

THE CORRELATION BETWEEN STUDENT'S MOTIVATION AND READING COMPREHENSION IN UNIVERSITAS RIAU KEPULAUAN

KORELASI ANTARA MOTIVASI MAHASISWA DAN PEMAHAMAN MEMBACA DI UNIVERSITAS RIAU KEPULAUAN

Aisha Zhamasar¹, Alifa Rahmauli Siregar², Khewin Exando³, Desi Surlitasari Dewi⁴, Fid'dia Amanda⁵, Muhammad Khoirul Reza⁶, Qanita Az-Zahra⁷, Ruslan⁸, Agung Edy Wibowo⁹, Amsakar Achmad¹⁰

^{1,2,3}(English Education Study Program, Faculty of Teacher Training and Education, Universitas Riau Kepulauan, Kepulauan Riau, Indonesia)

^{5,10}Prodi Ilmu Pemerintahan, FISIPOL, Universitas Riau Kepulauan, Indonesia

^{4,6}Prodi Pendidikan Profesi Guru, FKIP, Universitas Riau Kepulauan, Indonesia

⁷Prodi Manajemen, FEB, Universitas Riau Kepulauan, Indonesia

⁹Prodi Magister Manajemen Pendidikan, Program Pascasarjana, Universitas Riau Kepulauan, Indonesia

¹⁰Prodi Ilmu Hukum, Fakultas Hukum, Universitas Riau Kepulauan, Indonesia

e-mail aishazhamasar01@gmail.com¹, alifasiregar02@gmail.com², khewinexando17@gmail.com³

Abstrak

Studi ini menggunakan metode penelitian korelasional, yang bertujuan untuk menentukan apakah ada hubungan yang signifikan antara motivasi dan pemahaman membaca di mahasiswa Universitas Kepulauan Riau. Peserta adalah 20 mahasiswa Universitas Riau Kepulauan, khususnya dari Program Studi Pendidikan Bahasa Inggris. Studi ini berfokus pada mahasiswa semester enam, karena mereka diharapkan memiliki lebih banyak pengalaman dalam membaca teks akademik dan lebih mungkin menunjukkan pola motivasi dan pemahaman bacaan yang jelas. Dalam penelitian ini, dua alat ukur digunakan: kuesioner dan tes membaca yang diberikan oleh guru untuk mengukur motivasi membaca dan pemahaman membaca siswa. Dalam menganalisis data, kuesioner dinilai menggunakan skala Likert. Uji Shapiro-Wilk mengkonfirmasi distribusi data normal, dan analisis Korelasi Momen Produk Pearson mengungkapkan hubungan negatif yang dapat diabaikan ($r = -0,021$, $p = 0,930$), yang menunjukkan tidak ada korelasi signifikan antara motivasi dan pemahaman membaca. Hasil ini menunjukkan bahwa meskipun motivasi masih merupakan aspek penting dalam belajar, namun mungkin tidak berdampak langsung pada pemahaman membaca dalam situasi tertentu ini. Untuk mendapatkan wawasan yang lebih mendalam, penelitian di masa depan didorong untuk menguji hubungan ini menggunakan sampel yang lebih besar dan berbagai metodologi yang lebih luas.

Kata kunci: Motivasi siswa; pemahaman bacaan; pembelajaran Bahasa Inggris

Abstract

This study uses a correlational research method, which aims to determine whether there is a significant relationship between motivation and reading comprehension among students at the University of Riau Islands. The participants were 20 students at Universitas Riau Kepulauan, specifically in the English Education Study Program. The study focused on sixth-semester students, as they are expected to have more experience in reading academic texts and are more likely to show clear patterns of motivation and reading comprehension. In this study, two measurement tools were used: a questionnaire and a reading test administered by the teacher to measure students' reading motivation and reading comprehension. In analyzing the data, the questionnaire was scored using a Likert scale. The Shapiro-Wilk test confirmed normal data distribution, and Pearson's Product-Moment Correlation analysis revealed a negligible negative relationship ($r = -0.021$, $p = 0.930$), indicating no significant correlation between motivation and reading comprehension. These results suggest that although motivation is still a crucial aspect of learning, it might not have a direct impact on reading comprehension in this particular situation. In order to obtain deeper insights, future research is encouraged to examine this link using larger samples and a wider range of methodologies.

