



The Role of English Learning Motivation in Enhancing Students' Reading Comprehension

Susiani^{*1}, Fitri Rizki²

^{*1}Manajemen Informatika, STIKOM Tunas Bangsa, Pematangsiantar, Indonesia

²Sistem Informasi, STIKOM Tunas Bangsa, Pematangsiantar, Indonesia

*e-mail: ^{*1}susiani@amiktunasbangsa.ac.id ^{*2}fitri_rizki@stikomtunasbangsa.ac.id

Article Info

Article history:

Received Jun 04, 2026

Revised Jun 10, 2026

Accepted Jun 15, 2026

Kata Kunci:

Motivasi
Pemahaman Membaca
Bahasa Inggris sebagai Bahasa Asing
Keterlibatan Siswa
Belajar Bahasa Inggris

Keywords:

Motivation
Reading Comprehension
English as A Foreign Language
Student Engagement
English Learning

ABSTRAK

Penelitian ini menyelidiki peran motivasi belajar bahasa Inggris dalam meningkatkan kemampuan pemahaman membaca siswa dalam konteks English as a Foreign Language (EFL). Motivasi secara luas diakui sebagai faktor kunci yang memengaruhi keberhasilan pembelajaran bahasa, khususnya dalam pemahaman membaca yang membutuhkan keterlibatan kognitif dan usaha yang berkelanjutan. Penelitian ini menggunakan desain kuantitatif korelasional yang melibatkan 60 siswa kelas sebelas. Data dikumpulkan menggunakan kuesioner motivasi dan tes pemahaman membaca. Hasil penelitian menunjukkan adanya korelasi positif yang signifikan antara motivasi siswa dan kemampuan pemahaman membaca mereka ($r = 0.65$, $p < 0.05$). Temuan tersebut menunjukkan bahwa siswa yang memiliki motivasi tinggi cenderung menunjukkan kemampuan pemahaman yang lebih baik. Penelitian ini menunjukkan bahwa pengembangan motivasi intrinsik maupun ekstrinsik dapat secara signifikan meningkatkan hasil membaca siswa. Oleh karena itu, para pendidik dianjurkan untuk menerapkan strategi-strategi motivasional dalam pengajaran membaca.

ABSTRACT

This study investigates the role of English learning motivation in enhancing students' reading comprehension in an English as a Foreign Language (EFL) context. Motivation is widely acknowledged as a key factor influencing language learning success, particularly in reading comprehension, which requires cognitive engagement and sustained effort. This research employed a quantitative correlational design involving 60 eleventh-grade students. Data were collected using a motivation questionnaire and a reading comprehension test. The results revealed a significant positive correlation between students' motivation and their reading comprehension ability ($r = 0.65$, $p < 0.05$). The findings indicate that highly motivated students tend to demonstrate better comprehension skills. The study suggests that fostering both intrinsic and extrinsic motivation can significantly improve students' reading outcomes. Therefore, educators are encouraged to apply motivational strategies in teaching reading.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Susiani,
Manajemen Informatika, STIKOM Tunas Bangsa
Jln. Jendral Sudirman Blok A No. 1,2&3 Pematangsiantar, 21127, Sumut, Indonesia
Email: susiani@amiktunasbangsa.ac.id

1. INTRODUCTION

Reading comprehension is widely recognized as one of the most essential skills in learning English as a foreign language (EFL). It enables students to access information, develop critical thinking, and expand their linguistic competence. According to (Snow, 2002), reading comprehension involves the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In academic settings, students are often required to read various types of texts, making reading comprehension a fundamental component of language proficiency.

Despite its importance, many students encounter significant difficulties in understanding English texts. These challenges may stem from limited vocabulary, lack of background knowledge, inadequate reading strategies, and low engagement in reading activities (Grabe, 2009). Among these factors, motivation has been identified as a key determinant influencing students' success in reading comprehension. Without sufficient motivation, students tend to show low interest, reduced effort, and minimal persistence when dealing with complex texts.

