THE CORRELATION AMONG STUDENTS' READING MOTIVATION, ANXIETY, AND COMPREHENSION DURING THE COVID 19 PANDEMIC

THESIS

BY

RIDHA ALIFA YURIANTI

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2021 G /1443 H

THE CORRELATION AMONG STUDENTS' READING MOTIVATION, ANXIETY, AND COMPREHENSION DURING THE COVID 19 PANDEMIC

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
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BY

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LANGUAGE EDUCATION DEPARTMENT

ENGLISH EDUCATION STUDY PROGRAM

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ADVISOR APPROVAL

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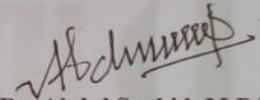
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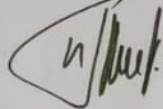
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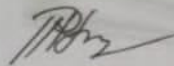|		
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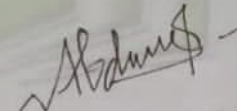
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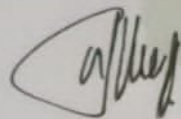**Rahmadi Nirwanto, M.Pd**
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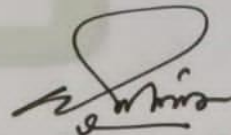ORN. 197010041995121000

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Thesis Title : The Correlation among Students' Reading Motivation, Anxiety and Comprehension during the Covid-19 Pandemic

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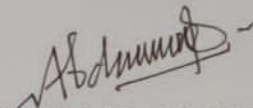Thank you for the attention.

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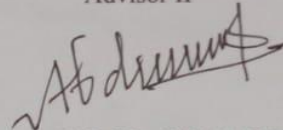
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THESIS APPROVAL

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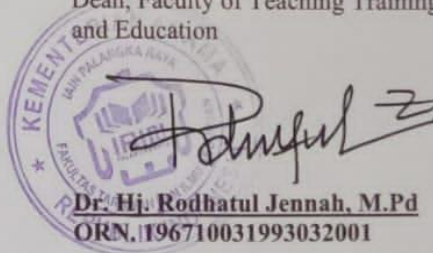
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MOTTO AND DEDICATION

لَا تَقْنَطُوا مِنْ رَحْمَةِ اللَّهِ

"Janganlah berputus asa dari rahmat Allah"

Q.S. Az-Zumar:53

The thesis is dedicated to:

My lovely father H. Galuri, and my mother Hj. Sri Wahyuni. I extremely thank you for their love, sacrifice, prayer, and support my life and study in physical and spiritual. My beloved sister Humaira Zikriani who always remind me to finish this thesis with her song. Also my beloved families who always support and praying for me. My admired all lecturers of English Education who have taught and gave the advice and support. My Beloved friends member of Kids Lambe Taruh, Shalihah Squad, and Neighbor Squad: Fuyudhatul Husna, Aula Mukarramah, Lusi Tri Utami, Jenuri, Muhammad Hashir, Raudah Melawati, Siska, Ayu Risky, Desi Wulandari, Mita Astuti, Normanisa, Komariah, Ayu Rahmadiah, Nafa Ani Safura, Yuli Ariani, and Sintani Zulfa Furaida, Nova Nur Indria and all my bestfriend.

DECLARATION OF AUTHORSHIP

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Declare that:

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2. This thesis is sole work of author and has not written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.

3. If at later time it is found that this thesis is a product of plagiarism, I am willing ro accept any legal consequences that may be imposed to me.

Palangka Raya, September 8th 2021

Yours Faithfull

Ridha Alifa Yurianti
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ABSTRACT

Yurianti, Ridha Alifa. 2021. *The Correlation among Students' Reading Motivation, Anxiety and Comprehension during the COVID-19 Pandemic.*. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Rahmadi Nirwanto, M.Pd., (II) Dr. Abdul Syahid, M.Pd

Key Words: Reading Motivation, Reading Anxiety, Reading Comprehension.

In this pandemic situation, online learning have been used for students education system, so reading comprehension is important because students learn from home and the teacher can't monitor students as well as in the class. Thomas, et al. (2017) stated that the psychological aspect of reading comprehension are reading motivation, and reading anxiety. Reading motivation should improve cause students learn independently and one way to learn is by reading. Reading anxiety should decrease over this pandemic because some aspect of reading anxiety doesn't need to be concerned. For example, worry about pronunciation, reading aloud, and comprehension.

This research was aimed to (a) find out the correlation between the students' reading motivation and students' reading comprehension. (b) find out the correlation between students' reading anxiety and students' reading comprehension. (c) find out the correlation between students' reading motivation, students' reading anxiety, and students' reading comprehension.

This research was used a quantitative method with a correlational design. The subject of this research is 21 students of IAIN Palangka Raya. The instruments were used were two questionnaires and one test which distributed by using google form.

The data were analyzed by using SPSS, the result showed that there was no significant relationship between students' reading motivation and students' reading anxiety ($.112 > .05$), there was a significant correlation between students' reading anxiety and students' reading comprehension($.019 < .05$), among students' reading motivation, students' reading anxiety ($F = 5.790$, $p = .011$) gave significant effect on the students' reading comprehension. Therefore, reading motivation and reading anxiety gave 39,1% contribution to reading comprehension.

ABSTRAK

Yurianti, Ridha Alifa. 2021. *Hubungan antara Motivasi Membaca Siswa, Kecemasan Membaca Siswa, dan Pemahaman Membaca Siswa selama Pandemi COVID-19. Jurusan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, IAIN Palangka Raya.* Pembimbing: (I) Rahmadi Nirwanto, M.Pd., (II) Dr. Abdul Syahid, M.Pd

Key Words: Motivasi Membaca, Kecemasan Membaca, Pemahaman Membaca

Dalam situasi pandemi ini, pembelajaran online telah digunakan untuk system pendidikan siswa, sehingga pemahaman membaca penting karena siswa belajar dari rumah dan guru tidak dapat memantau siswa sebaik di kelas. Thomas, et al. (2017) menyatakan bahwa aspek psikologis dari pemahaman membaca adalah motivasi membaca, dan kecemasan membaca. Motivasi membaca harus ditingkatkan karena siswa belajar secara mandiri dan salah satu cara untuk belajar adalah dengan membaca. Kecemasan membaca pastinya menurun selama pandemi ini karena beberapa aspek kecemasan membaca yang dirasa tidak perlu khawatirkan. Misalnya, khawatir tentang pengucapan, membaca dengan keras, dan pemahaman.

Penelitian ini bertujuan untuk (1) mengetahui korelasi antara motivasi membaca siswa dan pemahaman membaca siswa. (2) mengetahui korelasi antara kecemasan membaca siswa dan pemahaman membaca siswa. (3) mengetahui korelasi motivasi membaca siswa, kecemasan membaca siswa dan pemahaman membaca siswa.

Penelitian ini menggunakan metode kuantitatif dengan desain korelasi. Subjek penelitian ini adalah 21 mahasiswa IAIN Palangka Raya. Instrumen yang digunakan adalah dua kuesioner dan satu tes yang didistribusikan melalui google form.

Data penelitian ini telah dianalisis menggunakan SPSS, hasilnya menunjukkan bahwa tidak ada hubungan yang signifikan antara motivasi membaca siswa dan kecemasan membaca siswa $p > .05$ (.112>.05), ada korelasi yang signifikan antara kecemasan membaca siswa dan pemahaman membaca siswa $p < .05$ (.019<.05), dan motivasi membaca siswa, kecemasan membaca siswa (F=5.790, p= .011) memberikan efek signifikan pada pemahaman membaca siswa. Motivasi membaca dan kecemasan membaca memberikan kontribusi 39,1% untuk pemahaman membaca.

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Palangka Raya, September 8th 2021

The Writer

Ridha Alifa Yurianti
SRN. 1701121228

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LIST OF ABBREVIATIONS

IAIN   : Institut Agama Islam Negeri

EFL   : English Foreign Language

MREQ   : Motivation for Reading Questionnaire

TOEFL   : Test of English as a Foreign Language

FLRAS   : Foreign Language Reading Anxiety Scale

SPSS   : Statistical Product and Service Solution/ Statistical Package for the Social Science

COVID-19 : Coronavirus Disease 2019
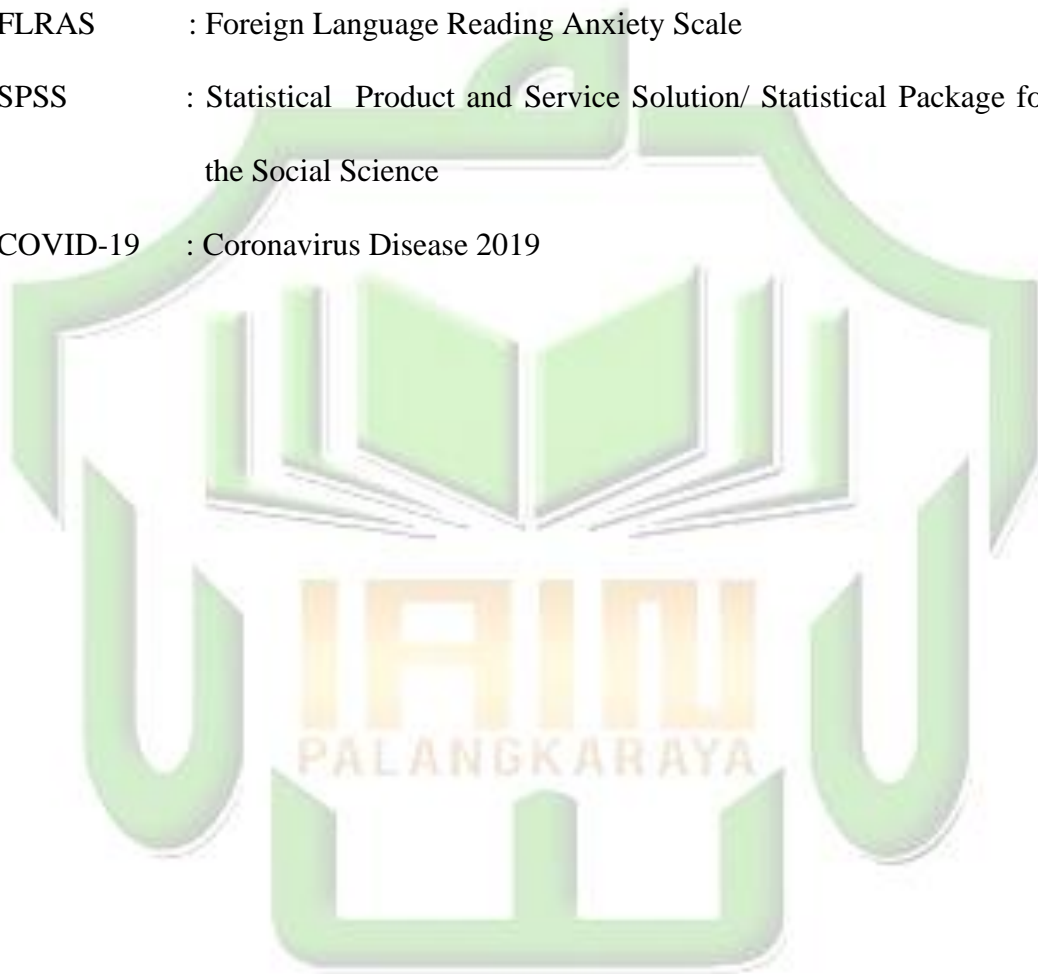
CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the background of the study, research problem, objective of the study, hypothesis, assumptions, scope and limitation, significances of the study, definition of the key terms.