Keywords: student motivation; reading comprehension; English language learning

INTRODUCTION

According to (Dolli Rotua Sinaga1, 2021) English is a global language used by people around the world as a way to communicate. Most countries use English for international trade, science, economy, diplomacy, and tourism. This shows how important English in everyday life. Because of its importance, people who don't speak it as their native language need to learn it, especially in countries that have chosen English as their first foreign language. In Indonesia, for example, English is taught as the main foreign language and is included in the school curriculum from elementary school all the way up to university. This makes English education a key part of the learning process, and for student in English program, its important to understand how to teach and use the language effectively to support learners at all levels.

In Indonesia reading comprehension is still a major obstacle (Hayati and Hersagita Anissa, 2022). However, a lack of cultural awareness and traditional teacher centered reading teaching that discourages active involvement are the main reasons why many students still find it difficult to interact effectively with reading materials in spite of these curriculum objectives (Azzahra & Nurkamto, 2024). Motivation is an important supporting factor in language learning because learning will be more effective and efficient if it is pushed by motivation. This is supported by Santrock in (Imran & Aprianoto, 2022) who states that Motivation refers to the process of energizing, directing, and sustaining behavior. Motivation is always a key determinant of their reading comprehension. However, motivation has not been identified as a key determinant of reading comprehension. However, some students seem to lack motivation. Students believe that reading fluently is difficult. Students must practice reading as much as possible to master this skill. Students should also improve the new vocabulary they know. Watching movies, listening to music, and noting difficult words are some ways to improve new vocabulary

According to (Purnawati, 2022), Reading is a two way dialogue between the text and the reader. A dialogue between the reader and the author occurs when someone reads. There are four language skill in English that is listening, speaking, reading, and writing. Reading is one of the most significant abilities to develop is reading. Learning to read well is a long term developmental process (Chaterine, 2002). In teaching reading, it is important for the teacher to understand that the main goal of reading process is comprehension. According to (Kirby, 2007) Reading comprehension is the act of understanding what is being read in text. Reading is not simply about pronouncing words out loud. It should involve a process of understanding meaning. Many students are able to read the words in a passage correctly, but struggle when asked to draw conclusion or identify the main idea. Comprehension skill help student grasp the meaning of words, both on their own and within context.

Reading comprehension and student motivation are critical for promoting academic success and lifetime learning (Tri et al., 2021). Making someone feel enthusiastic, interested, and committed to something is the essence of motivation. Reading comprehension is also very important because when students are highly motivated to learn their material, they can understand more components of their subject or lesson. This may impact their understanding and execution of their subjects or lessons. Reading comprehension among students is influenced by a number of things. The first, Students' learning styles, learning tactics, goals, motivation, feelings, and intelligence are the initial factors that impact their reading skills. Second, a lot of teachers still do not employ instructional media, which makes most students disengaged from the learning process and less

interested in learning English, particularly in the area of reading. The third reason is the students' immediate surroundings, including their families and communities, which do not value learning English and thus discourage students from becoming fluent in the language.

Based on the writer's experience, student often find it difficult to understand reading texts. This difficulty can be caused by several factors, such as limited vocabulary, lack of understanding of word meanings, unfamiliar grammar structure, and lack of concentration and motivation. When students are not motivated, they tend to show low interest and effort in reading, which negatively affects their ability to comprehend texts. According to (Sekhar et al., 2013) Motivation directly links to individual performance that gain to organization to enhance their working performance or to complete task in much better way than they usually do.

In a previous study, (Radiyah et al., 2023), stated that Eighth Grade Students Level, "There is a significant correlation between reading motivation and reading comprehension" using questionnaires and tests to collect data. From the previous studies, there are differences in their results. A researcher found a research gap. The research gap is the variable used in this study. Therefore, the researcher attempts to find the relationship between student motivation and reading comprehension.

Therefore, Based on the background above, the writer encourage to conduct a study entitled "*The Correlation Between Students Motivation and Reading Comprehension in Universitas Riau Kepulauan*". this research focuses on whether there is a significant correlation between student motivation and reading comprehension at Universitas Riau Kepulauan.