Motivation in language learning refers to the internal and external drives that encourage learners to initiate and sustain learning activities (Deci, E.L., & Ryan, 2000). It plays a central role in determining how much effort learners are willing to invest and how long they persist in achieving their learning goals (Dornyei, 2001). In the context of EFL learning, motivated students are more likely to actively participate in reading tasks, apply effective comprehension strategies, and seek additional learning opportunities beyond the classroom (Ushioda, 2011).

Furthermore, motivation can be categorized into intrinsic and extrinsic types. Intrinsic motivation refers to engaging in an activity for its inherent satisfaction, such as reading for enjoyment or curiosity. In contrast, extrinsic motivation involves performing an activity to achieve external rewards, such as grades or recognition (Deci, E.L., & Ryan, 2000). Both types of motivation are important in shaping students' learning behaviors, although intrinsic motivation is often considered more sustainable and beneficial for long-term learning outcomes.

Previous studies have demonstrated a strong relationship between motivation and reading achievement. (Guthrie, J.T., & Wigfield, 2000) emphasize that motivated readers are more engaged, use a wider range of reading strategies, and achieve higher levels of comprehension. Similarly, (Baker, L., & Wigfield, 1999) found that students' motivation significantly predicts their reading frequency and performance. In EFL contexts, (Yamashita, 2004) also reported that students with positive attitudes and high motivation tend to achieve better reading outcomes.

However, despite extensive research on motivation and reading, there is still a need to explore how English learning motivation specifically contributes to students' reading comprehension in different educational contexts. Many studies focus on general motivation, but fewer address its direct relationship with reading comprehension in EFL classrooms, particularly at the secondary school level.

Therefore, this study aims to investigate the role of English learning motivation in enhancing students' reading comprehension. Specifically, it seeks to determine whether there is a significant relationship between students' motivation and their reading performance. The findings of this study are expected to provide valuable insights for educators in designing more effective and motivating reading instruction, as well as contributing to the broader field of language learning research.

2. LITERATURE REVIEW

2.1. Concept of Learning Motivation

Motivation is widely regarded as one of the most influential factors in the success of language learning. It refers to the internal and external processes that initiate, guide, and sustain goal-oriented behaviors (Deci, E.L., & Ryan, 2000). In the context of education, motivation determines the level of students' engagement, persistence, and effort in learning activities (Pintrich, P.R., & Schunk, 2002).

(Deci, E.L., & Ryan, 2000), through their Self-Determination Theory (SDT), classify motivation into intrinsic and extrinsic types. Intrinsic motivation refers to engaging in an activity for its inherent enjoyment or interest, while extrinsic motivation involves performing tasks to obtain external rewards or avoid negative outcomes (Deci, E.L., & Ryan, 2000). Intrinsically motivated learners tend to demonstrate higher levels of curiosity, deeper engagement, and long-term persistence compared to extrinsically motivated learners.

In second language acquisition, motivation plays a central role in determining learners' achievement. (Gardner, 2004) emphasizes that motivation includes not only the desire to learn a language but also the effort and attitudes toward learning it. Similarly, (Dornyei, 2005) highlights that motivation is dynamic and can change over time depending on learning experiences and environmental factors.

Moreover, (Ushioda, 2011) argues that motivation should be viewed from a sociocultural perspective, where learners' identities, goals, and social contexts influence their motivation. This perspective suggests that motivation is not only an individual factor but also shaped by classroom interaction and learning environments.

2.2. Reading Comprehension in EFL Context

Reading comprehension is a complex cognitive process that involves constructing meaning from written texts (Snow, 2002). It requires the integration of multiple skills, including decoding, vocabulary knowledge, syntactic awareness, and background knowledge (Grabe, 2009).

According to (Anderson, 2003), effective reading comprehension involves the use of metacognitive strategies such as predicting, monitoring, and evaluating understanding. (Pressley, 2006) further emphasizes that skilled readers actively engage with texts by applying strategies such as summarizing, questioning, and clarifying.