A. Background of the Study

Reading skill is necessary for the students. They must improve their reading skill because reading develops the mind and discover us new things. Mickulecky and Jeffries (2004) stated that reading was very important because it can enhance the students' general language skills in English, help students think in English, increase students' English vocabulary, enhance their writing, and provide good opportunity to learn about new ideas, facts, and experiences. Students can read books, magazines, and even the internet because they are a good learning tool that requires the ability to comprehend what is being read.

Students' reading comprehension can be seen by their reading scores on reading tests. Pace et al. (2018) claimed that reading comprehension was a significant measure of student academic performance as one of the predictors of school progress. The psychological aspect which affect reading comprehension are reading motivation and reading comprehension. Thomas et al. (2017) said that there are factors correlating with students' comprehension, motivation, and anxiety. Motivation is one way to help the

students to read more. Kirchner and Mostert (2017) claimed that motivation had to be increase in every activity, such as in reading. Motivation plays a significant role in reading. Students who want to read deeply fill their time in reading. Without motivation to read, students never have the ability to understand.

Another factor is reading anxiety; Horwitz & Cope (1986) stated that reading anxiety is a distinctive complex of self-perceptions, values, emotes, and attitudes connected to understanding the classroom language due to the uniqueness of the language learning process. Zbornik (2001) defines reading anxiety as an awkward reading sensation caused by multiple rejections of the reading process. In the reading process, there is a problem of anxiety among the learners. Still, most students do not know that, during the reading process, anxiety has been established as one of the reasons that may obstruct the reading process. Precisely, anxiety occurs if students attempt to understand or explain non-native language content (Saito et al. 1999).

Nowadays, we are facing the Covid-19 Pandemic, which certainly has a significant impact on human life. Zu et al. (2020) stated that in December 2019, coronavirus 2 (SARS-CoV-2) infection was a severe acute respiratory infection in Wuhan, Hubei Province, China, and spread throughout China around. Many things have changed since the pandemic, one of which is the learning system, which has become E-learning. E-Learning is carried out using a distance learning system, in which teaching-learning activities are not carried out face-to-face, but use the internet to learn, it can be by

using *zoom, google meet*, or *WhatsApp,* etc. When teaching and learning activities have to be shifted and carried out from home as now, the teachers cannot monitor students as well as when in class.

.

Proficient reading comprehension is crucial for success in every academic domain, particularly in courses focused on reading and literature. Gardner (1985) introduced the roles of motivation, empathy, and anxiety, which affect language learning. In this pandemic situation, reading motivation should improve because students learn independently, and one way to learn is reading so that students will read more and more. Reading anxiety should decrease over this pandemic because some aspect of reading anxiety doesn't need to be concerned. For example, the worry about pronunciation, reading aloud, or comprehension, because in this pandemic, the students' don't meet people and do reading activities alone.

Many researchers investigated the relationship between students' reading motivation and reading comprehension or reading anxiety and reading comprehension. The other studies related to reading motivation, reading anxiety, and reading comprehension, for example, Bahmani et al. (2017) found that the text difficulty significantly increased the students' reading anxiety and influenced their reading comprehension. Dynia et al. (2013) found that reading anxieties in foreign language related to education. Unfamiliar text, subject, and doubt about the understanding have been established as the aspect of reading anxiety. The present studies showed that

reading motivation correlates with reading comprehension (Stutz et al., 2016). Many students' motivation increased in reading comprehension over school years (Wigfield et al., 2016).

Nevertheless, there is little research about the correlation between students' reading motivation, reading anxiety, and reading comprehension. Therefore, the writer is absorbed in investigating the novelty research about the correlation of students' reading motivation, reading anxiety, and reading comprehension during the Covid-19 Pandemic. The writer would like to perform "The Correlation between Students' Reading Motivation, Anxiety, and Comprehension during the Covid-19 Pandemic" study.

B. Research Problem

The research problem of the study is formulated as follows :

1. Do the higher students have reading motivation, the better they comprehend a reading text?
2. Do the lower students have reading anxiety, the better they comprehend a reading text?
3. Do the higher students have reading motivation and the lower students have reading anxiety, the better they comprehend a reading text ?

C. Objective of the Study

The objective of the study is formulated as follows :

1. To measure the correlation between the students' reading motivation and students' reading comprehension

2. To measure the correlation between the students' reading anxiety and students' reading comprehension

To measure the correlation between the students' reading motivation, reading anxiety, and reading comprehension

D. Hypothesis

The hypothesis is formulated as follows:

1. The higher the students' have reading motivation, the better they reading comprehension.

2. The lower the students' have reading anxiety, the better they reading comprehension.

3. The higher the students' have reading motivation and the lower reading anxiety, the better students' reading comprehension

E. Assumptions

1. There is a correlation between students' reading motivation and students' reading comprehension.

2. There is a correlation between students' reading anxiety and students' reading comprehension.

3. There is a correlation between students' reading motivation, reading anxiety, and reading comprehension.

F. Scope and Limitation

The study was limited only to students who were joining the online learning system due to the outbreak of covid-19, this study used correlational design, not a causal relationship, and the writer limited the subject of this study to students who took an intensive reading course in the academic year 2020/2021 at IAIN Palangka Raya..

G. Significances of the Study

Based on the study's objectives, this study tried to measure the relationships among reading motivation, reading anxiety , and the students' reading comprehension. Fundamentally, the significances of the study were divided into two categories, theoretical and practical significances.

In terms of theoretical significance, this study was planned to understand more about the relationship between EFL students' reading motivation, reading anxiety, and reading comprehension. So, this study supported the theory of reading motivation and reading anxiety.

In terms of the practical significance of the study, there are three significances:

1. For the EFL lecturers, the writer hopes that the results of this study would be beneficial for lecturers. They would get detailed information on the students' reading motivation and reading anxiety, so that they could provide the appropriate materials which were suitable for students.

2.   For students, the writer hopes that the result of this study would be beneficial for students. They would be more conscious of reading motivation and reading anxiety for improving their reading comprehension.

3.   For another researcher, the writer hopes that this study would encourage other researchers to explore more on various issues in reading.

H. Definition of the Key Terms

1. Reading Motivation

Reading motivation is the desire to do an activity of reading, students will love reading if they have motivation to read. There are two kinds of motivations namely, intrinsic motivation and extrinsic motivation. Intrinsic motivation is the act of doing something because they interest or enjoy with it. Extrinsic motivation is the act of doing something for achieving a reward or punishment.

2. Reading Anxiety

Anxiety is feeling worry, anxious, and nervous while doing something. Reading anxiety is a feeling of anxiety when students' is asked to read. The factor that causes reading anxiety are unfamiliar script and writing system, and unfamiliar cultural material.

3. Reading Comprehension

Reading comprehension is students' comprehend in reading text, it can see by their reading score in reading test. There are some types of

questions in reading test, those are topic, main idea, supporting detail and text genre.

CHAPTER II

RELATED STUDIES

In this chapter, the writer discusses related studies, definition of reading motivation, reading anxiety and reading comprehension.

A. Related Studies

First, Stutz, Schaffner, and Schiefele (2016) studied the relation between reading motivation, reading amount, and reading comprehension. This study showed that reading amount was the mediator of reading motivation and reading comprehension. Therefore, it could be concluded that reading motivation correlates with reading comprehension.

Second, Komiyama (2013) studied factors underlying second language reading motivation. This study used MREQ, which was adapted from Wang and Guthrie (2004). The study has shown that five factors are the basis of second language motivation, one factor intrinsic, and four extrinsic.

Third, Wigfield, Gladstone, and Turci (2016) studied the relation between reading motivation and reading comprehension. They addressed work on school motivation growth in general and reading motivation in particular, examining studies that indicated that many children's motivation to read decreases over school years. They also created and analyzed interventions for children of various ages to define successful classroom-

based teaching methods that promoted reading and used a combination of narration and informational resources.

Fourth, Dynia, Guo, and Zhao (2013) studied foreign language reading anxiety: Chinese as a foreign language in the United States. The findings of the study revealed that anxieties in foreign languages were found to be related to the level of education and familiarity with China, but not to gender. Unfamiliar texts, unfamiliar subjects, and doubts about understanding have been established as the key causes of anxiety reading EFL among Chinese learners.

Fifth, Bahmani, Branch, Farvardin (2017) studied the influence of different text difficulty levels on EFL students' foreign language reading anxiety and reading comprehension. The findings of the research indicate that all text complexity levels greatly increased the students' reading comprehension.

B. **Reading Motivation**

This part discusses the definition of reading motivation and kind of reading motivation.

1. **Definition of Reading Motivation**

Reading is the most important effort involved by students, particularly in the sense of foreign languages. The ability to read foreign languages can be considered to be one of the most valuable abilities. There are two theories of reading, and those are learning to read and

reading to learn. Westwood (2004) described that learning to read was a complex task even for children of average intelligence. Reading to learn was the process of learning something by reading. Guthrie, Gladstone, and Turci (2016) stated that learning to read was a key concern of early learning, and the difficulties of learning to read may have significant negative effects.

People's desire to read is very helpful in the learning process, so it enhances the ability to find meaning and understand knowledge from the written text and may make it easier for learners to learn. Motivation is essential to learn English as a foreign language because motivation is one of the factors that decide people's desires.

