



The Role of Motivation and Reading Habits on High School Students' Reading Comprehension

Alissa Rahmasari, Jamilah Jamilah

English Education Department, Yogyakarta State University, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v12i11.7171>

Abstract

Having proficiency in reading skills is important, particularly for students studying English as a foreign language. To achieve this, knowing the factors that lead to success in reading comprehension is necessary. Motivation and reading habits have been shown to influence students' reading comprehension significantly. However, achieving success in reading is hindered by the different levels of students' reading comprehension abilities. With varying levels among students, it certainly affects the improvement of students' reading comprehension skills. Therefore, in-depth knowledge is required regarding the role of developing motivation and the habit of reading. The purpose of this study is to identify the correlation between motivation, reading habits, and reading comprehension in high school students. A quantitative correlation research design was employed involving 381 students from five senior high schools in Yogyakarta City. The questionnaires and the reading comprehension test were used as the data collection instruments. Then, the data were analyzed using descriptive statistics, correlation, and regression tests. Based on the findings, it was found that there is no significant correlation between motivation, reading habits, and reading comprehension in English. From the results, further research is needed, as well as the use of more in-depth analysis in order to find findings that may differ from this study.

Keyword: Correlation; High school students; Motivation; Reading Comprehension; Reading Habits

Introduction

Achieving success in reading skills can be seen in how well one's comprehension skills are developed through reading. Gilakjani and Sabouri (2016) explained several factors affecting students' reading comprehension skills: motivation, the complexity of the reading text, environmental conditions, anxiety during reading, decoding or word recognition, and medical problems. As one aspect influencing the success of reading comprehension, motivation can positively influence students to develop a strong enthusiasm for reading. Students' desire to read is critically significant, as their interest in reading does not necessarily indicate a genuine desire to read (Filgona et al., 2020). Motivation in reading is strongly connected to reading comprehension since it can influence students to participate in reading activities (Wigfield et al., 2016). Therefore, maintaining students' motivation is crucial to success in reading comprehension.

Another aspect affecting students' success in reading comprehension is their reading habits. Reading habits refer to the systematic arrangement of reading activities that individuals engage in. Reading is a crucial tool for transmitting knowledge, and the habit of reading is a cognitive process that enhances proficiency in reading comprehension (Nurhayati & Najoan, 2023). With a good and consistent reading habits, students will improve their reading comprehension. Therefore, developing good reading habits is needed for students who want to get success in reading comprehension.

However, achieving success in reading is hindered by the different levels of students' reading comprehension abilities. Several factors, including motivation, cognitive abilities, background or linguistic knowledge, and the role of family or teachers contribute to reading comprehension. A lack of motivation is also a problem that arises when trying to improve reading skills. Students' low interest in reading is often attributed to the perception that English is difficult, which in turn reduces their interest in reading, specifically in the context of reading English texts. Not only that, but unfamiliar topics in reading texts and the complexity of the grammar also affect students' interest in reading, which in turn impacts their reading performance (Al-Qahtani, 2016; Al Nooh & Mosson-McPherson, 2013; Nezami, 2012).

Then, low cognitive ability is another problem in reading skills. If students have difficulty understanding or analyzing the information in the text, it will be difficult for them to comprehend the content, which in turn affects their reading performance. The inability to summarize a text is also caused by students' lack of reading comprehension skills. Reading comprehension is a crucial skill to achieve success in reading. Therefore, students must improve their reading comprehension by employing effective reading strategies, cultivating good reading habits, and expanding their background knowledge, making reading activities more manageable (Al-Jarrah & Ismail, 2018; Al Nooh & Mosson-McPherson, 2013; Jayanti, 2016; Naibaho, 2022).

Besides that, a lack of background knowledge is another problem related to reading skills. A lack of background or linguistic knowledge is often caused by limited vocabulary, insufficient exposure to the target language, which in this context is English, as well as linguistic aspects such as grammar rules, idioms, and discourse-level knowledge. Although students have learned English from an early age, the fact that their vocabulary knowledge is still limited and the infrequent use of English in everyday contexts results in their limited exposure to the language (Al-Qahtani, 2016; Jayanti, 2016; Nezami, 2012). In addition, the roles of parents and teachers also play an important role in students' reading skills. If teachers or families do not provide support or encouragement for students to engage in reading, then students' performance in reading will also be affected (Al-Qahtani, 2016; Harmey, 2020; Rohimah, 2021; Sadeghi, 2007).

