

The Students' Motivation And Grit As Predictors On Reading Achievement

(A Correlational Study on the Sixth Semester Students of English
Study Program Tanjungpura University in Academic Year
2021/2022)

Aulyahaq Tiabarte
Universitas Tanjungpura, e-mail: tiabarteauliahaq@gmail.com

Histori Naskah

Diserahkan:
23-09-2023

Direvisi:
09-10-2023

Diterima:
28-05-2024

Keywords

: Correlation; Motivation; Grit; Reading Achievement

ABSTRACT

The objective of this study is to examine the relationship between students' reading motivation and their reading achievement, as well as the relationship between students' grit and their reading achievement. Additionally, this study aims to explore the interplay among students' motivation, grit, and reading achievement. In this research, the researcher employed two types of motivation: intrinsic and extrinsic, and two types of grit: consistency of interest and perseverance of effort. This research is a quantitative correlational study with the population consisting of fifty-five students in the sixth semester of the S1 English Study Program Regular A of Tanjungpura University in Pontianak in the academic year of 2021/2022 who already took two reading courses (intensive reading and reading skill development) on their past semesters. Data were collected using questionnaires. The questionnaires consisted of 40 reading motivation items and 8 grit items on a 4 Likert scale ranging from "Very Different from Me" to "A lot Like Me". Based on the research findings, there is a correlation with reading achievement ($r=0.551$). There exists a positive connection ($r=0.748$) among grit and reading achievement. Additionally, it is noteworthy that there exists a good association between an individual's motivation to read and their level of perseverance and passion towards achieving success in reading ($r=0.758$). The study's major findings indicate a favorable correlation between the motivation and grit of great performers. There exists a positive correlation between an individual's level of motivation and grit and their level of achievement.

ABSTRAK

Tujuan dari penelitian ini adalah untuk menguji hubungan antara motivasi membaca siswa dan prestasi membaca mereka, serta hubungan antara kegigihan siswa dan prestasi membaca mereka. Selain itu, penelitian ini bertujuan untuk mengeksplorasi interaksi antara motivasi, kegigihan, dan prestasi membaca siswa. Dalam penelitian ini, peneliti menggunakan dua jenis motivasi: intrinsik dan ekstrinsik, serta dua jenis kegigihan: konsistensi minat dan ketekunan usaha. Penelitian ini merupakan penelitian kuantitatif korelasional dengan populasi terdiri dari lima puluh lima mahasiswa semester enam Program Studi S1 Bahasa Inggris Reguler A Universitas Tanjungpura Pontianak tahun ajaran 2021/2022 yang telah menempuh dua mata kuliah membaca (intensif reading). dan pengembangan keterampilan membaca) pada semester terakhirnya. Data dikumpulkan dengan menggunakan kuesioner. Kuesioner terdiri dari 40 item motivasi membaca dan 8 item grit dengan skala 4 Likert mulai dari "Sangat Berbeda dari Saya" hingga "Sangat Menyukai Saya". Berdasarkan temuan penelitian, terdapat korelasi dengan prestasi membaca ($r=0,551$). Terdapat hubungan positif ($r=0,748$) antara kegigihan dan prestasi membaca. Selain itu, perlu dicatat bahwa terdapat hubungan yang baik antara motivasi individu untuk membaca dan tingkat ketekunan serta semangat mereka untuk mencapai kesuksesan dalam membaca ($r=0,758$). Temuan utama penelitian ini menunjukkan adanya korelasi positif antara motivasi dan kegigihan orang-orang yang berkinerja hebat. Terdapat korelasi positif antara tingkat motivasi dan kegigihan individu serta tingkat pencapaiannya.

Kata Kunci

: Korelasi; Motivasi; Kegigihan; Prestasi Membaca

Corresponding Author

: Aulyahaq Tiabarte, e-mail: tiabarteauliahaq@gmail.com

INTRODUCTION

Acquiring proficiency in the English language presents a formidable challenge, particularly for pupils whose first tongue is not English. The acquisition and cultivation of abilities in listening, speaking, reading, and writing are vital for individuals to acquire and refine. According to Hossain (2015), the skills of listening and reading are commonly classified as receptive skills, whereas the skills of speaking and writing are typically categorized as productive skills. The ability to read is of utmost importance since it has grown into an integral aspect of pupils' everyday existence. Reading can provide students with a multitude of benefits, including the acquisition of understanding, information, happiness, and the ability to solve difficulties.

Many individuals believe that a lack of interest in reading is a problem. There are several reasons that contribute to low reading motivation. They can be caused by both intrinsic and external factors. Intrinsic elements include Intelligence Quotient (IQ), talent, interest, attitude, and aptitude, as well as motivation. People who lack one or more of these qualities may read, but they will find it difficult to comprehend the text.

Students' orientation with regard to the goal of learning a foreign language is known as learning motivation. Saqlain & Islam (2014, p. 73) stated that "motivation is often defined as the psychological quality that leads people to achieve a goal." As one of the most important contributing factors in learning a language, motivation helps learning to be more effective and efficient. According to Santrock (p. 415, 2011) "what and how much is learned is influenced by the learner's motivation. Motivation to learn, in turn, is influenced by the learner's emotional states, beliefs, interests, goals, and habits of thinking". Students' lack of interest in reading might be attributed to a lack of motivation to read. In regard to the preceding explanation, motivation is a key part of reading. Students will find it challenging to complete reading activities if they are not sufficiently motivated.

Grit can be defined as a trait of personality that encompasses self-control and non-cognitive abilities. It is comprised of two fundamental components, namely tenacity and the sustained consistency of one's interests (Duckworth et al., p. 1087, 2007). Furthermore, according to Duckworth et al. (2007), grit can be defined as the capacity to inspire individuals to exert significant effort and remain committed to pursuing long-term objectives. It encompasses a form of tenacity in surmounting obstacles and attaining substantial accomplishments. It means that the students with low achievement have the opportunity to perform well by spending more time practicing until the skills needed being succeed. According to Duckworth et al. (2007), empirical investigations conducted in the field of grit have indicated that educational achievement is not always determined by IQ, but rather by an individual's level of grit. In conclusion, grit is not only focused on being smart, though on perseverance, persistence, resilience and personality.

The researcher found some previous research related to this research. For example, a study by Asmari and Javid (2011). Their study provided empirical evidence supporting the association between motivation and grit on English language proficiency. However, this study aims to fill a need in the existing literature by examining the correlation between students' motivation, grit, and how they perform in specific English language abilities (reading). Hence, the difference between Asmari and Javid's study and this research is, this research focused on the correlation between motivation and grit on specific achievement (reading achievement) while Asmari and Javid only focused on the English language proficiency in general. Furthermore, an absence of current research exists regarding the examination of the impact of students' reading drive and grit on their reading accomplishment in foreign language learning in Indonesia.

In regard to the preceding explanations, the researcher posits that the efficacy of reading activity may be compromised in the absence of sufficient levels of grit and powerful motivation among pupils. The researcher aims to substantiate the aforementioned hypothesis by conducting study on English Study Program at Tanjungpura University on the sixth semester students who have taken two reading classes (intensive reading and reading skill development) to know the quality and the degree of their motivation and grit on reading. Thus, this research is intended to find out whether there is the correlation among students' reading motivation and grit toward reading achievement on the sixth semester students of English Study Program Tanjungpura University in Academic Year 2021/2022.

RESEARCH METHOD

This study employed the correlational research model, which is a quantitative research method. This research population consisted of fifty-five students in sixth semester of S1 English Study Program Regular A of Tanjungpura University in Pontianak in the academic year of 2021/2022 who already took two reading courses (intensive reading and reading skill development) on their past semesters. As Nunan (1992, p. 231) stated that "a population is all cases, situation or individuals who share one more characteristic." There are three classes with 55 students in total.

