



## The Correlation among EFL Undergraduate Students' Reading Motivation, Enthusiasm, and Reading Comprehension

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### Abstract

*This research was correlational research with quantitative approach. The population of this research was 123 students of English Education UNP academic year 2020 from K1-K5. In choosing sample, the researcher used cluster random sampling technique to choose one class only. The researcher chose K2 consisted of 30 students as the sample of this research. The data of this research were obtained from two questionnaires to measure students' reading motivation and enthusiasm and used test to measure students' reading comprehension. Then, the data was analyzed with the help of SPSS program version 22. The result of this research showed that reading motivation partially had no correlation with reading comprehension (Sig. 0.637 > 0.05); enthusiasm partially had a correlation with reading comprehension (Sig. 0.019 > 0.05) with the negative correlation and moderate level based on the Pearson Correlation (-0.425); and reading motivation and enthusiasm simultaneously had no correlation with reading comprehension (Sig. 0.067 > 0.05). Properly, correlational research among three variables can be further developed.*

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## INTRODUCTION

Reading is a skill which is important to be mastered by the students beside three other skills. By reading, students can get information from the text and process it. In addition, reading has some positive effects to the students themselves. For instance, it will increase students' vocabulary, knowledge, reading experience, and also reading comprehension (Ahmadi and Pourhossein, 2012). Then, reading comprehension is to know and understand any information after reading the text.

There are main factors that cause the students feel difficult to comprehend their reading. The main factors are about reading motivation and enthusiasm. Motivation can be defined as a reason for people in doing the activity (Dornyei and Ushioda, 2011). This means motivation is the desire to do something even how long and how hard the activity to be followed. Reading motivation is the factor that affects students' will in reading. It can be seen from the efforts done by students. Besides, enthusiasm is a manner to do the activities without any enforcement (Rahma, 2010 cited in Qodariyah, 2021).

However, the previous research about the correlation between reading motivation and reading comprehension has been conducted a lot by some researchers. Likewise, the research about the correlation between enthusiasm and reading comprehension were also done by the previous researchers. Therefore, the research that analyses the correlation among students' reading motivation, enthusiasm, and reading comprehension is still under investigated. The researcher wants to see the relationship between of three variables. So, this research will show how the extent to which the correlation of these variables are.

## **RESEARCH METHOD**

### ***Research Design***

The research design of this research was correlational research with quantitative approach. Correlational research is a research about how to find the relationship between two or more variables (Gay and Airasian, 2000:321). Therefore, the researcher wanted to discover the correlation among students' reading motivation, enthusiasm, and reading comprehension at English Education of UNP academic year 2020.

### ***Sample***

The sample of this research was selected by using *cluster random sampling* technique from the English Education UNP students' academic year 2020. Then, K2-2020 students were the sample of this research consisted of 30 students.

### ***Data Collection***

In this research, there were three instruments used; two questionnaires and one test. Reading motivation and reading enthusiasm questionnaires used to measure students' motivation and enthusiasm in reading. Whereas, reading comprehension test used to measure students' comprehension in reading. The first questionnaire was adapted from Wigfield and Guthrie (1997) namely Motivation for Reading Questionnaire (MRQ) revised version. Originally, there were 53 statements in the questionnaire made based on 11 indicators. However, in this research, the researcher adapted it and only used 33 statements because some of them were not related with motivation. Then, the second questionnaire was adapted from Fitria (2019). Formerly, there were 30 statements in this questionnaire made based on 4 indicators. However, the researcher adapted it and only used 20 statements because some of them were not related with enthusiasm. Additionnaly, the items in both questionnaires contained positive and negative statements.

### ***Data Analysis***

After collecting the data, the researcher analysed them. The researcher used SPSS program version 22 with statistical test analysis called inferred statistical method. In addition, the researcher used multiple linear regression analysis. To fulfil this type of regression, there were some classical assumptions to do with interval or ratio data. The data from the both questionnaires were ordinal data and must be transformed first to interval data using MSI. In contrast, the data from the test was already in the form of ratio data. The steps were explained below:

#### **1. Normality Test**

In this research, the researcher used Shapiro Wilk normality test in SPSS because the sample of this research was 30 students or less than 50. It was used to find out whether the collected data were normal or not. So, if Sig. value was higher than 0.05, the data of this research was normal.

