



THE INFLUENCE OF READING MOTIVATION AND READING SELF-CONCEPT ON READING COMPREHENSION ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF STATE JUNIOR HIGH SCHOOL OF LEMPUING DISTRICT

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Accepted :

14 August 2022

Published :

10 January 2023

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ABSTRACT

This study aimed to find out the influence of students' reading motivation and students' reading self-concept on students' reading comprehension achievement of the eighth grade students of state Junior High School of Lempuing District. In this study, 223 students of the eighth grade were chosen as the sample. This study applied the correlational causal effect quantitative research design. Questionnaire and test was used to collect the data. They were analyzed by using simple regression and multiple regression analysis. The result showed that (1) there was a significant influence of reading motivation on reading comprehension achievement of the eighth grade students of State Junior High School of Lempuing District, (2) there was a significant influence of reading self-concept on reading comprehension achievement of the eighth grade students of State Junior High School of Lempuing District, (3) there was significant influence of reading motivation on reading self-concept of the eighth grade students of State Junior High School of Lempuing District, (4) there was a significant influence of reading motivation and reading self-concept simultaneously on reading comprehension achievement of the eighth grade students of State Junior High School of Lempuing District.

Keywords: *Reading motivation, Reading self-concept, and Reading comprehension achievement*

1. INTRODUCTION

Learning English is a complex process in learning activity, it consists of four skills; reading, writing, listening, and speaking. Reading is one of the skill that students have to mastery on it. By reading, it will be easy to find out the information that wanted. In developing students' ability in reading, writing, listening and speaking is the purpose of teaching English in Junior High School (Standar Nasional Pendidikan, 2018). Understanding more kinds of reading texts is one of the aims of learning reading processing (Guthrie et al., 2007). Reading is as the English language abilities that all English learners must be master. In learning a

new language, we need reading as the important skill that we must have. In learning process, reading takes a crucial part because it can help with the development of other abilities and provide access to relevant information in the classroom or at work. Reading helps the students in understanding their material in learning processing. The ability to read effectively and efficiently will determine the success in study. Reading is an ability to build meaning from a text in obtaining information and thinking skills to understand the meaning of the text (Herlina, 2018)

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There will be various aspects that will influence the ability to learn English. Success in learning is influenced by several factors two of which are self-perception or self-concept and motivation. The study found that larger correlation values (i.e., above .70) are between reading motivation subscales (Spadafora et al., 2021). The study found in improving learners' reading comprehension it was needed explicit motivation (Ahmadi, 2017). The study found reading motivation and reading achievement was significant in correlation and had an influence and a contribution (Maruli et al., 2021).

Another research found that self-concept has more stable correlation with reading achievement (Lafontaine et al., 2021). Students who have the lack motivation means have the lack self-concept that effect to their academic achievement (Liu, 2009). Academic achievement and academic self-concept have a positive relationship and influence. As a result, positive self-concept gives the positive effect to the success in academically (Coetzee, 2011). As mentioned before, motivation takes a very crucial part in learning. Willingness and volition are mentioned as the reason to do the behaviorism, it was mentioned as the motivation (Ryan & Deci, 2000).

Motivation must be approached in a diversified manner. The motivation of students is comprised of three key characteristics: (1) the dispositions of the students toward learning and educational activities, (2) their thoughts and perspectives on themselves as learners (self-concept), and (3) their sense of effectiveness in problem-solving (Mihandoost et al., 2011). Reading motivation is defined as a person's personal objectives, goals, and convictions in relation to the subjects, methods, and results of reading (Guthrie et al., 2007). Reading encouragement is stated as the internal factor that drives people to read. Reading competency is influenced by the reading motivation as the complete factors which

suggest the reader to select reading material (Pitcher et al., 2007).