The hypothesis of this study:

Ha (Alternative Hypothesis): There is a significant correlation between student's motivation and reading comprehension in Universitas Riau Kepulauan

H0 (Null Hypothesis): There is no significant correlation between student's motivation and reading comprehension in Universitas Riau Kepulauan

LITERATURE REVIEW

Student's Motivation

Many experts in psychology have given various definitions of motivation. according to (Sekhar et al., 2013) Motivation directly links to individual performance that gain to organization to enhance their working performance or to complete task in much better way than they usually do. There is 2 types motivation that researcher focused on this study; Intrinsic and Extrinsic Motivation. The distinction between intrinsic and extrinsic motivation has become a central focus in various studies, offering meaningful contributions to both educational research and developmental practices.

➤ Intrinsic Motivation

According to (Ryan & Deci, 2000) Intrinsic motivation can be understood as the drive to do something because it is genuinely satisfying or interesting, not because of external rewards or pressure. In the educational setting, students who are intrinsically motivated tend to engage in learning activities because they enjoy the process or feel challenged by the task, rather than being pushed by grades, competition, or approval from others. While it is not the only form of motivation found among students, intrinsic motivation holds an important place in supporting their growth. Since early childhood, learners naturally show curiosity and eagerness to explore, even without

being told or rewarded. This kind of motivation supports their learning development, helping them to build knowledge and skills in a meaningful and lasting way.

According to (Gage and Berliner), states that there are four elements that make up intrinsic motivation: interest, needs, hobby, and goal.

These four elements will be explained as follows:

a. interest

Students who are interested in a subject are more likely to focus on it. They believe it has an impact on them. They wish to thoroughly comprehend its characters. The element that determines an attitude toward actively working or studying is interest. Students' interest will help the learning process go smoothly. If the kids have great intelligence, they will succeed and study consistently or efficiently. One could draw the conclusion that one of the things that can inspire someone to accomplish something is interest.

b. needs

An organism experiences need when it is deprived of anything necessary for its life, well-being, or personal fulfilment a material, a state, or anything else. It indicates that necessity is a situations where something is required. need refers to a few interfering common traits of the motivational basis for an individual's action. It implies that we occasionally notice patterns in people's behavior when we observe them in various contexts. When someone is in need, they often do whatever they can, and their actions demonstrate their independence.

c. hobby

Hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time. So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby usually did for pleasure during someone's free time. That means hobby refers to like or pleasure doing something for wasting time. A hobby is an activity or interest that one pursues in their free time for enjoyment or relaxation. Hobbies are therefore activities that are done for enjoyment and are typically ones that you truly enjoy. A pastime equently done in one's spare time for enjoyment. Thus, a hobby is defined as something you enjoy doing to pass the time.

d. goal

As explained above, a person's motivation and desire to achieve goals are closely related. Learners focus their efforts on achieving learning activity goals because they are highly aware of them. Everyone has a purpose in life. They had decided on their goals before doing what they wanted to do. For example, the student worked hard on their paper because they wanted to achieve their goal. Almost everyone has goals for every activity they want to do each day. Goals can influence someone to take action or refrain from taking action.

It can be very motivating for students to know and choose their learning goals throughout teaching and learning activities. Students will get ready for everything that will enable them to fulfill their goals if they understand the proper objectives.

➤ **Extrinsic Motivation**

(Ryan & Deci, 2000) also defined while intrinsic motivation is clearly important, the truth is that many of the tasks people do especially as they grow older aren't always driven by personal interest. As children get older, they face more social responsibilities and expectations, which often limit their freedom to do things simply because they enjoy them. In schools, it's common to see students become less intrinsically motivated as they move to higher grades.

Extrinsic motivation happens when someone does something to get a result that's separate from the activity itself. This is different from intrinsic motivation, where the person is involved because they enjoy it. For example, a student might do their homework just to avoid being scolded by their parents that's extrinsic motivation, because the focus is on avoiding punishment, not learning. Another student might study because they believe it will help them get a good job in the future. That's still extrinsic motivation, because even though the goal is positive, it's the outcome they care about, not the learning process itself.