A sample refers to a subset of a population that consists of a certain number of items. According to Nunan (1992, p. 232), the term "sample" refers to a group of persons or cases that are selected from a greater number of people. Creswell (2012, p. 142) defines a sample as a subset of the target population that researchers select with the intention of making generalizations about the larger target population. According to Fraenkel et al. (2012, p. 338), it is recommended that a correlational study should have a minimum sample size of 30 in order to ensure the inclusion of a representative sample from the population. Based on the aforementioned beliefs, it can be inferred that an increase in sample size leads to a higher degree of representativeness for the research sample. The sampling technique employed in this study was complete sampling. The researcher employed a comprehensive sampling approach as it encompassed the entirety of the population under study. Consequently, the entire population, consisting of 55 students across three classes, was included in this study.

In this study, two sets of questionnaires were employed. Those questionnaires are grit and learning motivation scale. The students were instructed to select the appropriate response on the statement that express their self. The administration was done online and the questionnaires was in the google form (bit.ly/motivationandgrit). The students were instructed to respond to inquiries regarding their reading motivation and grit, with the understanding that the questions did not consist of any definitive correct or incorrect responses. To avoid misunderstandings, the questionnaires were first translated into Indonesian, and then only the translated questionnaires that were distributed to participants. The responses to items on the questionnaires were recorded on a 4-point Likert Scale; (1) very different from me; (2) a little different from me; (3) a little like me; (4) a lot like me.

In order to collect quantitative data, a self-report questionnaire (Grit-S) was used. It is a questionnaire asking questions to measure "Consistency of Interest and Perseverance of Effort." The researcher adapted questionnaire developed by Duckworth and Quinn, 2009. Responses to items on the questionnaires were recorded on a 4-point Likert-type scale ranging from "Very Different from Me" to "A lot Like Me."

The researcher employed a questionnaire as an instrument in this study. The questionnaire used in this study was the Motivation for Reading in English Questionnaire (MREQ) developed by Komiyama (2013). The MREQ encompasses a total of 40 statements,

which are derived from a single component that is intrinsically oriented and four factors that are extrinsically oriented. This MREQ employs responses ranging from "Very Different from Me" to "A lot Like Me." These 40 questionnaire items were rated on a four-point Likert scale from 1 to 4.

No	Range	Classification
1	1,00 – 1,75	Very Low
2	1,76 – 2,50	Low
3	2,51 – 3,25	Moderate
4	3,26 – 4,00	High

Table 1. Reading Motivation Mean Scale Range

The documentation score of two reading courses (intensive reading and reading skill development) that the students had taken would be used.

Respondents' Code	Intensive Reading	Reading Skill Development	Average Score
R1	85	78	81.5
R2	82	70	76
R3	80	80	80
R4	80	80	80
R5	80	77	78.5
R6	85	81	83
R7	72	69	70.5
R8	85	86	85.5
R9	77	69	73
R10	72	69	70.5
R11	85	86	85.5
R12	80	90	85
R13	85	72	78.5
R14	85	75	80
R15	85	84	84.5
R16	82	73	77.5
R17	85	81	83
R18	80	82	81
R19	80	77	78.5
R20	80	86	83
R21	83	82	82.5
R22	85	82	83.5
R23	85	83	84
R24	85	83	84

R25	80	81	80.5
R26	85	73	79
R27	79	82	80.5
R28	83	82	82.5
R29	88	80	88
R30	82	80	81
R31	94	80	87
R32	78	85	81.5
R33	78	82	80
R34	88	82	85
R35	79	75	77
R36	83	75	79
R37	78	66	72
R38	83	85	84
R39	82	85	83.5
R40	80	90	85
R41	83	90	86.5
R42	76	66	71
R43	87	75	81
R44	82	72.5	77.25
R45	82	75	78.5
R46	83	75	79
R47	72	75	73.5
R48	79	85	82
R49	83	82.5	82.75
R50	74	69	71.5
R51	85	70	77.5
R52	78	75	76.5
R53	83	85	84
R54	81	75	78
R55	81	80	80.5

The researcher must prioritize the consideration of validity while picking an instrument. Validity, as defined by Brown (1996), refers to the degree to which a test accurately measures the specific construct it claims to evaluate. This procedural stage is essential in order to ascertain the reliability and validity of the instrument prior to its implementation within the study sample.

There exist three primary categories of validity, namely content validity, construct validity, and criterion validity (Heale and Twycross, 2015). This study employed content validity as a means of assessing whether each item in the instrument effectively addresses the

information requirements. Rubio, et al., (2003, p. 94) mentioned that “content validity refers to the extent to which the items on a measure assess the same content or how well the content material was sampled in the measure.” Content validity refers to the degree to which the elements of an instrument accurately and comprehensively portray the content area. It also addresses the inquiry regarding the extent to which the sample selected in an instrument or instrument items represents the entirety of the content. Hence, it is imperative that the items selected accurately reflect the specific topic and research methodology under investigation.

For the grit scale, it has 8 items on a 4 Likert scale (strongly agree, agree, disagree, strongly disagree) adapted from Duckworth and Quinn (2009). The first section consists of four items deal with the information about students’ consistency of interest. The second section consists of four items deal with students’ perseverance of effort. Meanwhile, the MREQ has 40 items on a 4 Likert scale ranging from “Very Different from Me” to “A lot Like Me” adapted from Komiyama (2013). The researcher adapted the Grit-S questionnaire from Duckworth and Quinn (2009). There were some changes that the researcher made to make it fit with the research objectives. In addition, on the Komiyama MREQ, there were also some changes that the researcher did to make it suit the objectives of this research.

Reliability refers to an instrument’s ability to produce consistent result for an individual over time (Lodico, 2006, p. 102). Komiyama (2013) explains that the MREQ questionnaire was administered in the English language, and its development and evaluation process involved the guidance of an impartial research supervisor. The questionnaire underwent approval and revision by the advisor prior to being administered to a select group of students for testing purposes. The components of the MREQ questionnaire were formulated utilizing a four-point Likert scale, where a score of 4 indicated a strong resemblance to the respondent, a score of 3 indicated a slight resemblance, a score of 2 indicated a slight divergence, and a score of 1 indicated a significant divergence. In order to address the study inquiries, the dataset underwent analysis through the application of hypothesis testing. The hypothesis testing was conducted using the SPSS 25.0 for Windows software.

In answering the first and the second research questions, simple correlation analysis was being used. The purpose of its utilization was to ascertain the degree of association between variable X1 and variable Y, as well as to determine the correlation between variable X2 and variable Y. Product moment correlation analysis, a statistical technique devised by Karl Pearson, is employed to conduct basic examination. In order to facilitate the completion of the research, researchers may employ the straightforward technique of correlation analysis utilizing the SPSS 25.0 software for Windows. In which:

- X₁ : Students’ Reading Motivation
- X₂ : Students’ Grit Scale
- Y : Students’ Reading Comprehension

A multiple correlation analysis was conducted to examine the degree of association between variables X1 and X2 and the dependent variable Y. The execution of multiple correlation analysis involves the inclusion of two independent variables and one dependent variable. The multiple correlation analysis technique was implemented using SPSS 25.0 for Windows.

Coefficient Values	Level of Correlation
0,80-1,00	Very Strong
0,60-0,799	Strong

0,40-0,599	Moderate
0,20-0,399	Weak
0,00-0,199	Very Weak

Table 5. Range of Correlation Coefficient Values (Meghanathan, 2016)

To draw the conclusion, the statistical hypothesis would be done.

