

EXAMINING THE INTERRELATIONSHIPS BETWEEN READING SELF-CONCEPT, READING MOTIVATION, AND READING COMPREHENSION IN YAYASAN ISLAMIYAH PALEMBANG

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Abstract. This study aims to analyse the relationship between reading self-concept and reading comprehension, the relationship between reading motivation and reading comprehension, and the contribution of reading self-concept and reading motivation to students' reading comprehension. This study employs a quantitative approach with a correlational design. The research subjects consisted of 264 students from MTs Negeri Palembang who were selected as the research sample. Data were collected through a reading self-concept questionnaire, a reading motivation questionnaire, and a reading comprehension test. Data analysis was conducted using Pearson's Product Moment correlation and regression analysis. The results of the study indicate that reading self-concept has a positive and significant correlation of moderate strength with students' reading comprehension. Reading motivation also shows a positive and significant correlation of moderate strength with reading comprehension. Furthermore, the results of the regression analysis indicate that reading self-concept and reading motivation together account for 7.9% of the variance in students' reading comprehension. These findings suggest that although the direction of the relationship between the two independent variables is positive, the strength of the correlation is relatively low, meaning their influence on reading comprehension remains limited. Therefore, other, more dominant factors influencing students' reading comprehension should be considered.

Keywords: Self-concept, Motivation, Reading Comprehension Achievement

Abstrak. Penelitian ini bertujuan untuk menganalisis hubungan antara konsep diri membaca dan pemahaman membaca, hubungan antara motivasi membaca dan pemahaman membaca, serta kontribusi konsep diri membaca dan motivasi membaca terhadap pemahaman membaca siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Subjek penelitian terdiri atas 264 siswa MTs Negeri Palembang yang dipilih sebagai sampel penelitian. Data dikumpulkan melalui kuesioner konsep diri membaca, kuesioner motivasi membaca, dan tes pemahaman membaca. Analisis data dilakukan menggunakan korelasi *Product Moment Pearson* dan analisis regresi. Hasil penelitian menunjukkan bahwa konsep diri membaca memiliki korelasi positif dan signifikan dengan kekuatan lemah terhadap pemahaman membaca siswa. Motivasi membaca juga menunjukkan korelasi positif dan signifikan dengan kekuatan lemah terhadap pemahaman membaca. Selanjutnya, hasil analisis regresi menunjukkan bahwa konsep diri membaca dan motivasi membaca secara simultan memberikan kontribusi sebesar 7,9% terhadap pemahaman membaca siswa. Temuan ini mengindikasikan bahwa meskipun arah hubungan kedua variabel bebas bersifat positif, kekuatan korelasinya relatif rendah, sehingga pengaruhnya terhadap pemahaman membaca masih terbatas. Oleh karena itu, perlu dipertimbangkan faktor-faktor lain yang lebih dominan dalam memengaruhi pemahaman membaca siswa.

Kata Kunci: Konsep Diri, Motivasi, Prestasi Pemahaman Bacaan

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INTRODUCTION

Reading is a fundamental skill in English learning because it supports language development and enables learners to access academic and practical information. Reading allows students to acquire vocabulary, grammar, and meaning from texts, while also functioning as a key medium for developing comprehension skills and overall language proficiency (Komiyama, 2009; Zuchdi, 2007). In the context of English as a foreign language, reading is particularly important because it provides sustained exposure to language input that students may not frequently encounter in daily communication (Harmer, 2000).

Despite its importance, reading literacy in Indonesia remains low. International assessments such as PIRLS and PISA consistently place Indonesian students below the international average in reading achievement (OECD, 2016). These findings indicate that reading comprehension is still a serious concern, even in students' first language. The challenge becomes more pronounced in English, where students must process unfamiliar vocabulary, grammar, and text structures simultaneously. Previous studies report that Indonesian students' English reading comprehension achievement is generally poor at both primary and secondary levels (Diem, 2011; Sudarmi, 2009).

Similar conditions are found in the local context of Islamic junior secondary schools in Palembang, including MTs Negeri 1 Palembang and MTs Negeri 2 Palembang. Interviews with teachers reveal that many students struggle to identify factual information, understand text structures, and interpret meaning in English texts such as descriptive, narrative, and report texts. Limited reading practice and time pressure during classroom activities further reduce students' engagement and confidence. As a result, many students develop negative perceptions of their reading ability and show low motivation to read English texts.

