

## Reading Interest and Achievement Motivation: A Study in an EFL Context

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### **Abstract**

This study aims to determine the direct effect of reading interest and achievement motivation toward comprehension. A quantitative approach with a path analysis method was used to assess

reading interest and achievement motivation towards understanding English text. Furthermore, the instruments used were questionnaires of reading interest and achievement motivation. EFL Reading comprehension tests of English text were distributed to 60 students of the English Literature Undergraduate Program. Also, the data were analyzed using path analysis technique and multiple regression analysis. The results showed a positive direct effect of (1) reading interest in English texts comprehension by 21.2%, and (2) achievement motivation towards reading comprehension by 7.6%. This study recommends that the 21<sup>st</sup>-century literacy learning process, both informal or non-formal educational institutions, needs to be more relevant and supportive for the growth and increase of reading interest and achievement motivation. Therefore, it will develop 21<sup>st</sup>-century competencies, especially in literacy learning and reading comprehension of English texts.

**Keywords:** *Reading Interest, Achievement Motivation, L2 and EFL, EFL Reading Comprehension of English Texts*

## 1. Introduction

As a language skill, reading in the sense of understanding is quite difficult for students to master. Furthermore, it is about pronouncing the symbols or letters in writing and understanding the concept and meaning. Reading is a complex activity that does involve not only physical but also psychological factors. Although currently, the use of electronic devices has become advanced and widespread, their function is still unable to replace written language. In this modern 21<sup>st</sup> century, information dissemination through written means cannot be abandoned. Based on this phenomenon, reading skill is increasingly seen as very important. Furthermore, it determines both performance in other subject areas, such as science and humanities, in an early stage and also academic achievement in a much later stage (Abbott et al, 2017). This is borne out by the fact that English is a library language and the window to the world of information. The latest inventions, discoveries and research findings in different fields are indeed encoded in this language. To access this vast corpus, it is necessary to have good reading skills.

In the educational world, reading activities and assignments are something that cannot be negotiated. This is because students acquire most of their knowledge through reading activities, and

almost all forms of learning are related to reading. Al-Ghazo (2015) noted that the task is an interactive process involving four elements: the reader, text, fluent reading, and strategic reading. This activity is productive and necessary to understand messages, interpret, analyze, or predict the text's meaning to arrive at an understanding. Furthermore, a reader is an active participant who has a central role as an interpreter, analyzer, and book predictor. In this case, the reader is not only someone who is passive and receives information from the text but is someone who gives meaning to the text (Benge et al, 2010).

The ability and willingness to read broadly affect the success of studies. A student needs to have good reading skills to be superior in obtaining information. The ability referred to in this case is the ability to understand the content of reading. Also, the reader's representation of the text occurs at three recursive hierarchical levels, which are (a) the linguistic level (specific words and sentences), (b) semantic level (the real meaning resulting from individual speech and sentence construction), and (c) the situational level (the importance of the text produced in combination with the book and the reader's background knowledge) (Bilal, et al 2013).

The Al-Ahdal's current analysis (Al-Ahdal, 2020b) assessed the importance of e-book communication logs for Saudi EFL students' progress. It employed 30 male students at Qassim University, Saudi Arabia, for 12 weeks in an experimental sample. The BookRoll approach was used and required by the EFL teachers to import material from textbooks and allow students free access everywhere. In addition to the availability, the approach apart from teaching at the school was the sort of confidentiality and individual learning pace that the device provides the learner: They proceeded to replay those sections that the tutor described, reviewed the notes, and took part in other reading activities (even repeatedly) which the teacher placed on the e-book. The study examined the computer logs to determine the prevalent reading patterns and model reading behaviors. It illustrates the methods utilized by students while reading papers. The findings have shown that BookRoll is ideal for forecasting student reading habits with a reasonably reliable standard, which will be beneficial to a broad variety of stakeholders, not just education advice providers, who are willing to adopt technology in the EFL classroom in the Kingdom of Saudi Arabia.

