1 Palembang and SMA Negeri 15 Palembang, both of which hold an "A" accreditation. The total population consisted of 509 tenth-grade students across 16 classes. To ensure a representative sample, cluster random sampling was employed. A spin wheel technique was then applied to

randomly select four classes: X.5 and X.8 from SMA Bina Warga 1 Palembang and X.1 and X.2 from SMA Negeri 15 Palembang. This selection initially resulted in 127 students. Before proceeding with data collection, consent forms were distributed to all selected students, ensuring they were fully informed about the study and its ethical considerations. However, only 107 students provided their consent to participate, establishing the final sample for the research.

2.3. Instruments

This research employed two distinct tools for data collection: questionnaires to measure reading motivation and reading anxiety, and a test to assess reading comprehension. The reading motivation questionnaire adopted from the Motivation for Reading Questionnaire (MREQ) by Komiyama (2013), consisting of 47 close-ended statements rated on a four-point Likert scale. Similarly, students' reading anxiety was measured using the EFL Reading Anxiety Inventory (EFLRAI) by Zoghi (2012), which comprised 27 items evaluated on a four-point Likert scale. To assess the reading comprehension of students, a multiple-choice reading test was administered, consisting of 54 questions derived from 9 texts (4 descriptive and 5 recount texts). Each text was followed by six questions designed to evaluate specific reading skills, including two questions requiring students to scan for specific information, one question to determine main idea, one question to determine the topic, one questions that ask students to guess word meaning from context, and one questions that involve finding word references.

The validity of the MREQ was previously confirmed by Komiyama (2013) through Confirmatory Factor Analysis (CFA), which exhibited satisfactory fit indices (CFI = 0.81, RMSEA = 0.06, SRMR = 0.05), suggesting that the questionnaire appropriately measures reading motivation. Similarly, the EFLRAI was carried out by Zoghi (2012) through Confirmatory Factor Analysis (CFA), confirming a three-factor structure with strong fit indices (GFI = 0.94, AGFI = 0.91, NFI = 0.93, CFI = 0.95, RMSEA = 0.05). The reading comprehension test underwent a trial phase with 65 students outside the research sample to ensure construct and content validity. Using the product-moment correlation formula in SPSS 27, five items were identified as invalid and subsequently removed, ensuring that the final test contained only valid questions. Content validity was further confirmed by two validators who are English lecturers from UIN Raden Fatah Palembang and assessed its alignment with the curriculum and learning objectives.

Cronbach's Alpha was employed to find out how reliable the instruments were. The reading motivation questionnaire (MREQ) demonstrated strong internal consistency with a reliability score

of 0.963, confirming its suitability for measuring students' reading motivation. Likewise, the reading anxiety questionnaire (EFLRAI) achieved a reliability score of 0.933, indicating that it was a reliable tool for assessing reading anxiety. The reading comprehension test's reliability, yielded a score of 0.822, confirming its consistency in measuring reading comprehension among tenth-grade students.

The data collection process was carried out in three stages. First, the reading motivation questionnaire was distributed via Google Forms, with students responding to 47 items utilizing a Likert scale. On the same day, they also completed the reading anxiety questionnaire, which consisted of 27 items measuring their anxiety levels related to reading. Finally, the reading comprehension test was administered through Google Forms, with printed copies of the reading passages provided for students who preferred reading on paper. Students were allotted 55 minutes to finish the test and all responses were submitted online. Before data collection, approval was obtained from the school principal and teachers, and students were informed of the research schedule to ensure a smooth process.

2.4. Data analysis

SPSS 27 was utilized to perform various statistical tests. First, descriptive statistics were calculated. The subsequent stage was conducting a prerequisite analysis to ascertain if the data met the criteria for normality and linearity. In order to evaluate whether or not the data followed the normal pattern, the Kolmogorov-Smirnov test was used to check for normality, while linearity was examined by a one-way ANOVA to verify that inter-variable correlations are linear. The Pearson Product-Moment Correlation test was performed to determine the significance of the association among the variables.

3. FINDINGS AND DISCUSSION

3.1. Findings

The Correlation between Reading Motivation and Reading Comprehension

In order to resolve the first study question, which was whether or not there was a substantial association between motivation to read and understanding texts among students in the tenth grade in Palembang, the study utilized responses from the questionnaire and test results. The following is a list of the steps that were used to analyze the data:

A. The Results of Students' Reading Motivation

In order to examine the questionnaire data that the pupils filled out, descriptive statistics were utilized. The details can be seen below.

