The Correlation between EFL Reading Motivation and Reading Comprehension Ability

A Thesis

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THE CORRELATION BETWEEN EFL READING MOTIVATION AND READING COMPREHENSION ABILITY

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(I)

This thesis entitled **The Correlation between EFL Reading Motivation and Reading Comprehension Ability** prepared and submitted by **Elvina Hartono (821.271.30.26)** has been approved to be examined by the Thesis Board of Examiners.

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I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled: The Correlation between EFL Reading Motivation and Reading Comprehension Ability to Widya Mandala Catholic University library and fully understand that it will be made public via Internet and other uses of online media.

Surabaya, March 15, 2016

Elvina Hartono

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Abstract

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Keywords: reading motivation, reading motivation dimensions, reading comprehension

Students' motivation for reading in English has not received much attention in Indonesia, despite of the importance of motivation for students' learning as the previous L1 studies revealed. The objective of this study was to examine EFL high school students' motivations for reading in English. Moreover, this study was aimed to determine whether the students' motivations for EFL reading correlated with their reading comprehension ability. The modified Motivation for Reading Questionnaire and a reading comprehension test were used as the instrument to be distributed to forty five grade twelve students in a private school in Surabaya. The Pearson correlation and multiple regression analysis were conducted to analyze the data. The result reveals that students' curiosity over topics of their interest as well as desire to outperform their peers motivated them to read in English as a foreign language. Most of the reading motivations examined did not have significant relationship with students' reading comprehension ability, which is the combination of literal, reorganization, inferential, evaluation, and appreciation comprehension. It was only *enjoyment in reading* dimension which had a significant correlation (p-value = 0.031; r = 0.321) with students' reading

comprehension ability. However, it was found that the students had low enjoyment in English reading. Thus, the finding indicates that teaching strategies to encourage students' enjoyment in English reading are required.