Wu Li and Yuehua Wu (2017) said that motivation in reading activity was important. Motivation is essential to the commitment of reading and is always focused on the preference of the reader. Readers are inspired to read for various reasons, use current information to create new understandings, and engage in positive social experiences around reading. Kirchner and Mostert (2017) also argued that motivation needs to have participated in an activity (reading). It could be something to do with reading itself; it could be attributed to the score involved or the outcome that wishes to obtain by involvement in the activity. That means motivation can affect a person's ability to accomplish his or her own purposes, and motivation occurs when someone has inspired to achieve something like that, where a student can work intensely to get a

better grade and number one in his or her class. Motivation isn't the only answer to progress in the learning process. Students with higher motivation would be simpler to solve their academic tasks than students with lower motivation.

Dornyei (2014) stated the motivational self-system and the suggested foreign language motivational self-system, which consists of three key components. First is the ideal second-language self, as students who want to be better in a foreign language, the ideal foreign-language self is a strong motivator for progress in learning english since the students want to communicate their ideal self. The second is a foreign language self, obviously through their purpose, and the last is a skill in foreign language learning, centered on their background in the learning process and connected to the learning environment, which has an effect on the fun nature of language learning.

Penny (1996) explained that there are several characteristics of the students who are motivated: first, a positive task orientation, a student with high interest to do their assignment and has the self-esteem of their success. Ego-involvement, the students feel that it is really necessary to be successful in school and to retain a high score in order to receive people's attention. The next is the achievement, and the students have a necessity to accomplish, to be achievements with what they propose to do. Strong desire, the students are ambitious, they look for opportunities, high potential and highest marks, then aim alignment, the student is well

conscious of the learning outcomes and focuses on their efforts into gaining perseverance as well. The students consistently attempt to learn and not give up because of the deficiency of success and the awareness of uncertainty. The student should not be feeling discouraged or give up caused by deficiency of comprehension about everything, they feel that it takes time, and there is time for them to comprehend later. In contrast, Gass and Mackey (2012) stated the process model of motivation in foreign languages have two main weaknesses: it can be concluded that the beginning of the learning process can be clearly established and that the process has taken effect in comparative isolation, without involvement from other progressions, which the students might be promised concurrently with motivation. It can be concluded that reading motivation is a variation of some aspects that drive students to make or not make a decision to read.

2. **Kind of Reading Motivation**

a. Intrinsic Motivation

According to Ryan and Deci (2000: 56), Intrinsic motivation is described as performing an activity for its inherent gratification rather than a result. An intrinsically motivated student desires to have fun rather than for perceived performances, pressure or incentives, and competition.

Wigfield and Guthrie (2000: 188) stated that various elements of intrinsic motivation guess a strong perception of

reading and reading comprehension: significance, curiosity, engagement, and preference for challenging. The following can be further described:

1) the significance of reading related to the trust of reading is important

2) curiosity is the urge to figure out a certain matter with personal interests

3) Involvement is related to the satisfaction of reading fictional or information statements.

4) preference for challenging is the happiness of being an expert or understanding in a paragraph

b. Extrinsic Motivation

Based on Ryan and Deci (2000: 60) argue that extrinsic motivation is a building that contributes to an activity to obtain a separate result. Extrinsic motivation compares thus with intrinsic motivation, which involves performing an action purely to appreciate the activity and not its instrumental benefit. For instance, students who only do their homework because they worry that their parental sanction would not be extrinsically motivated because they do the work only to avoid the sanction. Similarly, students who finish the work because they feel that it is precious, not only attractive. Both examples include motivation, but one case involves personal feeling, and

the other involves a significant aspect. On the other hand, both examples represent their behavior, but the types of motivation are different.

C. The Nature of Reading Anxiety

According to Zbornik (2001) reading anxiety is a particular phobia, a situational form, against the activity of reading. It had been described as an adverse responsive response to read, that finding when students take on cognitive drives of interest, hostility, and freedom, also particularly or in blending with substantial rejection and a reading activity.

Saito et al. (1999) explained that there are two points of reading foreign languages that could be regarded as possible causes of anxiety: (a) unfamiliar script and writing system, (2) unfamiliar cultural material. By regarding the unknown method of writing, it looks like that few students could rely on the efficiency of a particular process of correspondence, the higher anxiety they are supposed to encounter in the act of reading. In this situation, the students will feel discomfort when they begin to decipher the text, so the students would instantly have complex problems in reading the letter (Saito et al., 1999).

1. Level of Anxiety

There are four levels of anxiety: mild, moderate, severe, and panic (Horwitz et al., 1986). Each level activates both physiological and expressive changes in the people. Mild anxiety is a perception that everything is unique and needs special attention. Sensory stimulation

stimulates and helps people focus on studying, conflict resolution, reasoning, behaving, sensing, and self-protection. Moderate anxiety is an unsettling sense that everything is evidently wrong; that people become nervous or agitated. When individuals shift into extreme anxiety and terror, more simple proactive strategies take over, defensive reactions ensue, and mental abilities significantly decrease.

1. Mild Anxiety

   This fear is connected with the pressures of everyday life, which contribute to one be careful. Anxiety can encourage and motivate imagination. In life, this level of anxiety is natural, and it will increase trust and make the person ready to act.

2. Moderate Anxiety

   Moderate anxiety assists someone in focusing on important things and in avoiding others so that someone tries to avoid attentional control and does something more intensified. In this situation, the participant will also learn guidance from other individuals. The stimulus above cannot be assimilated precisely, but everyone cares only about things that have become a priority.

3. Severe Anxiety

   Severe anxiety helps to reduce the domain of people's thinking that seemed to focus on something that was accurate and valid and could not care for anything else. All behavior seen is the reduction of stress. Someone wants a lot of help so that they can focus on one

area. In this situation, someone is going to focus attention on the basics and not care about anything else. The entire activity was designed to ease stress and to take a lot of instruction.

4. Panic Anxiety

Panic related to fear attributed to out-of-control experience. People who are in terror are not in a position to do anything about purpose. This state of terror, if it lasts a long time, will lead to death (Horwitz et al., 1986).

D. Reading Comprehension

Reading comprehension skill is essential in English language learners, especially for English Foreign Language (EFL). According to Wooley (2011: 15) reading comprehension is the process of obtaining sense out of language. The purpose is to achieve an overarching interpretation of what would be mentioned in the script instead of the meaning of foreign words or phrases.

Based on the definition, it can be simply reading comprehension is understanding meaning from a text. It is also a procedure to get the message from reading materials that include readers' background knowledge.

1. The Process of Reading Comprehension

As mentioned above that reading comprehension is a procedure for making meaning from a text. There are three processes of reading comprehension by Nicholson (1998), they are:

1. The Bottom-up Process

   In the bottom-Up process, Brown (2001) the students should considerthe symbol represents (letters, morphs, syllables, sentences, phrases, grammatical cues, and speech markers) and utilize the linguistic computing systems to place some framework on such indications. It means that the reader must search from letter to letter, remember one word to the next, relationships between terms, clauses, and phrases, and at last, be prepared in syntactic units describing lexical context to gain some understanding of the text.

2. The Top-Down Process

   The reader requires their understanding of grammar and semantics in order to establish the interpretation of the text. The reader creates meaning by adding their prior experience to the material that has already been read. It assumes that the prior information of the readers is meaningful in order to achieve the significance of the text. In Top-Down processing, the students try to make certain conclusions or predictions about the text. The method begins by taking a test that could be validated the assumptions that have been made previously. In the long term, the reader tests the assumption.

3. Interactive Process

   Brown (2001) notes that, in interactive processes, the reader guesses the likely sense of the text, then switches to bottom-up processes to verify if that is what the writer means. The interactive

process can be defined as a mix of a bottom-up and a top-down process. It means that the reader knows the term and expects the implied details in the development of the context of the text.

From the description above, it can be inferred that the bottom-up process dealing with word comprehension, the top-down process dealing with reader prior experience, and an interactive process that mixes the bottom-up process with the top-down process (blends word recognition and prior reader knowledge). The three processes of reading comprehension help the reader to gain comprehending of the text they read.

2. **Level of Reading Comprehension**

Heilman (1981) states that the level of reading comprehension requires a more involved function on the part of the reader.

a. Literal Comprehension

This level of comprehension represents the simple understanding of the words and ideas or information explicitly stated in the passage. The writers' message is obtained in the passage but is not analyzed, assessed, or used in any context.

b. Interpretive Comprehension

At this level, readers are asked to consider the details that are not clearly mentioned in the passage. This involves creating a connection, connecting evidence with personal impressions, considering the chain, connection of cause and effect, and

commonly conveying information. More active involvement of the students is required.

c. Critical Comprehension

In critical comprehension, the readers need to analyse, evaluate, and respond to the information presented in the passage.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer discusses the research design, population and sample, research instrument, the data collection procedure and the data analysis procedure.

A. Research Design

This study aimed to measure the correlation between reading motivation, reading anxiety, and reading comprehension. Therefore, the correlational design has been used. Latief (2012) stated that the correlation was shown by correlation coefficients defined by numbers from 0 to 1 indicating a correlation and the direction of a correlation shown by (-) indicates a negative correlation and (+) showing the positive correlation. It could be concluded that a correlation was the co-relation calculation using correlation statistics among multiple regression.

B. Population and Sample

1. Population

The population in this study was the students of fourth semester of English study program at IAIN Palangka Raya who took Intensive Reading Course. The total population was 58 students. They were grouped into three classes :

Table 3. 1 Population Number

No	Critical Reading Class	Students
1	Class A	29 students
2	Class B	29 Students
Total		58 students

(Source: English Department of IAIN Palangka Raya)

2. **Sample**

The writer calculated the minimum sample size by using G*Power 3.1.9.7 tools (Appendix 4). The sample size shall be calculated to achieve a certain level of power. The power of the test is the probability that a single test would have an effect if there is one test in the population (Field, 2017). The overall sample size is 21 students.

Table 3. 2 The Sample Size

t tests - Correlation: Point biserial model		
Analysis:	A priori: Compute required sample size	
Input:	Tail(s)	= One
	Effect size $|\rho|$	= 0.5
	α err prob	= 0.05
	Power (1-β err prob)	= 0.80
Output:	Noncentrality parameter δ	= 2.6457513
	Critical t	= 1.7291328
	Df	= 19
	Total sample size	= 21
Actual power =	0.8172279	

Based on the result of the sample size, the writer used simple random sampling as sampling technique in this research. In a basic random sampling procedure, the sample was selected randomly from the population. In this technique, each member of the population has an equal probability of being chosen to become members of the sample (Latief, 2012; Ary, 2014).

In this study, the researcher took 11 students from class A, and 10 students from class B.