Another factor to consider is one's own self-concept. Self-perceptions are often referred to as having a self-concept, although other terms like identity, personality, and consciousness can also be used to refer to self-perceptions. Self-concept is a facet of how people develop as personalities (Sánchez & Roda, 2003). Self-perception is an order of thoughts and attitudes toward oneself that is hierarchically constructed permanently (Shavelson et al., 1976). Reading skills are influenced by several things that have the potential to develop this skill, three of which are self-perception in reading, the meaning of reading, and the purpose of reading (Quirk et al., 2009). The ideal standard of students' competence has already established, unfortunately there are some sad facts about Indonesian students' reading achievement. For reading result of PISA 2018, students in Indonesia scored lower than the EOCED average in reading. Furthermore, based on the data from 2015, Indonesia is ranked 44th out of 49 countries, considerably below other Southeast Asian nations like Malaysia, Singapore, and Thailand (Fenanlampir et al., 2019). The study found out that students' English literacy was in level 3 (low category) this study concluded that students' English literacy achievement should be improved by innovative ways aimed at achieving the desired literacy level required to succeed in school (Mirizon et al., 2021).

Based on the statement above, the writer is interested in researching the study in the influence between these three variables by involving eighth grade students of State Junior High School of Lempuing District. The writer want to know how about their reading motivation and reading self-concept, and how much this variables will have the influence and contribution to their reading comprehension achievement. Therefore, the writer will conduct this research that addresses the influence of reading motivation

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and reading self-concept on reading comprehension achievement of the eighth grade students of Lempuing District.

Studies in recent years have proven that motivation significantly correlates and influences with students' reading achievement (e.g Ahmadi,2017; Firmansyah et al., 2019; Fitriyah , 202; High, 2018; Miyamoto et al., 2018; Miyamoto et al., 2019; Maruli et al., 2021; Nababan et al., 2021; Neirouz, 2020;; Peterson, 2015; Roldan, 2020; Toste et al., 2020; Troyer et al., 2019). So, from some researches above the result showed that motivation has positive relationship and influence with students' English learning achievement. For example, it was found that motivational explicit instruction is a good way to help students improve their reading comprehension (Ahmadi, 2017). Reading motivation contributed to reading comprehension achievement (Firmansyah et al., 2019) Reading motivation and online reading practice has the significant contribution to students reading achievement (Fitriyah, 2021). There was a significant relation between intrinsic motivation and reading achievement (High, 2018). Reading motivation influenced the reading comprehension achievement of the eighth grade students (Nababan et al., 2020). Reading motivation has a positive effect toward the reading comprehension achievement of Moroccan fourth graders Reading self-efficacy as the motivational factors had affected to reading achievement (Roldan, 2020). More detailed results were presented that there was a positive correlation between intrinsic reading motivation and reading achievement. However, a negative relation was found between extrinsic motivation and reading achievement (Troyer et al., 2019).

Similarly, other existing studies have shown that self-concept significantly correlates and influences with students' learning achievement and reading

comprehension achievement (e.g Basarkod et al., 2022; Dadandi, 2021; Ehm et al., 2019; Guay et al., 2019; Jensen et al., 2019; Karimova and Csapo, 2021; Lafontaine et al., 2021; Locher et al., 2021; Marimbun, 2021; Rivera, 2021; Zuhri et al., 2021). For example, self-concept has more stable correlation with reading achievement (Lafontaine et al., 2021). There was a positive effect reading self-concept to reading comprehension (Locher et al., 2021).

Previous studies, as mentioned above, have proven that motivation and self-concept correlate with reading comprehension of students in various levels of education and various locations. Yet, not many studies have examined the influence of both reading motivation and reading self-concept toward reading comprehension achievement. Furthermore, correlational studies especially the influence of the three variables (i.e., reading motivation, reading self-concept, and reading comprehension) have not been done in junior high schools in Lempuing district. Therefore, to contribute the existing body of research, this study aims to examine the influence of reading motivation and reading self-concept on reading comprehension achievement of high school students in the district of Lempuing especially in the eighth grade of students of state junior high school. The results of the study provide a clearer understanding of the reading motivation and reading self-concept of junior high school students in the district and how these variables relate and influence to their reading comprehension achievement.