#### **2. Linearity Test**

In this research, the researcher did linearity test in SPSS to know if the data were linear or not. If the Sig. value was higher than 0.05 or the f-counted is higher than f-table, the variables were linear.

#### **3. Multicollinearity Test**

In this research, the researcher did multicollinearity test in SPSS to see whether the independent variables are highly correlated between each other or not. A good regression model was if there was no intercorrelation between the independent variables which can be seen from Tolerance and VIF values. So, if Tolerance value was higher than 0.10 and VIF value was lower than 10.00, it means there was no multicollinearity.

#### **4. Heteroscedasticity Test**

In this research, the researcher did heteroscedasticity test in SPSS to see whether the variance of the residual value was similar or not. In this case, the researcher chooses Glejser methods which did the regression between the independent variables and the value of absolute residue. If Sig. value between them was higher than 0.05, there was no heteroscedasticity.

#### **5. Hypothesis Testing**

After fulfil all of the classical assumptions, the researcher did hypothesis testing. The researcher used Pearson Product Moment to test the first and second hypotheses. Then, for the third hypothesis, the researcher used multiple correlations with two independent variables (reading motivation and enthusiasm). In addition, the hypotheses were not to test the truth, but to test whether the hypotheses were accepted or rejected.

**RESULT AND DISCUSSION**

**Research Finding**

**1. Result of Reading Motivation Questionnaire**

Motivation Reading Questionnaire (MRQ) was used to determine the level category of students' reading motivation. The researcher used 33 items which represented some indicators within it. There were positive and negative items in the questionnaire. To score the questionnaire, the researcher used scale named Likert scale consisted of 4 alternative answers.

**Table 1 Results of the Motivation Reading Questionnaire**

<b>Student</b>	<b>Score</b>	<b>Mean</b>	<b>Classification</b>
1	80	2.424242424	Low
2	94	2.848484848	High
3	90	2.727272727	High
4	83	2.515151515	High
5	94	2.848484848	High
6	111	3.363636364	Very High
7	95	2.878787879	High
8	99	3	High
9	100	3.030303030	High
10	101	3.060606061	High
11	80	2.424242424	Low
12	108	3.272727273	Very High
13	86	2.606060606	High
14	102	3.090909091	High
15	95	2.878787879	High
16	88	2.666666667	High
17	115	3.484848485	Very High
18	90	2.727272727	High
19	104	3.151515152	High
20	108	3.272727273	Very High
21	70	2.121212121	Low
22	102	3.090909091	High
23	86	2.606060606	High
24	99	3	High
25	96	2.909090909	High
26	99	3	High
27	85	2.575757576	High
28	101	3.060606061	High
29	102	3.090909091	High
30	113	3.424242424	Very High

According to the result from 30 students, there were 3 students had low level of motivation, 22 students had high level of motivation, and 5 students had very high level of motivation. In addition, the overall mean was obtained from summed up the total means by the number of all students. The result was 2.905050505 and categorized as high level of motivation. It can be indicated that students' reading motivation was good.

## 2. Result of Reading Enthusiasm Questionnaire

Reading Enthusiasm Questionnaire (REQ) was used to determine the level category of students' enthusiasm. The researcher used 20 items which represented some indicators within it. There were positive and negative items in the questionnaire. To score the questionnaire, the researcher used scale named Likert scale consisted of 4 alternative answers. The highest score was 4 and the lowest score was 1 for the positive items. In contrast, the highest score was 1 and the lowest score was 4 for the negative items. Then, the researcher analyzed the results of the questionnaire by counting the score from each student to know the mean.

