



THE CORRELATIONAL STUDY BETWEEN MOTIVATION AND READING COMPREHENSION OF ELEVENTH-GRADE STUDENTS AT SMAN 14 BANDAR LAMPUNG

Muhammad Al-Fathaan¹, Mutiara Ayu²

Universitas Teknokrat Indonesia

Corresponding Email: muhammad.alfathaan@gmail.com

Received: (12 May 2024)

Accepted: (12 June 2024)

Published : (30 June 2024)

Abstract

This study aims to investigate whether there exists a significant correlation between students' reading motivation and reading comprehension. The research involved a sample of 31 eleventh-grade students from SMAN 14 Bandar Lampung, specifically from class XI 3. Employing a quantitative method and a correlational study design, the data will be analyzed using Pearson Product Moment calculation. The research utilized a motivation reading questionnaire and a reading comprehension test as instruments. The findings revealed that the mean motivation score among students was 94.74, indicating medium motivation, while the mean score for the reading comprehension test was 53.03, also classified as medium. The calculated product moment yielded a r_{xy} (or r -count) score of 0.978, with N representing the 31 respondents. Comparing this to the degree of significance of the r -table (0.355), it is evident that the r_{xy} value exceeds the r -table value ($0.978 > 0.355$). Consequently, the research concludes that there exists a significant correlation between students' reading motivation and their reading comprehension, demonstrating a very strong correlation.

Keywords: correlation, motivation, reading comprehension

To cite this article:

Al-Fathaan, M. & Ayu, M. (2024). The correlational study between motivation and reading comprehension of eleventh-grade students at SMAN 14 Bandar Lampung. *Journal of English Language Teaching and Learning*, 5(1), 70-78.

INTRODUCTION

Reading holds significant importance within English, ingrained deeply into our daily routines. According to Sulistyo (2015), reading can be understood as an interactive cognitive activity, involving psychological processes that enable comprehension of language and the functioning of the nervous system. This comprehension is linked to the physiological aspects of human behavior and originates from an examination of linguistic principles. Bharutram (2012) emphasizes that reading is the foremost academic obligation for students, offering a gateway to new knowledge, pleasure, and problem-solving acumen. It's widely perceived as a process that enriches the reader's understanding of the material. Amin (2022) defines reading as the capacity to comprehend and analyze visual information presented in text or spoken form. This multifaceted skill comprises various interconnected abilities. Its benefits span from sharpening focus and inspiring creativity to refining writing prowess and broadening one's horizons (Harmer, 2001). Indeed, reading holds a pivotal role in students' lives, fostering intellectual growth, enriching language skills, and imparting invaluable insights (Ayu et al., 2017). Its significance extends beyond academic spheres, serving as a pleasurable pursuit and a means of community engagement (Mullis & Martin, 2019).

Despite the paramount importance of reading, numerous students grapple with challenges that dampen their enthusiasm for this activity. Aminatun and Oktaviani (2019) highlight a prevalent issue wherein reading comprehension emerges as a significant hurdle for learners. Within this context, students encounter various obstacles, notably in comprehending texts and expanding their vocabulary. Text comprehension stands as a multifaceted endeavor, demanding meticulous attention from readers as they delve into the intricate layers of meaning within each word and sentence (Alderson, 2000). Reading comprehension, as Alderson (2000) suggests, hinges upon the reader's grasp of vocabulary,

illustrating the process as a conduit for transferring ideas from text to comprehension. Consequently, students embarking on this journey must unravel the nuances of each word, interweave them into coherent sentences, and derive the intended meaning from the text.

In the secondary school context, reading plays a pivotal role in the educational process, serving as a fundamental tool for expanding students' knowledge base, language proficiency, and lexical repertoire. Within the realm of reading, a robust vocabulary is crucial for enhancing students' comprehension of textual material. However, a significant number of students encounter challenges stemming from inadequate vocabulary, thereby impacting their reading endeavors. Notably, research conducted in the eleventh grade of SMAN 14, Bandar Lampung, revealed prevalent difficulties in reading, particularly in the realm of reading comprehension, attributable to deficiencies in both vocabulary and effective reading strategies. This vocabulary deficit is often attributed to discrepancies between word orthography and phonetic pronunciation, as suggested by Amalia (2023). To enhance text comprehension, students must prioritize vocabulary acquisition while also incorporating effective reading strategies. Interestingly, the eleventh-grade cohort exhibits limited awareness regarding the efficacy of reading strategies in bolstering comprehension skills, resulting in their underutilization during reading activities. McNamara et al. (2007) advocate for the implementation of reading strategies, especially for students facing challenges in reading comprehension, highlighting its pivotal role in enhancing academic performance.