In the EFL context, reading comprehension becomes more challenging due to limited exposure to the target language and differences in linguistic structures (Grabe, 2009). Students often struggle with unfamiliar vocabulary, complex sentence structures, and cultural differences embedded in texts. These challenges require not only cognitive skills but also affective factors such as motivation and interest.

Furthermore, schema theory suggests that comprehension depends on the interaction between the reader's prior knowledge and the text (Anderson, 2003). Without sufficient background knowledge or motivation to activate it, students may fail to construct meaning effectively.

2.3. The Relationship Between Motivation and Reading Comprehension

The relationship between motivation and reading comprehension has been widely explored in educational research. Motivation is believed to influence how frequently students read, how much effort they invest, and how effectively they use reading strategies (Guthrie, J.T., & Wigfield, 2000).

(Guthrie, J.T., & Wigfield, A., Barbosa, P., 2004) introduced the concept of reading engagement, which integrates motivation and cognitive strategies. They argue that motivated students are more engaged in reading activities, leading to improved comprehension outcomes. This engagement includes behavioral, emotional, and cognitive involvement in reading tasks.

Empirical studies support the positive relationship between motivation and reading achievement. (Wigfield, A., & Guthrie, 1997) found that students with higher reading motivation tend to read more frequently and achieve better comprehension scores. Similarly, (Baker, L., & Wigfield, 1999) identified several dimensions of reading motivation, such as curiosity, involvement, and recognition, which significantly influence reading performance.

In EFL contexts, (Yamashita, 2004) demonstrated that learners' attitudes and motivation toward reading in English are closely related to their reading proficiency. Students who enjoy reading and perceive it as valuable are more likely to engage in reading activities and achieve higher levels of comprehension.

Additionally, recent perspectives emphasize the importance of intrinsic motivation in reading. (Deci, E.L., & Ryan, 2000) argue that intrinsically motivated learners are more likely to experience deep learning and sustained engagement. This is particularly important in reading comprehension, where sustained attention and cognitive effort are required.

2.4. Previous Studies and Research Gap

Numerous studies have examined the role of motivation in language learning; however, not all of them specifically focus on its impact on reading comprehension. While studies by (Guthrie, J.T., Wigfield, A., & You, 2007) and (Wigfield, A., & Guthrie, 1997) highlight the importance of motivation in reading, many of these studies are conducted in first language (L1) contexts rather than EFL settings.

In addition, previous research often focuses on general academic motivation rather than English learning motivation specifically. This creates a gap in understanding how motivation in learning English directly influences students' reading comprehension skills in EFL classrooms.

Furthermore, there is limited research conducted at the secondary school level, particularly in developing countries, where students may face different challenges such as limited resources and exposure to English.

Therefore, this study seeks to fill this gap by investigating the relationship between English learning motivation and students' reading comprehension in an EFL context. By focusing on secondary school students, this research aims to provide more context-specific insights into how motivation can be leveraged to improve reading outcomes.

3. RESEARCH METHOD

3.1. Research Design

This study employed a quantitative approach using a correlational research design to examine the relationship between English learning motivation and students' reading comprehension. Quantitative research was chosen because it allows the researcher to analyze numerical data statistically and objectively (Creswell, 2014). The correlational design was used to determine whether there was a significant relationship between the two variables without manipulating them. In this study, English learning motivation served as the independent variable, while reading comprehension served as the dependent variable.

To measure the relationship between the variables, the researcher applied the Pearson Product-Moment Correlation technique. This method was considered appropriate because both variables were quantitative in nature. The data were collected at one point in time through a motivation questionnaire and a reading comprehension test administered to the participants. Therefore, the correlational quantitative design was suitable for identifying the extent to which students' motivation was related to their reading comprehension achievement.