**Table 2 Results of the Reading Enthusiasm Questionnaire**

Student	Score	Mean	Classification
1	60	3	High
2	49	2.45	Low
3	49	2.45	Low
4	55	2.75	High
5	55	2.75	High
6	54	2.7	High
7	60	3	High
8	56	2.8	High
9	53	2.65	High
10	41	2.05	Low
11	57	2.85	High
12	59	2.95	High
13	53	2.65	High
14	58	2.9	High
15	60	3	High
16	48	2.4	High
17	67	3.35	Very High
18	48	2.4	Low
19	57	2.85	High
20	55	2.75	High
21	52	2.6	High
22	51	2.55	High
23	59	2.95	High
24	51	2.55	High
25	60	3	High
26	56	2.8	High

27	59	2.95	High
28	58	2.9	High
29	50	2.5	High
30	57	2.85	High

According to the result from 30 students, there were 4 students had low level of enthusiasm, 25 students had got high level of enthusiasm, and only 1 student had very high level of enthusiasm. In addition, the overall mean was obtained from summed up the total means by the number of all students. The result was 2.745 and categorized as high level of enthusiasm. It can be indicated that students' reading enthusiasm was good.

### 3. Result of Reading Comprehension Test

Reading Comprehension Test (RCT) was used to determine the students' achievement in reading comprehension. The researcher used 25 questions which represented some indicators and consisted of five simple passages. To score the test, the researcher used point 1 for right answers and point 0 for wrong answers. After that, the researcher analyzed the results of the test by counting the right and wrong answers from each student to know the final score.

**Table 3 Results of the Reading Comprehension Test**

Student	Score	Classification	Level
1	72	Fair	Satisfactory
2	40	Poor	Below Average
3	12	Poor	Insufficient
4	80	Good	Above Average
5	80	Good	Above Average
6	68	Fair	Satisfactory
7	24	Poor	Below Average
8	68	Fair	Satisfactory
9	52	Less	Insufficient
10	64	Fair	Satisfactory
11	36	Poor	Insufficient
12	28	Poor	Insufficient
13	56	Less	Below Average
14	52	Less	Below Average
15	24	Poor	Insufficient
16	44	Poor	Insufficient
17	48	Poor	Insufficient
18	68	Fair	Satisfactory
19	64	Fair	Satisfactory
20	24	Poor	Insufficient
21	44	Poor	Insufficient
22	80	Good	Above Average

23	60	Fair	Satisfactory
24	76	Good	Above Average
25	24	Poor	Insufficient
26	56	Less	Below Average
27	24	Poor	Insufficient
28	32	Poor	Insufficient
29	64	Fair	Satisfactory
30	32	Poor	Insufficient

According to the result from 30 students, there were 14 students got poor score, 4 students got less score, 8 students got fair score, and 4 students got good score, and no one got excellent score. Related to the level of reading comprehension mentioned in chapter 2, most of the students had low reading comprehension (literal level). This may occur due to the lack of thoroughness during the test and only answers properly about the information based on the texts that have been read.

#### 4. Result of Classical Assumptions

There were some classical assumptions before doing hypothesis testing:

- a) Normality test was done to find out whether the collected data from both questionnaires and test were normal or not.

#### Table 4 Shapiro-Wilk Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Motivation	.087	30	.200 <sup>*</sup>	.987	30	.967
Enthusiam	.141	30	.133	.949	30	.158
Reading Comprehension	.124	30	.200 <sup>*</sup>	.939	30	.087

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The researcher used Shapiro Wilk for normality test. From the table above, the data were distributed normally. It can be seen that the result of Sig. value from each variable because 0.967, 0.158, and 0.87 were higher than 0.05.

- b) Linearity test was done to know if the data were linear or not from the value of deviation from linearity in ANOVA table.