Some students may encounter challenges with reading comprehension due to various influencing factors. These factors encompass aspects such as the complexity of the text, environmental conditions, levels of anxiety, personal interest and motivation, the speed of word recognition, and potential medical issues. Dennis (2008) identifies these six factors as significant contributors to students' ability to achieve higher levels of comprehension. However, every student possesses the potential to excel in reading comprehension, with motivation standing out as a key determinant (Komiyama, 2013). Motivation plays a pivotal role in students' proficiency in reading comprehension, as highlighted by Oktaviani and Mandasari (2018). Students who exhibit high levels of motivation tend to exhibit superior reading skills compared to their less motivated counterparts (Murniasih, 2013). According to Amundson (2015), reading motivation and comprehension are two main aspect of creating successful readers. Motivation is integral to the teaching-learning process, serving as a catalyst for students to actively engage with textual material and expand their knowledge base. When students are motivated to read, they demonstrate a heightened interest and engagement, facilitating the acquisition of new vocabulary and enhancing comprehension abilities.

From the explanation above, the researcher wanted to know if students' motivation from the eleventh grade of SMAN 14 Bandar Lampung correlates with their reading comprehension skills, specifically in reading narrative text. The study has taken place in SMAN 14 Bandar Lampung, with students in 11th grade as the subjects.

RESEARCH METHOD

The researchers employed a quantitative research approach, employing a correlational study design to investigate the relationship between two variables. The focus of this study is on the eleventh-grade students of SMAN 14 Bandar Lampung, surveyed during the second semester of the 2023-2024 academic year. With a total of 11 classes, each comprising 34 students, the population size is calculated to be 374 students. From this population, the researcher selected one class as the research sample, which serves as a representative subset reflecting the quantitative and qualitative traits of the broader population. The selection process utilized purposive sampling, a method employed to select a sample based on predetermined criteria, as outlined by Sugiyono (2016). The chosen sample, identified as XI 3, consists of 31 students, including 14 males and 17 females.

In the current study, the primary instrument employed for data collection is a questionnaire, specifically tailored to assess motivation for reading based on the framework established by Watkins and Coffey (2007). Comprising 32 items, each question offers four response options graded on a scale from 1 to 4. Prior to administration, participants receive guidance from the researcher, detailing instructions on how to accurately complete the questionnaires. Next, reading comprehension is utilized to gather data from respondents or students. Specifically, a set of 50 multiple-choice questions is employed to assess students' reading and comprehension abilities.

In this research, to measure the quality of the instruments used, the researcher used a validity test, reliability test, discrimination index of the item, and difficulty index of the items. Then, the data obtained from the research are measured by looking for normality, linearity, and the Pearson correlation calculation to determine the hypothesis testing.

FINDINGS AND DISCUSSION

The Result of the Reading Motivation Questionnaire

The descriptive statistical analysis of the Motivation Reading Questionnaire (MRQ) by the participants revealed that the highest score attained was 121, while the lowest score recorded was 66. The mean score was calculated to be 94.74, with a corresponding standard deviation of 12.691.

Table 1. Descriptive Statistics of MRQ Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Motivation	31	66	123	94.74	12.691
Valid N (listwise)	31				

The data obtained from the motivation reading questionnaires table delineated distinct levels of reading motivation among students in the class, discernible across three categories: low, medium, and high. This segmentation reflects the varying degrees of motivation observed among the student cohort, offering insights into their individual levels of engagement and interest in reading-related activities.

Table 2. Distribution of Students' Reading Motivation

Score						
	Category	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	>100	High	9	26.8	26.8	25.8
	90-100	Medium	12	40.9	40.9	67.7
	<90	Low	10	32.3	32.3	100.0
	Total		31	100.0	100.0	

The tabulated findings indicate a distribution of students across varying levels of motivation as per the questionnaire results. Specifically, the analysis delineates 10 students (32.3%) classified under the low motivation category, 12 students (41.9%) falling within the medium motivation bracket, and 9 students (25.8%) identified as highly motivated. Notably, the dominant category of reading motivation among the students, as elucidated by the questionnaire outcomes, appears to be medium motivation.

