

The Correlation Between Students' Reading Motivation and Their Reading Comprehension in Narrative Text at Eighth Grade of SMP Negeri 1 Pekanbaru

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Abstract. Students struggle to read English texts due to lack of motivation, difficulties in understanding complex language structures, and challenges with unfamiliar vocabulary, especially in narrative texts. This study aimed to investigate the correlation between students' reading motivation and their reading comprehension in narrative texts. This study used a correlational design. The sample consisted of 63 students of eighth grade students at SMP Negeri 1 Pekanbaru, selected using a simple random sampling technique. To collect data, the researcher used a questionnaire to assess students' reading motivation and an objective test to evaluate their reading comprehension in narrative texts. A Pearson correlation analysis showed a correlation coefficient (r_{xy}) of 0.514, indicating a moderate positive relationship between the two variables. With a significance value of 0.000, which is less than 0.05, this correlation was found to be statistically significant. Furthermore, because the r -value (0.514) is greater than the r -table value (0.252) for 63 students at the 5% significance level, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. These results indicate that increased students' reading motivation is related to improved reading comprehension in narrative texts.

Keywords: Narrative Text; Reading Comprehension; Reading Motivation; SMPN 1 Pekanbaru; Students.

1. BACKGROUND

English is a global language that plays an essential role in education, communication, and access to knowledge. Reading is a critical skill for language learners as it contributes to vocabulary development, critical thinking, and overall academic success (Syahfutra & Niah, 2019); (Laličić & Dubravac, 2021)). In Indonesia, students still perform poorly in reading literacy. The Program for International Student Assessment (PISA) in 2018 reported that Indonesia ranked 74th out of 79 countries with a score of 371 in reading literacy (PISA Indonesia, 2023). Low reading comprehension among students is often linked to limited vocabulary, lack of interest, and low motivation to read (Radiyah et al., 2023).

Motivation has been recognized as one of the strongest predictors of academic achievement (Omar et al., 2021); (Bakkaloğlu & Pilten, 2023)). Therefore, it is important to investigate the relationship between reading motivation and reading comprehension. Narrative texts, in particular, provide a meaningful way to improve comprehension skills, vocabulary, and imagination (Dhillon et al., 2020).

However, many students still struggle to understand narrative texts due to low motivation and insufficient strategies (Hakiki, 2022). This study is conducted to fill the gap by

exploring the correlation between students' reading motivation and their reading comprehension in narrative texts at SMP Negeri 1 Pekanbaru.

2. LITERATURE REVIEW

Reading is not only the act of decoding words but also involves comprehension and interpretation of meaning (Brown, 2004; Snow, 2002). Reading motivation is defined as the internal and external factors that drive individuals to read (Wigfield et al., 1996). It is often divided into intrinsic motivation, which comes from personal interest, and extrinsic motivation, which is influenced by external rewards such as grades or recognition. Wigfield et al. (1996) developed the Motivation for Reading Questionnaire (MRQ), which measures multiple dimensions of reading motivation, including curiosity, involvement, recognition, competition, and efficacy.

Meanwhile, reading comprehension refers to the ability to construct meaning from texts, which can be categorized into literal, inferential, critical, and appreciative comprehension (Ramadhani, 2024). Narrative texts, with their structure of orientation, complication, and resolution, are effective in enhancing comprehension skills and engagement (Nikmah, 2020).

Previous studies, such as (Radiyah et al., 2023), (Bakkaloğlu & Pilten, 2023), and (Puspitorini & Hamdani 2021), consistently found a significant correlation between reading motivation and comprehension. However, few specifically focused on narrative texts in junior high school contexts. Thus, this research is relevant and provides new insights.

3. RESEARCH METHOD

This study applied a quantitative correlational design to examine the correlation between students' reading motivation (X) and reading comprehension in narrative text (Y). The population consisted of class VIII students of SMP Negeri 1 Pekanbaru and the sample are 63 students. This research used the simple random sampling technique. The instruments were, first a reading motivation questionnaire consisting of 20 items that adapted from (Elfriti, 2024). And second is a reading comprehension test consisting of 20 items that adapted from (Lestari, 2022). Data were analyzed with SPSS version 25 using validity, reliability, normality, linearity, and Pearson Product Moment Correlation tests.