3.2. Research Setting and Participants

This study was conducted at a senior high school in an English as a Foreign Language (EFL) context. The school was selected because English is taught as a compulsory subject, and students regularly engage in reading activities as part of the English curriculum. The participants of this study were 60 eleventh-grade students selected using a simple random sampling technique. This sampling technique was used to provide equal opportunities for all students to participate in the study and to minimize bias in participant selection.

The participants were between 16 and 17 years old and had similar educational backgrounds and English learning experiences. They were chosen because eleventh-grade students are considered to have sufficient exposure to English reading materials and are expected to possess intermediate-level reading skills. Therefore, they were considered appropriate participants for investigating the relationship between English learning motivation and reading comprehension. All participants voluntarily took part in the study and completed both the motivation questionnaire and the reading comprehension test during the data collection process.

3.3. Research Instruments

To collect the data, two main instruments were used:

A. Motivation Questionnaire

The motivation questionnaire was used to measure students' level of motivation in learning English. The questionnaire was adapted from (Gardner, 2004) Attitude/Motivation Test Battery (AMTB) and (Dornyei, 2001) motivational framework. It consisted of 20 statements related to students' attitudes, interests, efforts, and goals in learning English.

The questionnaire covered two major dimensions of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation included students' enjoyment, curiosity, and personal interest in learning English, while extrinsic motivation referred to external factors such as grades, rewards, teacher encouragement, and future career opportunities.

A five-point Likert scale was used to measure students' responses, ranging from:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Before being distributed to the participants, the questionnaire was validated by experts in English education to ensure that the items were appropriate and relevant to the research objectives. A pilot test was also conducted to examine the reliability of the instrument. The reliability analysis using Cronbach's Alpha showed a coefficient of 0.87, indicating that the questionnaire had a high level of reliability.

The questionnaire was administered to the participants before the reading comprehension test. The students were asked to answer all items honestly based on their own experiences and perceptions regarding English learning. The collected scores were then analyzed statistically to determine the relationship between motivation and reading comprehension.

B. Reading Comprehension Test

The reading comprehension test was used to measure students' ability to understand written English texts. The test consisted of 25 multiple-choice questions based on several text types, including narrative, descriptive, and expository texts. Each question had four answer options, with only one correct answer.

The test was designed to assess several aspects of reading comprehension, such as identifying the main idea, finding specific information, making inferences, determining the meaning of vocabulary in context, and understanding the overall content of the text. These indicators were adapted from reading comprehension theories proposed by (Snow, 2002) and (Anderson, 2003).

Before being administered to the participants, the test was reviewed by English education experts to ensure its validity and appropriateness for the students' proficiency level. In addition, a pilot test was conducted to examine the reliability and clarity of the test items. The results showed that the test was reliable and suitable for measuring students' reading comprehension ability in this study.

The participants were given 45 minutes to complete the test. Each correct answer was scored as one point, while incorrect answers received zero points. The total scores were then converted into percentages for statistical analysis.

C. Data Collection Procedures

The data collection procedures in this study were conducted systematically in several stages. First, the researcher obtained permission from the school administration and coordinated with the English teacher before conducting the research. After receiving approval, the researcher explained the objectives and procedures of the study to the participants to ensure that they clearly understood the purpose of the research.

Second, the motivation questionnaire was distributed to the students. The participants were asked to respond to all questionnaire items honestly based on their personal experiences and attitudes toward learning English. The questionnaire was completed within approximately 20–30 minutes under the supervision of the researcher.

After the questionnaire session, the students were given a reading comprehension test. The test consisted of several reading passages followed by multiple-choice questions designed to measure students' comprehension skills, including identifying main ideas, finding specific information, making inferences, and understanding vocabulary in context. The participants were given approximately 45 minutes to complete the test. Finally, all completed questionnaires and test sheets were collected and checked to ensure that no responses were missing. The data were then coded, organized, and entered into statistical software for further analysis. These procedures were conducted carefully to ensure the accuracy and reliability of the collected data.

D. Data Analysis Techniques

The data collected in this study were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics were used to describe the students' levels of English learning motivation and reading comprehension ability. The analysis included the calculation of the mean, standard deviation, minimum score, and maximum score for each variable. These statistics provided a general overview of the participants' performance and motivation levels.