The Result of Reading Comprehension Test

The result of descriptive statistical analysis of the reading comprehension test by the respondents showed that the highest score was 90 while the lowest scores were 28 and 55.03 for the mean score with a standard deviation of 15.474.

Table 3. Descriptive Statistics of Reading Comprehension

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Reading Comprehension	31	28	90	55.03	15.474
Valid N (listwise)	31				

The assessment disclosed that the students demonstrated comprehension across a spectrum of five distinct levels in reading comprehension, encompassing very low, low, medium, high, and very high. Here is a breakdown of the findings:

Table 4. Distribution of Students' Reading Comprehension

		Score				
	Category	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	81-100	Very High	2	6.5	6.5	100.0
	61-80	High	8	25.8	25.8	93.5
	41-60	Medium	17	54.8	54.8	67.7
	21-40	Low	4	12.9	12.9	12.9
	0-20	Very Low	0	0	0	0
	Total		31	100.0	100.0	

The findings presented in the table indicate that among the students, 4 individuals (12.9%) were identified as having low reading comprehension, while 17 students (54.8%) fell into the medium category. Additionally, 8 students (25.8%) exhibited high reading comprehension skills. Remarkably, only 2 students (6.5%) achieved a classification of very high in reading comprehension. These results showed that the majority of the students are classified as medium in their reading comprehension test.

Data Analysis

Normality test

The normality test, as implied by its name, serves to assess the adherence of data to a normal distribution. In this particular study, Shapiro-Wilk's normality test was employed by the researcher to ascertain this aspect. The result stated that both of the scores were normally distributed (see Table 1).

Table 5. Results of the Normality test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation	.092	31	.200 [*]	.986	31	.953
Reading Comprehension	.178	31	.013	.961	31	.302
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

According to the normality test results table, the significance level for students' motivation is 0.953, whereas for reading comprehension, it is 0.302. As both significance values exceed 0.05, it suggests that the data for each variable demonstrate normal distribution.

Linearity test

The linearity test serves to examine the relationship between two variables, namely motivation and reading comprehension test, to determine whether it follows a linear pattern or not. In this study, the researcher employed the ANOVA test to assess the linearity between motivation and reading comprehension tests. There are several criteria used to interpret the linearity test results:

H0 : If the significance or p-value exceeds 0.05, it suggests that the data exhibits linearity. Conversely, if the significance or p-value is less than 0.05, it indicates non-linearity.

H1 : Another criterion involves comparing the deviation from linearity or f-count with the f-table. If the deviation from linearity or f-count is less than the f-table, it suggests linearity. On the other hand, if the deviation from linearity or f-count exceeds the f-table, it indicates non-linearity.

Table 6. Results of the Linearity test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Motivation	Between Groups	(Combined)	7130.468	24	297.103	33.955	.000
		Linearity	6907.817	1	6907.817	789.465	.000
		Deviation from Linearity	222.651	23	9.680	1.106	.491
	Within Groups		52.500	6	8.750		
	Total		7182.968	30			

Based on Table 2 above, the significance of the p-value is determined to be 0.491, a value surpassing the conventional threshold of 0.05. Concurrently, the deviation from linearity quantified as the f-count at 1.106, falls below the critical f-table value of 3.849. This suggests that the observed data exhibits a notable linear relationship between the two variables under investigation. Therefore, it can be deduced that there exists a statistically significant correlation between the variables in question.