4. RESULTS AND DISCUSSION

Results

Normality Test

Data normality testing was conducted as a condition for hypothetical testing. The data were tested using the one-sample Kolmogorov-Smirnov test with help from SPSS 25 version. A data distributin is normal if the value of significance (sig) > 0.05 . The result of normality test as follow:

Table 1. Normality Test.

One-Sample Kolmogorov-Smirnov Test		
N		Unstandardized Residual
Normal Parameters ^{a,b}	Mean	63
	Std. Deviation	.0000000
Most Extreme Differences	Absolute	2.84828973
	Positive	.061
	Negative	.052
Test Statistic		-.061
Asymp. Sig. (2-tailed)		.061
		.200 ^{c,d}

Based on the above normality table, the normality test indicates that the data is normal distribution because students' reading motivation (X) and reading comprehension in narrative text (Y) have a significance 0.200, which means sig. (2-tailed) > 0.05 ($0.200 > 0.05$). Therefore, all the data met the normality assumption and can be used to process to the next step, namely the linearity test.

Linearity Test

The variables are linear if the value of significance > 0.05 . The linearity test had tested with the help of SPSS 25 version.

Table 2. Linearity Test.

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	454.012	30	15.134	2.111	.020
Linearity	180.438	1	180.438	25.168	.000
Deviation from Linearity	273.574	29	9.434	1.316	.224
Within Groups	229.417	32	7.169		
Total	683.429	62			

The result of the linearity test above show that both variables have a significance value of 0.224, where the value of a significant deviation from linearity is greater than 0.05 ($0.224 > 0.05$). It can be concluded that there is a significant linear correlation between the variable students' reading motivation (X) and reading comprehension in narrative text (Y).

Correlation Analysis

The researcher used SPSS 25 to find out the result of the hypothesis test with the Pearson product moment formula. The calculation is as follows:

Table 3. Pearson Correlation Analysis.

Correlations		Students' Reading Motivation	Reading Comprehension in Narrative Text
Students' Reading Motivation	Pearson Correlation	1	.514**
	Sig. (2-tailed)		.000
	N	63	63
Reading Comprehension in Narrative Text	Pearson Correlation	.514**	1
	Sig. (2-tailed)	.000	
	N	63	63

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

Based on the above table, Pearson correlation value is 0.514 and significant value 0.000. Based on those results, alternative hypothesis (H1) is accepted and null hypothesis (H0) is rejected. The results of the product moment correlation analysis show there is a significant correlation.

Discussion

The Pearson correlation analysis resulted in $r_{xy} = 0.514$ with $p = 0.000$ ($p < 0.05$), indicating a moderate positive correlation. This means that students with higher reading motivation tend to achieve higher comprehension in narrative texts. The findings are consistent with previous studies (Radiyah et al., 2023; Bakkaloğlu & Pilten, 2023; Puspitorini & Hamdani, 2021) that highlighted the positive effect of motivation on comprehension. The implication is that teachers should foster intrinsic motivation by selecting interesting narrative materials and applying interactive teaching strategies. Extrinsic factors, such as recognition and assessment, can also encourage students to read more. This research supports the view that reading motivation is a critical factor in developing comprehension skills in EFL learners.

5. CONCLUSION AND SUGGESTIONS

The study concludes that there is a significant correlation between students' reading motivation and their reading comprehension in narrative texts at SMP Negeri 1 Pekanbaru. The correlation coefficient of 0.514 indicates that reading motivation positively influences comprehension achievement. It is suggested that teachers integrate strategies to enhance motivation, such as providing varied and engaging reading materials, fostering curiosity, and creating supportive classroom environments. Future research may examine

interventions to improve motivation or expand the study to other text types and educational levels.

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