2. LITERATURE REVIEW

1. Intrinsic Motivation

Intrinsic motivation is a type of motivation that originates from within a person. It does not necessitate the presence of any external element. Students who are intrinsically motivated are motivated from inside. They are driven by an inner desire to be competent and successful. They are often more curious about everything than kids who

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do not have an inner passion to learn. Intrinsic motivation refers to doing something for the intrinsic pleasure it provides rather than for a tangential benefit. Some activities are intrinsically motivating for people, while others are not, and not everyone is intrinsically motivated for every task (Ryan & Deci, 2000).

3. Extrinsic Motivation

Extrinsic motivation is a concept that applies whenever a task is completed in order to obtain a reward. Contrary to intrinsic motivation, which refers to engaging in an activity solely for its own sake rather than for its potential benefits (Ryan & Deci, 2000). It is a drive that leads to behavior that is external to the individual, such as a desire to perform in order to receive praise and acceptance from parents or teachers, to receive high grades, and so on.

4. Reading Motivation

Reading is an effortful activity that children can choose to do or not to do, and it requires motivation (Baker, 2011). Achievement and motivation in specific domains such as reading are construed as multidimensional phenomena. (Guthrie et al., 2007) divide first language reading motivation into the following three categories, which entail eleven sub-components; competence and Reading Efficacy, achievement values and goals intrinsic, social aspects of reading. The intrinsic reasons for reading related more strongly than did the extrinsic reasons (Guthrie et al., 2007).

The intrinsic reading motivation link to: (1) greater reading frequency and greater breadth of reading, (2) greater reading enjoyment, (3) greater retention of key information, and (4) greater persistence in coping with difficulties, mastering the required skills and becoming self-determined in reading tasks.

5. Reading Self-Concept

Children's overall perceptions of their reading proficiency are referred to as their reading self-concepts, and they are built on the basis of prior mastery experiences, social comparison with peers, and outside evaluation. (Bong, 2003)

Examining the reading self-concept is needed to investigate the relationship of reading achievement and reading self-concept.

3. METHODS

In conducting this research, the quantitative causal effect correlational research was used. Quantitative research capacities, abilities, knowledge, and experience are research that the research data in the form of numeral and analysis use statistic (Sugiyono, 2015). This study used regression analysis model. Regression analysis model carried out on the basis of the consideration that the variables studied have functional relationship. The data taken from students' reading motivation and students' reading self-concept questionnaire that linked to the students' reading comprehension achievement score. This study has two independent variables; reading motivation and reading self-concept; and one dependent variable, reading comprehension achievement. This study conducted to find the influence of independents variables on dependent variable.

4. POPULATION

The population were all the eighth grade students of Lempuing district in academic year 2021/2022. with the total number were 665. A population is a collection of items or situations, such as people, things, or events, that meet certain criteria and to which the research's findings are to be applied generally (Kesumawati et al., 2017).

The more extensive group to whom one wants to apply the findings is the population. In other words, the population is the group that the researcher is interested in, the unit to whom the researcher wants to generalize the findings of the study, and the group from which the data will be collected. (Fraenkel & Wallen, 2012). Population refers to a set of person, things, or circumstances that meet certain characteristics and to whom the research's findings will be applied generally. (Sugiyono, 2015).

5. SAMPLE

A sample is a group research study on which information is obtained (Fraenkel&

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Wallen, 2012). If the population is large, the sample can be taken at a percentage of 10-15%, 20-25%, or even more, but if the population is small (less than 100), it is advised to take the entire sample. (Sugiyono, 2015).The Total number of samples were 223 that taken randomly by using proportion formula (Sugiyono, 2015).

