

**EXAMINING THE MOTIVATION TO READ AND ITS RELATIONSHIP  
WITH SECOND LANGUAGE READING PROFICIENCY IN AN INDONESIAN  
EFL TERTIARY CONTEXT**

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**ABSTRACT**

The purpose of this research is to investigate and describe the intrinsic and extrinsic motivations of tertiary-level EFL students in Indonesia toward reading English. Researchers used quantitative design in conducting this study. There were 77 students from English department at Universitas Brawijaya who voluntarily participate in this study, selected through convenience sampling. The quantitative method was applied by asking students to fill out a questionnaire adapted from Wigfield and Guthrie's Motivation for Reading Questionnaire (MRQ) (1997). Besides that, students' self-assessment reading report used to measure students' reading proficiency. In addition, The correlation between students' motivation to read and their reading proficiency was also investigated in this study. The data collected were analyzed using the SPSS program with descriptive statistics to answer research question 1 and Pearson correlation analysis to answer research question 2. The results indicated that students are relative highly extrinsic motivated in reading English. Meanwhile, both intrinsic and extrinsic motivation were found to have a significant correlation with students reading. In addition, it was also found that intrinsic motivation has the strongest correlation, and extrinsic motivation displayed lower correlation with reading proficiency. Based on these findings, lecturers are expected to increase students' intrinsic motivation to read.

**Introduction**

Reading has always been a fundamental part of learning a language, particularly for English as a Foreign Language (EFL) students. Reading allows individuals to gain new knowledge, keep up with current topics and technology, and relish literature. In other words, reading provides learners with a variety of benefits, including information, excitement, and knowledge. In this way, learners are able to read and comprehend the textual content of reading materials such as books, comics, newspapers, science and technology. Furthermore, reading allows learners to improve their language skills including grammar, discourse structure, and vocabulary. One of the most crucial learning abilities in higher education is reading comprehension (Meniado, 2016). The process of understanding what is written, including sentences, primary ideas, and supporting paragraphs, is called reading comprehension (Ifianti, 2007). According to Huang et al. (2016), extensive study suggests that reading is regarded as the fundamental ability necessary to perform well in today's society. Academic and even extensive reading are required in technical courses, so students must be able to understand what is being read in order to succeed in school and beyond.

Reading motivation is a significant factor that drives students to read more, and it also has a strong connection to reading and comprehension. Reading performance in particular and L2 proficiency in general in EFL settings are affected by several factors,

including students' language learning strategies (Yustitiasari, H., Junining, 2020) and motivation (Muslim et al., 2020; Sahiruddin & Jannah, 2020). As stated by Komiyama (2013), reading has a positive connection with motivation. Simply defined, motivation is an approach that can support learners in raising their awareness and willingness to engage in reading class (Salikin et al., 2017). Guthrie et al. (2006) stated that reading motivation is considered significant in reading engagement, which has an impact on reading achievement and academic success. It is important for L2 learners to improve their reading performance because reading is a fundamental language ability in the process of language acquisition. Reading motivation affects the four important abilities of reading, speaking, listening and writing, though reading comprehension being the most important and improving English learning. Learners will not be able to get engaged in reading comprehension without motivation and it in turn affects reading behavior and proficiency.

Motivation is thought to be a key factor in achieving various goals. Gardner and Lambert (1972) proposed the most widely accepted explanation of motivation, stating that motivation was originally thought to be an inner feeling of need or even desire that pushed an individual to accomplish what they wished to do. This might motivate people to attain their ambitions, such as learning a second language. According to Wang & Guthrie (2004), there are two types of reading motivation: intrinsic and extrinsic. Intrinsic reading motivation refers to the excitement or satisfaction of those who enjoy reading for pleasure during their leisure time and is based on their personal interests (Wigfield & Guthrie, 1997). Meanwhile, extrinsic motivation for reading is an external demand and values, including obtaining grades and rewards, completing school requirements or teacher and parent expectations, and the desire to avoid being punished (Wigfield & Guthrie, 1997).