- Ha: $r_{x1y} > r_t$ = if r_{x1y} value is higher than r_t Ha is accepted. It means that there is correlation between students' motivation and reading achievement.
Ho : $r_{x1y} < r_t$ = if r_{x1y} value is lower than r_t Ha is rejected. It means that there is no correlation between students reading motivation and reading achievement.
- Ha: $r_{x2y} > r_t$ = if r_{x2y} value is higher than r_t Ha is accepted. It means that there is correlation of the students' grit and their reading achievement.
Ho : $r_{x2y} < r_t$ = if r_{x2y} value is lower than r_t Ha is rejected. It means that there is no correlation of the students' grit and their reading achievement.
- Ha : $R_{yx1x2} > 0.05$ = if R_{yx1x2} value is higher than 0.05 Ha is accepted. It means that there is a correlation among students' motivation and grit and it is significantly influencing their reading achievement.
Ho : $R_{yx1x2} < 0.05$ = if R_{yx1x2} value is lower than 0,05, Ha is rejected. It means that there is no correlation among students' motivation and grit and it is not significantly influencing reading achievement.

RESULTS AND DISCUSSION

A. Motivation and Grit

Motivation is widely acknowledged to be an essential component in academic learning, and this holds especially relevant in the context of acquiring a sixth or foreign language. Motivation has been categorized into many forms by numerous psychological experts in education. The two types of motivation postulated by Gardner and Lambert, as referenced in the study conducted by Hong and Ganapathy (2017), are integrative motivation and instrumental motivation. Integrative motivation pertains to the inclination of students to acquire proficiency in a foreign language driven by their desire to assimilate into a culture or gain acceptance within a different social group. In the context of language acquisition, instrumental motivation pertains to the inclination of students to learn a foreign language with the purpose of utilizing it as a means to secure employment or meet academic obligations (Leaver et al., 2005).

A different categorization, as proposed by Deci and Ryan (2000) in their self-determination theory, involves the categorization of motivation into two distinct types: intrinsic and extrinsic. According to Deci and Ryan (2000), intrinsic motivation refers to the voluntary engagement in the process of mastering a foreign language for its inherent value or the pleasure derived from the activity itself, without any evident external incentives. According to Benabou and Tirole (2003), intrinsic motivation refers to the inherent human inclination to engage in a task based on its perceived significance. According to Santrock (2011, p. 472), intrinsic motivation refers to the internal drive to engage in an activity for its inherent value, rather than for any external rewards or incentives. Individuals that possess intrinsic motivation exhibit a willingness to engage in an activity or labor, irrespective of any potential personal gain or benefit. Individuals engage in labor due to intrinsic motivation, deriving pleasure and satisfaction from the activity itself, even in the absence of any clear external incentives or

justifications. Illustrative instances encompass an individual engaging in activities such as auditory reception of music, perusal of a periodical, or visual consumption of a film.

In contrast, students who exhibit extrinsic motivation engage in the process of learning a foreign language due to external factors such as academic performance, financial incentives, or the receipt of positive reinforcement (Vansteenkiste et al., 2006) and the avoidance of punishment or disapproval is also known as behavior of extrinsically motivated (Deci & Ryan, 2000). Others, Santrock (2011, p. 472) stated that “extrinsic motivation involves doing something to obtain something else or to avoid an unpleasant consequence”. Mahadi & Jafari (2012, p. 232) states that intrinsic motivation refers to the internal satisfaction derived from engaging in a task, often influenced by factors such as receiving compliments from others. On the other hand, extrinsic motivation involves external stimuli that serve as driving forces, such as the desire to achieve excellent scores. However, Santrock (2011, p. 472) mentioned that many researchers have discovered that students' intrinsic motivation decreases as they progress from early elementary school through high school, particularly during the middle school years. Based on the explanation of the classification of motivation, the researcher specified the focus on the types of motivation derived from Deci & Ryan (2000), which are intrinsic and extrinsic.

In relation to reading activities, motivation is an essential element. According to Mihandoost et al., (2011, p. 18) the drive to read plays a key part in effectively engaging in the process of reading, as it serves as the catalyst for initiating and maintaining students' interest over the entirety of their reading experience. Santrock (2021, p. 359) the lack of comprehension of the reading material is likely to negatively impact the pupils' motivation to engage in reading activities. There exist multiple factors contributing to the challenges faced by Indonesian students in comprehending English literature, with one prominent factor being the non-native status of English within their linguistic repertoire. Based on the assertions made, it can be inferred that the acquisition of reading comprehension is a formidable skill to attain.

Reading motivation is regarded as one relationship between reading engagement and reading achievement. Some experts believe that enhancing a student's reading competency and confidence in their reading ability would enhance their motivation to read (Mihandoost et al., 2011, p. 18). Intrinsic motivation for reading according to Guthrie et al., (2010), reading satisfaction can be described as the pleasure and intrinsic motivation derived from engaging in the activity of reading. Moreover, Guthrie and Wigfield as cited in Khan, et al., (2017) reported that numerous factors of intrinsic motivation influence reading comprehension: curiosity, involvement and challenge. On the other side, there are five underlying causes of extrinsic motivation: The factors that motivate individuals in the context of reading activities can be categorized into several dimensions. These dimensions include competition, compliance, recognition, grades, and social interaction. Competition refers to the desire to outperform others in reading, while compliance pertains to the inclination to adhere to rules and instructions. Recognition for reading involves seeking compliments and a sense of fulfilment for one's reading achievements. Grades represent the expectation of receiving positive academic evaluations for reading performance. Lastly, the social dimension encompasses the urge to share reading experiences with others as well as some of the motivations people have for reading.

The term "grit" is derived from four important components, namely Guts, Resilience, Initiative, and Tenacity, as identified by Thaler and Koval (2015). Thaler and Koval (2015) provided an illustration of grit, encompassing four distinct features. They emphasized that in order to be considered a gritty individual, pupils must possess these specific characteristics. Duckworth et al. (2007), Duckworth and Quinn (2009), and Duckworth et al. (2009) have provided definitions of grit as the combination of passion and perseverance exhibited in the

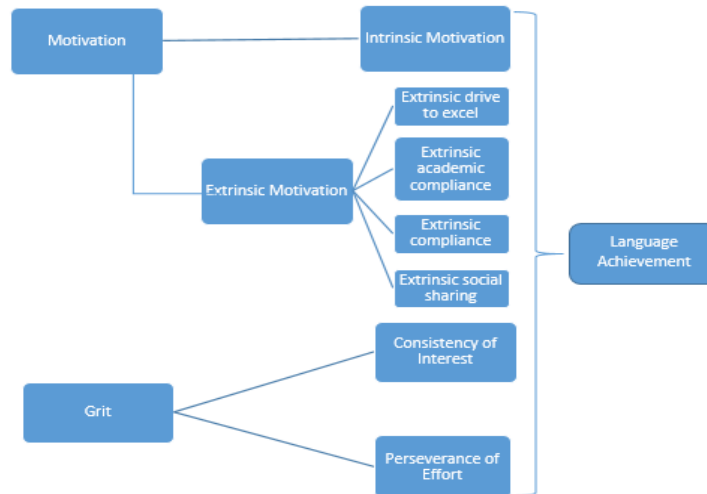
pursuit of long-term objectives, characterized by diligent effort and sustained enthusiasm, irrespective of encountered barriers or the duration of the endeavor. The present study operationalizes grit as the collective manifestation of excitement, tenacity, and persistent interest exhibited by students throughout the extensive duration of their English language learning endeavors.