6. TECHNIQUES COLLECTING THE DATA

In this study, the data were collected in two ways. First, two different questionnaires were used to get the data of the predictor/independent variables; reading motivation and reading self-concept that have been translated. The criterion/ dependent variable was the eighth grade students' reading comprehension achievement, it was measured by using reading comprehension test especially in reading recount text test in the essay form Motivation Reading Questionnaire (MRQ) by (Guthrie et al., 2007) that consisted of 53 items and Motivation Reading Profile (MRP) by (Gambrell et al., 1995) that consisted of 20 items were used and taken to get the validity and reliability. After processing the validity it was found that only 40 items were valid for MRQ, and 16 items were valid for MRP, and all the questionnaires were reliable. And for reading comprehension achievement it just consisted of 20 questions that valid from 25 questions which have been made.

7. RESULTS AND DISCUSSIONS**Results**

This section describes about the findings of data description. After the data were tried out in SMP Negeri 1 Lempuing Jaya, the researcher then tried to find out the research in all the eighth grade students at Lempuing District to find out the result of the research. It was found that in reading motivation, the students got the score in fair level with the total number was 125 (56,07%), with the mean of 116,27, minimum score 79, and maximum 140. In reading self concept, 197 students had positive category with the percentage was 88%, mean of 47,37, minimum 28, and maximum 58. And for reading comprehension achievement, it was found that most of the students got the high score in

the aspect of finding the specific information, with mean of 18,23, minimum 5 and maximum 15. And for the mean of reading comprehension achievement, it was 56,30, minimum score was 30 and maximum score was 75, and the students were in average category with the frequency was 108 and percentage was 48,43. In conclusion, students were in fair reading motivation, had positive self concept, and average category in reading comprehension.

1. Hypothesis Testing

There were three of hypotheses that conducted in this research.

Ho1: There is no significant influence of students' reading motivation on students' reading comprehension achievement of the eighth grade students of State Junior High Schools of Lempuing District.

Ha1: There is significant influence of students' reading motivation on students' reading comprehension achievement of the eighth grade students of State Junior High Schools of Lempuing District.

Ho1: There is no significant influence of students' reading self-concept on students' reading comprehension achievement of the eighth grade students of State Junior High Schools of Lempuing District.

Ha2: There is significant influence of students' reading self-concept on students' reading comprehension achievement of the eighth grade students of State Junior High Schools of Lempuing District.

Ho3: There is no significant reading motivation and reading self-concept on reading comprehension achievement of the eighth grade students of State Junior High Schools of Lempuing District

Ha3: There is significant influence of reading motivation and reading self-concept on reading comprehension achievement of the eighth grade students of State Junior High Schools of Lempuing District.

1. Discussion One

TABLE 4.15

The Influence of Students Reading Motivation

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3611.823	1	3611.823	31.518	.000 ^b
Residual	25325.441	22	114.595		
Total	28937.265	22			

From the Table above by using F-Test, it could be found that the significant regression value was $0.000 < 0.05$ that meant the significant was lower than 0.05. It indicated that reading motivation has a substantial impact on success in reading comprehension

TABLE 4.16

The Contribution of Students' Reading Motivation toward Reading Comprehension Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.353 ^a	.125	.121	10.705

Additionally, it was discovered that R square (R²) was 0.125, or 12.5 percent, based on the Table of Model Summary above. It means that 12.5 percent of students' reading comprehension achievement was influenced and contributed by their motivation to read, with the other 87.5 percent being influenced and contributed by other factors.

2. Discussion Two

TABLE 4.18

The Influence of Students Reading Self-Concept ANOVA

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1015.304	1	1015.304	35.469	.000 ^b
Residual	6326.122	22	28.625		
Total	7341.426	22			

From the Table above by using F-Test, it could be found that the significant regression value was $0.000 < 0.05$ that meant the significant was lower than 0.05. It meant there was a significant influence of reading self-concept on reading comprehension achievement.

TABLE 4.19

The Contribution of Students' Reading Self-Concept toward Reading Comprehension Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.372 ^a	.138	.134	5.350

From the Table Model Summary above, it could found that the R square (R²) value was 0.138 or equal 13.8%. This implied that reading self-concept affected and contributed to reading comprehension achievement was about 13.8% and other variables contributed 86.2%.