There are several studies that correlate with this study. Firstly, a study by Dhanapala & Hirakawa (2016) looks into the underlying structure of L2 students' reading motivation and the correlation between motivation and text comprehension among Sri Lankan university students. In their study, Confirmatory factor analysis (CFA) was employed to investigate the hypothesized model of two-component reading motivation, which addresses the relationship between intrinsic and extrinsic drive in self-determination theory (SDT) and text comprehension (CFA). The data demonstrated that intrinsic and extrinsic motivation had distinct effects on reading comprehension. It was found that text comprehension and intrinsic motivation were positively correlated, but text comprehension and extrinsic motivation were negatively correlated.

Dakhi & Damanik (2018) provide an objective description and reasons for a student's motivation to read English texts. The participants are sixty students of tenth grade at SMA Negeri 55 South Jakarta. The researcher administered a set of questionnaires adopted from Wigfield and Guthrie (1997). Then, to collect the perspectives of the participants, researchers used an interview as an additional method of collecting data and meeting a methodological triangulation. According to the findings of this study, curiosity to read was the highest dimension of student motivation (92.22%), and reading for social reasons was the lowest (55.56%).

Kambara (2021) also looks into the reading motivation of Japanese fourth grade students. The study's results indicate that fourth-grade Japanese students' low self-efficacy, recognition, and competition levels are one of the aspects that encourage them to read. Students have strong personal interests in particular genres and are very interested in it.

Those previous studies demonstrate that young learners' and adults' motivation to read vary to some extent. Young learners' reading development is influenced by low efficacy and genre, whereas adult learners' willingness to study is positively influenced by intrinsic motivation or internal awareness for L2 development. To what extent external motivation has a negative effect toward adult learners' motivation to read are still under research in other EFL context, particularly in Indonesia. How intrinsic motivation solely providing a positive effect to L2 reading is in need for further studies in the context of adult learners. This study will address this issue to provide new insights into the profile of motivation and how it affects L2 reading comprehension.

Moreover, it is possible to establish that one of the factors that influence how well students learn English as a second language is motivation. Additionally, it proved that students' reading performance increased by intrinsic motivation. Intrinsic motivation is the only factor that is positively correlated with reading performance. According to Dhanapala & Hirakawa (2016), their study discovered a positive correlation between intrinsic motivation and text comprehension, whereas extrinsic motivation had a negative correlation. Moreover, in the context of Indonesia, students' motivation to read in English as a foreign language appears to be a significant issue with limited research on the subject. Hence, the aim of the current study is to examine students' motivation to read in English as a foreign language at the university level in Indonesia, which is thought to be unknown and in need of additional investigation.

Furthermore, this study has a theoretical contribution where the results of this study may provide information to the amount to which intrinsic motivation is the only one that affects reading comprehension and the extent to which extrinsic motivation has no effect on it. Other than that, the researcher also contributes to pedagogical practice by providing teachers with information on how to maximize and increase student motivation to read. It is beneficial to encourage students to enjoy reading. In addition, it has the potential to build ecosystems, such as reading English, where students in the future will be literate as a result of their desire to read content in a second language.

Hence, two research questions about the correlation between undergraduate students' motivation for reading and their reading performance at one of Indonesia's public universities are examined in this study. The two questions are intended to be explained by this study: (1) What is the students' English reading motivation profile at the Indonesian tertiary education level? (2) To what degree does reading motivation significantly correlate with L2 reading performance?

Based on the background, the focus of this research study is to examine into the underlying structure of reading motivation in EFL students which is the intrinsic and extrinsic motivation of L2 learners in reading, using the motivation theory of Deci and Ryan (2000), as well as the relationship between motivation and reading comprehension. Its goal is to improve students' EFL reading comprehension while also identifying techniques to motivate and engage students in English study.

In addition, the first question is more about descriptive statistics about reading motivation profiles. While the second question requires an inferential statistical analysis that tests the hypothesis that:

- H1: Intrinsic motivation will significantly correlate with L2 reading
- H2: Extrinsic motivation will significantly correlate with L2 reading

## Research Method

This study explored the profile of motivation to read and its relationship to L2 reading proficiency employs correlational research design (Creswell, 2007). This design is relevant because this study examines the relationship between reading motivation (intrinsic or extrinsic) and L2 reading ability among students in Indonesia. In this present study, researchers used a quantitative design. The quantitative data were collected by asking participants to fill out a questionnaire and the quantitative data set was analyzed based on the research objectives.