Psychologists and educators have been widely discussed about an issue that guides students to be succeed in school and life. They have discovered that students with a set of characters tend to be the most successful in their study, compared to those students with high IQ who might not have. In another word, IQ does not always be the only one factor that predict students' successful in language learning. Nevertheless, certain individuals have also exerted a substantial influence. According to Changlek (2015), possessing grit is often regarded as a crucial characteristic for individuals to achieve success in the contemporary era. Several research reports in the field of foreign language acquisition have indicated that there are several aspects that might either enhance or hinder students' success in the process of learning a new language. Among the several factors that influence second language (L2) learning, certain elements pertaining to a student's personality or cognitive processes can either facilitate or impede the learning process (Cook, 2016).

This research is based on two fundamental characteristics, namely reading motivation and grit. The present study employed Komiyama's Motivation in Reading English Questionnaire (MREQ), as developed by Komiyama (2013), to evaluate participants' reading motivation. In the meantime, researchers were employing grit theory to investigate the relationship between language acquisition success and affective factors (Duckworth et al., 2007). Psychological elements encompass several affective states, including but not limited to motivation, attitude, and grit. When pupils possess positive emotions, such as high levels of grit, a good attitude, and strong motivation, their affective filter is reduced, allowing for better reception of stimuli. In contrast, it has been observed that students who experience negative emotions, such as diminished motivation, reduced perseverance, and a negative attitude, tend to exhibit a heightened filtering mechanism in their information acquisition process (Kurniawati, 2021).

The act of reading is a cognitive ability that enables individuals to understand and interpret the intended message conveyed within a written document, as well as articulate and elucidate the knowledge or insights derived from it. Reading motivation refers to an intrinsic impetus that stimulates individuals to engage in the act of reading. The origin of this phenomenon can be attributed to both internal and external factors. In order to facilitate academic achievement among students, it is imperative that they possess a strong inclination towards engaging in reading activities. There exist two distinct forms of motivation that can potentially stimulate pupils' engagement in reading: intrinsic motivation and extrinsic motivation. The intrinsic element is composed of three constructions, namely interest, involvement, and preference for challenge. On the other hand, the extrinsic factor encompasses five constructs, which are recognition, grades, social reading, competition, and compliance (Wang and Guthrie, 2004 as cited in Hakim, 2022).

Students will be more interested in learning if they are motivated to study. Aside from being highly motivated, students must also be tenacious or having grit in their studies. Grit personality means that students must be persistent and consistent in order to continue learning the language. Grit is a personality trait that drives students to keep up and commit on their studies. While motivation was a psychological factor that encouraged students to learn. Students, particularly those studying English, require both grit and motivation. Figure below will depict the pattern of motivation and grit toward learning English.



Picture 1. Motivation and grit in learning English

B. The Data

Hypothesis testing is a commonly used method to evaluate the acceptability or rejection of a presented hypothesis. The acceptance of a hypothesis is contingent upon the ability of the acquired data to substantiate the assertion posited by the hypothesis. Conversely, the rejection of a hypothesis occurs when the evidence gathered fails to show the validity of the hypothesis's statement. The software package SPSS is commonly employed for conducting hypothesis testing and analyzing simple and multiple correlation. The interpretation provided is based on the Table 5.

To address the first research question, "Is there a correlation between motivation and reading achievement?" A basic correlation analysis was required to examine the relationship between variables X1 and Y. The test was employed to ascertain the significance of the partial correlation coefficient, which represents the association between each independent variable and the dependent variable (Y). The findings obtained from the analysis of the data were derived using SPSS 25.0 statistical software.

		X1	Y
X1	Pearson Correlation	1	.551**
	Sig. (2-tailed)		.000
	N	55	55
Y	Pearson Correlation	.551**	1
	Sig. (2-tailed)	.000	
	N	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7. Correlation Test Results X1 and Y

According on the output above, the following conclusion can be drawn. First, there is a significant correlation between the independent and dependent variables, according to the significance level of 0.000, which is smaller than 0.05. Second, the Pearson correlation

coefficient of 0.551 indicates that variable X1 and variable Y have a strong association. Thus, the answer of the first research question is “yes, there is a correlation between reading motivation and reading achievement”.

The coefficient of determination (r^2) is used to determine how much the reading motivation variable contributes to reading achievement. The summary model of the SPSS findings shows the value or size of the influence.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.551 ^a	.303	.290	3.57365

a. Predictors: (Constant), X1

Table 8. Determination Coefficient Test Results

Based on the analysis conducted using the summary model, the R square coefficient is determined to be 0.303, equivalent to 30.00%. This finding indicates a statistically significant connection of 30.00% between reading motivation and achievement.

In order to answer the second research question “is there any correlation between grit and reading achievement?” simple correlation test of X2 and Y needed to be done. Probability values serve as the foundation for making decisions. If the outcome of the probability analysis on the number is less than 0.05, H_0 is rejected and H_a is accepted. If H_a is accepted, it demonstrates the strong relationship between grit and reading achievement. The result of simple correlation analysis can be seen on the table as follows:

		X2	Y
X2	Pearson Correlation	1	.748**
	Sig. (2-tailed)		.000
	N	55	55
Y	Pearson Correlation	.748**	1
	Sig. (2-tailed)	.000	
	N	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9. Correlation Test Results of X2 and Y

The association between grit and reading achievement is represented in the above table. With a Pearson Correlation of 0.748 and a significance value of $0.000 < 0.05$, H_0 is rejected while H_a is accepted. This signifies that the significant value is less than the provision, indicating that these variables have a relationship. The table and the result explained above indicating that the correlation value is positive. Thus, the answer of the second research question is that there is a strong enough relationship between grit and reading achievement.

The coefficient of determination (r^2) measures how much contribution (influence) grit variable has on reading achievement.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
-------	---	----------	-------------------	----------------------------

1	.748 ^a	.559	.551	2.84206
---	-------------------	------	------	---------

a. Predictors: (Constant), X2

Table 10. Determination Coefficient Test Results

Based on the summary model calculation results, the R square value is 0.559 or 55.90%, indicating that there is a 55.90% influence between grit and reading achievement.

To answer the third research question “How is the correlation between motivation and grit toward reading achievement?”, the researcher used multiple correlation between motivation and grit toward reading achievement done by SPSS.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.758 ^a	.575	.559	2.81784	.575	35.164	2	52	.000

a. Predictors: (Constant), X2, X1

Table 11. Multiple Correlation Result

The following are the criteria for making multiple correlation decisions:

- If the sig value, F change < 0.05, it is correlated.
- if the sig value, F change > 0.05, then it is not correlated

On the basis of making a decision, if the value of sig. F change < 0.05, then it is correlated. If the sig value, F change, is more than 0.05, it is not correlated. The findings demonstrate that reading motivation and grit toward reading achievement at Tanjungpura University students have a significance level of 0.000. It means that there is a positive correlation between reading motivation and grit toward reading achievement.