Regarding reading a text in English, a common phenomenon in classes is the disappointment of the lecturer in students' understanding of the reading given. Meanwhile, the process of reading a foreign language text involves the interaction of two languages. When reading, the readers have access to their first language, and it is not uncommon to use it as a strategy. However, it takes time

and confuses the students. Also, they often encounter many new words and find it difficult to grasp the main idea from the reading. Therefore, students are reluctant to continue reading because they do not understand the texts. This results in passive discussion as a common condition in the classes. In other words, reading in a non-native language requires extra effort and it seems difficult to understand in a foreign language. In this case, reading skills with the right technique is very important for academic and personal growth in the future (Ifnanti, 2015).

Several factors affect reading ability, they include 1. Internal factors: (a) physiological: eyes and ears, (b) psychological: reading interest, intelligence, visual perception skills, vocabulary mastery, and attitudes towards reading; 2. external factors: (a) teaching: teaching methods and attractive programs, curriculum, and available facilities, (b) social: environmental motivation. From these factors, it can be seen that one of the internal factors which can affect comprehension is reading interest.

## **2. Reading Interest and the learner**

Reading interest is a complex psycho-cognitive phenomenon that specifically refers to the three but more emphatically to the pre reading stage out of the three phases of a reading class viz. pre-reading, while reading, and post-reading. It is an initial condition that needs to be met before reading. In the pre-reading or reading interest stage, the aim is to arouse or investigate the learners' interest in the subject matter of the text chosen for reading by making them draw on their knowledge of the world, and by eliciting their views on the subject. The line to take for the teachers is to enable the learners establish or discover a relationship with the text. Different approaches may be taken for this. Some are as follows:

- i. Asking questions on the subject which the learners are scheduled to read about;
- ii. Activation of the learners' background knowledge on the subject;
- iii. Enable learners to vocalize their opinions so that they may look forward to what the writer's views are.

Interest is the acceptance of a relationship between oneself and the reading content. Hence, the stronger or closer the relationship, the greater the attraction. Furthermore, the claim describes a learner's tendency to approach rather than avoid engaging in specific content or actions, for example, reading or writing, from time to time (Jones & Brown, 2011). Therefore, to understand reading

in English, the reader needs to have an interest. This interest is the basis of motivation for reading activities. A high part is an element that needs to be considered in entering the information society. Khairuddin (2013) stated that interest development is not only determined by the desire and attitude towards matters regarding reading. Several factors influence both from within (personal) and from outside (institutional). Meanwhile, individual elements exist in a person, including age, gender, intelligence, reading ability, attitudes, and physiological needs. While, institutional factors are that outside of oneself, which include the number of available reading books and the types of books, social status, economic background and ethnicity of parents, friends of the same age, the influence of teachers and parents.

### **2.1 Scope and conceptualization of Reading Interest in enhancing reading ability**

McKool (2007) has extended the meaning and interpretation of Reading Interest by stating that it is a pointer of the out-of-school reading that learners engage in. This is an especially meaningful opinion as it means that real learning of reading in a second or foreign language need not be limited to a structured learning environment. Moreover, autonomy in selection of reading materials is seen as a deciding factor in enhanced reading interest in learners across age groups. In a study conducted in a setting similar in many ways to the current study, Khairuddin (2013) reported lower reading interest amongst the male respondents in the study and that a variety of reading options may be recommended to enhance reading interest. Educational and cognitive psychology have, over the past many decades, established that interest and learning are directly proportional, but studies on the specific subject are few. When speaking of conceptualization of second or foreign language reading interest of learners, the thrust is on treating interest as a state of mind or disposition. By default, this brings in the question of duration (of interest) which may be classified into the following:

- i. Individual interest: This refers to an intrinsic or individual predisposition to engage frequently in an activity, reading, in this case. Prior knowledge of the subject matter on which the reading content is based, is part of this. In other words, learners will find those or that material of engaging interest, about which they have prior knowledge. In the context of L2 or foreign language acquisition, this implies exposure to the target culture to provide learners with some schema to which they may relate new reading experiences.

Schank's (1979) seminal study zeroed in on certain subjects like death, which can be considered subjects of 'absolute interest', that is, subjects that engage a significant number of readers individually. Individual interest is sustained over a long period of time, even when the stimulus of structured learning environment is over.

- ii. Situational interest: This is a relatively short-lived, environment dependent state and is the outcome of an emotional stimulus such as impact of imagery, mystery or comedy coupled with ease of comprehension. Once the learners' interest is sparked situationally, appropriate steps can ensure its transformation into the long-term individual interest.