This research was conducted in EFL classroom, at English Literature Department and English Language Education in Brawijaya University Malang. The participants in this study were 77 students who took part in the quantitative phase and were chosen using convenience sampling. It consists of 21% male and 79% female from 2018 generations to 2020 generations whose age was 22 years on average.

The Motivation for Reading Questionnaire (MRQ), developed by Wigfield and Guthrie (1997) to assess students' reading motivation, was used to collect data in this study. There is a 47-item questionnaire that measured 8 aspects of motivation which are competition (6 items), compliance (4 items), curiosity (9 items), involvement (8 items), grades (4 items), preference for challenge (4 items), and recognition (6 items), and social reading (6 items). For each item, the students rated the extent to which they agreed with a statement on 1–5-point Likert scale ranging from being: "not just like me" (5). For each item, the participants were asked to choose the most suitable option. The questionnaire created by Wigfield and Guthrie was shown to have great reliability and validity. The questionnaire was distributed via an online message with a link made on the Google Form. Furthermore, researchers used students' self-assessment reading value to measure the extent to which students' reading comprehension was. Furthermore, from all these values, Mean and Standard Deviation will be calculated as analysis data to find the correlation with reading motivation.

Besides, researchers used SPSS version 22 to analyze the collected data. The data was analyzed using descriptive statistics for answering research question 1 and Pearson correlation analysis for answering research question 2. Several statistical assumptions will be computed prior to inferential statistical analysis.

## Result and Discussion

The first question discusses the relative profile of the second language (English) reading motivation by Indonesian tertiary learners, and the second question examines the degree to which reading motivation is significantly correlated with L2 reading performance and L2 proficiency in general. Reading motivation was evaluated through Motivation Reading Questionnaire (MRQ) by Wighfield and Guthrie Motivation Reading Questionnaire (1997), and reading performance was assessed from self-assessment report. This study treated the data of Likert scale as interval scale as recommended by survey designer Wighfield and Guthrie (1997), Kambara (2021), and Dhanapala & Hirakawa (2016).

There were 77 students from English department voluntarily participating in this study, whose age was 22 years on average (SD=2.39) with gender profile, male=21% (n=16) and female=79% (n=61). Reading motivation questionnaire, self-assessment reading tasks were administered for participants. The reliability as measured by Cronbach alpha for reading motivation questionnaire (number of items =47) is at .967, and .842 (number of items=50), and self-assessment task was reported to have .804, demonstrating

the instruments used were reliable as the value was above .50. In terms of normality, the instruments displayed a normal distribution as evident in the ranges for kurtosis and skewness, particularly the data were within the range of normality with skewness of  $-0.12$  ( $SE = 0.20$ ),  $Z = -.12/.20 = -.6 < 1.96$  and kurtosis of  $-0.46$  ( $SE = 0.40$ ),  $Z = .46/.40 = 1.15 < 1.96$ . since the data were within the ranges of normal kurtosis and skewness as the values that were not greater than 1.96 or 2.58 (Field, 2009, p. 139).

Before the results are examined, instrument reliability tests and statistical test assumptions are reported. Reading motivation scores (Likert scale data) were investigated using descriptive statistics to address the first research question. Then, Pearson Product Moment Correlation Analysis is used to answer the second research question.

### Profile of Students' English Reading Motivation

The study's first research question explored into the motivation of L2 learners to improve their L2 reading skills. Through the reading motivation questionnaire by Wigfield and the Guthrie Motivation Reading Questionnaire (1997), eight aspects that emerged in this research were; 1) Curiosity 2) Involvement 3) Preference for challenge 4) Social reasons 5) Compliance 6) Recognition 7) Grade 8) Competition. More detail information can be depicted from Table 1 below. Descriptive statistics were used to examine eight important aspects of reading motivation: intrinsic reading motivation was measured by curiosity, involvement, and challenge, while extrinsic reading motivation was measured by social reasons, compliance, grade, recognition, and competition.