#### Table 5 Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension *X1new	Between Groups	(Combined)	2995.467	5	599.093	1.610	.196
		Linearity	1611.644	1	1611.644	4.330	.048
		Deviation from Linearity	1383.822	4	345.956	.930	.463
	Within Groups	8932.000	24	372.167			
Total			11927.467	29			

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension *X2new	Between Groups	(Combined)	5622.171	11	511.106	1.459	.230
		Linearity	201.351	1	201.351	.575	.458
		Deviation from Linearity	5420.820	10	542.082	1.548	.202
	Within Groups	6305.295	18	350.294			
Total			11927.467	29			

From the table above, the deviation from linearity value for reading motivation and reading comprehension was 0.483 and for enthusiasm and reading comprehension was 0.202. It was higher than 0.05 and can be concluded that each dependent variable were linear with independent variable.

c) Multicollinearity test was done to know whether there was multicollinearity or not by looking at Tolerance and VIF values.

**Table 6 Multicollinearity Test**

Coefficients <sup>a</sup>		
Model	Collinearity Statistics	
	Tolerance	VIF
1 Reading Motivation	.950	1.053
Enthusiasm	.950	1.053

a. Dependent Variable: Reading Comprehension

From the table above, Tolerance and VIF values of reading motivation and enthusiasm were same. For Tolerance, the value was 0.950 and higher than 0.100. For VIF, the value was 1.053 and lower than 10.00. It can be indicated that there was no symptoms of multicollinearity in the data.

d) Herescedasticity test with Glejser method was done to know whether there was a symptom or not by looking at Sig. value after the existence of absolute residual.

**Table 7 Heteroscedasticity Test**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.974	20.874		.382	.705
	Reading Motivation	-.069	.165	-.081	-.416	.681
	Enthusiasm	.277	.341	.158	.812	.424

a. Dependent Variable: Abs\_RES

From the table above, Sig. value of each dependent variables were 0.681 and 0.424 (higher than 0.05). There were no symptoms of heteroscedasticity in the data.

### 5. Result of Hypothesis Testing

In order to know whether the hypotheses were accepted or rejected, the tests were done by looking at the Sig. value and the Pearson correlation. Thus, the result of the hypotheses tests can be seen from the table 8, 9, and 10 below:



**Table 8 The Result of First Hypothesis Test**

Correlations			
		Reading Motivation	Reading Comprehension
Reading Motivation	Pearson Correlation	1	-.090
	Sig. (2-tailed)		.637
	N	30	30
Reading Comprehension	Pearson Correlation	-.090	1
	Sig. (2-tailed)	.637	
	N	30	30

The first hypothesis was tested by Pearson Product Moment in SPSS. Based on the table above, the Sig value was 0.637. It was higher than 0.05 and can be indicated that reading motivation partially had no correlation to reading comprehension at English Education of UNP academic year 2020. So, the null hypothesis (H<sub>0</sub>) of this research was accepted.

**Table 9 The Result of Second Hypothesis Test**

Correlations			
		Enthusiasm	Reading Comprehension
Enthusiasm	Pearson Correlation	1	-.425*
	Sig. (2-tailed)		.019
	N	30	30
Reading Comprehension	Pearson Correlation	-.425*	1
	Sig. (2-tailed)	.019	
	N	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

The second hypothesis was tested by Pearson Product Moment in SPSS. Based on the table above, the Sig value was 0.019. It was lower than 0.05 and can be indicated that enthusiasm partially had a correlation to reading comprehension at English Education of UNP academic year 2020. Then, Pearson Correlation was – 0.425 which can be categorized as negatively correlated. If the value of students' enthusiasm was high, then the value of reading comprehension would be low. On the contrary, if the value of students' enthusiasm was low, then the value of reading comprehension would be high. Besides, the degree of correlation based on that value was in moderate correlation. So, the alternative hypothesis (H<sub>a</sub>) of this research was accepted.

**Table 10 The Result of Third Hypothesis Test**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.426 <sup>a</sup>	.181	.121	19.01737	.181	2.990	2	27	.067

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

The third hypothesis was tested by multiple correlations in SPSS. Based on the table above, the Sig. F Change was 0.067. It was higher than 0.05 and can be

indicated that reading motivation and enthusiasm simultaneously had no correlation to reading comprehension at English Education of UNP academic year 2020. So, the null hypothesis (H<sub>0</sub>) of this research was accepted.