With varying problems faced by students, it certainly affects the improvement of students' reading comprehension skills, which in turn influences their success in reading. Therefore, in-depth knowledge is required regarding the importance of developing an interest in reading to increase the frequency of reading activities. Students with positive motivation can affect their reading comprehension (Fauzi et al., 2022). If students maintain their motivation to read, their comprehension of the texts increases, as they remain enthusiastic about reading (Fauzi et al., 2022; Marsela, 2017). On the other hand, reading habits is important in the success of students' reading comprehension skills, as they help students gain insightful knowledge (Rosli et al., 2017). Therefore, students who have good motivation and reading habits can develop their reading comprehension skills.

Research on the correlation between motivation, reading habits, and reading comprehension shows various results. Research from Radiyah et al. (2023) showed a correlation between motivation and reading comprehension. On the one hand, research from Guia et al. (2024) showed no correlation between both of them. Similar to motivation, research has shown a correlation between reading habits and reading comprehension (Septiarini et al., 2018) as well as the opposite (Imperial, 2024). Additionally, research has shown a correlation between motivation and reading habits regarding reading comprehension (Jundi et al.,

2024). Although research shows a correlation, Salam et al. (2025) found a low correlation between these variables.

Based on the previous explanations, motivation and reading habits have been shown to influence students' reading comprehension significantly. Motivation can increase interest in reading, while the development of reading habits can help students become used to reading, making it more familiar. Therefore, the level of motivation and reading habits determines how good students' reading comprehension is to achieve success in reading skills. However, each student must have a different level of motivation and reading habits, resulting in varying reading comprehension levels. Some students have good motivation and reading habits, and vice versa; this is also true of students' reading comprehension.

Therefore, this study is formulated to analyze whether motivation and reading habits play a role to students' reading comprehension. The research questions consist of: (1) Is there any significant correlation between students' motivation and reading comprehension? (2) Is there any significant correlation between students' reading habits and reading comprehension? (3) Is there any significant correlation between students' motivation and reading habits toward reading comprehension?

Method

This study employed a quantitative research methodology, as it involves collecting numerical data and analyzing it using computer methods to quantify the problem. As Creswell and Creswell (2018) described, quantitative research evaluates explicit theories by analyzing the correlation between variables. Following the previous explanation, a quantitative approach was deemed suitable for this research as it aimed to investigate the correlation between several factors, namely students' motivation and their reading habits toward reading comprehension achievement. Therefore, the present study employed correlation research as its chosen research design.

Then, this research conducted in the first term of 2024/2025, from October 2024 to January 2025, in the senior high schools in Yogyakarta. For the population of this study, according to the Basic Education Data from the Ministry of Education, Culture, Research and Technology (2024), Yogyakarta City has 42 high schools and 5,205 students, with 11 public and 31 private schools. This study used cluster random sampling as its sampling technique. Cluster sampling is a method in which the entire population is segmented into groups or clusters, from which a random sample of these clusters is chosen (Creswell, 2012). The total sample of this study is 381 students. This research selected a sample that includes five schools, categorized into two public and three private schools.

This study applied quantitative methods to collect data on students' motivation, reading habits, and reading comprehension. Questionnaires were distributed to gather data on students' motivation and reading habit levels developed based on theory. Furthermore, this study administered a test to measure students' reading comprehension skills. The motivation questionnaire was adapted by "Motivation for Reading in English Questionnaire (MREQ)" developed by Wigfield and Guthrie (1997). The questionnaire includes three dimensions (self-efficacy, intrinsic motivation, and extrinsic motivation), each divided into eight indicators that identify students' motivation level. The indicators include reading efficacy, reading challenge, reading curiosity, reading involvement, recognition for reading, reading comprehension, social reasons for reading, and competition in reading.

For the reading habits questionnaire, the questionnaire was adapted from Pham (2021) and Gaona and González (2011). This questionnaire consists of four indicators of reading habits, namely reading attitude, reading frequency, reading purposes, and reading materials. Then, the reading comprehension test was administered to measure students' reading comprehension skills. The test is based on the Kurikulum Merdeka phase F learning outcome indicators. The test was used in a multiple-choice form that consists of four

alternative answers. Five indicators are learning targets to measure the level of students' reading comprehension skills.