Research suggests that reading comprehension is influenced not only by cognitive factors but also by affective variables, particularly reading self-concept and motivation. Reading self-concept refers to students' perceptions of their own reading ability, which shapes their confidence, persistence, and engagement in reading tasks (Shavelson et al., 1976; Chapman & Tunmer, 1997). Students with a positive reading self-concept tend to approach texts more confidently and achieve better comprehension, while those with negative self-concept often avoid reading and experience difficulties (Chapman et al., 2000).

Motivation also plays a crucial role in reading comprehension, especially in learning English as a foreign language. Motivated students are more willing to invest effort, apply strategies, and persist when facing challenging texts (Yumei, 2009; Li & Pan, 2009). Conversely, low motivation is associated with avoidance of reading activities and weaker

comprehension outcomes (Barnes & Monroe, 2011; Skaalvik, 1997). These findings indicate that affective factors can either support or hinder students' reading development.

Although previous studies have examined reading self-concept and motivation separately, research that investigates their combined relationship with English reading comprehension, particularly in Islamic junior secondary schools, remains limited. Given the persistent low achievement in English reading comprehension and the importance of affective factors, further investigation is needed. Therefore, this study focuses on examining the relationships between reading self-concept, reading motivation, and English reading comprehension, as well as their combined contribution to students' reading comprehension achievement.

METHOD

This study applied the correlation research method because the writer wanted to find out the correlations among reading self-concept, reading motivation, and reading comprehension achievement. In this study, the writer used stratified random sampling to select the sample. In stratified sampling, according to Creswell (2012), the researcher proportionally divides (stratifies) the population on some specific characteristics. The population consisted of 2.213 students of MTS Negeri in Palembang in the academic year 2016/2017. However, the sample was 264 students of the seventh, eighth, and ninth grades of MTs Negeri in Palembang.

The data were collected by using a reading test in the form of multiple-choice questions and questionnaires. The total of reading test before the writer tried out on non-sample students was 60 items. For the reading materials test, the writer used three texts: descriptive, recount, and narrative texts. These types of text were in line with the syllabus for each grade. Before distributing the reading test, the writer had done the informal Reading Inventory (IRI) test by Stark (1981) to know students' reading level. The result of the IRI test showed that students' reading level was at level 3. Next, the writer tried out a reading test on non-sample students to check the validity of items quantitatively. Based on the result of the tryout of reading test, 51 items were valid. The items were considered to be valid since the r -value was higher than the r -table (0.312). Then, Cronbach's alpha value of the reading test was 0.988. The distribution of the reading comprehension test was shown in the table below.

Table 1. The Distribution of Reading Comprehension Achievement Test

Comprehension Level	Sub Variables	Indicators	Item number
Literal comprehension	Detail	Students are able to find the details in the text	1, 6, 8, 13, 16, 20, 21, 23, 24, 25, 28, 31, 43, 45, 47, 50
	Reference	Students are able to identify the people involved in the text	4, 7, 10, 15, 26, 27, 46
	Sequence	Students are able to find sequences or chronological series of the text.	2, 22, 32, 51
	Vocabulary	Students are able to identify (predict or guess) of meaning words.	12, 14, 19, 33, 38, 40
Inferential comprehension	Main idea	Students are able to skim for main idea and analyze the text	5, 11, 29, 30, 34, 35, 39, 42
	Cause-effect	Students are able to determine causal effect relationship in the text	3, 9, 17, 18, 44, 48
	Inference	Students are able to interpret events and infer implicit information	36, 37, 41, 49
Total			51 items

Reading self-concept taken from Chapman and Tunmer (1997). Reading self-concept was evaluated based on three subscales: perception of competence at reading tasks, perception reading activity is generally difficult or easy, and attitudes toward reading. The writer also tried out the questionnaire on non-sample students to check the validity of the questionnaire quantitatively. There were 30 items before the writer tried out on non-sample students. Based on the result of the validity calculation, 23 items were valid. The items were considered to be valid since the *r*-value was higher than the *r*-table (0.312) and Cronbach's alpha value was 0.929. The distribution of the self-concept questionnaire was presented in the following table:

Table 2. Self-Concept Questionnaire Items

Subscales	Items	Sample of items
Perception of competence at reading tasks	1, 3, 5, 7, 12, 15, 16,	I can explain what a story means when asked
Perception of reading activity is generally difficult or easy	8, 10, 13, 17, 18, 19, 20	The other friends in my class read harder words and books than me
Attitudes toward reading	2, 4, 6, 9, 11, 14, 21, 22, 23	I enjoy doing reading activities
Total	23 items	