Types	Aspects	M	SD
Intrinsic	Curiosity	3.45	0.71
	Involvement	3.42	0.69
	Preference for challenge	3.31	0.67
	<b>Total</b>	<b>3.35</b>	<b>0.64</b>
Extrinsic	Social reasons	3.19	0.67
	Compliance	3.79	0.87
	Recognition	3.64	0.74
	Grade	3.59	0.79
	Competition	3.38	0.74
	<b>Total</b>	<b>3.51</b>	<b>0.68</b>
<b>Total Motivation</b>		<b>3.41</b>	<b>0.69</b>

**Table 1.** Descriptive statistics about the students' reading motivation (n=77)

One of the most important aspects influencing reading achievement is reading motivation (Wigfield & Guthrie, 1997). Through a theory on the kinds of reading motivation, (Ryan & Deci, 2000) divided reading motivation into two types which are intrinsic and extrinsic. Ryan & Deci (2000) refers to factors that related to the goal of performing an activity, which is to achieve some specific results, whereas intrinsic motivation refers to factors that can encourage someone to participate in an activity because they find it interesting.

According to this study that related to L2 learners' motivation in developing their L2 reading show that students have a very high motivation towards reading English. The descriptive statistics revealed that the average reading motivation of the participants in this study was 3.41 (SD = 0.69). This indicates that reading motivation of Indonesian L2 learners is moderate. Although the results of the first research question appear to demonstrate that students are extrinsically motivated, their intrinsic motivation is still high (M=3.35). Intrinsically motivated students are more likely to read to attain personal goals, to be more strategic in their reading approach, to have a complete comprehension of the process of making meaning from the material, and to interact socially (Gambrell, 1996, 2011).

The first research question shows that students had a quite higher average score for extrinsic reading motivation than intrinsic reading motivation, as seen in Table 1. Meanwhile, students' mean scores for each aspect of reading motivation differ slightly; intrinsic reading motivation aspects; curiosity (M = 3.45), involvement (M = 3.42), and challenge (M = 3.31). While extrinsic motivation aspects; social reasons (M = 3.19), compliance (M = 3.79), recognition (M = 3.64), grade (M = 3.59), and competition (M = 3.38).

The compliance aspect had the highest mean score which is 3.79. It proves that students have a responsibility towards their assignments. For instance, they try their best to do their homework and submit it on time. Another factor that received a mean average score was recognition (3.64). It indicates that students feel happy when they are praised for their ability in English. They are satisfied when their parents praise their reading ability or their teacher gives good feedback. The third motivation, which had a high mean score (3.59), was derived from reading scores. Grade is important for students. Students use grades as a reference whether their English reading skills are good or not. Other than that, the aspect of social reasons for reading had the lowest mean score (3.19). It showed that students disliked talking about their reading with their family or friends. It meant they didn't think of reading as a social activity.

This first research question revealed that English department students had both intrinsic and extrinsic motivation in developing their L2 reading. The overall intrinsic motivation value was 3.35, and that the extrinsic motivation value was 3.51, indicating that the latter was slightly higher. This indicates that students' motivation for reading L2 is more likely to be extrinsic. In reading L2, most students in the English study program had higher extrinsic motivation than intrinsic motivation, based on the average value of the two motivations.

Therefore, an independent-t test was computed to see whether there was a statistical difference between intrinsic and extrinsic motivation. An independent-samples t-test was conducted to determine whether there is a difference in motivation scores between intrinsic and extrinsic dimension. The results indicate a not significant difference between intrinsic (M=3.35, SD=0.64) and extrinsic (M=3.51, SD=0.68), [ $t(152) = -1.459$ ,  $p = .147 > .05$ ]. The 95% confidence interval of the difference between means ranged from  $-.36690$  to  $0.055207$ ] and did not indicate a difference between the means of the sample.