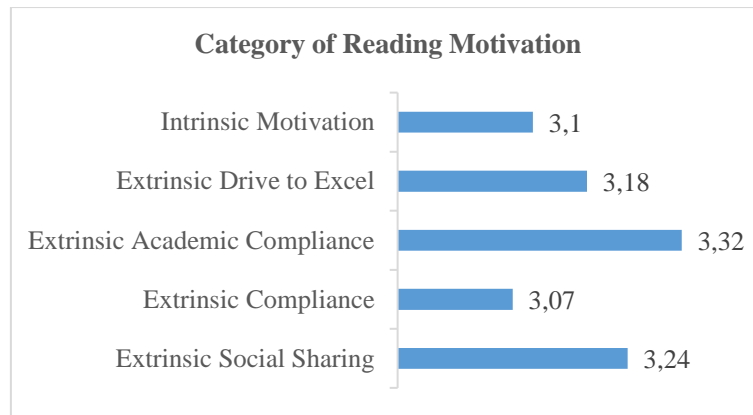
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.758 ^a	.575	.559	2.81784

a. Predictors: (Constant), X2, X1

Table 12. Test Result of the Coefficient of Determination

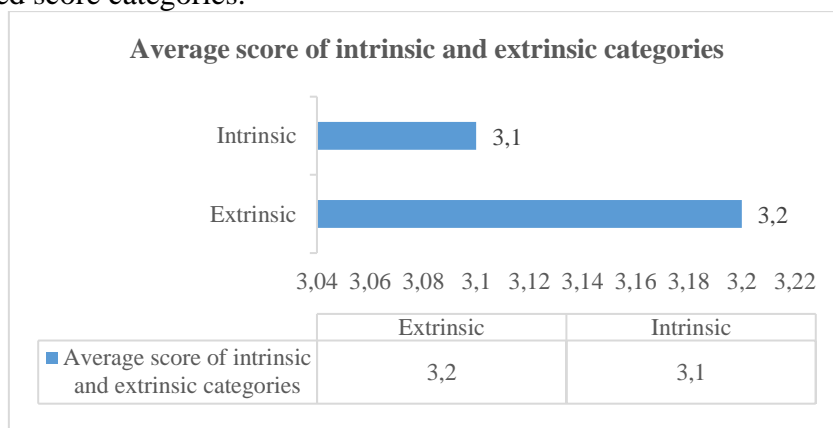
From the output above, the result of Adjusted R Square (coefficient of determination) is 0.559 means that the influence of variables reading motivation (X1) and grit (X2) toward reading achievement (Y) is 55.9%. The remaining (100% - 55.9% = 44.1%) is influenced by other factors that must be investigated further.

The following figure depicts the results of MREQ study categories performed by undergraduate students in the Department of English Language Education at Tanjungpura University batch 2021/2022.



Picture 2. The Average Score of Categories of Reading Motivation

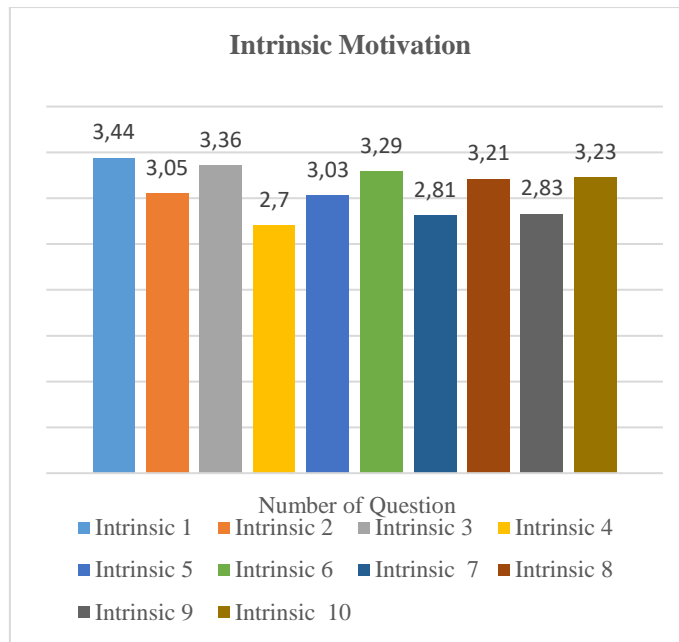
Based on the results, it was observed that the mean scores for intrinsic motivation (3.10), extrinsic drive to excel (3.18), extrinsic academic compliance (3.32), extrinsic compliance (3.07), and extrinsic social sharing (3.24) were identified as the perceived motivational categories in the context of reading English. The visual representation in Figure 4.2 illustrates the mean score of two distinct motivation categories, as determined by the previously outlined score categories.



Picture 3. Diagram of Average Score of Two Categories of Motivation

Based on the provided figure, it can be observed that the mean value of extrinsic motivation (3.20) surpasses that of intrinsic motivation (3.10).

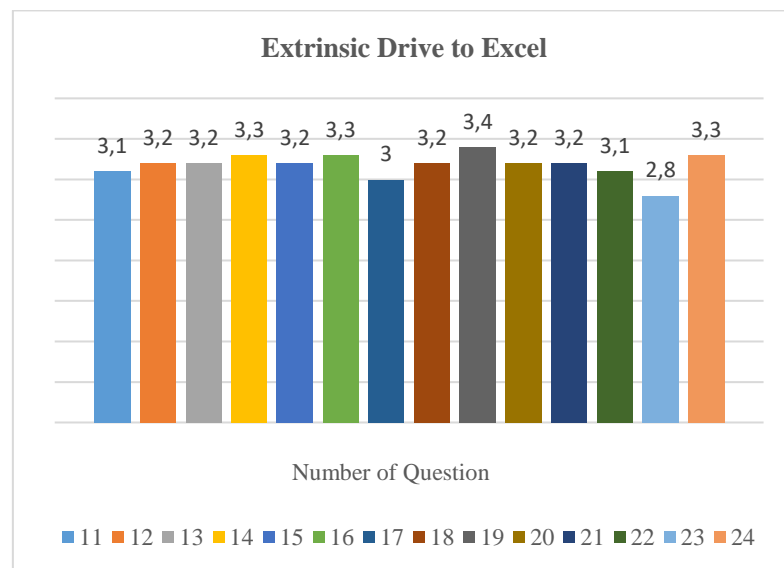
The findings of the MREQ questionnaire, as completed by the students, indicate the average frequency of utilization for intrinsic motivation items, ranked from highest to lowest. The elucidation will be depicted in the diagram provided.



Picture 4. Diagram of Intrinsic Motivation

Based on the chart above, Intrinsic-1 stated “I like reading in English to learn something new about people and things that interest me” ($\bar{x}= 3.44$) is the most frequently category. Meanwhile, the least category is intrinsic-4 “I enjoy reading when I learn complex ideas from English materials.” ($\bar{x}=2.70$).

Based on the data obtained from the questionnaires administered to the students, it can be observed that the things related to extrinsic desire to excel are ranked in descending order of frequency of usage by the students. The description will be illustrated in the diagram provided below:

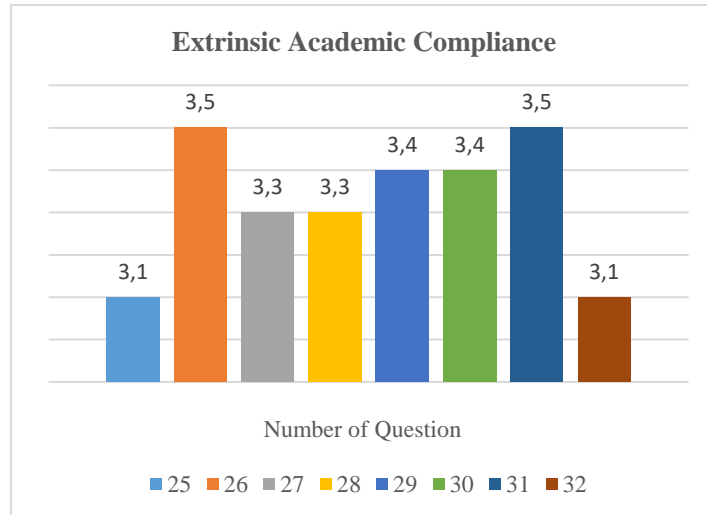


Picture 5. Diagram of Extrinsic Drive to Excel

According to the outcome of extrinsic to-18, "I like my teacher to say that I read well in English." ($\bar{x}=3.4$) is the most often used category by students. Meanwhile, the lowest

category is extrinsic drive to-23. "I feel happy when my friends ask me for help with their English reading assignments" ($\bar{x}=2.8$).