### **Discussion**

The purposes of this research were to test the correlation between reading motivation and reading comprehension, enthusiasm and reading comprehension, as well as reading motivation and enthusiasm to reading comprehension simultaneously at the second year of English Department of UNP.

The first research question was to discover to what extent the correlation between reading motivation and reading comprehension. The finding stated that reading motivation partially had no correlation to reading comprehension at English Education of UNP academic year 2020. It was showed from the Sig. value that was higher than 0.05 (0.637>0.05). If the value of reading motivation decreased, then reading comprehension also decreased. Thus, a null hypothesis (H<sub>0</sub>) was accepted. This result was in contrast with the previous research conducted by Marsela (2017) who found the significant correlation between reading motivation and reading comprehension achievement with  $r=0.587$ . It can be stated that not all students who had high reading motivation also had high reading comprehension. Besides, not all students with low reading motivation also had low reading comprehension.

The second research question was to discover to what extent the correlation between enthusiasm and reading comprehension. The finding stated that enthusiasm partially had a correlation to reading comprehension at English Education of UNP academic year 2020. It was showed from the Sig. value that was lower than 0.05 (0.019>0.05). Then, Pearson Correlation was  $-0.425$  which can be categorized as negatively correlated. If the value of students' enthusiasm was high, then the value of reading comprehension would be low. On the contrary, if the value of students' enthusiasm was low, then the value of reading comprehension would be high. Besides, the degree of correlation based on that value was in moderate correlation. Thus, the alternative hypothesis (H<sub>a</sub>) was accepted. This result was in accordance with the previous research conducted by Fitria (2019) who found positive correlation between enthusiasm and reading comprehension. It was proven by coefficient correlational between those two variables with  $r$  value was 0.983. It was categorized as a high correlation.

The third research question was to discover to what extent the correlation among reading motivation, enthusiasm, and reading comprehension. The finding stated that reading motivation and enthusiasm simultaneously had no correlation to reading comprehension at English Education of UNP academic year 2020. It was showed from the Sig. value that was higher than 0.05 (0.067>0.05). Thus, a null hypothesis (H<sub>0</sub>) was accepted. If the value of reading motivation and enthusiasm decreased simultaneously, then the value of reading comprehension decreased too. It can be happened based on the factors influence on students. For instance, the topic of the text was not interested and the vocabularies were difficult to understand. Thus, it could affect students' reading comprehension.

As explained above, correlational research that had been conducted was only a combination of the two variables. As an example, there was a research about the

correlation between reading motivation and reading comprehension and also the correlation between enthusiasm and reading comprehension. However, correlational research which combined the three variables namely reading motivation, enthusiasm, and reading comprehension had never been conducted before.

### **Conclusion**

Related to the findings and discussion made before, the conclusions were stated below. For the first research question, the result was reading motivation partially had no correlation to reading comprehension at English Education of UNP academic year 2020. It can be seen from the result of Pearson Product Moment test by seeing the Sig. value. It was 0,637 which was higher than 0.05. So, the null hypothesis (H<sub>0</sub>) was accepted.

Second, enthusiasm partially had a correlation to reading comprehension at English Education of UNP academic year 2020. It can be seen from the result of Pearson product moment test by seeing Sig. value. The Sig value was 0,019 which was lower than 0.05. It was categorized as a negatively correlated with moderate level of correlation based on the Pearson correlation that was – 0.425. So, the alternative hypothesis (H<sub>a</sub>) was accepted.

Third, reading motivation and enthusiasm simultaneously had no correlation to reading comprehension at English Education of UNP academic year 2020. It can be seen from the result of multiple correlations by seeing the Sig. value. So, the null hypothesis (H<sub>0</sub>) was accepted.

In addition, this research was expected benefits for further researchers as a reference for the futher research to develop correlational research involving three variables with different focus.

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