Table 3. 3 Sample

No	Class	Number of Students
1	A	11 students
2	B	10 students
	Total	21 students

C. Research Instrument

In this study, the writer used questionnaires for reading motivation and reading anxiety, and a test for reading comprehension.

1. Motivation for Reading Questionnaire (MREQ)

Brown (2001) stated that questionnaires are some written instruments to which respondents are requested to answer through writing their responses or choosing them from the current answers. Babbie (2013) stated that a questionnaire was described as a document that includes questions and other types of items intended for requested analysis-relevant material. The writer can form a conclusion or an

opinion based on the answer to the questionnaires. Latief (2012) said
that questionnaire is a written method composed of questions or claims
which have to be answered by the participant.

In this study, the writer adopted Motivation for Reading
Questionnaire (MREQ) from Komiyama (2013), who modified the
MREQ from Allan Wigfield, John T. Guthrie, and Karen McGough
(1996) in order to measure the student's learning motivation in reading.
The MREQ items are modified in order to make the items appropriate
to the target population of the research. The items of the MREQ are
about 47 items. The students will ask to respond to the statements on a
four-point Likert scale: 1 = very different from me, 2 = a little different
from me, 3 = a little like me, 4 = a lot like me.

Table 3. 4 Dimension of MREQ

Label	Number of Items	Items
Intrinsic Motivation	16 items	1,2,3,4,5,6,7,8,9,10, 11, 12,13,14,15, 16,
Extrinsic Drive to Excel	15 items	17,18,19,20,21,22,23,24, 25,26,27,28,29,39,45
Extrinsic Academic Compliance	8 items	30,31,32,33,34,35,36,40
Extrinsic Test Compliance	3 items	37,38,47
Extrinsic Social Sharing	5 items	41, 42, 43, 44, 46

(Source: Komiyama, 2013)

The first factor is intrinsic motivation with 16 items. It includes curiosity, Involvement, and preference for challenge items. According to Komiyama (2013), the interest seems to be that students want to read a fascinating subject.

Five objects are expressed, and each item contains a sentence on the interpretation of the cause of the student's reading—the second element involvement. Komiyama (2013), Involvement is the fun experience of reading a nice textbook, essay, or website about a fascinating subject. The last element is the preference for the challenge. It contributes to the pleasure of students exploring abstract concepts in a text (Komiyama, 2013).

The second factor is the extrinsic drive to excel. This aspect will demonstrate students' willingness to develop their ability to read the second language. This factor has 15 items which are shared through eight competition items and seven recognition items. Competition is the tendency of students to be better than most in reading (Komiyama, 2013). It implies that students who are strongly inspired to read because of the competitiveness effect typically appear to work harder to achieve better grades in second-language reading than the others. In the meantime, recognition is those as students who wish to help others know their talents in second-language literacy, and they typically want to get good feedback about their abilities of reading. Komiyama (2013)

claimed that recognizing aspect is a student who utilizes reading to let others, such as family, teachers, or peers, understand their skills.

The third is extrinsic academic compliance. In compliance, include the reason for students to read in English as well as the structure of their teaching responsibilities, and consist of eight objects. Next, grade back to the encouragement of students to get a perfect score in reading, and students are usually guided to read for one reason, which is to increase their scores in English reading.

The fourth is classified as the extrinsic compliance test. It includes three objects. Two object link to ability for gaining score on a standard English test, such as TOEFL (Test of English as a Foreign Language).

The last element is considered extrinsic social sharing. This element consists of five elements that centers on students exchanging their encounters with people, teachers, or other older people (Komiyama, 2013).

Table 3. 5 Motivation of Reading Questionnaire

No	MREQ ITEMS	1	2	3	4
1.	I like reading in English to learn something new about people and things that interest me (Saya suka membaca tulisan berbahasa Inggris untuk mempelajari sesuatu yang baru tentang orang dan benda yang membuat saya tertarik)				
2.	I like reading a lot of interesting things in English (Saya suka membaca banyak hal-hal menarik yang berbahasa Inggris)				

3.	I feel happy when I read about something interesting in English (Saya merasa senang ketika saya membaca sesuatu yang menarik dalam bahasa Inggris)
4.	When the topic is interesting, I am willing to read difficult English materials (Ketika topiknya menarik, saya bersedia membaca materi berbahasa Inggris yang sulit)
5.	It's fun for me to read about something I like in English (Menyenangkan bagi saya untuk membaca sesuatu yang saya sukai dalam bahasa Inggris)
6.	It is hard for me to stop reading in English when the topic is interesting (Sulit bagi saya untuk berhenti membaca tulisan berbahasa Inggris ketika topiknya menarik)
7.	I like reading about new things in English (Saya suka membaca tentang sesuatu yang baru yang berbahasa Inggris)
8.	I enjoy reading when I learn complex ideas from English material (Saya menikmati bacaan saya ketika saya mempelajari ide yang rumit dari materi berbahasa Inggris)
9.	I like it when the topic of an English reading makes me think a little more (Saya suka ketika topik bacaan berbahasa Inggris membuat saya berpikir lebih banyak)
10.	I enjoy reading good, long stories in English (Saya menikmati membaca cerita berbahasa Inggris yang panjang dan bagus)
11.	I like hard, challenging English readings (Saya suka bacaan berbahasa Inggris yang sulit dan menantang)

12.	When an assignment is interesting, I can read difficult English materials more easily (Ketika tugasnya menarik, saya dapat membaca materi berbahasa Inggris yang sulit dengan lebih mudah)
13.	When I am reading about an interesting topic in English, I sometimes lose track of time (Ketika saya sedang membaca sebuah topik menarik berbahasa Inggris, saya terkadang lupa waktu)
14.	When my teacher or friends tell me something interesting, I might read more about it in English (Ketika dosen atau teman saya memberitahu tentang sesuatu yang menarik, saya mungkin membaca hal tersebut lebih banyak dalam bahasa Inggris)
15.	I enjoy reading in English to learn what is going on in the U.S. and in the world (Saya menikmati bacaan berbahasa Inggris untuk mempelajari apa yang sedang terjadi di A.S. dan dunia)
16.	I am willing to work hard to read better than my friends in English (Saya bersedia bekerja keras untuk membaca tulisan berbahasa Inggris lebih baik dari teman-teman saya)
17.	I like being the only student who knows an answer about something we read in English (Saya suka menjadi satu-satunya mahasiswa yang mengetahui jawaban dari sesuatu berbahasa Inggris yang kami baca)

18.	I like my teacher to say that I read well in English (Saya suka jika dosen saya mengatakan bahwa saya membaca dengan baik tulisan berbahasa Inggris)
19.	When I complete English reading assignments for class, I try to get more answers correct than my classmates (Ketika saya menyelesaikan tugas bacaan berbahasa Inggris untuk kelas, saya mencoba untuk mendapatkan lebih banyak jawaban yang benar daripada teman sekelas saya)
20.	When I read in English, I like to finish my reading assignments before other students (Ketika saya membaca tulisan berbahasa Inggris, saya suka menyelesaikan tugas bacaan saya sebelum teman-teman saya selesai)
21.	I like my friends to tell me that I am a good English reader (Saya suka ketika teman-teman saya mengatakan bahwa saya adalah pembaca bahasa Inggris yang baik)
22.	I want to be the best at reading in English (Saya ingin menjadi yang terbaik dalam membaca tulisan berbahasa Inggris)
23.	When some classmates read English better than me, I want to read more English materials (Ketika beberapa teman sekelas membaca tulisan berbahasa Inggris lebih baik dari saya, saya ingin membaca lebih banyak materi berbahasa Inggris)
24.	I like it when my teacher asks me to read English aloud in class (Saya suka ketika dosen saya meminta saya membaca nyaring dalam bahasa Inggris di kelas)

25.	I like to get positive comments about my English reading (Saya suka mendapat komentar positif tentang bacaan berbahasa Inggris saya)
26.	When I read in English, I often think about how well I read compared to others (Ketika membaca tulisan berbahasa Inggris, saya sering berpikir tentang seberapa baik saya membaca jika dibandingkan dengan orang lain)
27.	I like to get positive comments about my English reading (Saya suka mendapat komentar positif tentang bacaan berbahasa Inggris saya)
28.	When I read in English, I often think about how well I read compared to others (Ketika membaca tulisan berbahasa Inggris, saya sering berpikir tentang seberapa baik saya membaca jika dibandingkan dengan orang lain)
29.	I practice reading in English because I feel good when I answer teachers' questions correctly in class (Saya berlatih membaca dalam bahasa Inggris karena saya merasa senang ketika saya menjawab pertanyaan dosen di kelas dengan tepat)
30.	I feel happy when my friends ask me for help with their English reading assignments (Saya merasa senang ketika teman-teman saya meminta bantuan pada saya untuk tugas membaca bahasa Inggris mereka)
31.	Finishing English reading assignments on time is very important for me (Menyelesaikan tugas bacaan berbahasa Inggris tepat waktu sangat penting bagi saya)

32.	I usually try to finish my English reading assignments on time (Saya biasanya mencoba untuk menyelesaikan tugas bacaan berbahasa Inggris tepat waktu)
33.	It is important for me to receive a good grade in my English reading course (Penting bagi saya untuk mendapatkan nilai yang baik pada mata kuliah membaca tulisan berbahasa Inggris saya)
34.	I do my English reading assignments exactly as the teacher tells me to do them (Saya mengerjakan tugas bacaan berbahasa Inggris saya persis seperti yang dosen saya minta)
35.	I look forward to finding out my grades in English reading (Saya berharap dapat mengetahui nilai saya dalam mata kuliah membaca tulisan berbahasa Inggris)
36.	I want to read in English to improve my grades (Saya ingin membaca tulisan berbahasa Inggris untuk meningkatkan nilai saya)
37.	I work harder on English reading assignments when they are graded (Saya bekerja lebih keras untuk tugas bacaan berbahasa Inggris saya ketika saya tahu tugas itu akan dinilai)
38.	I try to read in English because I need a good score on tests like TOEFL, Michigan, IELTS, etc (Saya mencoba untuk membaca tulisan berbahasa Inggris karena saya memerlukan nilai yang baik pada uji kemahiran berbahasa Inggris seperti TOEFL, Michigan, IELTS, dll)