The instruments were distributed through Google Forms link with a total of 36 items from the questionnaire, divided into 21 motivation items and 15 reading habits items, along with 20 multiple-choice questions about reading comprehension, based on the learning outcomes in the Merdeka Curriculum. The questionnaires were written in English, followed with the translation to make it easier for participants to select statement.

The research applied descriptive analysis, Pearson Product-Moment correlation, and multiple regression analysis to analyze the data. The descriptive analysis was employed to determine students' motivation, reading habits, and reading comprehension. A descriptive analysis provides a precise representation of the data, enabling the researcher to examine and comprehend the meaning of these descriptions (Cohen et al., 2018). The collected data obtained from the instruments were examined using the Statistical Package for Social Science (SPSS) version 23. Pearson analysis aims to identify the level of correlation between motivation, reading habits and reading comprehension. In addition, the present study employed multiple regression analysis to investigate the correlation between motivation and reading habits toward reading comprehension using the SPSS software.

Findings and Discussions

Students' Motivation

To measure the extent to which students' ability to read is divided into three levels, such as low, moderate, and high. From the data collected, 381 students were found to have a moderate level of motivation, with a total percentage of 45.1% or 172 students. Meanwhile, 97 students have a low level of motivation, with a percentage value of 25.5%. Then, students with a high level of motivation are 112, with a percentage value of 29.4%. Therefore, students have various levels of motivation in reading, which is dominated by moderate motivation.

Table 1. Distribution of Students' Motivation Level

Level	Frequenc	Percent	Valid Percen	Cumulative Percent
Low	97	25.5	25.5	25.5
Moderate	172	45.1	45.1	70.6
High	112	29.4	29.4	100.0
Total	381	100.0	100.0	

Furthermore, Table 2 shows the descriptive statistics for each indicator of students' reading motivation. The results show that involvement is the indicator with the highest mean value of 11.12 compared to other indicators, and the standard deviation (SD) value is 1.599. Then, curiosity had a mean value of 9.04 and the SD of 1.348. Competition is the next indicator, with a mean value of 8.53 and the SD of 1.352. Then, social reasons had a mean value of 7.02 and the SD of 1.523. Reading comprehension is the next indicator, with a mean value of 5.98 and the SD of 1.108. Followed by efficacy with a mean value of 5.97 and the SD of .859. Then, recognition has a mean value of 5.95 and the SD of 1.050. Moreover, the last indicator is the challenge, with a mean value of 5.39 and the SD of .996. The results from the table show that involvement is the highest indicator and challenge is the lowest indicator of student reading motivation.

Table 2. Descriptive Statistic of Students' Motivation

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
Efficacy	381	2	8	5.97	.859
Challenge	381	2	8	5.39	.996
Curiosity	381	4	12	9.04	1.348
Involvement	381	6	15	11.12	1.599
Recognition	381	2	8	5.95	1.050
Reading Comprehension	381	2	8	5.98	1.108
Social Reasons	381	3	12	7.02	1.523
Competition	381	4	12	8.53	1.352

Students' Reading Habits

Students' reading habits was categorized into low, moderate, and high levels. The results on the Table 3 showed that 189 students have a moderate level of reading habits, with a percentage value of 49.6%. Then, the high level of reading habits is in the next highest order, with 121 students (31.8%). Then, 71 students have a low level of reading habits or a percentage value of 18.6%. Based on the table above results, out of 381 students, most students have a moderate level of reading habits.

Table 3. Distribution of Students' Reading Habits Level

Level	Frequency	Percent	Valid Percent	Cumulative Percent
Low	71	18.6	18.6	18.6
Moderate	189	49.6	49.6	68.2
High	121	31.8	31.8	100.0
Total	381	100.0	100.0	

Table 4 shows the descriptive statistical results with the highest mean value for the indicator of students' reading habits: attitude. This is evidenced by its value of 14.16, and the standard deviation (SD) is 1.957. The next indicator is frequency, with a mean value of 11.79 and the SD of 1.773. Then, purposes become the next indicator of reading habits, with a mean value of 8.72 and the SD of 1.715. The last indicator is materials, with a mean value of 8.06 and the SD of 1.666. Based on the results of descriptive statistics, it can be said that the indicator of students' reading habits with the highest value is attitude, while the lowest value is materials. The results of the calculation can be seen in Table 4 below.