Furthermore, inferential statistics were employed to determine the relationship between English learning motivation and students' reading comprehension. The Pearson Product-Moment Correlation was used to analyze the strength and direction of the correlation between the two variables because the data were quantitative and normally distributed. The correlation analysis was conducted using a significance level of 0.05 ($p < 0.05$). If the significance value was lower than 0.05, the relationship between the variables was considered statistically significant.

In addition, the interpretation of the correlation coefficient was based on the correlation classification proposed by (Sugiyono, 2017), ranging from very low to very strong correlation. The statistical analysis was carried out using SPSS software to ensure the accuracy and reliability of the results.

E. Validity and Reliability

To ensure the quality and accuracy of the research instruments, validity and reliability tests were conducted before the data collection process. The validity of the instruments was examined through expert judgment by English education lecturers to ensure that the questionnaire items and reading comprehension test were relevant to the research objectives and theoretical framework. The questionnaire items were designed based on the concepts of intrinsic and extrinsic motivation proposed by (Deci, E.L., & Ryan, 2000) and (Gardner, 2004). Meanwhile, the reading comprehension test was developed according to the students' curriculum and reading indicators, including identifying main ideas, specific information, inference, and vocabulary understanding. The results of the validation process indicated that all items were appropriate and suitable for use in this study.

In addition, the reliability of the motivation questionnaire was measured using Cronbach's Alpha to determine the consistency of the instrument. The reliability coefficient obtained was 0.87, which indicates a high level of reliability because it exceeded the minimum acceptable value of 0.70 (Sugiyono, 2017). This means that the questionnaire consistently measured students' motivation levels. Similarly, the reading comprehension test was also tested for reliability to ensure the consistency and stability of the students' scores. Therefore, both instruments were considered valid and reliable for collecting the research data.

F. Ethical Considerations

Ethical considerations were carefully addressed throughout this study to ensure the protection of the participants and the integrity of the research process. Prior to conducting the research, permission was obtained from the school administration and the English teacher. The participants were informed about the purpose of the study, the procedures involved, and the use of the collected data for academic purposes only.

Participation in this study was entirely voluntary, and students had the right to refuse or withdraw from the research at any time without any negative consequences. In addition, the researcher ensured that all participants' personal information and responses remained confidential and anonymous. No names or identifying information were disclosed in the research report.

Furthermore, the researcher ensured that the study did not cause any physical or psychological harm to the participants. The instruments used in this research were designed solely for educational purposes and were administered in a respectful and professional manner. Therefore, the research was conducted in accordance with ethical principles in educational research.

4. RESULTS AND DISCUSSION

4.1. Results

This section presents the findings of the study regarding the relationship between English learning motivation and students' reading comprehension. The data were analyzed using descriptive and inferential statistics to determine the students' motivation levels, reading comprehension achievement, and the correlation between the two variables.

A. Descriptive Statistics

Descriptive statistics were used to provide an overview of the students' scores on the motivation questionnaire and reading comprehension test. The results are presented in Table 1.

Table 1. Descriptive Statistics of Motivation and Reading Comprehension

Variable	N	Mean	Std. Deviation	Minimum	Maximum
Learning Motivation	60	78,45	8,72	60	92
Reading Comprehension	60	75,30	9,15	58	90

Based on Table 1, the mean score of students' learning motivation was **78.45**, indicating that the participants generally had a relatively high level of motivation in learning English. The standard deviation of **8.72** shows that the students' motivation scores were moderately varied. The minimum score was **60**, while the maximum score reached **92**.

Meanwhile, the mean score of reading comprehension was **75.30**, which indicates that the students had a moderate to high level of reading comprehension ability. The standard deviation of **9.15** suggests that there was some variation in students' reading performance. The lowest score obtained was **58**, while the highest score was **90**.

