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# The Analysis of Students' Motivation and Reading Comprehension of Second Grade Students at SMA Persada Bandar Lampung

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## Abstract

*This study aimed to investigate the relationship between motivation and reading comprehension among second-grade students at SMA Persada Bandar Lampung, while also exploring the dynamics of their interaction. Employing a mixed-method approach with an explanatory sequential design, the research was conducted with 36 students using a basic correlation statistical, correlation explanatory design, and included interviews with 8 respondents for qualitative data. Tests and interviews were utilized for data collection. The findings revealed a weakly positive correlation between motivation and reading comprehension among the students. Analysis of interview responses highlighted the presence of various subcategories of intrinsic and extrinsic motivation among the pupils, shedding light on the nuanced nature of their motivational orientations. This study underscores the importance of understanding and addressing diverse motivational factors in fostering effective reading comprehension skills among second-grade students.*

**Keywords:** *motivation; reading comprehension; second-grade students; mixed-method approach; intrinsic motivation; extrinsic motivation.*

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## Introduction

Reading entails more than just decoding of a sequence of letters; it involves the extraction of meaning and comprehension of the underlying significance (Gilakjani & Sabouri, 2016; Graham & Bellert, 2004; Guthrie et al., 2007). The role of motivation is crucial in this journey, since it propels our drive to learn and amplifies our reading skills. The significance of students' reading motivation is associated with enhanced reading comprehension. Examining motivation in further depth, using the framework of Self Determination Theory, uncovers intrinsic and extrinsic incentives as essential elements (Cox & Guthrie, 2001; Efriza et al., 2023; Schiefele et al., 2012).

Intrinsic motivation, which arises from the innate inclination of human nature to seek integration, refers to behaviours that are pursued for their inherent gratification or interest (Cox & Guthrie, 2001; Scott Rigby et al., 1992). This encompasses the core components of intrinsic motivation, namely identified regulation and

integrated regulation, which collectively contribute to the experience of competence, autonomy, and connectedness. Conversely, extrinsic motivation arises from external influences such as incentives or penalties and encompasses external regulation and introjected regulation (Dai & Wang, 2007; Lau, 2009).

Reading requires constant speculation, where understanding the author's intention and comprehending the importance of textual parts are crucial. This highlights the significance of comprehension, which necessitates not only deciphering but also logical inference and synthesis of concepts (Guthrie et al., 1999; Schiefele et al., 2012). Genuine reading necessitates the understanding of the transmitted message (Dai & Wang, 2007; Wigfield et al., 2016).

There are six primary elements that contribute to reading comprehension: decoding knowledge, vocabulary knowledge, syntactic knowledge, discourse knowledge, ready factors, and affective aspects. These components jointly facilitate the comprehension and assimilation of

information from texts (Gilakjani & Sabouri, 2016; Perfetti et al., 2005; Snow, 2010). Comprehension into four levels: literal, interpretative, critical, and creative, with each level building upon the previous one (Graham & Bellert, 2004; Smith et al., 2021; Zhu et al., 2020).

Nevertheless, within the vast body of literature on reading comprehension, there is a lack of research on the interplay and impact of these components on successful reading comprehension strategies. The objective of this study is to fill this void by examining the complex interplay between internal and external motives, components of comprehension, and levels of reading proficiency. This work aims to provide new insights that can guide the creation of customised reading interventions and instructional methods.

## **Research Method**

This study utilises a mixed-method approach, integrating both quantitative and qualitative methods for data gathering and analysis. Mixed-methodologies research entails the use of quantitative and qualitative methods to achieve a thorough comprehension of the study subject. This research used an explanatory sequential design, which involves first gathering quantitative data and then supplementing it with qualitative data to provide greater explanation and elaboration on the quantitative findings (Elleman & Oslund, 2019; Wanzek et al., 2010).

The quantitative phase will employ a correlation design, specifically targeting two distinct groups. Correlation analysis as a statistical method that investigates the link between variables using a correlation coefficient to determine its significance. It is crucial to understand that correlation does not establish causality. Instead, it uncovers associations between variables, where positive correlations show a connection between high scores in distinct categories, while negative correlations indicate an opposite relationship. The quantitative data will be analysed via basic correlation statistical techniques (Elleman & Oslund, 2019; Fletcher, 2006; Landi, 2010).

In contrast, qualitative data will be collected using descriptive qualitative approaches, with the goal of offering comprehensive and accurate interpretations. Interviews will be conducted to gather further insights into the research

variables, complementing the quantitative data collection (Elleman & Oslund, 2019; Sakolrak, 2014).