	M	SD
<b>Intrinsic</b>		
<b>A. Curiosity</b>		
Q1. I like to read in English because I always feel happy when I read things that are of interest to me	3.6104	.81363
Q2. If the teacher discusses something interesting I might read more about it in English	3.6234	.82779
Q3. I have favorite subjects that I like to read about in English	3.5325	.86731
Q4. I read in English about my hobbies to learn more about them	3.5844	.81678
Q5. I like to read in English about new things	3.5844	.83273
Q6. I enjoy reading English books about people in different countries	3.3766	.98727
Q7. I have an English book nearby and read it whenever time permits	3.0390	1.00579
Q8. I read in English to learn new information about topics that interest me	3.5325	.88235
Q14. If there are reference materials in English on my specialized field, I read all those materials	3.2857	.88641
<b>B. Involvement</b>		
Q10. I read English fiction	3.4805	1.02097
Q11. I make pictures in my mind when I read in English	3.7532	.86078
Q12. I feel like I made friends with people in good English books	3.3247	.83416
Q13. I read English newspapers	2.7532	1.14886
Q15. I read stories about fantasy and make believe	3.3636	.98554
Q16. If I am reading about an interesting topic in English, I sometimes lose track of time	3.3506	.89980
Q17. I read classical books, materials, journals etc. in English	3.3636	.80963
Q46. I like to read English story books with many pictures	3.8961	.89714
<b>C. Challenge</b>		
Q18. I like hard, challenging books in English	3.0130	.91037
Q19. I usually learn difficult things by reading in English	3.2727	.86809
Q20. If the English material is interesting, I can read difficult material	3.3247	.86514
Q21. I like it when the questions in English books make me think	3.3766	.76156

**Table 2.** Descriptive Statistics of Intrinsic Motivation (N=77)

Dealing specifically to each aspect of intrinsic motivation, this study found which items have the highest and the lowest average values. The first aspect is curiosity which has 9 items show that students read English resources primarily to learn about a topic that they are interested in. Item 2 had the highest mean score  $M = 3.62$ . All of the 9 items, item 7 displayed the lowest mean score of 3.2. The second aspect is involvement which has 7 items. Item 46 had the highest mean score of 3.89. Meanwhile, the lowest mean score is

item 13 with  $M=2.75$ . It indicated that students have less interest in reading English newspapers. The last aspect is preference for challenge that asserted the desire of the students to overcome the obstacles they face when reading in English encouraged them to read more. Item 21 illustrated the highest mean score of 3.37 and item 18 showed the lowest mean score of 3.01.



	M	SD
<b>Extrinsic</b>		
<b>A. Social reason</b>		
Q32. I like to visit the library often to read English books or borrow English books	2.8831	1.09993
Q33. I like to talk to my friends about what I am reading in English	3.1558	1.03955
Q34. I like to tell my family about what I am reading in English	3.0909	1.02831
Q35. I often like to help my younger brother or sister in English reading	3.5714	.84959
Q36. My friends and I like to trade things to read in English	3.1039	1.02063
Q37. I often like to read in English to my friends	3.0909	1.00239
<b>B. Compliance</b>		
Q9. If I find a label, a booklet, an advertisement in English, I read them to improve my English language	3.7013	.82820
Q44. I always do my English reading work exactly as the teacher wants it	3.5584	.83498
Q45. I always try to finish my English reading on time	3.6364	.80963
Q47. Finishing every reading assignment is very important to me	3.7532	.90548
<b>C. Recognition</b>		
Q23. I like having my friends sometimes tell me I am a good English reader	3.5455	.80370
Q24. I like to get compliments for my reading in English	3.5714	.88002
Q25. I am happy when someone recognizes my reading in English	3.6753	.78542
Q26. I like having my parents often tell me what a good job I am doing in reading in English	3.5844	.89370
Q27. I like to be rewarded for the knowledge gained through my reading in English	3.4545	.78716
<b>D. Grades</b>		
Q28. Grades are a good way to see how well I am doing in English reading	3.5325	.89714
Q29. I like to read English to improve my grades	3.7403	.76782
Q30. I look forward to finding out my reading grade	3.6883	.81531
Q31. I like my parents to ask me about my reading grade	3.2597	.90906
<b>E. Competition</b>		
Q38. I try to get more answers right than my friends	3.3506	.85480
Q39. I like being the best at English reading	3.5714	.84959
Q40. I like to finish my English reading before other students	3.2857	1.04953
Q41. I like being the only one who knows an answer in something we read in English	3.2338	1.05001