Table 4. Descriptive Statistic of Students' Reading Habits

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
Attitude	381	9	20	14.16	1.957
Frequency	381	7	16	11.79	1.773
Purposes	381	3	12	8.72	1.715
Materials	381	3	12	8.06	1.666

Students' Reading Comprehension

Table 5. Distribution of Students' Reading Comprehension Level

Level	Frequency	Percent	Valid Percent	Cumulative Percent
Low	100	26.2	26.2	26.2
Moderate	188	49.3	49.3	75.6
High	93	24.4	24.4	100.0
Total	381	100.0	100.0	

From the data collection results on 381 students, 188 had moderate reading comprehension scores, with a percentage of 49.3%. Furthermore, it followed the low score of 100 students with a percentage of 26.2% and the high score of 93 students with a percentage of 24.4%. Table 5 shows that students' reading comprehension scores are at a moderate average. Then, Table 6 shows the descriptive statistics results for reading comprehension. The results show that the mean value of students' reading comprehension is 64.44, with a standard deviation (SD) value of 17.734.

Table 6. Descriptive Statistic of Students' Reading Comprehension

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Comprehension	381	30	100	64.44	17.734

Motivation and Reading Comprehension

Pearson Product Moment was administered to determine whether there was any correlation between students' motivation and reading comprehension. According to Table 7, the obtained significance level was Sig (2-tailed) 0.562. The result shows no correlation between motivation and reading comprehension. Besides, the obtained coefficient range of Pearson Correlation was 0.030, which could be considered as no correlation based on the range -1 to 1.

Table 7. Result of Correlation Test between Motivation and Reading Comprehension

		Motivation	Reading Comprehension
Motivation	Pearson Correlation	1	.030
	Sig. (2-tailed)		.562
	N	381	381
Reading Comprehension	Pearson Correlation	.030	1
	Sig. (2-tailed)	.562	
	N	381	381

Reading Habits and Reading Comprehension

From Table 8 below, the result shows no significant correlation between students' reading habits and reading comprehension since the Sig (2-tailed) was 0.163, which was higher than 0.05. In addition, the Pearson Correlation was -0.072, which could be considered as no correlation. Based on the result, there is no significant correlation between these variables.

Table 8. Result of Correlation Test between Reading Habits and Reading Comprehension

		Reading Habits	Reading Comprehension
Reading Habits	Pearson Correlation	1	-.072
	Sig. (2-tailed)		.163
	N	381	381
Reading Comprehension	Pearson Correlation	-.072	1
	Sig. (2-tailed)	.163	
	N	381	381

Motivation and Reading Habits Toward Reading Comprehension

A multiple regression analysis was conducted to determine a correlation between students' motivation, reading habits, and reading comprehension. The results show the significance value is 0.260,

higher than the significance level of 0.05. This proves that motivation and reading habits (predictor variables) cannot predict reading comprehension (criterion variable). The results of the multiple regression test can be seen in Table 9.

Table 9. Result of Multiple Regression Analysis

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	847.985	2	423.992	1.351	.260b
Residual	118655.690	37	313.904		
Total	119503.675	38			

To know the factors that predict reading comprehension can be seen from the R Square value in the regression analysis model results in Table 10. In Table 10, the R Square value is 0.007, which can be indicated if motivation and reading habits (independent variables) explain 0.7% of reading comprehension. If interpreted, the variable motivation and reading habits in the results of this study can explain reading comprehension by 0.7%, while 99.3% are other variables that are not observed in this research.

Table 10. Result of Model Summary from Multiple Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.084 ^a	.007	.002	17.717

Discussions

Correlation between Motivation and Reading Comprehension

Pearson Product Moment correlation analysis was employed to answer the first research problem regarding the correlation between motivation and reading comprehension of senior high school students. The result in Table 7 shows no correlation between both of variables. This finding is supported by previous research by Guia et al. (2024), which stated no significant correlation exists between motivation and reading comprehension. Guia et al. (2024) conducted research to identify the correlation between these variables in high school students in Malita, Davao Occidental. The study used a quantitative design of correlation analysis to 251 students; the findings showed no correlation between both of them.

By definition, students' motivation to read does not affect how students comprehend and understand what they read. Motivation to read can only positively impact students' interest in reading. However, it does not fully influence and relate to students' performance in using knowledge to understand texts. The higher students' interest in reading, the more it affects students' engagement in reading activities. However, motivation does not support the improvement of students' reading comprehension.