The study will be carried out at SMA Persada Bandar Lampung, with a specific focus on pupils in the second grade. The school is located at Jl. Imam Bonjol KM 11 No.8, in the Kemiling sub-district of Bandar Lampung city, Lampung province. The variable being studied is students' motivation, which is considered the independent variable. The dependent variable is reading comprehension (Efriza et al., 2023).

The method of total sample will be utilised, including all 36 second-grade pupils at SMA Persada Bandar Lampung. The selection of total sampling is based on the small size of the population. The research instruments comprise a questionnaire designed to evaluate motivation and reading comprehension, and interviews aimed at collecting comprehensive explanations.

The data analysis will be performed independently for the quantitative and qualitative data. Prior to utilising statistical methods, quantitative data will be evaluated for normal distribution. The Spearman rank correlation coefficient (S) test will be employed to examine research hypotheses. The qualitative data will be analysed includes data reduction, display, and conclusion drawing/verification (McNamara, 2007; Rohana, 2018; Sugiharti et al., 2020).

## **Finding and Discussion**

Due to the research findings, this section was divided into two parts to accommodate two separate types of data: quantitative and qualitative. The divide was required due to the imperative of comprehensively addressing two research inquiries, each necessitating a distinct analytical methodology. The quantitative component intended to determine any potential correlation between students' reading motivation and their academic achievement at SMA Persada Bandar Lampung, addressing the first research question. Conversely, the qualitative portion of the study focused on addressing the second research question by examining the intricate elements of students' reading motivation in the same setting.

The Spearman rank correlation was used in the quantitative analysis to evaluate the association between variables. This statistical technique

enabled the investigation of possible links between students' motivation levels and their reading skills. Concurrently, the qualitative data analysis concentrated on revealing the fundamental causes and dynamics that influence students' motivation to read. The qualitative component of the

study utilised in-depth interviews and thematic analysis to gain a detailed and comprehensive understanding of student motivation in the educational environment of SMA Persada Bandar Lampung.

**Table 1**  
**Spearman Rank Correlation**

Correlations				
			Motivasi	reading
Spearman's rho	Motivasi	Correlation Coefficient	1,000	,199
		Sig. (2-tailed)	.	,244
		N	36	36
	reading	Correlation Coefficient	,199	1,000
		Sig. (2-tailed)	,244	.
		N	36	36

This part examines the outcomes obtained from the descriptive statistics of the questionnaire and reading comprehension test, focusing on the initial research topic. The correlation coefficient (r), which ranges from 1 to -1, represents the degree of association between the two variables. Values closer to 1 or -1 indicate a greater association, while values closer to 0 suggest a weaker relationship. The study found a correlation coefficient (r) value of 0.199, demonstrating a weak positive link between motivation and reading comprehension.

After examining the questionnaire and analysing the results of the reading comprehension test, it became clear that there is a positive correlation between motivation and reading comprehension. Furthermore, the presence of reading

motivation was found to have a beneficial and noteworthy effect on the achievement of reading comprehension. More precisely, the Spearman rank correlation coefficient (S) indicated a tenuous yet noteworthy connection between reading motivation and reading comprehension achievement. This implies that when students' motivation to read grows, their ability to understand what they read generally improves, but the extent of gain may differ across individuals.

In order to further substantiate the quantitative results, a series of interviews were carried out with a total of eight second-grade children attending SMA Persada Bandar Lampung. The selection of these respondents was based on their performance, with four of them achieving better scores (R1, R20, R13, and R15) and four of them achieving lower scores (R2, R4, R7, and R33) on the evaluation. The interviews lasted for a duration of two weeks and were specifically aimed at investigating both external and internal motivation. The respondents were presented with ten questions that encompassed different facets of motivation and its impact on reading comprehension. The comprehensive findings of these interviews are outlined in the appendices, offering more perspectives on the correlation between motivation and reading comprehension among students.

**Table II**  
**The Interview Data**

Categories	Questions	Statements
<b>Intrinsic Motivation</b>	Do you like reading? Why?	It depends on the book that I read because I only like comic and I don't like lesson book. (R15), No, I do not. I don't like reading because reading is boring. (R20), (R13), (R4) Yes, I do. I like reading because reading is interesting so we can add some knowledge (R1), (R2), (R7) (R33)
	Do you spare your time to read? If it is yes	No, I don't. I do not like reading, I am lazy to read (R15), (R13), (R4) Sometimes, it is because I do not like reading (R20)