In the other two stages of reading, ie., while and post reading, interest of the learners may be aroused by modifications, whether in tasks or material presentation. Research indicates that making these more meaningful yet challenging, and individually relevant can ensure better reading interest.

## **2.2 Role of Reading Interest on text processing**

Early thinking on reading was focused on speed and knowledge of words, in the belief that any text could be comprehended if read slowly and all the words therein were known to the reader. However, research since 1980s has established that this is not necessarily so and even with limited or just adequate comprehension, a text can be processed well by the reader if their interest is engaged in the content (Richards, 1990). McDaniel et al. (2000) concluded that the processing of text is deeper and more elaborate when readers' interest is engaged. Learners' ability to actively interact with the text helps them construct meaning, aiding in retention of recall of the text. Persistence, engagement, attention (Hidi, 1990, 2000), and direction and duration of attention (Schraw & Lehman, 2001) have been directly correlated to reading interest.

## **3. Motivation and reading comprehension**

Motivation has been argued as perhaps the second most significant factor in second and foreign language acquisition, ranked second only to learner needs. As early as 1959, Gardner and Lambert demonstrated that motivational variables played a significant role in foreign language acquisition.

A shift of educational philosophy to the cognitive and affective characteristics of the second language learners in the 1990s revived the interest of educators and researchers in motivation in the language classrooms. In a notable study, Dornyei (1990) demonstrated that where learners are mostly ignorant of the target language culture, motivational factors assumed great significance. Moreover, a new paradigm of intrinsic and extrinsic motivations came into play. These related to the individual and environmental parameters and were more or less along a broad continuum. Guthrie et al (2007) concluded that motivation predicted reading comprehension growth, though the vice-versa was not true. Wigfield, Gladstone & Turci (2016) concluded that gender and ethnic differences impact learners' reading motivation and hence, reading comprehension. Takaloo and Ahmadi (2017) pointed out that the role of motivation in ELT is highly underscored, and conclude that without motivation nothing can be achieved in the EFL classroom. Corpus literature on the role of motivation in online learning is limited though Yaghi (2019) found that, where students independently read online materials, they are motivated by individual purposes, such as, for discovering new things or for pleasure. More recently, Khatee (2020) argued that when educators want to improve students' language achievement, they need to first turn on student motivation. When this motivation to learn language has been provoked, it is hoped that they will persist in their learning. Furthermore, achievement motivation is an individual factor that comes from within students, and the existence of good motivation in learning will show good results. As a boost, this motivation plays a dominant role for every student to achieve the highest possible goal. It is also as a driving force to achieve maximum learning outcomes. Hartnett (2020) has pointed out the lacuna of previous studies on motivation in reading comprehension success in online learning environment by stating that they overlooked the 'real-life' online settings and recommended that narrow conceptualizations of intrinsic and extrinsic motivations need to be abandoned if a more wholesome picture of the scenario is to be obtained.

Through this motivation, students will have a strong drive to achieve the best learning outcomes. Furthermore, they will have a high sense of self-confidence and desire for achievement, which will of course affect their learning performances. Those who have good achievement motivation are characterized by several things, namely responsiveness to challenges, especially in learning, rational in thinking, in this case, always being honest and passionate about learning, trying to excel in groups, and always being able to adjust when interacting with friends. The effect of this motivation will be seen from their learning activities where they show a high enthusiasm, a desire to

achieve the best performance, and endurance against challenges in the learning process. Also, achievement motivation is important in psychological development, because it can encourage students to overcome challenges, solve problems, compete in a healthy manner, and have an effect on individual achievement. Therefore, those who have high motivation have a very good chance of achieving high levels of success in every learning activity.

Through high motivation, students have an opportunity for high achievement in EFL reading comprehension course which is shown by the high scores in English. This is because those with high motivation also have an internal drive to carry out learning activities as well as have resistance to difficulties. These difficulties include encountering many English words they do not understand, inadequate grammar knowledge, as well as assignments to read English texts that are less or not interesting.