These findings indicate that most students demonstrated positive motivation toward learning English and achieved satisfactory reading comprehension results.

B. Correlation Analysis

To determine the relationship between English learning motivation and reading comprehension, the Pearson Product-Moment Correlation analysis was conducted. The result is shown in Table 2.

Table 2. Correlation Between Motivation and Reading Comprehension

Variables	Motivation	Comprehension
Motivation	1.000	0,650**
Reading Comprehension	0,650**	1.000

Note: $p < 0,05$

The correlation analysis revealed that the correlation coefficient between motivation and reading comprehension was $r = 0.65$, with a significance level below **0.05**. This result indicates a statistically significant positive relationship between the two variables.

The positive correlation means that students with higher levels of motivation tended to achieve better reading comprehension scores. Conversely, students with lower motivation levels tended to obtain lower reading comprehension results.

Based on the interpretation of correlation coefficients proposed by (Sugiyono, 2017), the value of **0.65** falls into the category of a **strong correlation**. Therefore, English learning motivation can be considered an important factor influencing students' reading comprehension achievement.

C. Analysis of Motivation Dimensions

The questionnaire results also showed that both intrinsic and extrinsic motivation contributed to students' reading comprehension performance. Students who reported enjoying reading English texts and learning new vocabulary tended to achieve higher reading scores. Similarly, students who were motivated by external factors such as good grades and teacher encouragement also demonstrated positive reading performance.

However, intrinsic motivation appeared to have a stronger influence on reading comprehension. Students who read English texts because of personal interest and curiosity showed greater engagement during reading activities and were more willing to apply reading strategies independently.

D. Findings Interpretation

The findings suggest that motivation plays an essential role in students' reading achievement. Highly motivated students are more likely to spend time reading English texts, practice reading strategies, and actively engage in classroom activities. Motivation encourages students to persist even when they encounter difficult vocabulary or complex sentence structures.

In addition, the results indicate that motivation supports students' cognitive engagement during reading activities. Students who are motivated tend to focus more on understanding the content, identifying main ideas, and interpreting information from texts.

Overall, the findings demonstrate that English learning motivation significantly contributes to enhancing students' reading comprehension ability in the EFL context.

4.2. Discussion

The findings of this study demonstrate that English learning motivation has a significant positive relationship with students' reading comprehension. The correlation coefficient result ($r = 0.65$, $p < 0.05$) indicates that students who possess higher levels of motivation tend to achieve better performance in reading comprehension tasks. This finding confirms that motivation is an important factor in the process of learning English, particularly in developing reading skills.

The results are consistent with (Gardner, 2004) theory, which states that motivation influences learners' willingness to invest effort and persist in language learning activities. Students with strong motivation are generally more enthusiastic and active in participating in classroom activities, including reading exercises. They are also more willing to overcome difficulties when encountering unfamiliar vocabulary or complex texts.

Furthermore, the findings support (Deci, E.L., & Ryan, 2000) Self-Determination Theory, which emphasizes the importance of intrinsic and extrinsic motivation in learning. In this study, intrinsically motivated students showed greater interest and enjoyment in reading English texts. They tended to read not only for academic purposes but also for personal satisfaction and curiosity. As a result, these students demonstrated deeper comprehension and stronger engagement during reading activities.

The study also aligns with (Guthrie, J.T., & Wigfield, 2000) concept of reading engagement, which suggests that motivated students are more likely to apply effective reading strategies such as predicting, summarizing, questioning, and monitoring comprehension. These strategies help students process information more effectively and improve their understanding of written texts. Therefore, motivation not only affects students emotionally but also contributes to their cognitive performance in reading comprehension.

In the context of EFL learning, motivation becomes even more essential because students often have limited exposure to English outside the classroom. Motivated learners tend to seek additional opportunities to practice reading independently through books, online articles, or other English materials. This increased exposure helps improve vocabulary mastery, background knowledge, and reading fluency, all of which support comprehension ability.