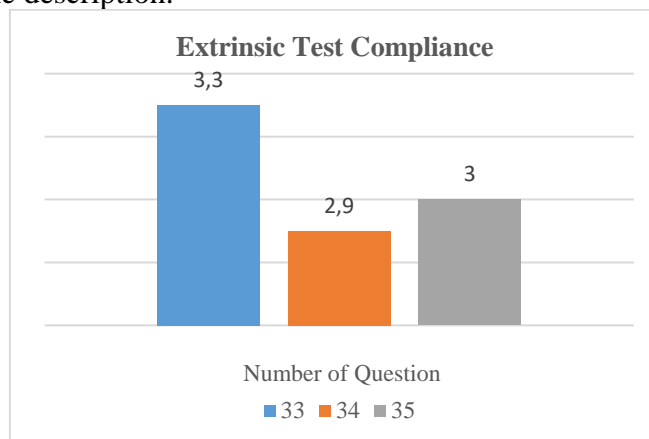
Based on the data obtained from the questionnaires administered to the students, it can be observed that there exists a range of extrinsic academic compliance elements that are both frequently and infrequently utilized by the students on average. The details will be illustrated in the diagram provided below:



Picture 6. Diagram of Extrinsic Academic Compliance

According to the chart above, extrinsic academic-26 “I usually try to finish my English reading assignments on time” (= 3.5) and extrinsic academic-31 “I want to read in English to improve my grades” are the most frequently selected category by students. There is also frequent similarity between extrinsic academic-25 “Finishing English reading assignments on time is very important for me” (= 3.1) and extrinsic academic-32 “I work harder on English reading assignments when they are graded” (= 3.1). Both are the least often occurring categories.

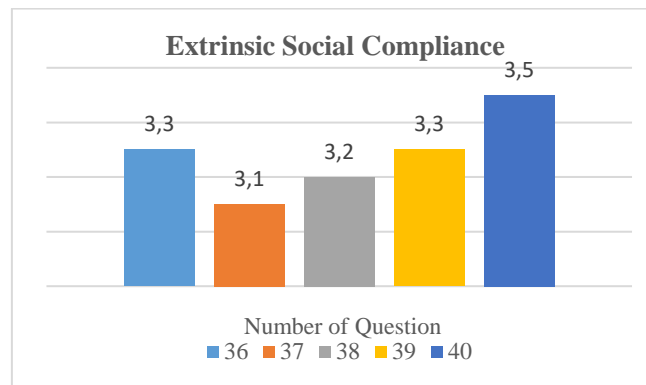
Based on the findings derived from the questionnaires administered to the students, it can be observed that there exists a hierarchy in the utilization of extrinsic test compliance items, ranging from the most commonly employed to the least frequently employed. The following diagram will illustrate the description.



Picture 7. Diagram of Extrinsic Test Compliance

According to the chart above, extrinsic test-33 “I try to read in English because I need a good score on tests like TOEFL, IELTS, etc.” (=3.3) is the most frequently occurring category, while extrinsic test-34 “I try to read in English because I like seeing my reading score improve on tests like TOEFL, IELTS, etc.” (=2.9) is the least frequently occurring category.

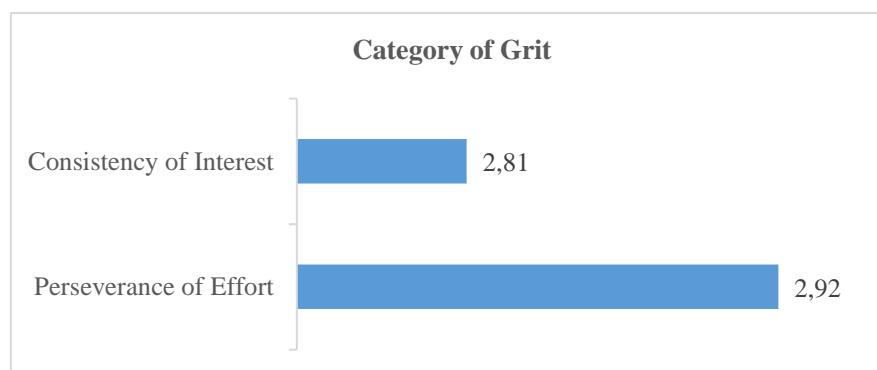
According to the results of the questionnaire that the students completed, there is an average of the extrinsic social items that the students used most frequently to least frequently. The figure below will display the description.



Picture 8. Diagram of Extrinsic Social Compliance

Extrinsic social results show that the category 40 “I try to read in English so I can understand what my friends are talking about” (=3.5) is selected by students the most frequently. Meanwhile, extrinsic social, which has the fewest category 37, is “My friends and I like to share what we read in English” (=3.1).

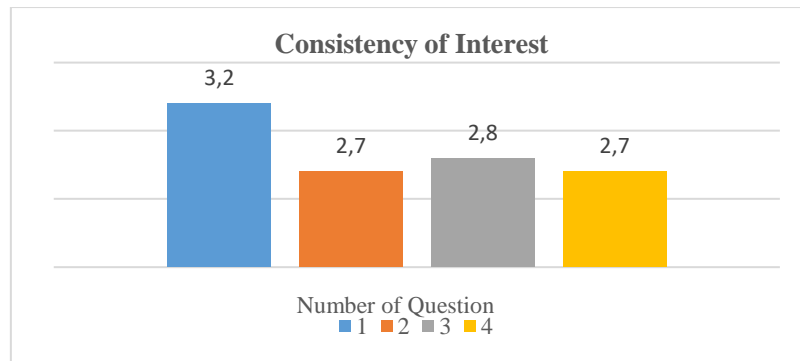
The following figure depicts the results of grit categories performed by undergraduate students in the Department of English Language Education at Tanjungpura University batch 2021/2022.



Picture 9. The Average Score of Categories of Grit

According to the findings, the average of consistency of interest (2.81) and perseverance of effort (2.92) were the perceived categories of grit in reading English.

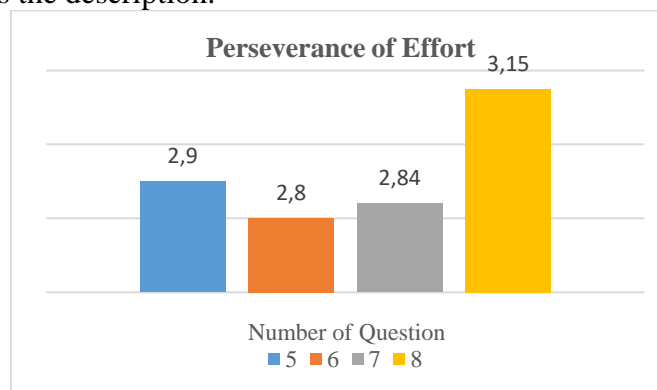
The findings of the questionnaire that the students answered show an average of the consistency of interest that they used most frequently to least frequently. The description can be seen in the illustration below.



Picture 10. Diagram of Consistency of Interest

Consistency of interest results show that the category 1 “I often set a goal and do not choose to pursue a different one.” (=3.2) is selected by students the most frequently. Meanwhile, consistency of interest, which has the fewest category are number 2 “New ideas and projects never distract me from previous ones.” (=2.7) and number 4 “Social medias do not disturb my focus on projects / assignments.” (=2.7).