To obtain information related to the students' motivation for reading, Motivation for Reading Questionnaire (MRQ), was developed by Guthrie and Wigfield (1997). Furthermore, Guthrie and Wigfield (1997) divide reading motivation into 11 subcomponents. They are (1) reading efficacy means student's belief about her or his ability, (2) reading challenge means satisfaction of understanding complicated idea, (3) reading curiosity means desire to learn, (4) reading involvement means enjoyment involved in reading, (5) importance of reading, (6) reading work avoidance means aspects of reading which student dislike, (7) competition in reading means student's attempt to perform with her or his friend, (8) recognition in reading means tangible forms of recognition, (9) reading for grades means teacher evaluation of learner's reading performance, (10) social reasons for reading means process which students share meaning of text with significant others, and (11) compliance means kind of reading required by teacher. Next, there were 40 total items of motivation questionnaire, but the validity and reliability tests showed that 32 items were valid and reliable. The items were considered to be valid since r -value was higher than r -table (0.312) and Cronbach's alpha value was 0.938. The specification of motivation questionnaire was presented in the following table:

Table 3. The Specifications of Reading Motivation Questionnaire

Sub Variables	Item Number	Sample of items
Reading Efficacy	1, 3, 5	I learn more from reading than most students in the class
Reading Challenge	2, 8, 26	I usually learn difficult things by reading
Reading Curiosity	4, 6, 7	I like to read about new thing
Reading Involvement	10, 12, 31	I make pictures in my mind when I read
Importance of Reading	9, 11, 30	It is very important to me to be a good reader
Reading Work Avoidance	13, 14, 15	I do not like vocabulary questions
Competition in Reading	16, 29	I like to finish my reading before other students
Recognition for Reading	17, 18, 19	My parents often tell me what a good job I am doing in reading
Reading for Grades	20, 21, 22	I read to improve my grade
Social Reasons for Reading	24, 27, 28	I talk to my friends about what I am reading
Compliance	23, 25, 32	I read because I have to
Total 32		

For data analysis, the writer used Pearson Product Moment Correlation Analysis to analyze the correlation between predictor variables (reading self-concept and reading motivation) to a criterion variable (reading comprehension achievement) and stepwise regression analysis to

analyze the contribution of reading self-concept, and reading motivation to reading comprehension achievement

RESULTS

The Result of Reading Test and Questionnaires

The data gathered from reading test and questionnaires test namely reading self-concept questionnaire and reading motivation questionnaire. Table 4 presents the reading comprehension score of all students of MTs Negeri in Palembang (seventh, eighth, and ninth graders). There were 3 students who were categorized as very poor reading comprehension, 15 students (5.7%) who had poor in reading test, 85 students (32.2%) who had average, 111 (42.1%) students who had good in reading test, and 50 (18.9%) students who had very good in reading test. It can be summed up most of students of MTS Negeri in Palembang were in good level in reading comprehension.

Table 4. Score Distribution of Reading Comprehension Achievement

Categories of reading comprehension	Score interval	Number of students	Percent	Mean	Std. Deviation
Very good	86 – 100	50	18.9 %		
Good	71 – 85	111	42.1 %		
Average	56 – 70	85	32.2 %	74.12	11.921
Poor	41 – 55	15	5.7 %		
Very poor	0 – 40	3	1.1 %		

In addition, the result of reading test was also calculated based on the grades. Table 5 shows that based on mean score students' reading comprehension achievement, the mean score of seventh and eighth grade students was 72.07 and 73.65, meanwhile ninth grade students was 77.64. It can be concluded that ninth grade had higher reading comprehension achievement score than seventh and eighth grades. The distribution of reading comprehension achievement for each grade was presented in Table 5.

Table 5. Distribution Statistics of Students' Reading Comprehension Achievement for Each Grade

	N	Minimum	Maximum	Mean	Std. Deviation
Seventh	88	40	90	72.07	9.141
Eighth	88	35	90	73.65	12.323
Ninth	88	41	100	76.64	13.538
Valid N (listwise)	88				

The result of the finding reading self-concept questionnaire was categorized into two categories: positive self-concept and negative self-concept. Based on the data, there were 20.1 % in negative category. Then, there were 211 students (79.9 %) in positive category of reading self-concept.