**Table 3.** Descriptive Statistics of Extrinsic Motivation (N=77)

On the other hand, there are five aspects that represent extrinsic motivation, namely social reasons, obedience, recognition, value, and competition. It could be seen in Table 3 from each aspect there are several items that have the lowest and the highest average values. For item 35 had the highest mean score in social reason aspect ( $M=3.57$ ). Meanwhile item 32 showed the lowest mean score of 2.88. It indicated that students rarely read or borrow English books in the library. For compliance aspect, item 47 displayed the highest mean score of 3.75 and item 44 displayed the lowest mean score but still high with  $M=3.55$ . It means that students are responsible for their assignments given by the teacher and submit it on time. The third aspect is recognition which has 5 items represent students' desire to gain recognition from others toward their reading ability. For highest mean score could be seen from item 25 with  $M=3.67$ . From all of those items, item 27 displayed the lowest mean score but still high  $M=3.45$ . Further, in grade aspect, item 29 showed the highest mean score of 3.74 and item 31 showed the lowest mean score of 3.25. It indicates that grades are an important aspect to assess the extent of their ability to read English. The last aspect that represent extrinsic motivation is competition. Item 39 has the highest average value of 3.57 out of the six items. This demonstrates that students are very motivated to succeed at reading English. Meanwhile, students expect to be the only ones who know the answer to anything they read in English, as evidenced by item 41's average score of 3.23.

In this study, three components of intrinsic motivation—curiosity, involvement, and preference for challenge—were examined. Meanwhile, extrinsic motivation was looked at by five aspects which are the social reason, compliance, recognition, grades, and competition. From all eight aspects, there are three aspects with the highest average score which are compliance ( $M=3.79$ ), recognition ( $M=3.64$ ) and grade ( $M=3.59$ ). This study revealed that compliance, recognition and grade in extrinsic motivation were found to be the students' motivation for EFL reading. Students' motivation to understand L2 reading materials is increased by these motivational constructs. Moreover, the aspect with the lowest mean score was social reasons in extrinsic motivation ( $M=3.19$ ). Students did not appear to be interested in discussing what they read with their families or friends. On the other contrary, Wigfield and Guthrie believe that reading is a social activity. One of the reading motivation factors in the Reading Motivation Questionnaire has been added: social motives for reading (Wigfield & Guthrie, 1995).

In short, this study revealed that most students applied extrinsic motivation in reading when compared to intrinsic motivation although the differences were not statistically significant. This study also showed that there was not a significant difference between the mean scores for all items in each of the aspects of intrinsic and extrinsic motivation.

### **The Relationship between L2 Reading Motivation and L2 Reading Proficiency**

The second research question of this study examined the relationship between reading motivation and L2 reading proficiency. In general, this study reveals that mean reading value were  $M=3.60$ ,  $SD=0.65$ . In assessing the relationship between L2 reading motivation aspects and English reading proficiency, Pearson-Product Moment analysis was computed as can be depicted in the following table. Moreover, the strength of the correlation was interpreted using Sahiruddin et al. (2021) as presented in Table 4.

r	Strength
0-0.19	Very weak
0.20-0.39	Weak
0.40-0.59	Moderate
0.60-0.79	Strong
0.80-1.00	Very strong

**Table 4.** Interpretation of Pearson Correlation Coefficient

Variables	Overall intrinsic	Overall extrinsic	Curiosity	Involvement	Preference for challenge	Social reasons	Compliance	Recognition	Grade	Competition
Reading	.464*	.375*	.479*	.413**	.557**	.277*	.203	.283*	.364	2.99**