According to the results of the questionnaire that the students completed, here is the average of consistency of interest that the students used most frequently to least frequently. The figure below depicts the description.



Picture 11. Diagram of Perseverance of Effort

The independent variables' category table with suggested mean ranges is as follows:

No	Range	Classification
1	1,00 – 1,75	Very Low
2	1,76 – 2,50	Low
3	2,51 – 3,25	Moderate
4	3,26 – 4,00	High

Table 13. Value Category

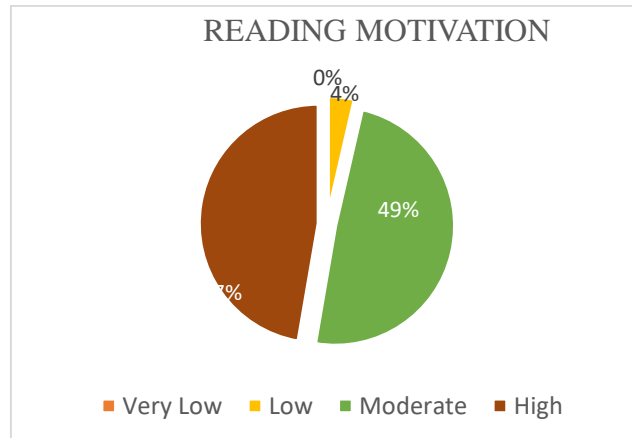
The trend distribution of reading motivation score can be described on the table below:

Interval	Category / Criteria	The Number of Students	Percentage
1,00 – 1,75	Very Low	0	0%

1,76 – 2,50	Low	2	3.6%
2,51 – 3,25	Moderate	27	49.1%
3,26 – 4,00	High	26	47.3%
Total		55	100%

Table 14. Reading Motivation Category

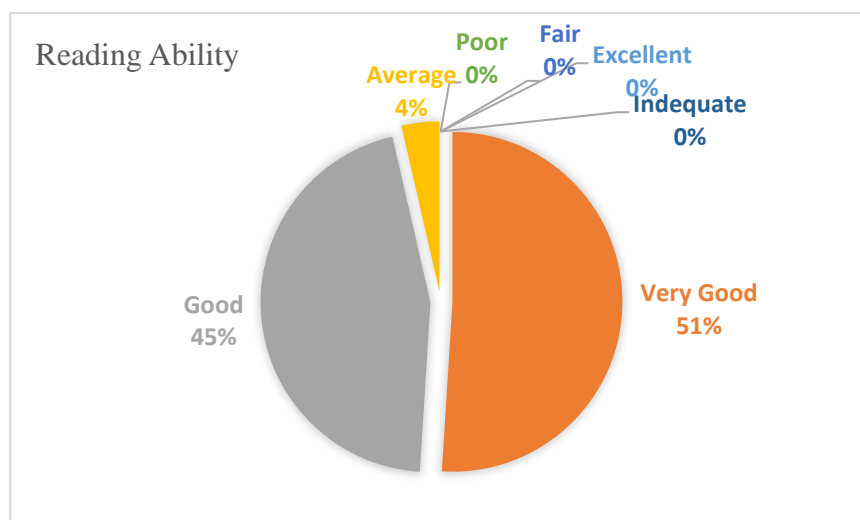
On the basis of the preceding table, the distribution of reading motivation variable score tendencies can be characterized as follows:



Picture 12. Pie Chart of Reading Motivation Trend

According to table 4.4 and the preceding figure of 55 respondents, approximately 3.6% of students were classified as having low reading motivation, 49.1% were classified as having moderate motivation, and 47.3% were classified as having high motivation.

The distribution of the variable score for reading skill can be summed up as follows:



Picture 13. Pie Chart of Reading Ability Trend

It can be observed from the table and graph above that, out of 55 responses, 51% of students considered as having very good reading ability, 45.4% of students were in the category of good, and as much as 3.6% of students was in the average category.

A data description provides an account of the data obtained from the research variables. The study entitled "The Study of Tanjungpura University Students' Motivation and Grit as Predictors on Reading Achievement." This study included two independent variables, motivation (X1) and grit (X2), as well as one dependent variable, reading achievement (Y). The researcher utilized two tools for data collection. The tools included questionnaires and score documentations.

Before conducting the computation and analysis of correlation, it is necessary to do precondition testing, which includes testing for normality, linearity, and multicollinearity. The researcher opted to employ normality testing as the foundation for data analysis in order to ascertain the presence or absence of normal distribution in the data. The objective of assessing data normality is to determine whether the sample used in the study for the variables of reading motivation, grit, and reading accomplishment is derived from a normally distributed dataset. The normality of the data can be assessed using the Lilliefors formula within the Kolmogorov-Smirnov section of the SPSS version 25 software.

		Motivation	Grit	Reading Achievement
N		55	55	55
Normal Parameters ^{a,b}	Mean	127.62	22.96	80.1818
	Std. Deviation	13.086	3.844	4.24113
Most Extreme Differences	Absolute	.104	.112	.101
	Positive	.050	.085	.070
	Negative	-.104	-.112	-.101
Test Statistic		.104	.112	.101
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.080 ^c	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Table 15. One-Sample Kolmogorov-Smirnov Test

According to the principles of the Kolmogorov-Smirnov test, if the obtained p-value is more than 0.05, it is permissible to consider the data as conforming to a normal distribution. The results of the normality test for the variables reading motivation and grit, as shown in Table 4.8, indicate that the obtained values of 0.200 and 0.80, respectively, suggest that these variables are derived from data that follows a normal distribution. In the present study, it is seen that the reading achievement variable exhibits a significant result with a value of 0.200, indicating that the data follows a normal distribution. The results of the normality test, as presented in Table 4.9, indicate that the data for each variable, namely reading motivation, grit, and reading accomplishment, exhibited normal distribution. This conclusion is supported by the p-values, which were all greater than 0.05. In order to facilitate subsequent statistical analysis, it is necessary to perform additional data processing.

C. Discussion

As asserted by the researcher in the introduction part, motivation is commonly defined as the psychological attribute that propels individuals towards the achievement of a specific objective (Saqlain and Islam, 2014, p. 73). Motivation is widely recognized as a crucial factor

in language acquisition, contributing to enhanced effectiveness and efficiency in the learning process (Santrock, 2011). The diminished inclination of students to engage in reading activities may be ascribed to a dearth of motivation to partake in such endeavors. The findings of the study demonstrated a statistically significant positive association ($r = .303$) between reading motivation and reading comprehension achievement. Specifically, it was observed that students who exhibited a greater level of desire towards reading also attained higher scores in reading comprehension assessments. The results of this study were consistent with Middleton's (2011) findings, which revealed a statistically significant and positive connection ($r = .640$) between reading motivation and reading comprehension achievement.

Furthermore, the researcher believes that students must have other personality factors (interest, intelligence, and so on) as well as external ones to ensure their success in learning English (media, teaching method, environment, and etc.). According to Duckworth et al., (2007), grit is the capacity to encourage individuals to work hard and stick to long-term goals, and it is a type of perseverance in overcoming problems and achieving significant goals. It suggests that students with low achievement can improve their performance by spending more time practicing until they master the necessary abilities. The findings of this study were also in line with Changlek (2015), who discovered that within the high achievers, the more the effort they exerted, the more consistent their interest would be. In brief, the high achievers had high motivation and grit but low anxiety in language learning. Gritty students appreciate achievement as the product of marathon-like struggle, and their best skills include perseverance, patience, and the ability to deal with heat. While many people alter or abandon their aims in the face of failures and problems, persistent students stay the course and go to extraordinary efforts to attain their goals despite obstacles in their paths (Duckworth et al., 2007).