Table 6. Score distribution of reading self-concept

Categories of reading self-concept	Score Interval	Number of Students	Percent	Mean	Std. Deviation
Positive	58 – 92	211	79.9 %	62.60	6.945
Negative	23- 57	53	20.1 %		
Total		264	100.0 %		

The result of the finding reading motivation questionnaire was categorized into three categories: low, average, and high. Table 7 presents the distribution of the result reading motivation questionnaire based on three categories.

Table 7. Score Distribution of Reading Motivation

Categories of reading motivation	Score interval	Number of students	Percent	Mean	Std. Deviation
High	95 – 128	63	23. 8%	87.43	10.448
Average	64 – 95	199	75. 4 %		
Low	32- 63	2	0.8 %		
Total		264	100.0 %		

Statistical Analyses

Correlation between Reading Self-concept and Reading Comprehension, between Reading Motivation and Reading Comprehension

The results of the correlation analysis indicated a statistically significant relationship between reading self-concept and reading comprehension achievement. The correlation coefficient was .226 with a significance value of .000, indicating a positive correlation. To interpret the strength of the relationship, Creswell (2012) classifies correlation coefficients as follows: values ranging from 0.00 to 0.19 indicate a very low correlation, 0.20 to 0.39 indicate a low correlation, 0.40 to 0.59 indicate a moderate correlation, 0.60 to 0.79 indicate a strong correlation, and 0.80 to 1.00 indicate a very strong correlation. Based on this classification, the correlation between reading self-concept and reading comprehension achievement was categorized as low.

Furthermore, the analysis also revealed a statistically significant correlation between reading motivation and reading comprehension achievement. The correlation coefficient for these variables was .217 with a significance value of .000, which likewise falls into the low

correlation category according to Creswell's (2012) criteria. Overall, the findings demonstrate that both reading self-concept and reading motivation are significantly correlated with the reading comprehension achievement of students at MTs Negeri in Palembang, although the strength of these relationships is relatively low.

Table 8. Correlation between reading self-concept and reading comprehension, between reading motivation and reading comprehension (N=264)

Predictor Variables	Criterion Variable (Reading Comprehension)
Reading Self-concept	
Pearson Correlation	.226
Sig. (2-tailed)	.000
Reading Motivation	
Pearson Correlation	.217
Sig. (2-tailed)	.000

Correlation between Reading Self-concept and its Aspects to Reading Comprehension

The correlation analysis was also conducted for each aspect of self-concept and reading comprehension. As shown in Table 9, it was found that the correlation between perception reading activity and reading comprehension had correlation since the correlation coefficient was 0.181 with significance value was 0.003. Next, it was found that there was also a significant correlation between attitudes toward reading and students' reading comprehension. The correlation coefficient of attitudes toward reading was 0.246 with the significance value was .000, meanwhile perception of competence had insignificant correlation with reading comprehension because the significance value was higher than 0.05. It can be concluded that among the three aspects of reading self-concept, two aspects had significant correlation with reading comprehension.

Table 9. Correlation between self-concept and its aspects to reading comprehension

Aspects of self-concept	Reading Comprehension	
perception of competence at reading tasks	Pearson Correlation	.096
	Sig. (2-tailed)	.119
	N	264
perception reading activity is generally difficult or easy	Pearson Correlation	.181
	Sig. (2-tailed)	.003
	N	264
attitudes toward reading	Pearson Correlation	.246
	Sig. (2-tailed)	.000
	N	264

Correlation between Reading Motivation and its Aspects to Reading Comprehension

Correlation analysis for each aspect of students' reading motivation and students' reading comprehension were also conducted. The correlation coefficient of reading efficacy and reading comprehension was 0.026 with significance value was .679. The correlation coefficient of reading challenge and reading comprehension was 0.120 with significance value was .051. The correlation coefficient of reading curiosity and reading comprehension was 0.028 with significance value was .650. The correlation coefficient of reading involvement and reading comprehension was 0.083 with significance value was .176. The correlation coefficient of importance of reading and reading comprehension was 0.273 with significance value was .000. The correlation coefficient of reading work avoidance and reading comprehension was 0.219 with significance value was .000. The correlation coefficient of competition and reading comprehension was 0.147 with significance value was .017. The correlation coefficient of recognition and reading comprehension was 0.121 with significance value was .050. The correlation coefficient of reading for grades and reading comprehension was 0.162 with significance value .008. The correlation coefficient of social reasons for reading and reading comprehension achievement was 0.114 with significance value was .065. Next, the correlation coefficient of compliance and reading comprehension was 0.143 with significance value was .020. It means that among eleven aspects reading motivation, five aspects had significant correlation with reading comprehension.