## **Review of Literature**

In a study with Arab EFL learners, Noortyani (2018) held that if students are to succeed at reading comprehension, then reading interest must be taken seriously. Reski (2018) also concluded that positive correlation existed between reading interest and students' reading comprehension in a study with university students of English in a university in Mexico. Parmawati and Yugafiati (2017) recommend the use of authentic reading materials to cater to learners' reading interests which will, in turn, ensure enhanced reading comprehension. Putro & Lee (2017) expressed doubt if the meaning of reading interest may have changed in the current digital age. In a pertinent observation, they indicate that future research needs to consider the psychological meaning of reading given the fact that the psycho-behavioral components of reading have undergone much change in the recent decades. Springer, Harris & Dole (2017) hold that reading interest can be a deciding factor impacting the cognitive and affective experiences of the students in an age when teachers find themselves in a fix between ensuring grade-level literacy and engendering a lifelong reading interest in their students. The onus to capture learners' curiosity and channel it into long term reading habits falls squarely on teachers and timely and optimum tapping of learners' reading interest can certainly help do the needful. In a study with trainee teachers in Indonesia, Pasaribu (2016) found that vocabulary achievement was positively impacted by the reading interest of subjects. Further, these results were obtained with the subjects' free exposure to library facilities.



Pittman & Honchell (2014) found that encouraging reading interest amongst struggling middle school readers was effective in ensuring enhanced reading comprehension.

Kinley & Ben-Hur (2015) expressed that motivation to read is linked to a system of rewards and punishments: the conviction is that if you reward certain practices you will get a greater amount of them; and, on the contrary, if you rebuff certain practices, you will get less of them.

Schaffner & Ulferts, (2013) stated in their study that it was imperative to emphasize on creating inherent reading motivation rather than extraneous. Students who read more would do well, understanding and perceive the text better. Indeed, an evaluation of reading comprehension can foretell the advancement of students' general language skills. A few investigations on proficiency advancement had been executed to sort out the improvement of reading understanding of students at schools. Scientists who had highlighted on motivation had examined about the parts of psychological and inspiration options of communication and the effect of factors on students' accomplishment. Also, ongoing investigations zeroed in on the creating of psychological aptitudes and fiery exercises to upgrade students understanding inspiration. A portion of these examinations had inspected natural inspiration as an indicator of progress in a few locales, for example, reading, sports, and arithmetic. Examiners brought up that inborn inspiration was a ground-breaking indicator of primary school students' understanding cognizance, so the main point for teachers was to drive pursuers to incorporate in understanding exercises. Therefore, making an agreeable air for the students to look with integrative exercises could build students' inspiration for understanding accomplishment.

As per Usher and Kober (2012), policies and practices are designed to improve student motivation. They hold that intrinsic inspiration is the longing to do or get to something since one truly needs to and takes fulfilment in accomplishing something. At the point when a student is inherently motivated to peruse, they read for delight, to find new information, or for some other positive outcomes. A student might be spurred to read for a profound interest in the substance or primary concern of a book (object-explicit), or in light of the fact that the content pulls the student inside the story (action explicit). Since students, who are characteristically inspired, discover joy in reading, they like to read more in their spare time. As a result of an expanded measure of understanding time, it is envisioned that inherent inspiration or motivation builds understanding cognizance. Instructors who use numerous outer elements to spur students to read could progressively crush stu-