Hypothesis test

Once the researcher has conducted both the normality and linearity tests and obtained the outcomes, the subsequent procedure involves exploring the correlation between students' motivation and reading comprehension through Pearson's Product-Moment analysis.

$$\sum N = 31$$

$$\sum X^2 = 283469$$

$$\sum Y^2 = 100181$$

$$\sum X = 2937$$

$$\sum Y = 1698$$

$$\sum XY = 166850$$

From the table above, the X and Y data can be acquired and next step is to find out the correlation between the two variables, students' motivation and reading comprehension in SMAN 14 Bandar Lampung using Pearson's Product Moment with the formula as follows:

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

$$r_{xy} = \frac{31 \times 166850 - (2937)(1698)}{\sqrt{(31 \times 283469 - (2937)^2)(31 \times 100181 - (1698)^2)}}$$

$$r_{xy} = \frac{5172350 - 4987026}{\sqrt{(8787539 - 8625969)(3105611 - 2883204)}}$$

$$r_{xy} = \frac{185324}{\sqrt{(161570)(222407)}}$$

$$r_{xy} = \frac{185324}{189563}$$

$$r_{xy} = 0.978$$

Upon completing the calculations, the researcher determined the correlation coefficient (r_{xy}) between students' motivation and reading comprehension to be 0.981. To ascertain the existence of a correlation between these variables at SMAN 14 Bandar Lampung, the researcher proceeded to interpret the correlation coefficient utilizing the Product Moment table r -value.

In referencing the table, where N denotes the total number of students or data frequency, which stands at 31 in this instance, the researcher observed that at a significance level of 5%, the r -table value for N of 31 is 0.355. With this insight, it can be inferred that a significant correlation indeed exists between students' motivation and reading comprehension at SMAN 14 Bandar Lampung. The computed r -value of 0.981 surpasses the critical value of 0.355. Consequently, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_o) is rejected, underscoring a correlation between students' motivation and reading comprehension. The interpretation of the coefficient correlation strategy aligns with the guidelines outlined in the following table:

Table 7. Interpretation of Product Moment Score	
Coefficient of Correlation " r "	Interpretation
0.90 --- 1.00	The Correlation is Very Strong
0.70 --- 0.90	The Correlation is Strong
0.40 --- 0.70	The Correlation is Strong Enough
0.20 --- 0.40	The Correlation is Weak
0.00 --- 0.20	The Correlation is Neglected

The guidelines delineated in the Product Moment score interpretation table, the researcher has arrived at the conclusion that the correlation between students' motivation and reading comprehension at SMAN 14 Bandar Lampung constitutes a significant correlation, evidenced by the score of 0.981. This correlation falls within the category of a very strong correlation, affirming the robust relationship between students' motivation and their reading comprehension levels.

DISCUSSION

The researchers endeavor to elucidate and delve into the research findings comprehensively. Drawing from the outcomes delineated earlier, it can be inferred that a substantial correlation exists between two pivotal variables: students' motivation and their reading comprehension. Employing the Motivation Reading Questionnaire (MRQ) to gauge students' reading motivation and administering a reading comprehension test to evaluate their comprehension scores, the researcher harnessed the Pearson product-moment correlation for data analysis, yielding a coefficient of 0.978, which, according to Pearson's interpretation, denotes a very high correlation.

Within this framework, it becomes evident that students' motivation exerts a discernible influence on their reading comprehension. Robust motivation levels in English among students not only foster their enthusiasm for engaging with reading materials but also bolster their commitment to scholarly pursuits, culminating in enhanced success in second language acquisition endeavors, given the pivotal role motivation plays in language learning dynamics. Furthermore, motivation serves as a catalyst influencing the frequency with which students employ learning strategies and their resilience in the face of challenges encountered during the learning process.

The study's cohort comprised 31 students, and analysis of the research findings divulged intriguing insights. According to MRQ assessments, 10 students (32.3%) exhibited low motivation levels, 13 students (41.9%) showcased medium motivation, and 6 students (25.8%) demonstrated high motivation levels. Notably, medium motivation emerged as the prevailing category of reading motivation among the student cohort.

Turning to the realm of reading comprehension, outcomes from the comprehension test unveiled a nuanced landscape. Specifically, 4 students (12.9%) were identified as having very low comprehension, 8 students (25.8%) exhibited low comprehension, 9 students (29.0%) demonstrated medium comprehension, 9 students (29.0%) displayed high comprehension, and a sole student (3.2%) showcased very high comprehension levels. Notably, low and medium levels of comprehension appeared to be prevalent among the student body.

Further analysis delved into the coefficient test, which corroborated the research hypothesis. The obtained correlation coefficient ($r_{xy} = 0.978$) surpassed the critical value ($r\text{-table} = 0.355$ at a 5% significance level), thus validating the hypothesis and affirming a tangible correlation between students' motivation and their reading comprehension at SMAN 14 Bandar Lampung.