Table 10. Correlation between reading motivation and its aspects to reading comprehension

Aspects of Reading Motivation	r	Sig.(2-tailed)
Reading efficacy	.026	.679
Reading challenge	.120	.051
Reading curiosity	.028	.650
Reading involvement	.083	.176
Importance of reading	.237	.000
Reading work avoidance	.219	.000
Competition	.147	.017
Recognition	.111	.071
Reading for grades	.162	.008
Social reasons for reading	.114	.065
Compliance	.143	.020

Regression Analysis

Regression Analysis by using stepwise method was applied to find out the contribution of reading self-concept and reading motivation to reading comprehension, to find out the contribution of reading self-concept and its aspects to reading comprehension, and to find out

the contribution of reading motivation and its aspects to reading comprehension of students of MTS Negeri in Palembang.

Contribution of Predictor Variables (Reading Self-concept and Reading Motivation) and a Criterion Variable to Reading Comprehension

From the result of regression analysis, it was found that R Square (R^2) between reading self-concept and reading comprehension of students of MTS Negeri in Palembang was .051. It means that reading self-concept gave contribution to students' reading comprehension as much as 5.1 %, while the contribution of students' reading motivation toward reading comprehension was 2.8%. As a whole, the contribution of reading self-concept and reading motivation to the students' reading comprehension was 7.9%, suggesting that 92.1 % were contributed by other factors that were not included in this study. Table 11 presents the result of regression analysis among reading self-concept and reading motivation to reading comprehension.

Table 11. The result of regression analysis of reading self-concept and reading motivation to reading comprehension

Model	R	R Square	Adjusted R Square	R Square Change	Std. Error of the Estimate
1	.226 ^a	.051	.047	.051	11.636
2	.281 ^b	.079	.072	.028	11.485
a. Predictors: (Constant), selfconcept					
b. Predictors: (Constant), selfconcept, motivasi					

Contribution of Reading Self-concept and Its Aspects to Reading Comprehension

The writer found only two aspects of self-concept (perception of reading task and attitude) had correlation and significant. To find out the contribution, the writer analyzed two aspects of self-concept to reading comprehension. The competence aspect was not analyzed because the aspect had insignificant correlation. The result of regression analysis of aspects of reading self-concept to students' reading comprehension is presented in Table 12. The result of regression analysis in Table 12 shows that the contribution of attitudes to reading comprehension was 6.0 %. Meanwhile, perception of reading task to reading comprehension achievement did not significantly contribute to students' reading comprehension achievement.

Table 12. Contribution of self-concept and its aspects to reading comprehension

Model	R	R Square	Adjusted R Square	R Square Change	Std. Error of the Estimate	Sig. (2-tailed)
1	.246 ^a	.060	.057	.060	11.577	.000
a. Predictors: (Constant), attitude						

Contribution of Reading Motivation and Its Aspects to Reading Comprehension

Table 13 shows the result of regression analysis of each aspect reading motivation to reading comprehension. Based on the regression analysis, from five aspects of reading motivation, two aspects contribute to students' comprehension (importance of reading and reading work avoidance). The contribution of importance of reading to students' reading comprehension was 5.6 % while the contribution of reading work avoidance was 3.1 %. In addition, the other aspects (competition, reading for grades, compliance) did not give significant contribution to students' reading comprehension.

Table 13. Contribution of reading motivation and its aspects to reading comprehension

Model	R	R Square	Adjusted R Square	R Square Change	Std. Error of the Estimate	Sig. (2-tailed)
1	.237 ^a	.056	.053	.056	11.603	.000
2	.295 ^b	.087	.080	.031	11.433	.003
a. Predictors: (Constant), importance						
b. Predictors: (Constant), importance, avoidance						

DISCUSSION

The findings indicate that students' reading self-concept was generally positive, with a mean score of 62.60. This suggests that most students perceived themselves as capable readers, a condition that theoretically supports confidence and engagement in reading activities (Marsh, 2007). However, the absence of maximum scores and students' strong disagreement with items related to home-based reading activities, such as reading to family members, point to limited literacy interaction outside school. This indicates that students' positive self-concept is not primarily developed through sustained personal or familial reading experiences, but rather through school-based evaluation and feedback. As Bachman and O'Malley (1986) argue, self-concept is strongly shaped by social environments, and in this context, the school appears to be the dominant source of students' perceptions of reading ability.

