The Correlation between EFL Reading Motivation and Reading Comprehension Ability

A Thesis
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Master in TEFL

Widya Mandala Catholic University
Surabaya
March 2016
THE CORRELATION BETWEEN EFL READING MOTIVATION AND READING COMPREHENSION ABILITY

A THESIS
Presented to Widya Mandala Catholic University Surabaya in partial fulfillment of the requirement for the Degree of Master in Teaching English as a Foreign Language

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ENGLISH EDUCATION DEPARTMENT GRADUATE SCHOOL WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA 2016
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has been approved to be examined by the Thesis Board of Examiners.

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Surabaya, March 15, 2016

Elvina Hartono

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Acknowledgements

First of all, the writer would like to thank God in the name of Jesus Christ who has been guiding the writer to complete her study.

Secondly, the writer would like to thank M.N Siti Mina Tamah, M.Pd, Ph.D, her thesis advisor, who has given a great contribution for the thesis completion, in terms of energy, time, intellectual resources, and insight. Her guidance and patience are much appreciated.

Thirdly, the writer would also like to express her gratitude to Prof. Anita Lie, Ed.D as the Director of Widya Mandala Graduate School, who always supports and encourages the writer to finish the thesis writing in time.

Fourthly, the gratitude is also extended to Dr. Ignatius Harjanto as the Head of the Graduate School of English Education Department and as the thesis examiner, and Dr. H.J Hendra Tedjasuksmana as the thesis examiner. Their valuable input and guidance has given a great contribution for the thesis.
development and refinement. The writer would also like to thank Prof. Dr. Wuri Soedjatmiko for each suggestion given during the thesis proposal seminar.

Fifthly, the writer would also like to thank the principal, the teachers as well as the students of the school which becomes the participant of the study. Their generous help enables the completion of this thesis.

Finally, the writer would also like to thank her family, relatives, and friends for their time and prayer which have encouraged the writer to finish her study.

Elvina Hartono
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Abstract


Keywords: reading motivation, reading motivation dimensions, reading comprehension

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