Table 1. Descriptive Statistics of Reading Motivation

	N	Min	Max	Mean	Std. Deviation
Reading Motivation	107	66	183	138,85	22,097

The aforementioned table indicates that the max score was 183, whereas the min score was 66. The mean was 138.85, while the std. deviation was 22.097.

B. The Results of Students' Reading Comprehension

A reading comprehension test was administered to assess understanding of reading material. The table below presents the descriptive statistical analysis of their performance.

Table 2. Descriptive Statistics of Reading Comprehension

	N	Min	Max	Mean	Std. Deviation
Reading Comprehension	107	50	98	78,69	11,095

Based on the data, the max score recorded was 98, and the min was 50. The mean score was 78.69, and the std. deviation was 11.095.

C. Prerequisite Analysis

The prerequisite test was examined to confirm whether the data were normal and linear. When determining whether or not the data were normal, the Kolmogorov-Smirnov formula was implemented.

Table 3. Normality Test of Reading Motivation and Reading Comprehension

		Unstandardized Residual
N		107
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	11,05347424
Most Extreme Differences	Absolute	0,081

	Positive	0,051
	Negative	-0,081
Test Statistic		0,081
Asymp. Sig. (2-tailed) ^c		0,080

Table 3 presents the normality test results, indicating data distribution is normal, with a score of 0.080, above the threshold of 0.05. Consequently, the data distribution of reading desire and reading comprehension exhibited normalcy.

Using the one-way ANOVA formula, a linearity test was carried out for the purpose of evaluate the linear link that exists between two particular variables. An estimation of the deviation from linearity was made during the linearity test. After determining that the p-output was above 0.05, there was a linear pattern seen in the data, which is evidence that the relationships between variables are linear.

Table 4. Linearity Test of Reading Motivation and Reading Comprehension

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension	Between Groups	(Combined)	8594,275	59	145,666	1,537	0,064
* Reading Motivation		Linearity	97,817	1	97,817	1,032	0,315
		Deviation from Linearity	8496,457	58	146,491	1,546	0,063
	Within Groups		4454,548	47	94,778		
	Total		13048,822	106			

As illustrated in Table 4, The deviation from linearity of motivation to read and understanding texts was found to be 0.063, which exceeded 0.05. Consequently, the results demonstrated linearity.

D. Correlation Analysis

The outputs of the analysis that offers the response to the first research question are shown in the table that includes the following information.

Table 5. The Correlation between Reading Motivation and Reading Comprehension

		Reading Motivation	Reading Comprehension
Reading	Pearson Correlation	1	0,087
Motivation	Sig. (2-tailed)		0,375
	N	107	107
Reading	Pearson Correlation	0,087	1
Comprehension	Sig. (2-tailed)	0,375	
	N	107	107

The findings demonstrated no significant association between the two variables, as $r_{\text{obtained}} = 0.087$ was less than the critical value ($r_{\text{table}} = 0.188$), and the Sig. 2-tailed significance threshold was 0.375. The p-value (0.375) was above 0.05 ($0.375 > 0.05$), indicating no link between students' motivation to read and their comprehension.

The Correlation between Reading Anxiety and Reading Comprehension

This study addressed the second research question regarding the significant correlation between reading anxiety and reading comprehension among tenth-grade students in senior high schools in Palembang, utilizing data collected from students' responses. The gathered data were then examined by the following steps:

A. The Results of Students' Reading Anxiety

The descriptive statistics of the questionnaire are presented below.

Table 6. Descriptive Statistics of Reading Anxiety

	N	Min	Max	Mean	Std. Deviation
Reading Anxiety	107	59	108	84,39	10,524

As shown in Table 6, it is indicated that the total number of participants was 107. The scores ranged from the lowest of 59 to the highest of 108. An average score of 84.39 was recorded, with a std. deviation of 10.524.

B. The Results of Students' Reading Comprehension

The details of the descriptive statistical analysis of students' reading comprehension are provided in the following table.

Table 7. Descriptive Statistics of Reading Comprehension

	N	Min	Max	Mean	Std. Deviation
Reading Comprehension	107	50	98	78,69	11,095

The data shown in Table 7 indicates that the max possible score was 98, while the min possible score was 50. It was determined that the average score was 78.69, and std. dev was 11,095.