A similar pattern is evident in reading motivation. The mean motivation score of 87.43 places most students at a moderate level, suggesting that students are motivated to read, but not deeply engaged. Importantly, the analysis shows that motivational aspects significantly related to reading comprehension were predominantly extrinsic, such as reading for grades, competition, compliance, and avoidance of reading tasks. This pattern reflects learning conditions at school where reading activities are closely tied to assessment demands, academic competition, and task completion rather than enjoyment or curiosity. When reading is framed

mainly as an obligation or evaluative task, students are likely to engage strategically to meet external requirements, rather than developing intrinsic interest (Mintz, 2009).

The weak but significant correlations between reading self-concept and reading comprehension ($r = .226$), and between reading motivation and reading comprehension ($r = .217$), further support this interpretation. These low correlations suggest that although affective factors are related to reading achievement, their influence is constrained by the nature of students' learning experiences. In classroom settings where reading instruction emphasizes test preparation, accuracy, and grades, students' attitudes and motivation may remain externally regulated. As a result, positive self-perceptions and motivation do not automatically translate into higher comprehension performance, particularly when students have limited autonomy in text selection and reading strategies (Kaniuka, 2010).

The predominance of extrinsic motivational factors can therefore be directly linked to school learning conditions. Reading activities that prioritize curriculum targets, time-limited tasks, and summative assessment tend to reinforce compliance-oriented behavior. While such conditions may sustain acceptable levels of achievement, they offer limited support for the development of intrinsic motivation, such as curiosity, involvement, and reading enjoyment. This explains why intrinsic motivation components were not significantly correlated with reading comprehension in this study. Students may read to fulfill academic expectations, but not because they find reading personally meaningful or engaging.

Regression analysis reinforces this explanation, as reading self-concept and motivation together accounted for only 7.9% of the variance in reading comprehension. This relatively small contribution suggests that other factors, including instructional practices, reading exposure, vocabulary knowledge, and strategy use, likely play a more dominant role. Even students with positive attitudes toward reading may struggle to achieve higher comprehension if classroom instruction does not provide sufficient opportunities for meaningful interaction with texts (Crede & Kuncel, 2008). The stronger contribution of reading attitude, compared to perceived competence, further indicates that students' willingness to engage with reading tasks is shaped more by situational demands than by stable internal beliefs.

Overall, the dominance of extrinsic motivational factors reflects learning conditions in which reading is positioned primarily as an academic requirement rather than a purposeful or enjoyable activity. This finding highlights the need for instructional approaches that balance assessment demands with opportunities for intrinsic engagement, such as student-centered reading activities, varied text choices, and reflective discussion. Without such conditions,

improvements in reading comprehension may remain limited despite students' generally positive self-concept and moderate motivation.

CONCLUSION

This study employed a correlational design to examine the relationships among reading self-concept, reading motivation, and reading comprehension achievement of students at MTs Negeri in Palembang. The findings indicate that reading self-concept and reading motivation were significantly correlated with reading comprehension achievement. Several aspects of reading self-concept, particularly attitudes toward reading, and aspects of reading motivation such as the importance of reading, competition, reading work avoidance, reading for grades, and compliance, also showed significant relationships with reading comprehension.

These results suggest that students' perceptions of themselves as readers and their motivation to read play an important role in supporting reading achievement, especially in a foreign language context. However, the combined contribution of reading self-concept and reading motivation to reading comprehension achievement was relatively small, accounting for only 7.9% of the variance. This indicates that other factors beyond self-concept and motivation also have a substantial influence on students' reading comprehension and should be considered in future research.

RECOMMENDATIONS

Based on the findings, several recommendations are proposed. Teachers are encouraged to consider students' reading self-concept and motivation when designing learning activities by providing varied and engaging reading materials, facilitating active participation, and creating supportive classroom environments that foster positive self-beliefs. Students are advised to develop awareness of their own reading self-concept and motivation in order to strengthen their reading engagement and achievement. Parents also play an important role by encouraging reading at home and providing positive reinforcement to support their children's confidence and motivation. Finally, future researchers are recommended to explore other factors influencing reading comprehension, such as reading habits, reading interest, and self-esteem, to gain a more comprehensive understanding of students' reading achievement.

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