Meanwhile, Extrinsic Motivation according to (Gage and Berliner), parents, teachers and environments, are the three main sources of Extrinsic drive. The following is a description of the three fundamental elements:

a. Parents

Parents who support their children will urge them to attempt new things and strive for excellence in order to get their parents' approval. They will attain greater success as a result. the influence of those close to parents will have a significant impact on their attitude toward language acquisition. Parent's and older sibling's attitudes will be very important. Since parents serve as their children's primary role models, their role is extremely important, especially when it comes to learning activities. The role of parent, especially learning activity is really crucial, because they are the main role model for their children.

b. Teachers

Teachers have a important role in maintaining a student's motivation. Since they will be the kids' parents for the duration of their attendance at school, teachers play a crucial role in educational activities. The Teachers serve as motivators who can assist students in their learning activities in addition to imparting knowledge to them. In order to have students work harder and be more motivated to learn, teachers need do more than just impart knowledge, they should engage students in the process of learning.

c. Environments

Even while a teacher is not always a guarantee for a student with higher learning motivation to succeed, there are still other factors that can encourage students to work hard in their studies, such as the surroundings. The home environment and the school environment are the two types of environments that can affect children' learning.

It can be concluded that learning activities might be motivated by two different types. The first is intrinsic motivation, which originates from within students, and the second is external motivation, also known as external motivation. Both of those incentives are crucial for learning.

Reading comprehension

Reading is an essential skill for learners of English (Anderson, 2004). The goal of reading is comprehension. According to (Kendeou et al., 2016) Reading Comprehension is one of the most complex cognitive tasks performed by humans. Understanding the meaning behind each sentence alone is not enough to truly comprehend a text. (Kirby, 2007) also defined that Reading comprehension is the ability to understand and interpret written texts. It is the reason we teach reading and value its importance. Reading comprehension remains a complex area, and a complete understanding of its processes is yet to be full achieved.

According to H. Douglas Brown (2010) states that:

- Types of Reading

1. Perceptive

Focuses on recognizing letters, punctuation, and symbols. It involves bottom-up processing and targets small units of language.

2. Selective

Involves identifying specific language features (like vocabulary or grammar) in short texts. Tasks include multiple-choice, matching, or true/false. It uses both bottom-up and top-down strategies.

3. Interactive

Requires reading longer texts (like stories or memos) and understanding meaning through interaction. Readers use background knowledge and apply mostly top-down processing.

4. Extensive

Involves reading long texts (such as books or articles) for general understanding. It's usually done outside class and aims at overall comprehension.

- Genres of Reading

1. Academic Reading

Such as general interest articles (in magazines, newspaper, etc.), technical reports (lab reports, professional journal articles), references material (dictionaries, etc), textbook, thesis, essay, papers, etc.

2. Job-related Reading

Message (Phone Message), letters/email, memos, reports (job evaluations, project reports), schedules, labels, signs, announcements, forms, applications, questioner, financial documents, directories, manuals, directions.

3. Personal Reading

Newspaper, magazine, letters, emails, greeting card, invitations messages, notes, list schedules, recipes, menu, maps, calendar, novels, poetry, comics, cartoons, etc.

- Some Principles strategies for Reading Comprehension

1. Identify purpose in reading a text.
2. Analyze vocabulary to understand word meanings in context.
3. Infer meaning when the exact definition is unclear.
4. Skim the text to identify the overall idea and central points.
5. Scan the text to find particular pieces of information.
6. Read silently to process the text quickly and effectively.
7. Use marginal notes or outlines for understanding information.
8. Distinguish between literal and implied meaning.
9. Capitalized on discourse markers to process relationships.

METHODOLOGY

This research used a quantitative method with a correlational research design. Sugiyono (2013) states that there is a generalizable area within a population consisting of subjects or objects with specific numbers and attributes selected by the researcher for study, from which subsequent conclusions are drawn. In other words, everyone enrolled on campus is a population. The participants were 20 students at Universitas Riau Kepulauan, specifically in the English Education Study Program. The study focused on sixth-semester students, as they are expected to have more experience in reading academic texts and are more likely to show clear patterns of motivation and reading comprehension. (Gay, et al., 2012), The sampling technique where every individual in the

defined population has an equal and independent probability of being selected is known as random sampling. Random sampling aims to select sample members that represent the population. To select the sample, the researcher used simple random sampling, which means all sixth-semester students had an equal chance of being selected.