The findings of this study are also similar to those of Meniado (2016), who proved that there is no correlation between reading motivation or interest and reading comprehension. In the research conducted by Meniado (2016), which aimed to identify the correlation between metacognitive reading strategies, reading motivation, and reading comprehension, one of the findings showed no correlation between reading motivation and reading comprehension. The finding was associated with students' limited linguistic ability and performance on reading tests. Students feel lazy and do not perform optimally on tests when they get long and complex reading texts. Of course, this situation results in them not reading the text quickly but directly reading the questions and guessing the answers to the choices without reading and understanding the text (Meniado, 2016). From this, knowing, such as linguistic knowledge, can affect students' reading comprehension and performance. Although students are highly motivated to read, knowledge is needed to achieve success in reading comprehension test performance.

Stutz et al. (2016), in their study on reading motivation, reading amount, and reading comprehension, also identified that reading motivation is not entirely positively related to reading comprehension and reading amount. Their findings showed that intrinsic reading motivation (engagement) was positively related to reading comprehension and reading amount, but extrinsic reading motivation (competence) was not. Students tend to see reading as an academic activity (extrinsic motivation) rather than a leisure activity (intrinsic motivation), which may lead to less frequent leisure reading. This affects students' reading comprehension when they encounter a reading text, such as during an exam, where readers tend to read the text quickly without fully grasping the content. This is because readers are motivated to read competitively (extrinsically) and tend to focus only on completing school-related reading activities quickly, which affects their understanding of the reading text during the test. Additionally, students often lack familiarity with reading a range of texts and rarely engage in comprehending them (Stutz et al., 2016).

Correlation between Reading Habits and Reading Comprehension

The correlation analysis results show no correlation between reading habits and reading comprehension. This finding shows relevant results from previous studies showing that reading habits have no correlation with reading comprehension (Imperial, 2024; Liman Kaban & Karadeniz, 2021). Imperial (2024) researched the correlation between reading habits and reading comprehension on 130 intermediate school students in Zambales, Philippines. His research findings showed a negatively weak, non-significant correlation between both of them with a sig (p) value of .108 ($r = -.14$). This confirms that reading habits do not show a significant change in reading comprehension.

Although students are interested in reading continuously, changes in students' reading comprehension do not necessarily increase and can even decrease. This shows that improving reading comprehension requires a good quantity of reading and paying attention to the quality of student reading in terms of the style or method of comprehension used when reading. So, a need to emphasize the significance of improving reading habits that encourage deeper involvement when reading, rather than encouraging students to increase the frequency of reading without knowledge to understand the text so that students' reading comprehension skills can increase effectively (Imperial, 2024).

This finding is also supported by Kaban and Karadeniz's research, which explains that reading comprehension does not only depend on reading habits. Engagement with the text, strategies in reading, and cognitive skills are other factors that affect the ups and downs of students' comprehension ability (Liman Kaban & Karadeniz, 2021). They also emphasized that a more engaged reading approach contributes more significantly to students' reading comprehension than just reading frequency. Although the findings of some research show that reading habits have no correlation with reading comprehension, on the other hand, there are other research results that show if reading habits have a role in the success of students' reading comprehension (Septiarini et al., 2018). Reading habits are not just about building the process of reading activities into a routine but the process of reading and comprehending the meaning of the text. When reading a text, we automatically try to find the meaning conveyed by what we read to get the results of the process.

From here, the reader is triggered to increase the quantity of reading to master the material read more quickly. Moreover, activities to get used to reading are based on several supporting elements, such as vocabulary, linguistic knowledge, and reading strategies. By building reading habits, readers can express the output they get. It can be concluded that reading habits, in general, have a part in the process of improving students' comprehension skills, but an in-depth analysis is needed regarding the factors that support the role of reading habits in reading comprehension (Andreani et al., 2021; Chettri & Rout, 2013; Septiarini et al., 2018).

Correlation between Motivation and Reading Habits Toward Reading Comprehension

Multiple regression analyses investigated the correlation between motivation and reading habits (predictor variables) and reading comprehension (criterion variable). The analysis results in Table 9 show no

correlation between these variables. Then, the regression analysis model results for factors that predict reading comprehension show that the two predictor variables, namely students' motivation and reading habits, only explain 0.7% of students' reading comprehension. Motivation and reading habits can explain students' reading comprehension ability, while the other 99.3% may be explained by other variables not examined in this study.