	why and if it is no why?	Yes, I do. It is because to spend my spare time (R1), (R2), (R7) (R33)
	What kind of book do you like? Why do you like that book?	I like comic or novel book because in that book contains many interesting pictures (R15), (R20), (R7), (R33) I like history book because it is talking about life in the past (R2), (R13) I like fiction book because it is not real story (R1) I do not have the book that I like to read because I do not like reading (R4)
	Is reading important and why?	Yes, it is. It is important because by reading we can add our knowledge, explore new things and undersatnd some information. (R1), (R2), (R20), (R13), (R15), (R4), (R7), (R33)
	Do you always understand what you have read? If it is yes why and if it is no why?	Not really, it depends on the book that I read if it is simple book means the book is easy to understand, I will understand it. (R1), (R2), (R13), (R15), (R4), (R7), (R33) No, I don't. This is because I need someone to explain it so I can understand. (R20),
	What do you think of the benefit of reading?	The benefit of reading I think is to add new knowledge, to get smarter. (R1), (R2), (R20), (R13), (R15), (R4), (R7), (R33)
	How do you think that reading is adding knowledge?	I think reading can make us know about new things or information so we can know many things. (R1) (R20), (R4), (R13), (R2),(R15) By reading, it can make me to be smarter (R7), When we read, in every book, there is some messages that can make us know so we can change our pattern of life (R33)
<b>Extrinsic Motivation</b>	Do you only read if it is your parents ask you to read? If it is yes why and if it is no why?	No, I don't. It is because my parents never ask me to read (R4), (R13), (R1) (R20) No, I don't. It is because I read based on my willingness without being asked. (R2), (R33) Yes, I do. It is because I do not want my parents get mad on me (R15), (R7)

	Do you only read if you get an assignment from your teacher? If it is yes why and if it is no why?	Yes, I do. It is because to get the answer of the assignment by reading. (R15), (R13), (R4), (R7), (R2), (R1) Sometimes, it depends on my mood (R33) No, I don't. I just finish the assignment without reading. (R20)
	Do you read only if you want to get a high score in exam for example? If it is yes why and if it is no why?	Yes, I do. It is because I want to get high score and I get motivated of it. (R7), (R4), (R15) No, I don't. If I read, I can not understand. (R33) No, I don't. That is because I like reading or only if I want to read. (R1), (R13) Yes, sometimes. It depends on the subject. If I like the subject, I will read. (R2), (R20)

Table 9 provides data that allows for an examination of students' motivations, which in turn reveals insights into their reading behaviours. Regarding intrinsic motivation, it is noted that four students demonstrate a robust innate desire for reading, as seen by their readiness to devote free time to reading activities and their authentic love of the pastime. In contrast, there are four individuals who demonstrate a lack of intrinsic desire. They exhibit a disinterest in reading and only occasionally engage with texts, usually when they come across a book that personally interests them. These students fail to dedicate their free time to reading activities.

I investigated the impact of parental influence on students' reading habits in relation to extrinsic motivation. Four students reported a lack of parental encouragement for reading, whereas three students stated that their reading habits are driven by their intrinsic motivation, which is based on their personal interests. Nevertheless, a portion of kids

admitted to obtaining external incentive from their parents, indicating that parental support plays a role in their level of interest and involvement in reading. When questioned about the impact of teachers on their reading habits, the majority of students expressed that their teachers serve as a source of motivation for reading. This implies that educators play a substantial role in cultivating reading habits. In contrast, certain pupils did not indicate that they received this kind of incentive from their lecturers.

To go deeper into intrinsic motivation, students were asked about their perception of the significance and advantages of reading. Curiously, every student recognised the significance of reading in their lives, emphasising a shared internal drive throughout the group. The unanimous agreement indicates a collective confidence in the importance of reading, demonstrating a strong personal motivation to participate in literary pursuits.

**Discussion**

The quantitative analysis, utilising the Spearman rank correlation coefficient,

investigated the connection between students' motivation and their reading comprehension abilities at SMA Persada Bandar Lampung. The results reveal a weak positive link. This implies that

as students' motivation levels rise, there is a tendency for their reading comprehension abilities to enhance, albeit the improvement is not substantial. The correlation coefficient of 0.199 indicates a weak tendency for both variables to move in the same direction, although the relationship between them is not very strong (Cox & Guthrie, 2001; Gilakjani & Sabouri, 2016). This discovery corroborates the idea that although motivation has an influence on reading comprehension, its effect may not be significant when considered on its own (Efriza et al., 2023).