The motivation of the students affects their reading comprehension in grade eleven at SMAN 14 Bandar Lampung, and this statement is consistent with some research findings. The first is Karolina (2022) and Ikhsan (2018). According to studies above, the outcome of the findings is consistent; there is a significant correlation between students' motivation and their reading comprehension or achievement, which aligns with the researcher's findings. However, there are several distinctions between this research study and others. For example, the population, sample, or object of the study used by Karolina (2021) and Ikhsan (2018) differed from what the researcher used. Both of them focused on Junior High School students, while the researcher focused on Senior High School students. Another distinction is their sampling technique. Karolina (2021) employed simple random sampling, and Ikhsan (2018) used clustered random sampling, whereas the researcher opted for purposive sampling. Additionally, the researcher's choice of topic aims to help teachers realize the importance of students' motivation in their reading comprehension skills.

Some factors influence students' motivation in reading, one of which is teacher's influence in pushing their students' motivation. Learning strategies and teaching media are very important in improving students' motivation in almost every aspect, in this case, in reading comprehension. Because according to Aminatun and Oktaviani (2019), learning strategies and teaching media are necessary, and teachers need to be creative to maximize their efforts in teaching. Based on the result of the MRQ, students in the eleventh-grade class where the research was conducted really need to improve their motivation because they really want to be noticed by the teacher. Appreciation is really important in building their motivation towards reading. According to Tyler and Boelter (2008), positive teacher expectations were linked to elevated academic performance or progress, whereas negative teacher expectations led to a decline in academic performance. Give them applause or a positive reinforcement to boost their confidence and their willingness to study or practice their reading to get better week after week, because teacher plays a crucial role in students' motivation. In that way, the students will develop their motivation. It is also in line with Rahman et al. (2017) in the importance of teacher influence on students' motivation that the students rely on their teachers to support them in learning.

Not only do teachers influence the development of students' motivation, but the students themselves also play an important role in developing their motivation. Their influence on their motivation is very crucial because even if the teachers support them, appreciate them, or give them positive reinforcement; if they do not want to learn English, especially in reading, it still does not guarantee there will be any changes from the students. However, students with good attitude toward learning English, they will have better understanding that those who do not. Because according to Karahan (2007), students with positive language attitudes will also have a positive orientation in learning English. The problem is how they were thinking about learning English as a whole. Sometimes, they tend to underestimate learning English. This is where learning strategies and teaching media comes in to help them change the way they are thinking. From the MRQ, students don't like vocabulary and they don't like reading something with difficult words inside of the text. So the solution is to help them and encourage them to learn. Learn with something fun or using games as the media, it surely helps them to improve their confidence and develop their motivation in reading.

The last one is parental influence. Every parent want their children to be succeed in everything. By looking at their work, gave them compliments, gifts, and also motivation to build up their spirits in learning English or other subject. Based on the MRQ, there are still a lot of students that need to interact with their parents, in other words, assisting, guiding, and appreciating about what they learn or read at school. In line with Descals-Tomás et al., (2021), although counting on family support is less relevant than counting on teacher support, this can still help students to improve their motivation and, consequently, their engangement to study. Not only it helped them to develop their motivation, but also to strengthen their bonds between parents and the children. From the explanation above, all of the factors

stated by Rahman, et al. (2017) about factors that influence students' motivation are true and they are playing important roles in developing students' motivation in reading.

In conclusion, it is proved that students' motivation has a big relationship with their reading comprehension by gave them the push they needed to answers the questions and the test in the school or to learn a new word in reading. It also help the teachers understand that the importance of motivation for their students in developing their motivation in reading comprehension.

CONCLUSION

The researchers have synthesized the findings that the level of students' motivation in reading and their reading comprehension were in the same level, which is medium category. It can be concluded that the researcher affirms the acceptance of the alternative hypothesis (Ha) while rejecting the null hypothesis (Ho) based on the hypothesis testing conducted in Chapter Four. The correlation coefficient (r_{xy}) of 0.981, derived from a sample of 31 respondents (N), surpasses the critical value (r-table) of significance at 5% (0.355). This result validates the significant correlation between students' motivation in reading and their reading comprehension, demonstrating a very strong correlation.