3. Discussion Three

TABLE 4.21

The Influence of Students' Reading Motivation and Students' Reading Self-Concept on Students' Reading Comprehension Achievement

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	880.323	2	440.162	19.227	.000 ^b
Residual	5036.394	220	22.893		
Total	5916.717	222			

From the Table above by using F-Test, it could be found that the significant regression value was $0.000 < 0.05$ that meant the significant was lower than 0.05. It indicated that reading motivation and reading self-concept had a substantial impact on students' progress in reading comprehension.

TABLE 4.22

The Contribution of Students' Reading Motivation and Students' Reading Self-Concept on Students' Reading Comprehension Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.386 ^a	.149	.141	4.785	.149	19.227	2	220	.000

From the Table of Model Summary above, it could be found that R square (R²) value was 0.149 or equal 14.9%, it meant reading motivation and reading self-concept affected and contributed to reading

comprehension achievement was around 14.9% and rest of 85.1% was contributed from other variables

8. CONCLUSION

First, it was found that reading motivation significantly influence reading comprehension achievement of the eighth grade students of State Junior High Schools of Lempuing District. It meant that when a student had high reading motivation, he/ she would have high reading comprehension achievement too. This finding was supported by the existing research before.

Second, it was found that reading self-concept significantly influence reading comprehension achievement of the eighth grade students of State Junior High School of Lempuing District. It meant that when a student had a positive reading self-concept, he/she would also have good reading comprehension achievement.

Third, it was found that reading motivation and reading self-concept simultaneously and significantly influence reading comprehension achievement of the eighth grade students of State Junior High Schools of Lempuing District.

Suggestions

Students should be able to figure out and increase reading motivation and reading self-concept with the aim that they can improve their reading comprehension achievement. Students needed to be sure that by having good reading motivation and reading self-concept would have good effect to their reading comprehension achievement that gave much information for them.

Since reading motivation and reading self-concept is important aspects in learning activity, especially in reading activity. Teachers should examine the students' reading motivation and self-concept because knowing them will decide the strategies they use. One of the goals of teaching is to improve students' reading motivation and self-concept. Teachers should find the interesting reading material that appropriate with their reading level, make an activity that could improve students' reading motivation and reading self-concept, activate the literacy activity before starting the learning activity.

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Schools need to become an innovative school and find an innovative ways in order to motivate students to read. Schools can provide a list of reading that related to curriculum that includes magazines, newspaper, novel, etc. School's library is one of the important parts that can influence students' reading interest and motivation. In this place, students can find out and know about the books they are reading. Schools should make a comfortable library to make the students more interesting to come in this place. Library will introduce a variety of books to the students.

Parents need to understand the importance of praising their children on ability and motivation to read. Parents should facilitate them by giving them the opportunity to buy books that are relevant and according to their wishes.

Acknowledgement

By saying Alhamdulillah, after the hard work, the writer could finish writing this thesis. This thesis is written as one of the requirements for the Magister Pendidikan (M.Pd.) in English Language Education Study Program of the Graduate Program, PGRI University of Palembang.

The writer would like to express her deepest gratitude to the wonderful advisors, Dr. Tahrún, M.Pd. and Artanti Puspitasari, Ph.D. for their never ending support, helpful advice, sincere help, serious, guidance, great motivation and encouragement. The writer would also be grateful to the Rector of PGRI University of Palembang, Dr. Bukman Lian, M.M, M.Si.,CIQaR, the director of Graduate Program, Dr Syaiful Eddy, M.Si.,CIQnR and staff members, Head of English Education Program Dr. Masagus Firdaus, M.Pd. and staff members, all of lecturers and all of the librarians. The writer would also thankful to the all headmasters of State Junior High School of Lempuing District and the headmaster of SMP N 1 Lempuing Jaya, all of the English teachers, the staff members and the students for their assistance and cooperation.

In addition, the writer would like to express her deepest respect, love and care to her beloved husband, daughter and son,

brothers and sisters and best friends for their love, help and support.

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