39.	I try to read in English because I like seeing my reading score improve on tests like TOEFL, Michigan, IELTS, etc (Saya mencoba untuk membaca tulisan berbahasa Inggris karena saya suka melihat nilai kemampuan membaca saya meningkat pada uji kemahiran berbahasa Inggris seperti TOEFL, Michigan, IELTS, dll)
40.	I practice reading in English because I want a higher reading score than my friends and classmates on tests like TOEFL, Michigan, IELTS, etc (Saya berlatih membaca tulisan berbahasa Inggris karena saya menginginkan nilai kemampuan membaca yang lebih tinggi daripada teman sekelas saya pada uji kemahiran berbahasa Inggris seperti TOEFL, Michigan, IELTS, dll)
41.	I practice reading in English because I need to do well in my future classes (Saya berlatih membaca tulisan berbahasa Inggris karena saya harus berhasil di kelas saya yang akan datang)
41.	I enjoy telling my friends about the things I read in English materials (Saya menikmati ketika saya menceritakan pada teman saya tentang hal yang saya baca pada materi berbahasa Inggris)
42.	My friends and I like to share what we read in English (Teman-teman dan saya suka berbagi bacaan berbahasa Inggris yang kami baca)
43.	I like talking with my friends about what I read in English (Saya suka berbicara dengan teman saya tentang bacaan berbahasa Inggris apa yang saya baca)

44.	I like joining class discussions about what I read in English (Saya suka bergabung dalam diskusi kelas tentang bacaan berbahasa Inggris apa yang saya baca)
45.	I am happy when someone know my ability in English reading (Saya merasa senang ketika seseorang mengetahui kemampuan saya dalam membaca tulisan berbahasa Inggris)
46.	I try to read in English so I can understand what my friends are talking about (Saya mencoba untuk membaca tulisan berbahasa Inggris sehingga saya dapat memahami apa yang teman-teman saya bicarakan)
47.	I read in English with the aim to pass in English Course (Saya membaca tulisan berbahasa Inggris dengan tujuan lulus mata kuliah Bahasa Inggris)

The instrument was adopted from Komiyama (2013). This instrument was also validated by some other research studies that adopt MREQ by Komiyama (2013). Zhao (2016) used the MREQ questionnaire to know about the reading motivation of Chinese ESL (English for Second Language) Students in Canada. The result of this research is 2.83 for intrinsic motivation, and the highest percentage is extrinsic academic compliance 3.29.

Reliability describes a degree of accuracy in the evaluation of the same phenomenon. Reliability is also the degree to which the test can provide the same answer in comparable circumstances. Komiyama

(2013), the MREQ questionnaire was submitted in English; It was developed and revised under the supervision of an academic research consultant. The questionnaire was tried on 175 students. The internal consistency estimate of reliability (Cronbach‟s alpha) of each scale ranged from. 0.77 to 0.88, which considered are very good.

2. **Foreign Language Reading Anxiety Scale (FLRAS)**

   For measuring the students' reading anxiety, the writer used Foreign Language Reading Anxiety Scale (FLRAS), which was adopted from Lee et al. (2015) who modified by Saito et al. (1999). This scale contains 20 items, and the students will ask for a response to the statement on a five-point Likert scale: (1) strongly disagree, (2) disagree, (3) Neutral, (4) Agree, (5) strongly agree. The theoretical range of scores between 20 to 100.

Table 3. 6 Aspect of FLRAS

Aspect	Number of Items	Items
Unfamiliar topic	1 item	5
Worry About Comprehension	4 items	1,2,3,7
Unknown Pronounciation	1 item	8
Discomfort Reading Aloud	1 item	17
Unfamiliar Script or Writing System	5 items	4,6,9,10,11
Unfamiliar Culture	4 items	16,18,19,20

(source : Lee, et al., 2015; Zhao, 2017; Saito, et al., 1999)

This questionnaire proposed six main aspects that elicits Foreign Language Reading Anxiety: unfamiliar script or writing system,

unfamiliar culture, unfamiliar topic, worry about comprehension, unknown pronunciation, and discomfort reading aloud (Saito et al. 1999; Zhao, 2017; Lee et al. 2015).

Table 3. 7 Aspect of FLRAS

NO	FLRAS ITEMS	SA	A	N	D	SD
1	I get upset when I'm not sure whether I understand what I am reading in English (Saya merasa bingung ketika saya tidak yakin apakah saya memahami apa yang sedang saya baca dalam bahasa Inggris)					
2	When reading English, I often understand the words but still can't quite understand what the author is saying (Ketika membaca tulisan berbahasa Inggris, saya seringkali memahami kata-kata namun tidak sepenuhnya dapat memahami apa yang penulisnya katakan)					
3	When I'm reading English, I get so confused can't remember what I'm reading (Ketika saya sedang membaca tulisan berbahasa Inggris, saya merasa bingung dan tidak dapat meningat apa yang sedang saya baca)					
4	I feel intimidated whenever I see a whole page of English in front of me (Saya merasa terintimidasi kapanpun saya melihat					

sehalaman penuh tulisan berbahasa Inggris di depan saya)

5	I am nervous when I am reading a passage in reading English when I am not familiar with the topic (Saya merasa gugup ketika saya sedang membaca sebuah wacana berbahasa Inggris ketika saya tidak mengenali topiknya)
6	I get upset whenever I encounter unknown grammar when reading English (Saya merasa bingung kapanpun saya menjumpai tata bahasa yang tidak saya ketahui ketika membaca tulisan berbahasa Inggris)
7	When reading English, I get nervous and confused when I don't understand every word (Ketika membaca tulisan berbahasa Inggris, saya merasa gugup dan bingung ketika saya tidak mengerti setiap kata)
8	It bothers me to encounter words I can't pronounce while reading English (Saya merasa terganggu ketika menjumpai kata-kata yang tidak dapat saya lafalkan ketika membaca tulisan berbahasa Inggris
9	I usually end up translating word by word when I'm reading English (Biasanya saya akhirnya menerjemahkan kata per kata ketika saya membaca tulisan berbahasa Inggris)

10	By the time you get past the funny letters and symbols in English, it's hard to remember what you're reading about (Ketika saya melewati huruf dan simbol aneh dalam tulisan berbahasa Inggris, sulit untuk mengingat apa yang sedang saya baca)
11	I am worried about all the new symbols you have to learn in order to read English (Saya khawatir tentang semua symbol baru yang harus saya pelajari agar dapat membaca tulisan berbahasa Inggris)
12	I enjoy reading English (Saya menikmati bacaan berbahasa Inggris)
13	I feel confident when I am reading in English (Saya merasa percaya diri ketika saya sedang membaca tulisan berbahasa Inggris)
14	Once you get used to it, reading English is not so difficult (Ketika saya sudah terbiasa, membaca tulisan berbahasa Inggris tidaklah sesulit itu)
15	The hardest part of learning English is learning to read (Bagian tersulit dari belajar bahasa Inggris adalah belajar membaca)
16	I would be happy just to learn to speak English rather than having to learn to read as well (Saya akan merasa senang jika hanya

	belajar berbicara dalam bahasa Inggris daripada harus membaca juga)
17	I don't mind reading to my self, but I feel very uncomfortable when I have to read English aloud (Saya tidak keberatan membaca untuk diri saya sendiri, namun saya merasa sangat tidak nyaman ketika saya harus membaca tulisan berbahasa Inggris dengan nyaring)
18	I am satisfied with the level of reading ability in English that I have achieved so far (Saya merasa puas dengan level kemampuan membaca tulisan berbahasa Inggris yang saya capai sejauh ini)
19	English culture and ideas seem very foreign to me
20	You have to know so much about English history ad culture in order to read English

As respects, the instrument's reliability, using Cronbach Alpha, the reliability coefficient for the final version of the instrument was 0,73, which still suggests the appropriate importance in the field of educational study. This instrument aims to examine the patterns in possible causes of foreign language reading anxiety among foreign language students.

3. **Reading Comprehension Test**

For measuring the students' reading comprehension, a reading test will be used in this research. The writer will check the students' reading comprehension by using a multiple-choice test because it's easy to measure. The level of reading comprehension in this test was literal comprehension. It trains students' concentration because multiple options have four choices, three of which could divert students from the emphasis on the correct answer. Test elements have been taken from the Longman Complete Course TOEFL Test.

The TOEFL test is a test to assess the level of English proficiency of non-native English speakers. In specific, English-language colleges and universities are required. The aim of the reading comprehension test is to show students' ability to interpret written English by answering multiple-choice questions about the concepts and meanings of words in reading..

Table 3. 8 Indicator of Reading Comprehension

No	Indicators	Items
1	Topic	10 items
2	Main Idea	10 items
3	Supporting Detail	10 items
4	Text Genre/type	10 items

(source: RPS of Intensive Reading Course)

Table 3. 9 Scoring Rubric for Students' Reading Comprehension

Rubric Score	Grade	Categories
95-100	A+	Excellent
85-94	A	Very good
75-84	B-	Good
65-74	B	Fairly good
55-64	C-	Fair
45-54	C	Poor
0-34	U	Very poor

(Source: Roslina, 2017)

D. Data Collection Procedures

1. Motivation for Reading Questionnaire (MREQ)

For collecting the data of students' reading motivation, the first step that the writer did was requesting a permit to research the English education study program—after that, asking the participants to be the subject of the research. Then, the writer prepared the instruments Motivation for Reading Questionnaire (MREQ). Then, the writer explained the purpose of the study and the system for answering the questionnaire that the researcher has distributed through sharing the link https://bit.ly/3qagMfN for Motivation for Reading Questionnaire.

Then, the writer distributed the questionnaire to the sample class. The writer gave three days for participants to answer the questionnaire. After that, the writer collected the questionnaire. After finish collecting the questionnaire, the data have been analyzed by using Pearson Product

Moment to solve the problem of the study. The next step was interpreting the finding of analyzing data. The last, the writer concluded the result of the data.

2. **Foreign Language Reading Anxiety Scale (FLRAS)**

For collecting the data of students' reading anxiety, the first step that the writer did was requesting a permit to do research from the English education study program—after that, asked the participants to be the subject of the study. Then, the writer prepared the instruments Foreign Language Reading Anxiety Scale. Then, the writer provided an explanation about the purpose of the research and the system for answering the questionnaire that has been distributed by the researcher through sharing the link https://bit.ly/309BlyA for Foreign Language Reading Anxiety Scale. Then, the writer distributed the questionnaire to the sample class. The writer gave three days for participants to answer the questionnaire. After that, the writer collected the questionnaire. After finish collecting the questionnaire, the data have been analyzed by using Pearson Product Moment to solve the problem of the study. The next step was interpreting the finding of analyzing data. The last, the writer concluded the result of the data.