In this study, the researcher used a questionnaire to identify students' motivation in reading. The questionnaire was adapted from the work of (Yuzulia, 2021). Two main instruments were used to collect data, namely a questionnaire and a reading test. The reading test used multiple choice questions from the TOEFL test book by Deborah Philips. The questionnaire used a Likert scale to measure the level of student motivation in learning English. There were several procedures in conducting this study. First, the researcher distributed the questionnaire to sixth-semester students. Then, the researcher administered the reading test to obtain reading scores. Next, the researcher continued to analyze the data.

The data analysis technique in this study began with a normality test using the Shapiro-Wilk test to check whether the data was normally distributed. The results of the Shapiro-Wilk test showed that the data was normally distributed, meaning that the assumptions for parametric tests were met. After confirming the normality of the data, the researcher used Pearson's Product Moment Correlation, processed through SPSS v27, to analyze the relationship between students' motivation and their reading comprehension. This technique was used to measure the strength and direction of the linear relationship between two continuous variables.

RESULT AND DISCUSSION

In this section, after data is collected for each independent and dependent variable. The next step is for the researcher to test for normality using the Shapiro-Wilk normality test. This test aims to determine whether the data obtained is normally distributed or not. The results of the normality test in this study indicate that the data is normally distributed. The calculations for the test were performed using SPSS v.27.

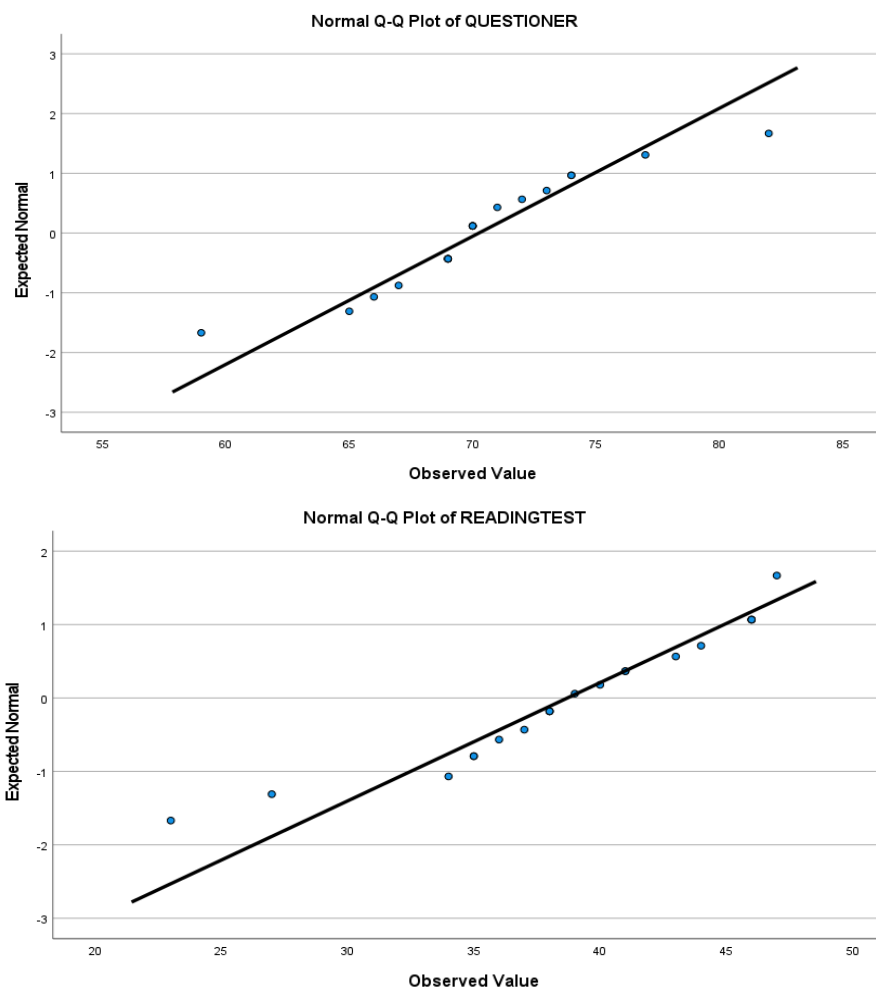
a. Normality tests

Table 1
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
QUESTIONER	.194	20	.046	.933	20	.173
READINGTEST	.126	20	.200*	.924	20	.116