dents' natural inspiration. McGeown, Norgate, and Warhurst (2012) claimed that extrinsic motivation alludes to the outside elements that can invigorate students' longing to read. These elements include scores, prizes, reverence, or a craving to be superior to others. Students who are outwardly activated normally attempt to repress negative results and just anticipate explicit or positive results. Besides, educators should have an inspirational mentality to reading perception to accomplish the best outcomes in understanding turn of events. This uplifting disposition is performed by the homeroom instructor inspecting during individual reading, discussing their pleasure in a specific book or prescribing books to students, showing books around the study hall, or perusing resoundingly consistently. To investigate students' perspectives towards reading, instructors can utilize numerous gadgets, for example, reviews, polls, and homeroom conversations. Extrinsic motivation alludes to accomplishing something since it causes a recognized result (Deci and Ryan, 1985). As per traditional writing, extraneous motivation has commonly been described as a pale and ruined type of emotion that appeared differently in relation to natural motivation. In outward motivation, the learner investigates outside benefits and rewards, for example, to forestall the discipline of instructors or to pick up gratefulness from guardians. Indeed, outward motivation is identified with the objective direction, so the students do their activities with the most ideal approach to accomplish an important thing. As indicated by Ahmadi and Hairul (2012) and Ahmadi and Gilakjani (2012), reading appreciation is definitely not a simple cycle since students should have the option to read the composed content, decipher the words, and distinguish the implications of the words. Reading perception is one of the principle components in English language learning for all students since it gives the establishment to a considerable measure of learning in instruction. Since reading cognizance is so legitimate regarding scholarly achievement, it very well may be contended that 'making' a student read is fundamental. To comprehend the significance of what is read, however, one must be a basic reader. Basic readers can follow the composed content carefully and can relate sentences to one another to accomplish a profound comprehension of it. Reading understanding is a functioning and open cycle between the reader, the content, the understanding, and the bigger socio-cultural setting for reading. A connection happens inside the individual, including both top down and base up reading and psychological systems. A reader can appreciate and review composed content well on the off chance that the person in question incorporates the earlier information with the accomplished data. Duke, Pearson, Strachan, and Billman, (2011) expressed that the significance of students' learning and their advancement in language abilities, a large part of the time

is given to the improvement of understanding expertise. It should be referenced that students attempt to build up their reading perception exceptionally the particular gathering of students who need more offices and are subject to their instructors. These students can't accomplish great imprints in understanding cognizance and don't procure it helpfully. One of the manners in which that can be utilized as an answer for incite students and build up their perusing ability is the utilization of perusing obstruction programs. Explores demonstrated that intellectual and inspiration factors influence students' understanding cognizance (Pressley and Harris, 2006). Past exploration has upheld perusing inspiration in association with students' cognizance progress since perusing understanding grants students to examine data that they have an earlier information about it to expand their perception. Cambria and Guthrie (2010) expressed that motivations allude to intrigue, devotion, and certainty. An intrigued student reads in light of the fact that he appreciates it; a committed student reads on the grounds that he trusts it is significant; and a certain student reads in light of the fact that he can do it, for example, their objectives, capability related convictions, and requirements that impact their accomplishment and exercises. They contended that students need to read on the grounds that they are persuaded. There are two kinds of motivation: inherent and outward. Students deliberately attempt to realize what is imperative to them. They want to learn and they don't have the requirement for outer outcomes. Characteristic motivation pushes the students to learn without remunerations on the grounds that the need is inborn and relies upon their own yearning. Harmer (2008) said both integrative and instrumental motivation are grouped under the head of extraneous motivation. Outward inspiration negatively affects the students since they don't learn with their solid expectation, yet they learn in light of the fact that they are pushed by the worry in the prizes or the discipline.

#### **4. Significance of the study**

Reading comprehension is a very important ability because it through this that learners succeed in accessing information from various kinds of reading, including in English. For students, reading comprehension, especially in English is one of the keys to achieving success in school or college. Comprehension can also be summarized and verbally assessed in writing form, answering questions, filling in missing words, art or acting out stories through puppet games, written responses, group discussions, peer assessments and self-assessments, questionnaires, interviews, as well as reading audiotapes (Boyras & Altinsoy, 2017; Al-Ahdal, 2020a; Al-Ahdal, 2020b).

In countries where English is studied as a foreign language, such as Indonesia, the ability to read is usually considered an important skill especially for students studying English as their main course. Here, education mostly involves texts or references written in English. Therefore, they are required to develop good skills in reading English texts. Many studies have been conducted on EFL students' reading comprehension in Indonesia. Generally, the main focus is reading in the classroom on the basis of seeing the problems that arise in teaching and learning, the reasons behind the problems, and ways to solve them. The results of these studies ended in unpleasant stories about the practice of reading English as a foreign language or EFL (Ahmed, 2016; Al-Ahdal, 2020c).

Whereas studies have been conducted on different combinations of factors that influence reading comprehension in L2 or EFL, the interplay of reading interest and achievement motivation is still a virgin area in the Indonesian EFL environment. Hence, this study is expected to fill an existing gap in the corpus.