Related to other variables that explain reading comprehension, one of the components that can impact students' perceptions of their reading comprehension skills is reading attitude. Students' attitudes when reading, combined with other aspects, can stimulate an increase or decrease in the quality of student learning. This is because reading attitude is a component of self-processing efforts that will help the development of reading skills. Therefore, students who have a positive attitude towards reading and are actively involved in reading activities can help improve reading comprehension and skills (Moneba & Lovitos, 2024; Tisa et al., 2021).

In addition, as receptive skills in language learning, students must use their cognitive abilities and linguistic knowledge to comprehend the text. Improving these skills can help students derive meaning from the text. Not only does it require a good interest in and frequency of reading, but basic reading knowledge is also needed to comprehend the text. (Salam et al., 2025).

Since no correlation was found between motivation and reading habits on reading comprehension in this research could also be due to several reasons. Firstly, the sample may not be representative of the broader population, leading to results that do not accurately reflect the correlation between these variables. If the sample was hindered by conditions related to educational background, the levels of the three variables, or cultural influences, then the results of the study are likely to be complex regarding how motivation and reading habits interact with reading comprehension across different groups. Additionally, the instruments used to measure motivation and reading habits may not be well-designed, resulting in unreliable data that fails to capture the true nature of these variables. For example, if the questions in the instrument are inadequate or inappropriate to students' experiences, and the Likert scale statements lack specificity, then the answers given may not accurately reflect their motivation or reading habits, resulting in no correlation between motivation, reading habits, and reading comprehension.

Lastly, other factors, including the classroom environment, teaching methods, or knowledge related to these variables, might influence the results of this research, which indicate no correlation between motivation, reading habits, and reading comprehension. These factors underscore the importance of carefully selecting samples and designing instruments in research to ensure valid and reliable findings.

However, this finding does not mean motivation and reading habits do not impact reading comprehension. However, this result means that more variables influence students' reading comprehension. Other variables are positively related to students' reading comprehension, even predicting reading comprehension more than motivation and reading habits as predictor variables in this study. Some research shows other factors that affect reading comprehension include linguistic knowledge, which consists of grammar and vocabulary knowledge. Besides linguistic factors, reading strategies, cognitive skills, psychological factors, and family or teachers' influence play a role in students' reading comprehension performance (Andreani et al., 2021; Gilakjani & Sabouri, 2016; Septiyana et al., 2021; Taladngoen et al., 2020; Wu et al., 2019).

Conclusion

A moderate level of motivation with involvement is the highest indicator of student motivation and dominates the majority of students. From involvement, the following highest motivation indicators are curiosity, competition, social reasons, comprehension, recognition, efficacy, and challenge, which are the lowest motivation indicators. Then, for reading habits, students are at a moderate level, just like the

motivation level. Attitude is the highest indicator of students' reading habits. After attitude, reading habits indicators are followed by frequency, purposes, and materials. In addition to motivation and reading habits, students also have a high reading comprehension level.

The result of correlational analysis shows no significant correlation between motivation, reading habits, and reading comprehension. No correlation was found between these variables concludes that other factors influence students' success in reading comprehension. Although motivation and reading habits have a role in reading comprehension, the ups and downs of students' reading comprehension are also determined by other factors, not just motivation and reading habits, which may not be found in this research.

Suggestion

With this research, it is hoped that teachers can provide new knowledge to students and provide direction to increase student motivation and reading habits. In addition, it is recommended that researchers interested in this issue explore this issue more deeply, such as adding other English skills as new variables and including a larger sample size of participants. Moreover, researchers can use qualitative analysis to achieve more detailed results and explanations or develop an approach that can provide positive changes. This will provide helpful input to enrich the EFL literature.