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

a. Lilliefors Significance Correction



The normality test is conducted prior to hypothesis testing to determine whether the data is normally distributed. This test is performed using the Shapiro-Wilk method. Data is considered normally distributed if the significance value is α or $\alpha > 0.05$. Based on the results of the normality test calculations, the instrument achieved a significance value of .173. Since the Sig. (2-tailed) value is greater than 0.05, it indicates that the data is normally distributed. Similarly, the students' reading test results show a significance value of .116. As this value is also greater than 0.05, it confirms that the data is normally distributed. These findings demonstrate that the entire dataset adheres to normal distribution.

b. Hypothesis testing

After it was determined that the data is normally distributed through the Shapiro-Wilk normality test, the next step is to perform a hypothesis test. This test aims to determine whether there is a significant relationship between student motivation and reading comprehension. The criteria for hypothesis testing are as follows:

H₀ (null hypothesis): There is no significant correlation between students' learning motivation and reading comprehension.

Ha (alternative hypothesis): There is a significant correlation between students' learning motivation and reading comprehension.

Therefore, the research hypothesis is:

If Sig. (2-tailed) < 0.05, then Ha is accepted and H0 is rejected (there is a significant correlation).

If Sig. (2-tailed) > 0.05, then H0 is accepted and Ha is rejected (there is no significant correlation).

c. Correlation test

Correlation analysis with two research variables was analyzed using the product moment statistical analysis technique to answer the hypothesis, which is to determine how students' motivation and reading comprehension are related. Correlation analysis was used to explain the strength and direction of the relationship between two variables. Correlation was unidirectional which meant that no one was placed as a predictor and response. The correlation number ranges from -1 to +1. The closer to 1, the closer to perfect the correlation. While the negative and positive values indicated the direction of the relationship.

The following categories comprise the interpretation of Pearson correlation figures as per Lazaraton, A. (2005).

0 - 0.199: Very weak

0.20 - 0.399: Weak

0.40 - 0.599: Medium

0.60 - 0.799: Strong

0.80 - 1.0: Very strong

This Pearson correlation requires the data to be normally distributed. The formula used is as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}$$

r_{xy} : correlation coefficient

n : Number of data pairs X and Y

$\sum x$: Total Sum of variable X

$\sum y$: Total Sum of variable Y

$\sum x^2$: Square of Total Number of Variables X

$\sum y^2$: Square of Total Number of Variable Y

$\sum xy$: Multiplication of Total Number of Variable X and Variable Y

Table 2

Analysis the result of Pearson Product Moment Correlation Formula Correlations

Correlations

		QUESTIONE R	READINGTES T
QUESTIONER	Pearson Correlation	1	-.021
	Sig. (2-tailed)		.930
	N	20	20
READINGTEST	Pearson Correlation	-.021	1
	Sig. (2-tailed)	.930	
	N	20	20

Based on the calculations conducted, it can be inferred that ($r = -.021$), ($P = .930$, $p > 0.05$). its means The correlation analysis showed a Pearson correlation value of -0.021 with a significance level (Sig. 2- tailed) of 0.930 . This result indicates that there is no significant relationship between students' motivation and their reading comprehension. The correlation coefficient is negative and weak, In the other words, (H_0) null hypothesis is accepted and (H_a) alternative hypothesis is rejected.

Based on the results of this study, the author can conclude that this means student motivation does not predict or influence their performance on the reading test in this study. Although motivation is often assumed to support better learning outcomes, this study suggests that motivation alone may not guarantee improved reading comprehension. Other factors such as vocabulary knowledge, reading strategies, prior knowledge, or even test anxiety can also play a significant role and could be explored in future research. The relationship between student motivation and reading comprehension in Universitas Riau Kepulauan is negative and not significant.