C. Prerequisite Analysis

In order to ascertain whether or not the values were normal, the Kolmogorov-Smirnov test was carried out to figure out the normality of the data, as shown in the table below.

Table 8. Normality Test of Reading Anxiety and Reading Comprehension

		Unstandardized Residual
N		107
Normal	Mean	0,0000000
Parameters ^{a,b}	Std. Deviation	11,09251677
Most	Absolute	0,079
Extreme	Positive	0,046
Differences	Negative	-0,079
Test Statistic		0,079
Asymp. Sig. (2-tailed) ^c		0,102

The normality test results shown in the table demonstrate data distribution is normal, with a score of 0.102, which exceeds 0.05 ($0.102 > 0.05$). Consequently, the distribution of data on reading anxiety and reading comprehension demonstrated normality.

A check of the deviation from linearity was carried out in order to carry out the linearity test. If $p > 0.05$, then we may say that the variables are linearly related.

Table 9. Linearity Test of Reading Anxiety and Reading Comprehension

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension	Between Groups	(Combined)	3324,132	37	89,841	0,637	0,931
* Reading Anxiety		Linearity	6,166	1	6,166	0,044	0,835
		Deviation from Linearity	3317,966	36	92,166	0,654	0,917
	Within Groups		9724,690	69	140,938		
	Total		13048,822	106			

As shown in Table 9, The outcomes indicated that the disparity between reading anxiety and reading comprehension was significantly more than 0.05, with a deviation from linearity of 0.917 ($0.917 > 0.05$). As a result, the data displayed a linear arrangement.

D. Correlation Analysis

In deal with to the second research question, the outcomes of the analysis pertaining to this question are presented in the following table.

Table 10. The Correlation between Reading Anxiety and Reading Comprehension

		Reading Anxiety	Reading Comprehension
Reading Anxiety	Pearson	1	-0,022
	Correlation		
	Sig. (2-tailed)		0,824
	N	107	107
Reading Comprehension	Pearson	-0,022	1
	Correlation		
	Sig. (2-tailed)	0,824	
	N	107	107

The correlation coefficient (r-obtained) of -0.022 was less than the r-table value of 0.188, as seen in the table above. The p-value of 0.824 surpassed the significance criterion of 0.05 ($0.824 > 0.05$). The findings demonstrate an absence of any connection between students' reading anxiety and their reading comprehension.

The Correlation among Reading Motivation, Reading Anxiety, and Reading Comprehension

This section addressed the third research question, with its answers were already evident from the result of the analysis of the first research question, which demonstrated that reading motivation was not significantly associated with reading comprehension, and from the analysis of the second research question, which revealed there was no meaningful association between reading anxiety and reading. However, for further clarity, refer to the table below.

Table 11. The Correlation among Reading Motivation, Reading Anxiety, and Reading Comprehension

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.096 ^a	0,009	-0,010	11,150	0,009	0,483	2	104	0,619

a. Predictors: (Constant), Reading Anxiety, Reading Motivation

Referring to the table above, the value of R was 0.096, representing the correlation among variables. This value suggested that the correlation is neglected, indicating that no significant relationship was found. Consequently, it can be inferred that no significant connections exist among reading motivation, reading anxiety, and reading comprehension of tenth-grade students in Palembang.

3.2. Discussion

This study's results demonstrate an absence of a link between reading motivation and reading comprehension. No association was seen between reading anxiety and reading comprehension. Thus, it may be inferred that no substantial correlation exists between reading motivation, reading anxiety, and reading comprehension. These results contradict existing theoretical perspectives, which emphasize the significance of psychological elements in reading success. Brown and Lee (2015) argue that motivation is essential for students' reading accomplishments, as motivated learners tend to engage more deeply with texts and develop stronger comprehension skills. Likewise, Habibian et al. (2015) propose that reading comprehension is affected by many psychological elements, such as motivation and anxiety. However, the results of this research are inconsistent with these claims, suggesting that motivation and anxiety may not be the primary determinants of reading comprehension.

Despite this contradiction, previous research has also reported similar findings. Tyas (2024) found no link between reading motivation and comprehension, while Kartika et al. (2023)

reported no association between reading anxiety and comprehension. These consistent results across multiple studies suggest that other factors may have a more substantial impact on students' reading abilities. While motivation and anxiety are often believed to affect reading comprehension, their influence may be overshadowed by other crucial elements in the learning process.