3. **Reading Comprehension Test**

For collecting the data of the reading test, the first stage that have been done by the writer was asking a permission to do research from the English education study program—after that, asked the participants to

be a research subject. Then the writer provided an explanation about the aim of the study and took their reading scores. For the reading test, the researcher gave the reading comprehension test through this link https://bit.ly/2O65i03. The writer asked them to answer the reading comprehension test in 2 hours. Lastly, to conduct an assessment, the writer counted the score by the true and false answers.

E. Data Analysis Procedures

The writer collected all the data (data of students' reading anxiety, reading motivation, and reading comprehension). After that, the writer used the Pearson Product Moment test to discover and analyze the correlation between reading anxiety, reading motivation, and reading comprehension. The analyses have been carried out by using the SPSS program. Formulation of Pearson Product Moment Correlation Coefficient and formula multiple regression. Before conducting a correlation analysis of variables, the writer conducted an assumption test. The assumption test used was the normality test and linearity test. If the data obtained from these research instruments was invalid, then the writer used non-parametric statistics. To complete the data analysis, there were some tests that should be done before testing the hypotheses: normality and linearity test.

- Normality Test

    It was used to know if the data were regular and if the normal distribution of all classes was analyzed. The author used the SPSS software in this analysis to assess normality with Kolmogorov Smirnov's

definition level α=5%. The asymptotic significance estimation results are higher than α > (5%) such that the distribution data were normal. On the opposite, if the asymptotic value was less than α< (5%), the results did not mean that the distribution was normal.

- Linearity Test

It was used to determine whether or not the factors were linearly correlated. The linearity test was typically used for a correlation analysis. It was evaluated using the SPSS software (linearity test) with a significance level of .05. Variables were linearly correlated if the probability result of the equation is > .05.

- The Pearson Correlation

The Pearson product-moment correlation coefficient (or Pearson correlation coefficient, for short) was a measure of the strength of a linear association between two variables and was denoted by r. The variables were correlated if the significant $p<.05$.

- Multiple Linear Regression

Multiple linear regression analysis was a statistical technique that analyzes the relationship between two or more variables and used the information to estimate the value of the dependent variables.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer discussed the result of the study that was collected. The data included the Motivation for Reading Questionnaire, Foreign Language Reading Anxiety Scale, and Reading Comprehension Test that was measured by using correlation product-moment among three variables.

A. Data Presentation

In this research, the writer used two questionnaires and a reading test for collecting the data. The first questionnaire was used to measure students' reading motivation and the second questionnaire was used to measure students' reading anxiety. The writer used Motivation for Reading Questionnaire (MREQ) by Komiyama (2013) and Foreign Language Reading Anxiety Scale (FLRAS) by Lee et. al. (2015). The reading test was adopted from Longman Complete Course TOEFL Test by Philips (2001).

1. Motivation for Reading Questionnaire (MREQ) Result

MREQ consist of 47 items with 4-point Likert scale. In this research, the quantity of Motivation for Reading Questionnaire test was 47 items that adopted from Komiyama (2013). The writer used the likert scale for 21 students of the Intensive Reading class. The test was conducted on Friday, 30th of April 2021 by using Google Form. The

result of student's Motivation for Reading Questionnaire showed that

M=141.0476, *SD=23.23677*. The detailed presented in Appendix 8.

Table 4. 1 Data Presentation of MREQ

NO	NAME	X1
1	MDAK	118
2	MZS	188
3	RHMN	105
4	TAR	144
5	SC	180
6	BA	159
7	YV	137
8	IN	124
9	YN	168
10	NW	152
11	RA	127
12	SFAP	146
13	RNR	123
14	SI	126
15	AM	162
16	MS	135
17	SNH	93
18	KNM	146
19	SH	151
20	ZKW	133
21	PA	145
	TOTAL	2962

2. **Foreign Language Reading Anxiety Scale (FLRAS) Result**

FLRAS consist of 20 items with 5-point Likert scale. In this research, the quantity of Foreign Language Reading Anxiety Scale was 20 items that adopted from Lee et. Al. (2015). The writer used the likert scale for 21 students of the Intensive Reading class. The test was conducted on Friday, 30th of April 2021 by using Google Form. The result of student's Foreign Language Reading Anxiety Scale showed that $M=$ 39.052, $SD=$6.41019. The detailed presented in Appendix 8.

Table 4. 2 Data Presentation of FLRAS

NO	NAME	X2
1	MDAK	31
2	MZS	40
3	RHMN	36
4	TAR	34
5	SC	34
6	BA	41
7	YV	39
8	IN	37
9	YN	42
10	NW	49
11	RA	48
12	SFAP	44
13	RNR	50
14	SI	30

15	AM	45
16	MS	44
17	SNH	42
18	KNM	26
19	SH	34
20	ZKW	39
21	PA	36
	TOTAL	821

3. **Reading Comprehension Test Result**

In this research, the quantity of reading comprehension test was 40 items that adopted from Philips (2001). The writer used the likert scale for 21 students of the Intensive Reading class. The test was conducted on Friday, 30th of April 2021 by using Google Form. The result of student's reading comprehension test showed that $M=$ 49.8810, $SD=9.56805$. The detailed presented in Appendix 8.

Table 4. 3 Data Presentation of Reading Comprehension

NO	NAME	SCORE
1	MDAK	50
2	MZS	35
3	RHMN	52.5
4	TAR	52.5
5	SC	47.5
6	BA	50

7	YV	55
8	IN	45
9	YN	47.5
10	NW	62.5
11	RA	62.5
12	SFAP	50
13	RNR	67.5
14	SI	40
15	AM	37.5
16	MS	50
17	SNH	52.5
18	KNM	35
19	SH	60
20	ZKW	60
21	PA	35
	TOTAL	565

4. **Normality Test**

Table 4. 4 Normality Test

One-Sample Kolmogorov-Smirnov Test		MREQ	FLRAS	COMP
N		21	21	21
Normal Parameters[a,b]	Mean	141.05	39.10	19.95
	Std. Deviation	23.237	6.410	3.827
Most Extreme Differences	Absolute	.082	.072	.124
	Positive	.082	.072	.106
	Negative	-.076	-.070	-.124
Test Statistic		.082	.072	.124
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]	.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

a. Normality Test of Motivation for Reading Questionnaire (MREQ)

The writer used One-sample Kolmogorov-Smirnov Test to know the normality of the instruments. If the percentage of the significance (sig.)/ probability >0,05 meant the distribution data was normal and the percentage of the significance (sig.)/ probability <0,05 meant the distribution data was not normal. Based on the result normality of the MREQ that calculated by the SPSS program, $p=$ .200. From the result of the computation, it meant that it was greater that 0,05 which meant that the scores were normally distributed.

b. Normality Test of Foreign Language Reading Anxiety Scale (FLRAS)

The writer used One-sample Kolmogorov-Smirnov Test to know the normality of the instruments. If the percentage of the significance (sig.)/ probability >0,05 meant the distribution data was normal and the percentage of the significance (sig.)/ probability <0,05 meant the distribution data was not normal. Based on the result normality of the FLRAS that calculated by the SPSS program, $p=$ .200. From the result of the computation, it

meant that it was greater that 0,05 which meant that the scores were normally distributed.

c. Normality Test of Reading Comprehension Test

The writer used One-sample Kolmogorov-Smirnov Test to know the normality of the instruments. If the percentage of the significance (sig.)/ probability >0,05 meant the distribution data was normal and the percentage of the significance (sig.)/ probability <0,05 meant the distribution data was not normal. Based on the result normality of the reading comprehension test that calculated by the SPSS program, $p=$ .200. From the result of the computation, it means that it was greater that 0,05 which meant that the scores were normally distributed.

5. **Linearity Test**

Table 4. 5 Linearity Test of Reading Motivation and Reading Comprehension

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
COMP * MREQ	Between Groups	(Combined)	1718.452	19	90.445	.804	.721
		Linearity	233.335	1	233.335	2.074	.386
		Deviation from Linearity	1485.117	18	82.506	.733	.742
	Within Groups		112.500	1	112.500		
			1830.952	20			

Table 4. 6 Linearity Test of Reading Anxiety and Reading Comprehension

			Sum of Squares	df	Mean Square	F	Sig.
COMP * FLRAS	Between Groups	(Combined)	1573.661	14	112.404	2.621	.121
		Linearity	471.889	1	471.889	11.004	.016
		Deviation from Linearity	1101.772	13	84.752	1.976	.207
	Within Groups		257.292	6	42.882		
	Total		1830.952	20			

The writer measured the linearity of reading motivation, reading anxiety and reading comprehension. In SPSS, if *p*-value more than 0.05, the regression was linear.

a. Linearity Test of Reading Motivation and Reading Comprehension

The result of linearity test between reading motivation and reading comprehension, *p*=.742 (the detail was presented in Appendix 9). Because the significance value was more than 0.05, it could be concluded that reading motivation and reading comprehension test were linear.

b. Linearity Test of Reading Anxiety and Reading Comprehension

The result of linearity test between reading anxiety and reading comprehension, *p*=.207 (the detailed was presented in Appendix

9). Because the significance value was more than 0.05, it could be concluded that reading anxiety and reading comprehension test were linear.

B. Research Findings

Based on the result of assumption test, it was showed that the variant data of were in normal distribution, and the regression was linear and significant. The writer continued to answer the three research problem. For the first and second research problem, the writer used the Pearson Product Moment Formula. For the third research problem, the writer used the Multiple Linear Regression Formula.

1. The Correlation of Reading Motivation and Reading Comprehension

This passage answered the first research problem *"Do the higher students have reading motivation, the better they comprehend a reading texts?"* it was measured by Motivation for Reading Questionnaire by Komiyama (2013). Based on the results $r=-.357$, $p=.112$, which higher than 0.05. It could be concluded that the assumption was rejected or there was no correlation between reading motivation and reading comprehension.

Table 4. 7 Pearson Correlation of Reading Motivation and Reading Comprehension

		MREQ	FLRAS	COMP
	Pearson Correlation			
MREQ	Pearson Correlation	1	.017	-.357
	Sig. (2-tailed)		.941	.112
	N	21	21	21
FLRAS	Pearson Correlation	.017	1	.508*
	Sig. (2-tailed)	.941		.019
	N	21	21	21
COMP	Pearson Correlation	-.357	.508*	1
	Sig. (2-tailed)	.112	.019	
	N	21	21	21
*. Correlation is significant at the 0.05 level (2-tailed).				

2. **The Correlation of Reading Anxiety and Reading Comprehension**

This passage answered the first research problem *"Do the lower students have reading anxiety, the better they comprehend a reading texts?"* it was measured by Foreign Language Reading Anxiety Scale. Based on the results r=.508, p=.019 which lower than 0.05. It could be concluded that the assumption was accepted or there was correlation between foreign language reading anxiety and reading comprehension.