Additional examination, carried out qualitatively via comprehensive interviews, yielded more profound understanding of the motivational elements that impact students' reading behaviours. Investigation of intrinsic motivation uncovered contrasting perspectives among pupils. Several individuals demonstrated authentic enthusiasm and pleasure in reading, attributing personal gratification and the gain of knowledge as compelling incentives. In contrast, other individuals demonstrated apathy and saw reading as uninteresting or arduous, lacking inherent drive to interact with written materials (Dai & Wang, 2007; Ryan & Deci, 2020). The variation in inherent motivation underscores the individualised aspect of reading motivation, with certain pupils displaying a natural inclination towards reading while others necessitate extra incentives.

Moreover, two notable subcategories of intrinsic motivation, namely identified regulation and integrated regulation, were observed. Students acknowledged the inherent worth of reading and its positive impact on information acquisition and comprehension. This is consistent with the idea of integrated regulation, which refers to the incorporation of reading into students' self-perception and personal values, so enhancing their feelings of competence and autonomy (Scott Rigby et al., 1992; Wigfield et al., 2016). Nevertheless, the lack of inherent drive was evident

## **Conclusion**

Motivation is a crucial factor in determining pupils' abilities and capabilities, especially when it comes to reading comprehension. This study examined the motivational dynamics of

among students who perceived reading as a task rather than a source of enjoyment.

The impact of external influences, such as parental expectations and academic requirements, was clearly observed in terms of extrinsic motivation. Several students mentioned parental pressure or the fear of punishment as reasons that motivated them, suggesting the existence of external regulation (Ryan & Deci, 2020). In contrast, other individuals displayed introjected regulation, which was motivated by internal factors such as the aspiration to achieve academic excellence or get acknowledgment from peers (Lau, 2009). The variety of external motivation highlights the complex nature of students' motivation to read, which is influenced by both internal and external variables.

Collectively, the results indicate that both inherent and external motives contribute to the formation of students' reading habits, although the specific impact and magnitude of these factors differ among individuals. While certain kids possess inherent motivation to read, deriving enjoyment and significance from the activity itself, others depend on extrinsic rewards or obligations to participate in reading. It is crucial to take into account the unique characteristics of individuals and customise reading interventions to address the varied motivational requirements of students (Dai & Wang, 2007; Lau, 2009).

Ultimately, this study enhances our awareness of the intricate relationship between motivation and reading comprehension in second-grade children at SMA Persada Bandar Lampung. Through the analysis of both numerical and descriptive information, we acquire thorough understanding of the elements that impact students' reading habits. This enables us to develop specific interventions and teaching methods that aim to improve students' motivation and comprehension levels in educational environment.

second-grade children at SMA Persada Bandar Lampung, using the framework of Self Determination Theory (SDT) to differentiate between intrinsic and extrinsic motivation. The combination of quantitative and qualitative data provided useful insights into the complex nature of students'

motivation in reading comprehension.

A quantitative research, employing the Spearman rank correlation, identified a clear association between students' motivation and their reading comprehension ability. The correlation coefficient obtained, which is 0.199, indicates a weak positive association, although it is low in magnitude. This suggests that students' motivation tends to correspond with their reading comprehension levels, although not to a noticeably strong degree. The results highlight the intricate relationship between motivational elements and reading ability, where students' motivation impacts their involvement with written material.

Qualitative data obtained from interviews provides further insights into the complex intricacies of students' motivational orientations, complementing the quantitative findings. It became evident that pupils had a combination of internal and external incentives, while the extent and comprehensiveness of each group varied. While several students displayed strong inherent motivation, receiving enjoyment and contentment from reading, others showed a shallower involvement influenced by extrinsic influences.

Regarding intrinsic motivation, students primarily exhibited identified regulation and integrated regulation, which suggests a recognition and acceptance of the underlying worth and

advantages of reading. Nevertheless, there were certain kids who did not possess all the different types of intrinsic drive, indicating a limited intrinsic motivation orientation. Likewise, in the context of extrinsic motivation, students demonstrated various reactions, with some being motivated by external incentives or penalties, while others experienced internalised demands or obligations.

In general, the results highlight the intricate nature of students' motivational profiles and how these affect their ability to understand what they read. While certain kids may have a strong inherent drive to read, others may depend more on external rewards. It is crucial to acknowledge and comprehend these differences in order to customise interventions and instructional approaches that effectively address the various motivational requirements of pupils.

This study enhances our awareness of the complex relationship between motivation and reading comprehension in second-grade kids. By clarifying the complex and diverse aspects of motivational orientations, this information offers essential knowledge for educators and professionals who aim to provide a helpful and favourable learning environment that cultivates students' innate motivation and improves their reading comprehension abilities.

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