One major factor that could explain the findings is the role of teaching methods. Regardless of how motivated or anxious students are, the effectiveness of reading instruction plays a crucial role in their comprehension (Wigfield & Gladstone, 2019). If teachers fail to engage students with appropriate strategies, even those with high motivation may struggle to comprehend texts. This highlights the importance of well-structured and engaging teaching approaches to support students in developing their reading skills.

Another significant factor is students' background, which includes their prior exposure to reading materials, access to literacy resources, and cultural influences. Smith et al. (2021) argue that students who grow up in literacy-rich environments tend to develop stronger reading comprehension skills. Even if students share similar levels of motivation and anxiety, their ability to understand texts may differ based on their reading experiences and educational support. This suggests that comprehension is shaped not only by psychological factors but also by external influences.

In addition to background, individual skills such as vocabulary knowledge and decoding ability play a critical role in reading comprehension. Alqahtani (2015) emphasizes that students with a strong vocabulary foundation are better equipped to process texts effectively, regardless of their motivation or anxiety levels. This could explain why some highly motivated students still struggle with comprehension, as their fundamental reading skills may not be sufficiently developed. Strengthening these core skills may be more beneficial than solely focusing on motivation and anxiety.

Furthermore, the learning environment significantly impacts students' reading development. A positive and supportive classroom atmosphere encourages active engagement with texts, whereas a stressful or unsupportive environment can hinder comprehension (Dalimunthe et al., 2024). If students feel comfortable participating in reading activities, they are more likely to develop stronger reading skills. This suggests that creating a stress-free and encouraging learning environment is crucial for fostering comprehension, regardless of students' individual motivation or anxiety levels.

Measuring reading motivation and reading anxiety is not as straightforward as it may seem. These factors cannot be assessed based on a single instance or occasional measurement (Dörnyei & Taguchi, 2009). A student's emotional state can change depending on external circumstances, such as personal issues or temporary stress. The use of questionnaires that attempt to measure motivation and anxiety may not fully capture a student's true experience, as responses can be influenced by temporary conditions. Relying just on these measures may not offer an adequate portrayal of the full influence that motivation and anxiety have on reading comprehension. This is due to the fact that both of these factors are conditional and change over time.

In conclusion, the lack of correlation between reading motivation, anxiety, and comprehension is not a flaw in the study, but rather a reflection that reading success is shaped by a multifaceted interaction of many components. Teaching methods, students' background, individual skills, and learning environments all contribute significantly to comprehension outcomes. Additionally, measuring anxiety accurately remains a challenge, as occasional and conditional factors can distort the results. Rather than focusing exclusively on motivation and anxiety, educators and researchers should take a holistic approach that considers all these elements to create effective reading interventions and support students more comprehensively.

4. CONCLUSIONS

4.1. Conclusion

The findings indicate that there was no significant correlation between reading motivation, reading anxiety, and reading comprehension of tenth-grade students in Palembang, suggesting that affective factors such as motivation and anxiety alone may not be the primary determinants of reading success. While motivation and anxiety are often believed to influence comprehension, other factors such as teaching methods, students' backgrounds, vocabulary knowledge, and the learning environment may have a greater impact. Additionally, measuring motivation and anxiety accurately remains a challenge, as questionnaires may not fully capture students' experiences. These findings highlight the need for a more comprehensive approach in reading research, considering multiple influences beyond psychological factors to develop more effective reading interventions.

4.2. Suggestions

Numerous recommendations are provided for researchers, educators, students, and aspiring researchers based on the findings obtained. This study identified areas for improvement, with

specific constraints providing useful insights for improving the quality of future research. Teachers are encouraged to adopt creative and innovative teaching strategies to make learning more engaging and prevent students from losing interest due to monotonous instructional methods. By incorporating interactive and varied approaches, educators may cultivate a more engaging learning atmosphere. Students should develop effective strategies to improve their reading comprehension, expand many vocabulary, and build productive reading activities that support their academic progress. For future researchers, it is recommended to increase the sample size to obtain more reliable and comprehensive results. Additionally, consulting a wide range of academic sources such as journals, articles, and books can provide deeper insights, as different studies may produce varying outcomes based on the research approach and population.

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