References

- Al-Jarrah, H., & Ismail, N. S. B. (2018). Reading comprehension difficulties among EFL learners in higher learning institutions. *International Journal of English Linguistics*, 8(7), 32–41. <https://doi.org/10.5539/ijel.v8n7p32>
- Al-Qahtani, A. A. (2016). Why do Saudi EFL readers exhibit poor reading abilities? *English Language and Literature Studies*, 6(1), 1–15. <https://doi.org/10.5539/ells.v6n1p1>
- Al Nooh, A., & Mosson-McPherson, M. (2013). The effectiveness of reading techniques used in a Saudi Arabian secondary school classroom as perceived by students and teachers: A study of methods used in teaching English and their effectiveness Amel. *Arab World English Journal*, 4(3), 331–345. www.awej.org
- Andreani, S., Muniroh, S., Suharyadi, Astuti, U. P., & Yulizar. (2021). The contribution of genre awareness and reading habits towards students' reading comprehension. *Indonesian Journal of Applied Linguistics*, 11(2), 463–476. <https://doi.org/10.17509/ijal.v11i2.35260>
- Chettri, K., & Rout, S. K. (2013). Reading Habits - An Overview. *IOSR Journal Of Humanities And Social Science*, 14(6), 13–17. <https://doi.org/10.9790/0837-01461317>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. Routledge. https://doi.org/10.1007/3-540-55606-0_8
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Fourth). Pearson Education, Inc.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. In SAGE Publications, Inc.
- Fauzi, I., Saman, T. N., Zannah, N., Octaviani, S., & Winey, B. G. (2022). The Relationship between students' reading motivation and the success to comprehend the English texts. *Journal of English Teaching and Learning Issues*, 5(1), 31–38. <https://doi.org/10.21043/jetli.v5i1.14959>

- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, 10(4), 16–37.
- Gaona, J. C. G., & González, E. R. V. (2011). Relationship between reading habits, university library and academic performance in a sample of psychology students. *Revista de La Educación Superior*, 15(157), 55–73.
- Gilakjani, A. P., & Sabouri, N. B. (2016). A study of factors affecting EFL learners' reading comprehension skill and the strategies for improvement. *International Journal of English Linguistics*, 6(5), 180–187. <https://doi.org/10.5539/ijel.v6n5p180>
- Guia, J. V., Juliane, S. M. C., & Canoy, F. T. (2024). Reading motivation and reading comprehension of senior high school learners: A descriptive-correlational approach. *Asian Journal of Education and Social Studies*, 50(7), 505–517. <https://doi.org/10.9734/ajess/2024/v50i71481>
- Harmey, S. (2020). Perspectives on dealing with reading difficulties. *Education 3-13*, 49(1), 52–62. <https://doi.org/10.1080/03004279.2020.1824702>
- Imperial, J. M. B. (2024). English reading habits and comprehension levels of intermediate learners in selected private schools: Foundation for an enhanced reading instructional program. *International Journal of Education Humanities and Social Science*, 7(06), 778–798. <http://ijehss.com/>
- Jayanti, F. G. (2016a). Reading difficulties: Comparison on students' and teachers' perception. *International Seminar on English Language and Teaching*, 4, 296–301. <https://ejournal.unp.ac.id/index.php/selt/article/view/6939>
- Jayanti, F. G. (2016b). Reading difficulties: Comparison on students' and teachers' perception. *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)*, 4, 296–301. <https://ejournal.unp.ac.id/index.php/selt/article/view/6939>
- Jundi, A., Thohir, L., Saputra, A., & Nurtaat, L. (2024). The correlation between the students' reading habits and motivation toward their reading comprehension at the eighth grade of SMPN 13 Mataram. *Jurnal Pendidikan, Sains, Geologi, Dan Geofisika*, 5(3), 600–603. <http://jpfis.unram.ac.id/index.php/GeoScienceEdu/indexDOI:https://doi.org/10.29303/geoscienceed.v5i3.422>
- Liman Kaban, A., & Karadeniz, S. (2021). Children's reading comprehension and motivation on screen versus on paper. *SAGE Open*, 11(1), 1–11. <https://doi.org/10.1177/2158244020988849>
- Marsela, S. (2017). The correlation between reading motivation and reading comprehension achievement of the eleventh grade students of MAN 2 Palembang.
- Meniado, J. C. (2016). Metacognitive reading strategies, motivation, and reading comprehension performance of Saudi EFL students. *English Language Teaching*, 9(3), 117–129. <https://doi.org/10.5539/elt.v9n3p117>
- Moneba, A.-J. N., & Lovitos, A. H. R. (2024). Reading attitude and learning motivation as predictors of reading comprehension. *Asian Journal of Education and Social Studies*, 50(4), 185–199. <https://doi.org/10.9734/ajess/2024/v50i41322>
- Naibaho, L. (2022). The analysis of students' reading and writing difficulties in learning english at universitas kristen indonesia. *Jurnal Konseling Dan Pendidikan*, 10(1), 159–166. <https://doi.org/10.29210/172700>