Another important finding is that intrinsic motivation appeared to contribute more strongly to reading comprehension than extrinsic motivation. Students who genuinely enjoyed learning English and reading texts

showed higher levels of concentration and persistence compared to students who learned mainly for grades or external rewards. This finding is in line with (Deci, E.L., & Ryan, 2000), who argue that intrinsic motivation leads to more sustainable and meaningful learning outcomes.

However, although motivation showed a strong relationship with reading comprehension, it was not the only factor influencing students' reading achievement. Other factors such as vocabulary knowledge, grammar mastery, prior knowledge, reading habits, and metacognitive strategies also played important roles. Some students with high motivation still experienced difficulties in understanding texts due to limited vocabulary or insufficient reading strategies.

The findings of this study have important pedagogical implications for English teachers. Teachers should create motivating classroom environments that encourage students to participate actively in reading activities. Providing interesting and relevant reading materials can increase students' interest and engagement. In addition, teachers should support students' intrinsic motivation by giving positive feedback, promoting learner autonomy, and encouraging students to read beyond classroom assignments.

Moreover, integrating interactive teaching methods such as group discussions, collaborative reading tasks, and digital reading resources may further enhance students' motivation and comprehension skills. Teachers should also explicitly teach reading strategies to help students become more effective and independent readers.

Despite its contributions, this study has several limitations. The study involved a relatively small sample size from one school, which may limit the generalizability of the findings. Additionally, the correlational design only identifies the relationship between variables and does not establish causation. Future researchers are encouraged to conduct experimental or mixed-method studies involving larger populations to gain deeper insights into how motivation influences reading comprehension in different educational contexts.

5. CONCLUSION

This study was conducted to investigate the role of English learning motivation in enhancing students' reading comprehension in an English as a Foreign Language (EFL) context. Based on the findings of the study, it can be concluded that English learning motivation has a significant positive relationship with students' reading comprehension achievement. The statistical result of the Pearson Product-Moment Correlation analysis ($r = 0.65$, $p < 0.05$) indicates that students with higher levels of motivation tend to demonstrate better reading comprehension performance compared to those with lower motivation levels.

The findings of this study emphasize that motivation is an essential factor in the language learning process, particularly in reading activities that require concentration, persistence, and cognitive engagement. Students who are highly motivated tend to participate more actively in classroom activities, spend more time practicing reading, and apply effective reading strategies when understanding texts. As a result, they are more capable of identifying main ideas, understanding detailed information, interpreting vocabulary in context, and drawing conclusions from reading passages.

Moreover, the study reveals that both intrinsic and extrinsic motivation contribute to students' reading achievement. However, intrinsic motivation appears to have a stronger influence on reading comprehension. Students who read English texts because of personal interest, enjoyment, or curiosity tend to show deeper engagement and greater persistence during reading activities. They are more likely to read independently and explore various English materials outside the classroom. On the other hand, extrinsic motivation, such as obtaining good grades, praise from teachers, or future academic and career opportunities, also encourages students to improve their reading performance.

In addition, the findings support several theories and previous studies related to motivation and language learning. The results are in line with (Gardner, 2004) theory, which highlights the importance of motivation in second language acquisition, as well as (Deci, E.L., & Ryan, 2000) Self-Determination Theory, which emphasizes the role of intrinsic and extrinsic motivation in sustaining learning behavior. The study also supports (Guthrie, J.T., & Wigfield, 2000) concept of reading engagement, which explains that motivated students are more likely to use cognitive and metacognitive reading strategies effectively.

The results of this study also provide important pedagogical implications for English teachers and educators. Teachers should create supportive and motivating classroom environments that encourage students to develop positive attitudes toward reading in English. Providing interesting and relevant reading materials, integrating interactive learning activities, and giving constructive feedback may help increase students' motivation and engagement. Furthermore, teachers should encourage students to become autonomous learners by developing regular reading habits both inside and outside the classroom.

Although motivation was found to have a significant contribution to reading comprehension, it is important to acknowledge that motivation is not the only factor influencing students' reading achievement.