## **5. Research Questions**

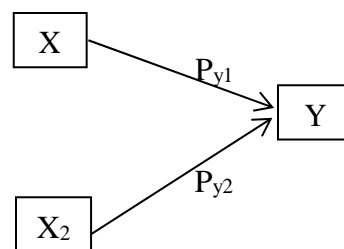
Based on the brief summary of the corpus literature on reading interest and achievement motivation in reading comprehension success, we formulated the following research questions to give direction to this study:

- i. Does a correlation exist between reading interest and reading comprehension in English literature undergraduate students in an Indonesian University? If yes, what is the nature of this correlation?
- ii. How does achievement motivation influence reading comprehension in the sample respondents?

## **6. Method**

This research used a quantitative approach with survey method and path analysis technique. Path analysis (Wright, 1925), on the other hand, is an effective method to draw specific causal relationships between variables and also helps indicate the magnitude of influence of a factor on the result. Coupled with retrospective survey, path analysis is quite useful in relationship establishment between cause and effect. The inferential statistical analysis was used to analyze data.

The population was the Undergraduate Students of English Literature Study Program of Universitas Bina Darma, Palembang-Indonesia. The sample was chosen using a simple random sampling technique on students who met the research criteria, and 60 students were selected. Furthermore, the instruments used included English reading comprehension test (Y), reading interest questionnaire (X<sub>1</sub>), and achievement motivation questionnaire (X<sub>2</sub>). The research instruments were piloted to students not involved as the sample to determine their validity and reliability. The validity analysis used was the corrected item-total correlation. Moreover, the reliability analysis was Cronbach's alpha for the questionnaire and KR-20 for the reading comprehension test. According to the validity and reliability analysis results, the reading interest questionnaire had 34 valid items with the reliability of 0.975, while the achievement motivation questionnaire had 33 valid items with the reliability of 0.981. In comparison, a reading comprehension test had 26 valid items with reliability of 0.987. The following figure shows the research model



### 6.1 Research Results and Discussion

The following table shows the direct effect of reading interest and achievement motivation on reading comprehension of English text.

Model	R Square	Standardized Coefficients (Beta)	t	Sig.
X <sub>1</sub>	0.212	0.461	3.954	0.000
X <sub>2</sub>	0.076	0.275	2.181	0.033

The table shows that in X<sub>1</sub> column, the coefficient of determination (R<sup>2</sup>) was 0.212 and 0.076 in X<sub>2</sub> column. Also, in the error X<sub>2</sub>,  $\varepsilon = 1 - R^2 = 1 - 0.076 = 0.92$ . Furthermore, in X<sub>1</sub> the value of F<sub>0</sub> = 15,636 was obtained. The results show that db1 = 1; db2 = 58, p-value = 0.000 less than 0.05,

hence  $H_0$  was rejected. In  $X_2$  the value of  $F_0 = 4.756$ ,  $db_1 = 1$ ,  $db_2 = 58$ , and  $p\text{-value} = 0.033$ , smaller than 0.05. For this reason,  $H_0$  was rejected. Each of reading interest ( $X_1$ ) and achievement motivation ( $X_2$ ) influenced the reading comprehension in English ( $Y$ ). The path coefficients were shown by Beta (Standardized Coefficients) column on  $X_1$  and  $X_2$ .

The results also show that  $py_1 = 0.461$ ;  $t_0 = 3.954$ ,  $p\text{-value} = 0.000 / 2 = 0.000$ . less than 0.05.  $H_0$  was rejected, meaning that reading interest ( $X_1$ ) had a positive direct effect on reading comprehension in English ( $Y$ ). Additionally,  $py_2 = 0.275$ ;  $t_0 = 2.181$ ,  $p\text{-value} = 0.033 / 2 = 0.016$ , smaller than 0.05 or  $H_0$  was rejected, meaning that achievement motivation ( $X_2$ ) had a positive direct effect on reading comprehension in English ( $Y$ ).

The regression coefficient value of 0.212 indicates a positive effect, meaning that the higher the reading interest, the higher the value of reading comprehension in English and vice versa. Also, this coefficient value means that reading comprehension would increase by 0.212 units for every one-unit rise in reading interest. The coefficient of the direct effect of reading interest toward reading comprehension was 0.461. Furthermore, the regression coefficient value of 0.076 showed a positive effect, meaning that the higher the achievement motivation, the better the reading comprehension in English and vice versa. This coefficient value also means that reading comprehension in English would increase by 0.076 units for every one unit rise in achievement motivation. The coefficient of the direct effect of achievement motivation on reading comprehension in English was 0.275.