CONCLUSION

Using ex post facto research with a correlational design, this study is titled "correlation between student motivation and reading comprehension in Universtas Riau Kepulauan." SPSS v 27 software was used to analyze the collected data. Researchers calculated and analyzed the collected data on student motivation and their reading comprehension. According to the results of the data analysis, which included prerequisite tests and hypothesis tests, the collected data can be considered sufficient for the research needs.

This study examines the correlation between learning motivation and reading comprehension among sixth-semester students in the English Language Education Study Program at Riau Islands University. The research findings indicate that students' desire to learn does not have a significant impact on their ability to understand academic texts. Therefore, it can be concluded that students' desire to learn does not directly influence their ability to understand academic texts in this research context. Reading ability is influenced by many factors, including prior experience, vocabulary knowledge, reading strategies, and motivation.

However, there are some limitations to this study. This study uses a limited sample from a single university in a specific region, so the results should be generalized with caution to the broader population. Additionally, this study only uses one tool to assess students' reading levels.

Expanding the population coverage and using more diverse research techniques are necessary for future research. Additionally, developing a more comprehensive instrument can provide a deeper understanding of the relationship between reading comprehension and student motivation. Therefore, these results indicate that a broader approach is needed to improve students' reading abilities. These findings also pave the way for further research on other factors influencing reading comprehension.

SUGGESTIONS

Based on the conclusion mentioned above, the author offers the following suggestions: 1) Motivation to read is crucial, it is hoped that students will be motivated to improve their reading abilities by increasing their reading speed and using the techniques they employ, so that they can achieve optimal levels of understanding and comprehension of the text. 2) Reading speed is a skill that must be practiced regularly, so students should practice it regularly in reading activities. By increasing their desire to read and eliminating factors that hinder reading speed, their ability to

read quickly and understand the text will improve. 3) English language teachers serve as the primary simulators and motivators in the teaching and learning process. As simulators, they must be more innovative in determining learning strategies and approaches, especially in teaching reading skills so that students do not get bored with reading activities. As motivators, teachers must support students' expectations about the importance of reading in the current information age, so teachers must cultivate students' interest and desire to read.

REFERENCE

- Anderson, N. J. (2004). *I This paper examines differences between first- and second-lan-*. 11–28.
- Azzahra, N. R., & Nurkamto, J. (2024). How Do EFL Teachers Navigate Problem-Based Learning in Indonesian Classrooms? *Voices of English Language Education Society*, 8(3), 727–738. <https://doi.org/10.29408/veles.v8i3.27956>
- Dolli Rotua Sinaga¹, K. N. M. (2021). *THE EFFECT OF DISCUSSION METHOD ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION*. 08(1).
- Fitri, D., Ratnasari, S. L., & Sultan, Z. (2024). The Examining the Mediating Role of Personality on the Relationship between Talent, Technology Systems, and Employee Competency. *JKBM (JURNAL KONSEP BISNIS DAN MANAJEMEN)*, 11(1), 27-40.
- Hayati, Hersagita Anissa, N. P. (2022). An Analysis of Students' Reading Comprehension Difficulties during Covid-19 Pandemic with Online Classes in Junior High School. *Journal of English Language Teaching*, 7(1), 201–207. <http://ejournal.unp.ac.id/index.php/jelt>
- Imran, F., & Aprianoto, A. (2022). The Effect Of Hyponym On Students' Vocabulary Viewed From Motivation. *Jurnal Ilmiah Mandala Education*, 8(1), 639–647. <https://doi.org/10.58258/jime.v8i1.2758>
- Kendeou, P., McMaster, K. L., & Christ, T. J. (2016). Reading Comprehension: Core Components and Processes. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 62–69. <https://doi.org/10.1177/2372732215624707>
- Kirby, J. R. (2007). Reading comprehension: its nature and development. *Encyclopedia of Language and Literacy Development*, August, 0–8.
- Nurlaila, Ratnasari, S.L., Harsasi, M., Sultan, Z. 2024. The Role of Individual Performance in the Influence of Innovation Culture and Quality of Work Life on Competitive Advantage. *Journal of Ecohumanism*, 2024, 3(4), pp. 327–334.
- Purnawati, N. (2022). the Correlation Between Students' Motivation and Reading Comprehension At the Ninth Grade Students of Smpn 03 Kotabumi Academic Year 2020/2021. *Griya Cendikia*, 7(2), 514–530. <https://doi.org/10.47637/griya-cendikia.v7i2.328>
- Radiyah, R., Astrid, A., & Husnaini, H. (2023). The Correlation between Students' Reading Motivation and Reading Comprehension at Eighth Grade Students Level. *Jurnal Educatio FKIP UNMA*, 9(1), 183–190. <https://doi.org/10.31949/educatio.v9i1.4320>
- Ramadania, R., Rosnani, T., Ratnasari, S. L., Fauzan, R., & Apriandika, M. N. (2023). Towards Organizational Citizenship Behavior and Religious Performance. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(1), 67-81.