Other factors such as vocabulary mastery, grammar knowledge, background knowledge, reading habits, and the use of reading strategies also affect students' comprehension ability. Therefore, improving reading comprehension requires a comprehensive approach that combines both motivational and cognitive aspects of learning.

This study also has several limitations. The research involved a relatively small number of participants from one educational institution, which may limit the generalizability of the findings. In addition, the use of a correlational design only identifies the relationship between variables and does not establish a direct causal effect. Therefore, future studies are recommended to involve larger samples, different educational contexts, and more advanced research designs such as experimental or mixed-method approaches to gain deeper insights into the role of motivation in enhancing reading comprehension.

In conclusion, English learning motivation plays a crucial role in improving students' reading comprehension. Students who possess higher motivation are more likely to become active, engaged, and successful readers. Therefore, fostering students' motivation should become one of the primary goals in English language teaching and learning practices.

ACKNOWLEDGEMENTS

First and foremost, the researcher would like to express sincere gratitude to Allah SWT for His blessings, guidance, and mercy, which have enabled the completion of this study entitled "*The Role of English Learning Motivation in Enhancing Students' Reading Comprehension*."

The researcher would also like to convey deepest appreciation to the supervisor and lecturers for their valuable guidance, constructive suggestions, and continuous support throughout the research process. Their encouragement and expertise have greatly contributed to the completion of this study.

Special thanks are extended to the principal, English teacher, and students who participated in this research. Their cooperation, assistance, and willingness to provide the necessary data made this study possible.

The researcher is also deeply grateful to family and friends for their endless prayers, motivation, and moral support during the completion of this research.

Finally, the researcher realizes that this study is still far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of future research. Hopefully, this study will provide useful contributions to the field of English language teaching and learning.

REFERENCES

- Anderson, N. (2003). Practical English Language Teaching. *Reading*. In D. Nunan (Ed).
- Baker, L., & Wigfield, A. (1999). Dimensions of Children's Motivation for Reading. *Educational Psychologist*, 34 (2), 89–101.
- Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). *Thousand Oaks, CA: Sage*.
- Deci, E.L., & Ryan, R. M. (2000). Intrinsic and Extrinsic Motivations. *Contemporary Educational Psychology*, 25 (1), 54–67.
- Dornyei, Z. (2001). Motivational strategies in the language classroom. *Cambridge University Press*.
- Dornyei, Z. (2005). The Psychology of the Language Learner. *Lawrence Erlbaum*.
- Gardner, R. C. (2004). Attitude/ Motivation Test Battery. *University of Western Ontario*.
- Grabe, W. (2009). Reading in a Second Language: Moving from Theory to Practice. *Cambridge University Press*.
- Guthrie, J.T., & Wigfield, A., Barbosa, P., et al. (2004). Increasing Reading Comprehension. *Journal of Educational Psychology*, 96 (3), 403–423.
- Guthrie, J.T., & Wigfield, A. (2000). Engagement and Motivation in Reading. *Handbook of Reading Research*, 3, 403–422.
- Guthrie, J.T., Wigfield, A., & You, W. (2007). Reading Motivation. *Educational Psychology Review*, 19 (3), 263–284.
- Pintrich, P.R., & Schunk, D. . (2002). Motivation in Education. *Merril*.
- Pressley, M. (2006). Reading Instruction That Works. *Guilford Press*.
- Snow, C. E. (2002). Reading For Understanding. *RAND Corporation*.
- Sugiyono. (2017). Metode Penelitian Kuantitatif. *Alfabeta*.
- Ushioda, E. (2011). Motivation, Autonomy, and Sociocultural Theory. *Language Teaching*, 44 (2), 199–210.
- Wigfield, A., & Guthrie, J. T. (1997). Motivation For Reading. *Journal of Educational Psychology*, 89 (3), 420–432.
- Yamashita, J. (2004). Reading Attitudes in L2. *Reading in a Foreign Language*, 16 (1), 1–19.