Table 4. 8 Pearson Correlation of Reading Anxiety and Reading Comprehension

	Pearson Correlation		
		MREQ	FLRAS	COMP
MREQ	Pearson Correlation	1	.017	-.357
	Sig. (2-tailed)		.941	.112
	N	21	21	21
FLRAS	Pearson Correlation	.017	1	.508[*]
	Sig. (2-tailed)	.941		.019
	N	21	21	21
COMP	Pearson Correlation	-.357	.508[*]	1
	Sig. (2-tailed)	.112	.019	
	N	21	21	21

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

3. **The Correlation of Reading Motivation, Reading Anxiety and Reading Comprehension**

This passage answered the first research problem *"Do higher students have reading motivation and the lower students have reading anxiety, the better they comprehend a reading texts?"* it was measured by the Longman Complete Course TOEFL Test.

R has a value of .626 (R= .626) this value was the correlations of reading motivation, reading anxiety, and reading comprehension. The value of R^2 is .391, which meant that reading motivation and reading anxiety had contributed 39,1 % on students' reading comprehension. The value of F-statistic was 5.790 and it was associated significance (p=.011) value of $p < .05$. Therefore, it could be concluded that there was significant correlations of students' reading motivation, anxiety and comprehension.

Table 4. 9 Multiple Linear Regression of Reading Motivation, Anxiety and Comprehension

	ANOVAª					
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	716.774	2	358.387	5.790	.011[b]
	Residual	1114.179	18	61.899		
	Total	1830.952	20			

a. Dependent Variable: COMP

b. Predictors: (Constant), FLRAS, MREQ

Table 4. 10 The Correlation of Reading Motivation, Anxiety and Comprehension

				Std.	Change Statistics				
			Adjusted	Error of	R				
		R	R	the	Square	F			Sig. F
Model	R	Square	Square	Estimate	Change	Change	df1	df2	Change
1	.626ª	.391	.324	7.86758	.391	5.790	2	18	.011

a. Predictors: (Constant), FLRAS, MREQ

C. Discussion

The first three research questions deal with the correlation of reading motivation, reading anxiety and reading comprehension. It was hypothesized that the higher the students have reading motivation, the better they reading comprehension; the higher the students have reading anxiety, the better they reading comprehension; the higher the students' have reading motivation and the lower the students' have reading anxiety, the better the students' reading comprehension.

Based on the calculation of normality and linearity used SPSS program, the result showed that the distribution of data was normal, and the variables had a linear association. The writer used One-sample Kolmogorov-Smirnov Test to know the normality of the instruments. If the percentage of the significance (sig.)/ probability >0,05 meant the distribution data was normal and the percentage of the significance (sig.)/ probability <0,05 meant the distribution data was not normal. Based on the result normality of the reading motivation and reading comprehension that calculated by the SPSS program, $p=$ .200. From the result of the computation, it meant that it was greater that 0,05 which meant that the scores were normally distributed.

The result of linearity test between reading anxiety and reading comprehension, $p=.207$. The result of linearity test between reading motivation and reading comprehension, $p=.742$. Because the significance value was more than 0.05, it could be concluded that reading anxiety and reading motivation were linear. Then, it could be concluded that the study could be analyzed using parametric statistics with multiple correlations. The discussion of every variable was explained below.

The writer had analyzed the data by using SPSS 25.0 to find out the correlation. The writer used pearson product moment to analyze, The Pearson product-moment correlation coefficient (or Pearson correlation coefficient, for short) was a measure of the strength of a linear association between two variables and was denoted by r. The variables were correlated if the significant $p<.05$.

The result was *r=-.357* for the correlation between reading motivation towards reading comprehension, and *p<.05*. Thus, it could be concluded there was no correlation, even though it was low or weak. The result for the correlation between reading anxiety towards reading comprehension was *r=.508, p>.05.* This value was categorized large effect correlation based on Cohen Effect size effect (Cohen, 1988). The writer found the correlation coefficient among Reading Motivation, Reading Anxiety and Reading Comprehension was 0.626 *(R=.626)*, which was categorized as large effect correlation based on Cohen (1988). Reading motivation and reading anxiety have contributed 39,1% to students' reading comprehension.

The result was not significant correlation between students' reading motivation and students' reading comprehension. It resulted in different way from the researcher expected. According to the result, the writer tried to analyze the reason why there is no significant between students' reading motivation and students' reading comprehension.

Based on results showed that reading motivation failed to significantly correlate with reading comprehension. The correlation was not significant can be caused by the instrument was not valid and reliable, the sample size was not sufficient, the research design was not appropriate, and there was no correlation in fact.

This study was properly done and followed the data collection procedures. The writer carefully taken the data from participants and give time for the participants to answer the test and questionnaires. The instrument that was used in this study was valid and reliable, but maybe the translate of this instrument didn't appropriate with the age of students who read the instrument.

For collecting the data of students' reading motivation, the first step that the writer did was requesting a permit to research the English education study program—after that, asking the participants to be the subject of the research. Then, the writer prepared the instruments Motivation for Reading Questionnaire (MREQ). Then, the writer explained the purpose of the study and the system for answering the questionnaire that the researcher has distributed through sharing the link in *WhatsApp*. The writer gave three days for participants to answer the questionnaire. After that, the writer collected the questionnaire. After finish collecting the questionnaire, the data have been analyzed by using Pearson Product Moment to solve the problem of the study. The next step was interpreting the finding of analyzing data. The last, the writer concluded the result of the data.

Unfortunately, the test was not been controlled by the researcher at the time, which mean the researcher didn't know the participants condition while answering the questionnaire. Therefore, it can be one of the reasons why the results were not significant.

The instrument was adopted from Komiyama (2013). the writer adopted Motivation for Reading Questionnaire (MREQ) from Komiyama (2013), who modified the MREQ from Allan Wigfield, John T. Guthrie, and Karen McGough (1996) in order to measure the student's learning motivation in reading. The MREQ items are modified in order to make the items appropriate to the target population of the research. The items of the MREQ are about 47 items. The students will ask to respond to the statements on a four-point Likert scale: 1 = very different from me, 2 = a little different from me, 3 = a little like me, 4 = a lot like me.

The first factor is intrinsic motivation with 16 items. It includes curiosity, Involvement, and preference for challenge items. According to Komiyama (2013), the interest seems to be that students want to read a fascinating subject.

Five objects are expressed, and each item contains a sentence on the interpretation of the cause of the student's reading—the second element involvement. Komiyama (2013), Involvement is the fun experience of reading a nice textbook, essay, or website about a fascinating subject. The last element is the preference for the challenge. It contributes to the pleasure of students exploring abstract concepts in a text (Komiyama, 2013).

The second factor is the extrinsic drive to excel. This aspect will demonstrate students' willingness to develop their ability to read the second language. This factor has 15 items which are shared through eight

competition items and seven recognition items. Competition is the tendency of students to be better than most in reading (Komiyama, 2013). It implies that students who are strongly inspired to read because of the competitiveness effect typically appear to work harder to achieve better grades in second-language reading than the others. In the meantime, recognition is those as students who wish to help others know their talents in second-language literacy, and they typically want to get good feedback about their abilities of reading. Komiyama (2013) claimed that recognizing aspect is a student who utilizes reading to let others, such as family, teachers, or peers, understand their skills.

The third is extrinsic academic compliance. In compliance, include the reason for students to read in English as well as the structure of their teaching responsibilities, and consist of eight objects. Next, grade back to the encouragement of students to get a perfect score in reading, and students are usually guided to read for one reason, which is to increase their scores in English reading.

The fourth is classified as the extrinsic compliance test. It includes three objects. Two object link to ability for gaining score on a standard English test, such as TOEFL (Test of English as a Foreign Language).

The last element is considered extrinsic social sharing. This element consists of five elements that centers on students exchanging their encounters with people, teachers, or other older people (Komiyama, 2013).

The instrument validated by some other research studies that adopt MREQ by Komiyama (2013). Zhao (2016) used the MREQ questionnaire to know about the reading motivation of Chinese ESL (English for Second Language) Students in Canada. The result of this research is 2.83 for intrinsic motivation, and the highest percentage is extrinsic academic compliance 3.29. Reliability describes a degree of accuracy in the evaluation of the same phenomenon. Reliability is also the degree to which the test can provide the same answer in comparable circumstances. Komiyama (2013), the MREQ questionnaire was submitted in English; It was developed and revised under the supervision of an academic research consultant. The questionnaire was tried on 175 students. The internal consistency estimate of reliability (Cronbach"s alpha) of each scale ranged from. 0.77 to 0.88, which considered are very good.

The sample size of this research was sufficient because the writer had been used G. Power. The sample size shall be calculated to achieve a certain level of power. The power of the test is the probability that a single test would have an effect if there is one test in the population (Field, 2017). Concerning the power of this research, the finding of no significant correlation is not due to a lack of power, as stated in the research method. Before the experiment, a power analysis and sample size calculation were carried out. Both the limited 80 percent confidence interval and the small effect size statistic indicate that the lack of statistical significance is due to

the correlation having a minor effect on the student's reading comprehension, rather than a lack of sufficient power.

The design of this research was appropriate with the object of this study. The writer used quantitative research method with correlation research design, the writer only to measure the correlation among variables, not causal relationship. Correlation is a statistical measure that expresses the extent to which two variables are linearly related without making statement about cause and effect. Latief (2012) stated that the correlation was shown by correlation coefficients defined by numbers from 0 to 1 indicating a correlation and the direction of a correlation shown by (-) indicates a negative correlation and (+) showing the positive correlation.

Wu Li and Yuehua Wu (2017) said that motivation in reading activity was important. Motivation is essential to the commitment of reading and is always focused on the preference of the reader. Readers are inspired to read for various reasons, use current information to create new understandings, and engage in positive social experiences around reading. In fact, 21 students in this study didn't have high reading motivation and get low score of reading comprehension. The result showed that there was no significant correlation between students' reading motivation and students' reading comprehension. The insignificant result probably occurred because of the quality of the text materials was not challenging enough to improve the students' reading motivation and their reading comprehension. The subject

of this study was students second semester who took intensive reading course so that maybe the experience time of learning could also be one of the factors affecting the students' reading comprehension. In other words, the longer the experiences, the more knowledge they have.