**Table 5.** Intero-relation among variables

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

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

This study found that the correlation between reading and intrinsic motivation overall was significantly moderate ( $r=.46$ ), while the relationship between reading and extrinsic motivation was significantly weak ( $r=.37$ ). In more detail for aspects of intrinsic motivation, the correlation between reading and preference for challenge was significantly moderate with highest value ( $r=.55$ ). Moreover, the correlation between reading and curiosity was significantly moderate ( $r=.47$ ). Other aspect is involvement which had the lowest value ( $r=.41$ ) but still showed moderate correlation with reading. Meanwhile, for aspects representing extrinsic motivation this study demonstrated that social reason, compliance, recognition, grades and competition had the correlation below 0.40. It indicated that the relationship between reading and those four aspects were significantly weak. In addition, from Table 5, it indicated that aspects of social reasons, compliance and recognition do not have a correlation with students reading. From all of four aspects of extrinsic motivation, grade had the highest correlation value ( $r=.36$ ) and compliance had the lowest ( $r=.20$ ).

In terms of the correlation between aspects of reading motivation with students' reading comprehension ability, this study revealed that both intrinsic motivation and extrinsic motivation were found to have a significant correlation with students' reading. In addition, it was also found that intrinsic motivation has the strongest correlation and extrinsic motivation is indicated to have the weakest correlation. The results of this study are different from studies conducted by Kambara (2021) and Dhanapala & Hirakawa (2016) regarding correlation between students' reading motivation and their reading ability.

The students' intrinsic motivations for EFL reading, namely involvement, curiosity, and challenge were found to have a significant correlation with students' reading. It appears that while the three aspects may have some influence on how much effort students put into English reading, they do not play a substantial role in predicting students' reading comprehension abilities. The findings suggest that intrinsic motivation, as defined by self-determination theory, surpasses other motivations in predicting students' reading comprehension abilities. Students may become actively involved with

the reading material if they enjoy reading various types of literary writings in English. Students may have a higher desire to comprehend the content by combining textual and cognitive processes (Blay, Mercado, and Villacorta, 2009).

Meanwhile, the aspects of extrinsic motivation which are social reasons, recognition, and compliance were found not to have correlation with reading comprehension. The findings of the structural model confirmed the correlation findings, revealing that although students are intrinsically and extrinsically motivated to read academic and general reading materials, extrinsic motivational drives shows less impact on text comprehension. However, this study discovers that simply obtaining grades and recognition without participating in reading activities has no significant impact on their motivation to read L2 content. The lack of a significant relationship between the other variables and reading comprehension ability does not rule out the idea that other factors influence someone's motivation to engage in positive English reading behavior.

Thus, it is concluded that the hypothesis (H1) " There is a correlation between intrinsic motivation and students reading comprehension", is accepted. Furthermore, the hypothesis (H2) " There is a correlation between extrinsic motivation and students reading comprehension ", is accepted.

In summary, this study shows that both intrinsic motivation and extrinsic motivation have a significant correlation to students' reading comprehension. The correlation between preference for challenge in intrinsic motivation and students' reading comprehension ability was also found to be strongest when compared to other aspects of motivation.

## **Conclusion**

Overall, it was discovered that reading motivation can improve students' reading comprehension. Motivating students may help them make better assumptions, perform better, solve issues, and reduce comprehension anxiety while reading texts. According to the findings of this study, the profile of students' reading motivation is extrinsic. Extrinsic motivation was observed by five aspects: social reason, compliance, recognition, grades, and competition. From those all aspects, compliance, recognition, and grades has the highest average score. These motivational aspects empower students' engagement in understanding L2 texts.

In addition, the correlation between intrinsic motivation and extrinsic motivation with students' reading was significantly correlated. Moreover, intrinsic motivation has a stronger correlation than extrinsic motivation. It indicates that intrinsic motivation is essential for successful text comprehension among Indonesian university students. The implications for educators in terms of enhancing intrinsic motivation to read are particularly noteworthy. For instance, learners require better scaffolding with L2 linguistic abilities in order to be more engaged in reading L2 materials and to have reduced negative attitudes toward reading L2 materials.

Since the instrument which indicate students' reading comprehension in this study is students' self-assessment report, researchers suggest for future researchers to use other supporting instruments. In more detail, future researchers can use test reading comprehension for better research results. In addition to testing and checking students' motivation and how it affects their reading comprehension, interviews or observations are suggested as to provide more comprehensive picture of how motivation and reading are related and interconnected in their development.

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