- Ratnasari, S. L., Sutjahjo, G., & Yana, D. (2019). The Performance of Sharia Banks Employees X Branch Batam Through Work Motivation. *ETIKONOMI*, 18(1), 63-72.
- Ratnasari, S. L., Sutjahjo, G., and Adam. (2019). The Contribution Of Competence, Motivation, And Creativity Towards Teacher's Performance Through Work Satisfaction. *International Journal Of Engineering and Advanced Technology (IJEAT)*. Volume-8 Issue-5C, May 2019. 145-149. ISSN: 2249-8958. DOI:10.35940/ijeat.E1021.0585C19
- Ratnasari, S.L., Mahadi, N., Nordin, N.A., Darma, D.C. (2022). Ethical Work Climate, Social Trust, and Decision-Making in Malaysian Public Administration: The Case of MECD Malaysia. *Croatian and Comparative Public Administration*, 2022, 22(2), pp. 289–312
- Ratnasari, S. L., and Lestari, L. (2020). Effect of Leadership Style, Workload, Job Insecurity on Turnover Intention. *International Journal of Innovation, Creativity and Change*. Vol. 10 Issue 2, April 2020. ISSN: 2201-1315.
- Ratnasari, S. L., Sutjahjo, G., and Adam. (2020). The Effect of Job Satisfaction, Organization Culture and Leadership On Employee Performance. *Annals of Tropical Medicine and Public Health*, 2020, 23(13A), SP231329
- Ratnasari, S. L., Susanti, E.N., Ismanto, W., Darma, D.C., Sutjahjo, G. (2020). An Experience of tourism development: How is the strategy? *Journal of Environmental Management and Tourism*, 2020, 11(7), pp. 1877-1886.
- Ratnasari, S. L., Rahmawati, R., Ramadania, R., Darma, D.C., Sutjahjo, G. (2021). Ethical Work Climate In Motivation and Moral Awareness Perspective: The Dilemma by The Covid-19 Crisis? *Public Policy and Administration*. 20 (4), pp. 398-409.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Sekhar, C., Patwardhan, M., & Singh, R. K. (2013). A literature review on motivation. *Global Business Perspectives*, 1(4), 471–487. <https://doi.org/10.1007/s40196-013-0028-1>
- Setyaningrum, R.P., Ratnasari, S.L., Soelistya, D., ...Desembrianita, E., Fahlevi, M. (2024). Green human resource management and millennial retention in Indonesian tech startups: mediating roles of job expectations and self-efficacy. *Cogent Business and Management*. 2024, 11(1), 2348718.
- Snow, C. E. (2017). Reading for Understanding in ASD. In *The ASHA Leader* (Vol. 22, Issue 10). <https://doi.org/10.1044/leader.ov.22102017.np>
- Susanto, A., Ratnasari, S. L., Susanti, E. N., Megah, S. I., Wilany, E., & Yuliani, S. (2024). Beliefs of English Language Instruction by Indonesian Elementary School Teachers: Exploring the Influence of Environment and Educational Background. *AL-ISHLAH: Jurnal Pendidikan*, 16(1), 1-13.
- Tri, N., Arsani, S., Bagus, I., Mantra, N., Agung, A., & Arsana, P. (2021). the Correlation Between Students' Motivation and Reading Comprehension. *Academic Journal on English Studies*, 1(2).
- Yuzulia, I. (2021). A study on students' motivation towards learning. *ELTIN Journal*, 9(1), 1–8. <https://doi.org/10.22460/eltin.v9i1.p10-17>