The previous research about reading motivation and reading comprehension (Soemer and Schiefele: 2018) stated that the result could have happened because the quality of the text materials was not challenging enough to improve the students' reading motivation and their reading comprehension. The similarity of the research was to measure the correlation between reading motivation and reading comprehension. The differences of this research were the instruments and the participant.

Soemer et al. (2018) used Reading Motivation Questionnaire for Elementary Students for measuring the Intrinsic reading motivation with 1.075 children. While in this research, the writer used MREQ by Komiyama (2013) for measuring the reading motivation that includes of intrinsic and extrinsic motivation, and the participant of this research much different because only 21 participants. The present studies showed that there was a significant correlation between reading motivation and reading comprehension. At the same time, the result of this research found that there was no significant correlation between reading motivation and reading comprehension.

Komiyama (2013) explained that students would be motivated by an interesting reading topic. Working collaboratively with their peers was also a factor for students' motivation, but the students' learning system was online learning, so it might be more complex and be the reason for the insignificant correlation. Stutz, Schaffner, and Schiefele (2016) studied the relation between reading motivation, reading amount, and reading comprehension. The result of the study was different from this research, and it showed that reading amount is the mediator of reading motivation and reading comprehension. It can be concluded that reading motivation related to reading comprehension. The subject of the study also had different, 1.051 students from 32 schools (125 classes) were used as the participant.

Stutz, Schaffner, and Schiefele (2016) studied the relation between reading motivation, reading amount, and reading comprehension. This study showed that reading amount was the mediator of reading motivation and reading comprehension. Therefore, it could be concluded that reading motivation correlates with reading comprehension. Komiyama (2013) studied factors underlying second language reading motivation. This study used MREQ, which was adapted from Wang and Guthrie (2004). The study has shown that five factors are the basis of second language motivation, one factor intrinsic, and four extrinsic. Wigfield, Gladstone, and Turci (2016) studied the relation between reading motivation and reading comprehension. They addressed work on school motivation growth in general and reading motivation in particular, examining studies that

indicated that many children's motivation to read decreases over school years. They also created and analyzed interventions for children of various ages to define successful classroom-based teaching methods that promoted reading and used a combination of narration and informational resources.

Based on the result of this research showed that reading anxiety success significantly influenced reading comprehension. The hypothesis of this study was the lower the students have reading anxiety, the better they reading comprehension. while the result showed that the students have high reading anxiety and the students have low reading comprehension score. It maybe was caused by some factors. The students were second semester students or in reading class for the first time, so that they were anxious because of the difficult word they encountered, the unknown vocabulary, and the unfamiliar topic of the text they read.

The writer used Foreign Language Reading Anxiety Scale (FLRAS), which was adopted from Lee et al. (2015) who modified by Saito et al. (1999). This scale contains 20 items, and the students will ask for a response to the statement on a five-point Likert scale: (1) strongly disagree, (2) disagree, (3) Neutral, (4) Agree, (5) strongly agree. The theoretical range of scores between 20 to 100. This questionnaire proposed six main aspects that elicits Foreign Language Reading Anxiety: unfamiliar script or writing system, unfamiliar culture, unfamiliar topic, worry about comprehension, unknown pronunciation, and discomfort reading aloud (Saito et al. 1999;

Zhao, 2017; Lee et al. 2015). As respects, the instrument's reliability, using Cronbach Alpha, the reliability coefficient for the final version of the instrument was 0,73, which still suggests the appropriate importance in the field of educational study. This instrument aims to examine the patterns in possible causes of foreign language reading anxiety among foreign language students.

The present study sought to investigate about foreign language reading anxiety: Chinese as a foreign language in the United States (Dynia, Guo, and Zhao: 2013). The similarity of this research was the instrument for measuring reading anxiety, it was Foreign Language Reading Anxiety Scale (FLRAS) by Saito, Garza, Horwitz (1999). While the differences, not only FLRAS, Dynia et al. also used another questionnaire for measuring the reading anxiety, it was Foreign Language Classroom Anxiety Scale. The participant of the study also big different; the writer only used 21 students, while Dynia et al. used 114 students as the subject of the study. The findings of Dynia's research revealed that anxieties in foreign languages were found to be related to the level of education and familiarity with China, but not to gender. Unfamiliar texts, unfamiliar subjects, and doubts about understanding have been established as the key causes of anxiety reading EFL among Chinese learners.

Saito, Garza, Horwitz (1999) discussed the possibility of reading anxiety in response to foreign and second language reading with 383

students in fifth-semester University French, Japanese, and Russians were the subject of the research. The research found that students' reading anxiety levels increased with their perception of the difficulty of reading in their foreign language, and their grades decreased in conjunction with their levels of reading anxiety. Bahmani, Branch, and Farvardin examined the effects of different text difficulty levels on foreign language reading anxiety (FLRA) and reading comprehension of English as a Foreign Language (EFL) learners. This research also used FLRAS by Saito et al. (1999) for measuring reading anxiety. Little different for measuring reading comprehension, Bahmani et al. used the reading comprehension section of the Cambridge First Certificate in English (FCE, 2008). Not only different on the instrument, but this research also used a quasi-experiment research design. The weakness of this study was the limitation on the subject of the study.

Dynia, Guo, and Zhao (2013) studied foreign language reading anxiety: Chinese as a foreign language in the United States. The findings of the study revealed that anxieties in foreign languages were found to be related to the level of education and familiarity with China, but not to gender. Unfamiliar texts, unfamiliar subjects, and doubts about understanding have been established as the key causes of anxiety reading EFL among Chinese learners. Bahmani, Branch, Farvardin (2017) studied the influence of different text difficulty levels on EFL students' foreign language reading anxiety and reading comprehension. The findings of the research indicate

that all text complexity levels greatly increased the students' reading comprehension.

The writer measure the correlation of students' reading motivation, reading anxiety and reading comprehension using multiple linear regression. Multiple linear regression analysis was a statistical technique that analyzes the relationship between two or more variables and used the information to estimate the value of the dependent variables. If the $p<.5$, it has significant correlation.

The result showed that there was a correlation between students' reading motivation, reading anxiety and reading comprehension. The writer found the correlation coefficient among Reading Motivation, Reading Anxiety and Reading Comprehension was 0.626 (*R=.626) p=.11*, which was categorized as large effect correlation based on Cohen (1988). Reading motivation and reading anxiety have contributed 39,1% to students' reading comprehension.

The result showed that the students have low reading motivation, high reading anxiety and low reading comprehension score. While the hypothesis of this study was the higher the students' have reading motivation and the lower the students' have reading anxiety, the better the students' reading comprehension. Other factor that affect the reading score also the condition of the participant while answering the reading comprehension test.

The writer used TOEFL test for measuring the students' reading comprehension score. The TOEFL test is a test to assess the level of English proficiency of non-native English speakers. In specific, English-language colleges and universities are required. The aim of the reading comprehension test is to show students' ability to interpret written English by answering multiple-choice questions about the concepts and meanings of words in reading. There are 40 items of reading comprehension test with 4 indicator of test, topic, main idea, supporting detail, and text genre. Based on scoring rubric of the reading comprehension test, there are seven categories for the students' score, excellent for 95-100; very good for 85-94; good for 75-84; fairly good for 65-74; fair for 55-64; poor for 45-54; and very poor for 0-34.

The limitation of this research was students who was joining the online learning system due to the outbreak of COVID-19. The subject of the study was students who took intensive reading course in IAIN Palangka Raya. The current study, Soemer et al. (2018) used Reading Motivation Questionnaire for Elementary Students for measuring the Intrinsic reading motivation with 1.075 children in offline learning system. Stutz, Schaffner, and Schiefele (2016) studied the relation between reading motivation, reading amount, and reading comprehension with 1.051 students from 32 schools (125 classes). Dynia, Guo, and Zhao (2013), investigate about foreign language reading anxiety: Chinese as a foreign language in the United States with 114 students as the subject of the study. Saito, Garza, Horwitz (1999) discussed

the possibility of reading anxiety in response to foreign and second language reading with 383 students in fifth-semester University French, Japanese, and Russians were the subject of the research. Bahmani, Branch, and Farvardin examined the effects of different text difficulty levels on foreign language reading anxiety (FLRA) and reading comprehension of English as a Foreign Language (EFL) learners with 50 EFL learners (20 males and 30 females) from a language institute in Ahvaz, Iran, participated in this study. The participants ages ranged from 18 years old to 26 years old.

This study used quantitative approach with correlation research design. This study didn't measure the causal relationship. Other research used a quasi-experiment research design to measure the effects of different text difficulty levels on foreign language reading anxiety (FLRA) and reading comprehension of English as a Foreign Language (Bahmani, Branch, Farvardin; 2017).

In this study, the researcher only used 21 students based on Sample Size by G.Power, while the previous research used more than a hundred students for the subject of the study. The subject of this study also limited only 21 students from English Education Program Study on Batch 2020 from 2 classes, so the next research might use more students with various Batch, Class, or Gender. The participant could be students from High School or Non-English students. This study was a correlational research design, and all measurements were collected within a short period of time so that the

writer could not make claims about causal relations among all the variables. The reading comprehension was measured by using Longman Complete Course TOEFL Test, and the future research might use another reading comprehension test.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusions and some suggestions of this research are interpreted by the writer.

A. Conclusions

This research can add knowledge around foreign language reading studies. The result of this research showed that there was no significant correlation between students' reading motivation and reading comprehension. There was a significant correlation between students' reading anxiety and reading comprehension, it showed negative correlation, the students had high level of reading anxiety and low score of reading comprehension. There was a significant correlation of students' reading motivation, anxiety and comprehension.

B. Suggestions

According to the result of this research, the three variables, reading motivation, anxiety, and comprehension had a significant correlation. The result of each student in reading motivation, anxiety, and comprehension test have variance. Some of them get good scores, and the others are bad scores. In this case, almost all student's comprehension tests get a bad score. The writer believed that a lack of focus on motivation and anxiety affects the comprehension of students. To have better reading comprehension, the writer suggests to the students, teacher or lecturers, and next researcher.

1. The Lecturer

To the teacher or lecturer, the writer suggests that the result of the study able to hand in improving teaching and learning with the variation of teaching at reading course. Then upgrading the students' reading motivation and help them to subtract their anxiety.

2. The students

The writer hopes that students always upgrade and focuses on reading lesson. The students are able to request the learning method to make them comprehend well.

3. The next researchers

To the next researcher, the result will improve the quality of teaching, learning, and support students' process. Also, explore another factor of learning the language that will be useful to others. It may be the reading ability that concerns on the students' difficulties in comprehending the text. Hopefully, this researcher can be the reference to the next research.

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