In this research, reading interest ( $X_1$ ) had a positive direct effect on reading comprehension ( $Y$ ). Thus, an increase in reading interest would increase students' comprehension. Therefore, reading interest had a positive direct effect on English reading comprehension. This finding empirically supported the theories or opinions of experts regarding the effect of reading interest on English reading comprehension.

When students are interested in a reading topic, their moods are affected and they can focus on reading. Students with a high reading interest will be deeply involved and immersed in reading activities, increasing reading comprehension. This finding is in line with another Indonesian study conducted by Muzaki (2017) which aimed to identify students' reading interest in the second language and to examine differences in interest based on gender. The results showed that students have a relatively low interest in reading English texts with significant differences between male and female students. For this reason, educators should take actions related to the development and

enhancement of male students' reading interest. The higher the reading interest, the higher the comprehension skills. The more diligent a person reads, the higher the interest in reading, which can be traced through the level of comprehension. Increasing reading interest improves the ability to understand the content. Students interested in reading conduct reading activities because of their desire to obtain information. This means increasing reading interest improve comprehension abilities. The higher the reading interest, the higher the comprehension. Importantly, low comprehension can be improved by increasing their reading interest. Educators should increase students' reading interest to enhance their comprehension.

This study showed that achievement motivation ( $X_2$ ) had a positive direct effect on reading comprehension in English ( $Y$ ). The results were supported by research from Ningrum and Matondang (2017) also conducted in Indonesia, which focused on the correlation between student motivation and their achievement in reading comprehension. The objective of the study was to determine the relationship between student motivation and their achievement in reading comprehension. The results showed that there was a significant correlation between students' motivation and their achievement in reading comprehension, shown by the high correlation coefficient. For this reason, English teachers should create teaching strategies that increase student motivation in the reading class. Students with high learning motivation tend to have high reading comprehension scores. This is because they find it easier to understand what they read. However, those with low learning motivation tend to have lower reading comprehension scores. This is possible because high motivation is required to understand the reading.

Achievement motivation determines learning success with the amount of influence depending on intensity. Concerning learning, motivation is closely related to the need for self-actualization with the most significant influence on student learning activities. In case students have no motivation to learn, there will be a feeling of laziness, both in following the teaching and learning process and doing individual assignments. Motivation has a very important function in the student learning process because it determines the intensity of students' learning efforts. In general, students with high motivation learns better than those with low. This means that those with high learning motivation are diligent in learning and study continuously without despair. Achievement motivation plays an essential role in restoring the original motivation to become a specific goal.

A study by Salehi, Samimi and Razmjoo (2018) in Iran aimed to examine how motivation affects the understanding of English texts. According to the findings, motivational techniques can

increase EFL students' intrinsic motivation to read. Also, motivation and attitudes influence EFL participants' reading comprehension skills, and different teaching reading comprehension techniques help understand English texts. Students with high achievement motivation understand English lessons better than those with low motivation. In this case, students understand and convey information correctly. Furthermore, students with high achievement motivation get higher learning outcomes than those with low motivation, especially in learning English.

This research shows that reading comprehension was influenced by reading interest and achievement motivation, supporting the theories previously discussed.

## 7. Conclusion

The results of path analysis and discussion show that reading interest and achievement motivation directly affect reading comprehension of English texts. This means that reading interest and achievement motivation significantly influence the level of reading comprehension. The higher the students' reading interest and achievement motivation, the better their understanding. The 21<sup>st</sup> century literacy learning process, both informal and non-formal educational institutions should be more relevant and supportive for the growth and increase in reading interest and achievement motivation. This will help students develop 21<sup>st</sup>-century competencies, especially in literacy learning and reading comprehension with education shifting majorly to other platforms such as online and distance modes where reading interest and achievement motivation play critical roles in as support systems. Therefore, educators and parents need to work together to maximize the students' self-potency, especially reading interest and achievement motivation.

Further research with a broader scope should be conducted to identify other variables, including vocabulary, diction, socio-economic status, learning styles, learning attitude and many other factors that affect literacy learning in the 21st century, particularly in students' English reading comprehension.

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