REFERENCES

- Alderson, J. C. (2000). *Assessing Reading*. Cambridge University Press.
- Amin, F., & Wahyudin, A. Y. (2022). The impact of the video game: "age of empires ii" toward students' reading comprehension on narrative text. *Journal Of English Language Teaching And Learning*, 3(1), 74-80.
- Aminatun, D., & Oktaviani, L. (2019). Memrise: Promoting students' autonomous learning skill through language learning application. *Metathesis: Journal Of English Language, Literature, And Teaching*, 3(2), 214-223.
- Amundson, L. (2015). *Increasing Reading Motivation And Reading Comprehension In Children*. Research Report), Saint Catherine University.
- Ayu, M., Diem, C. D., & Vianty, M. (2017). Secondary school students' english literacy: Use of interactive read aloud instructional strategy. *International Journal Of Applied Linguistics And English Literature*, 6(7), 292-299.
- Bharuthram, S. (2012). Making a case for the teaching of reading across the curriculum in higher education. *South African Journal Of Education*, 32(2), 205-214.
- Dennis, D. V. (2008). Are assessment data really driving middle school reading instruction? what we can learn from one student's experience. *Journal Of Adolescent & Adult Literacy*, 51(7), 578-587.
- Descals-Tomás, A., Rocabert-Beut, E., Abellán-Roselló, L., Gómez-Artiga, A., & Doménech-Betoret, F. (2021). Influence of teacher and family support on university student motivation and engagement. *International Journal Of Environmental Research And Public Health*, 18(5), 2606.
- Harmer, J. (2001). The practice of english language teaching. *London/New York*, 401-405.
- Ikhsan, N., Ali, R., & Suryani, H. (2018). *The Correlation Between Students' motivation And Reading Comprehension Of Eighth Grade Students At State Junior High School N 4 Muaro Jambi* (Doctoral Dissertation, Uin Sulthan Thaha Saifuddin Jambi).
- Karahan, F. (2007). Language attitudes of turkish students towards the english language and its use in turkish context. *Çankaya University Journal Of Arts And Sciences*, 1(7), 73-87.
- Karolina, P. (2020). *The Correlation Between The Students' Motivation In Learning English And Their Reading Comprehension At The Eighth Grade Students Of SMPN 2 Lembah Melintang* (Doctoral Dissertation, Universitas Islam Negeri Sumatera Utara).
- Komiyama, R. (2013). Factors underlying second language reading motivation of adult eap students. *Reading In A Foreign Language*, 25(2), 149-169.
- Mandasari, B., & Oktaviani, L. (2018). English language learning strategies: an exploratory study of management and engineering students. *Premise: Journal of English Education and Applied Linguistics*, 7(2), 61-78.
- Mcnamara, D. S., O'Reilly, T., Rowe, M., Boonthum, C., & Levinstein, I. B. (2007). Istart: A web-based tutor that teaches self-explanation and metacognitive reading strategies. *Reading Comprehension Strategies: Theories, Interventions, And Technologies*, 397-421.

- Murniasih. (2013). *The Correlation Between Students' Motivation In Reading And Their Reading Speed In The Second Grade of Department of English Education Syarif Hidayatullah State Islamic University* 2012/2013
- Mullis, I. V., & Martin, M. O. (2019). *PIRLS 2021 Assessment Frameworks*. International Association For The Evaluation Of Educational Achievement. Herengracht 487, Amsterdam, 1017 BT, The Netherlands.
- Rahman, H. A., Rajab, A., Wahab, S. R. A., Nor, F. M., Zakaria, W. Z. W., & Badli, M. A. (2017). Factors affecting motivation in language learning. *International Journal Of Information And Education Technology*, 7(7), 543-547.
- Sulistiyo, U. (2015). *Improving English As A Foreign Language Teacher Education In Indonesia: The Case Of Jambi University* (Doctoral Dissertation, RMIT University).
- Team, W. (2024, May 6). Pearson Correlation Coefficient. Retrieved From <https://www.wallstreetmojo.com/Pearson-Correlation-Coefficient/>
- Tyler, K. M., & Boelter, C. M. (2008). Linking black middle school students' perceptions of teachers' expectations to academic engagement and efficacy. *Negro Educational Review*, 59(1/2), 27.