- Nezami, S. R. A. (2012). A critical study of comprehension strategies and general problems in reading skill faced by Arab EFL learners with special reference to Najran University in Saudi Arabia. *International Journal Social Science and Education*, 2(3), 306–316.
- Nurhayati, & Najwan, G. A. (2023). Students' Reading Habit and Their Reading Comprehension in Learning English. *Indonesian Journal of Interdisciplinary Research in Science and Technology*, 1(9), 805–822. <https://doi.org/10.55927/marcopolo.v1i9.6587>
- Pham, U. M. N. (2021). The effects of reading habits on reading comprehension among EFL students at Van Lang university. *International Journal of TESOL & Education*, 1(2), 15–44. <http://eoi.citefactor.org/10.11250/ijte.01.02.002>
- Radiyah, R., Astrid, A., & Husnaini, H. (2023). The Correlation between students' reading motivation and reading comprehension at eighth grade students level. *Jurnal Educatio*, 9(1), 183–190. <https://doi.org/10.31949/educatio.v9i1.4320>
- Rohimah, S. (2021). Reading difficulties and factors affecting reading difficulties of students of grade 1 elementary school. *LADU: Journal of Languages and Education*, 1(5), 189–195. <https://doi.org/10.56724/ladu.v1i5.85>
- Rosli, N. A., Razali, N. F., Zamil, Z. U. A., Noor, S. N. F. M., & Baharuddin, M. F. (2017). The determination of reading habits among students: A concept. *International Journal of Academic Research in Business and Social Sciences*, 7(12), 791–798. <https://doi.org/10.6007/ijarbss.v7-i12/3710>
- Sadeghi, K. (2007). The key for successful reader-writer interaction: Factors affecting reading comprehension in L2 revisited. *The Asian EFL Journal Quarterly*, 9(3), 198–220.
- Salam, N., Hafifah, G. N., & Ihsan, P. (2025). The correlation between students' reading habit and their reading comprehension achievement. *SCOPE: Journal of English Language Teaching*, 09(02), 653–661. <https://doi.org/10.29240/ef.v7i2.8291>
- Septiarini, T., Rahmat, A., & Darmahusni. (2018). The relationship between reading habits and reading comprehension of English department in UNTIRTA. *Journal of English Language Studies*, 3(2), 178–191. <https://doi.org/10.30870/jels.v3i2.3174>
- Septiyana, L., Safitri, A., Aminatun, D., & Mulyah, P. (2021). The Correlation between EFL Learners Cohesion and Their Reading Comprehension. *Journal of Research on Language Education (JoRLE)*, 2(2), 68–74. <https://doi.org/10.33365/jorle.v2i2.1154>
- Stutz, F., Schaffner, E., & Schiefele, U. (2016). Relations among reading motivation, reading amount, and reading comprehension in the early elementary grades. *Learning and Individual Differences*, 45, 101–113. <https://doi.org/10.1016/j.lindif.2015.11.022>
- Taladngoen, U., Palawatwichai, N., Esteban, R. H., & Phuphawan, N. (2020). A study of factors affecting EFL tertiary students' reading comprehension ability. *Rangsit Journal of Educational Studies*, 7(1), 12–21. <https://doi.org/10.14456/rjes.2020.9>
- Tisa, F., Sofendi, S., & Eryansyah, E. (2021). Reading and its relationships among attitude, motivation, and comprehension achievement in upper secondary school students. *JEES (Journal of English Educators Society)*, 6(1), 42–51. <https://doi.org/10.21070/jees.v6i1.751>
- Wigfield, A., Gladstone, J. R., & Turci, L. (2016). Beyond Cognition: Reading Motivation and Reading Comprehension. *Child Development Perspectives*, 10(3), 190–195. <https://doi.org/10.1111/cdep.12184>

- Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89(3), 420–432. <https://doi.org/10.1037//0022-0663.89.3.420>
- Wu, L., Valcke, M., & Van Keer, H. (2019). Factors associated with reading comprehension of secondary school students. *Educational Sciences: Theory and Practice*, 19(4), 34–47. <https://doi.org/10.12738/estp.2019.4.003>

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).