This study revealed a significant positive correlation between grit and reading achievement, as evidenced by an r-square value of 0.559 or 55.90%. This indicates that approximately 55.90% of the variance in reading achievement may be attributed to the influence of grit. Based on the results obtained from this empirical investigation, it can be concluded that grit exerts a significant and favorable impact on the students' reading achievement of undergraduate students. Furthermore, the observed correlation between grit and reading achievement is robust and substantial. This occurred because students with higher levels of grit tend to be excellent in learning especially in reading in this study, because they combined passion, perseverance, self-discipline, all of which are crucial attributes for their learning. The ability to stay committed to long-term goals and adapt to challenges made them success in their reading class. Hence, the higher their grit, the better their achievement in reading.

Numerous research in the existing body of literature corroborates the conclusions of the present investigation. Several studies in the field of second language acquisition have revealed a significant correlation between grit and academic achievement. Teimouri et al. (2022) conducted a study that demonstrated a positive relationship between L2 grit and students' motivation and success in language learning. This finding is consistent with the research conducted by Wu et al. (2022), who also found that grit has a significant positive impact on undergraduate students' English language performance. Furthermore, the association between grit and English language performance was identified as the most influential among the various psychological characteristics examined in their study. Based on the preceding discourse, it can be asserted that the correlation between motivation and other characteristics, such as grit, in the context of achieving proficiency in a foreign language, can be considered a significant determinant.

CONCLUSSION AND SUGGESTIONS

Based on the discussion, the researcher concluded that there was a positive correlation between grit and reading achievement, motivation and reading achievement, and correlation between them three. This occurred because gritty students who were highly motivated to read are most likely to persist in their reading efforts, which, when combined can lead to improved reading skills and reading achievement.

At the end of this thesis, the researcher would like to make some recommendations for students, teachers and future researchers:

1. Students

Based on the findings of this research, the researcher would like to recommend some suggestions for the students. First, the students should realize the importance of motivation and grit as those are the factors of successful learning. Second, the students also need to develop a routine and stick to it. Consistency is key in language learning, so the students have to dedicate regular time and effort to practice English. The last, seek out resources and learning methods that resonate with the students. By embodying grit and maintaining motivation, the students will enhance their English proficiency and achieve their language learning goals. In addition, this study aids students in understanding the link between these psychological factors and their proficiency in the English for foreign language.

2. Teachers

This research may assist EFL teachers in recognizing motivation and grit as crucial affective aspects in the field of foreign language acquisition. In order to increase students' awareness of academic success in English, it is also recommended that English foreign language teacher familiarize students with learning strategies that can foster their motivation and grit in the learning process.

3. Other Researchers

The other researcher can extend the investigation to additional samples by taking the sample's qualification into account. The researcher hopes that future researchers would focus on the respondents' backgrounds (such as urban and rural), as these factors should have made the research fascinating and persuasive. Furthermore, the other researcher may contribute qualitative data. The quantitative data collected by the questionnaire is statistically objective and comprehensive; however, respondents do not elaborate on their own ideas and perspectives on learning English. In the next study, interviews and observations may be undertaken. Qualitative methods, like as interviews and observation, may provide greater insights on EFL learning.

DAFTAR PUSTAKA

- Benabou, R., & Jean, T., (2003) Intrinsic and extrinsic motivation. *The Review of Economic Studies*, 70, 489-520. Retrieved from: [http://www.fatih.edu.tr/~hugur/study_hard/Intrinsic% 20and% 20Extrinsic% 20Motivation.pdf](http://www.fatih.edu.tr/~hugur/study_hard/Intrinsic%20and%20Extrinsic%20Motivation.pdf).
- Brown, J. D. (1996). *Testing in language programs*. Prentice Hall.
- Changlek, A. (2015). Motivation and grit: predictors of language learning achievement. *Journal of International (humanities, social sciences and arts)*, 8(4), 23-38.
- Cook, V. (2016). *Second language learning and language teaching (5th ed.)*. Routledge.
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. (4th Ed.) University of Nebraska: Pearson.
- Deci, E. L., & Ryan, R. M. (2000). Intrinsic and extrinsic motivations: classic definition and new directions. *Contemporary Educational Psychology*, 25, 54-67. New York: Plenum.
- Duckworth, A.L., Peterson, C., Matthews, M.D. & Kelly, D.R. (2007). Grit: perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101.
- Duckworth A.L., & Quinn P.D. (2009). Development and validation of the Short Grit Scale (Grit-S). *Journal of Personality Assessment*, 91, 166-174.
- Duckworth, A.L., Quinn, P.D., & Seligman, M.E.P. (2009). Positive predictors of teacher effectiveness. *Journal of Positive Psychology*, 4(6), 540–547.
- Fraenkel, J.R., Wallen, N.E. & Hyun, H. H. (2012). *How to design & evaluate research in education (8th Ed.)*. London: McGraw Hill.
- Guthrie, J. T., Coddington, C. S., & Weigfield, A. (2010). Profiles of motivation for reading among African American and Caucasian students. US: University of Maryland.
- Hakim, I., Tanuatmaja, A. P., & Hodairiyah. (2022). Dealing with common challenges in improving reading comprehension skills for Indonesian secondary school students. *ELS Journal on Interdisciplinary Studies in Humanities*. 5(2).
- Hong, Y. C., & Ganapathy, M. (2017). To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study. *English Language Teaching*, 10(9), 17. <https://doi.org/10.5539/elt.v10n9p17>
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Research made simple*. Canada: Ontario.
- Hossain, M. I., (2015). *Teaching productive skills to the students: a secondary level scenario*. Bangladesh: BRAC University.
- Khan, T. J., Sani, A. M., & Shaik-Abdullah, S. (2017). Motivation to Read in a Second Language: A Review of Literature. *International Journal of Research in English Education*. 2(4). <https://doi.org/>
- Komiyama, R. (2013). Factors underlying second language reading motivation of adult EAP students. *Reading in a Foreign Language*. 25(2), pp. 149-169.
- Kurniawati, N. (2021). Understanding Krashen hypothesis of second language acquisition: A case study of a polyglot. *International Journal of Language Education and Culture Review*, 7(1), 83-89. <https://doi.org/10.21009/IJLECR.071.08>
- Leaver, B. L., Ehrman, M., and Shekhtman, B. (2005). *Achieving success in second language acquisition*. Cambridge: Cambridge University Press.
- Lodico M. G., Spaulding, D. T. & Voegtle K. H. (2006). *Methods in educational research: From theory to practice*. San Francisco: Jossey-Bass Wiley.
- Mahadi, T. S. T., & Jafari, S. M. (2012). Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*, 3(24).

- Meghanathan, M. (2016). Assortativity analysis of real-world network graphs based on centrality metrics. *Computer and information science*, 9(7). Retrieved from 10.5539/cis.v9n3p7.
- Middleton, M. E. (2011). *Reading motivation and reading comprehension*. Ohio State University, Ohio. USA.
- Mihandoost, Z., Elias, H., Sharifah, & Mahmud, R. (2011). A comparison of the reading motivation and reading attitude of students with dyslexia and students without dyslexia in the elementary schools in Ilam, Iran. *International Journal of Psychological Studies*, 3(1). <https://doi.org/10.5539/ijps.v3n1p17>
- Nunan, D. (1992). *Research Methods in Language Learning*. : Cambridge University Press.
- Rubio, D. M., Berg-Weger, M., Tebb, S. S., Lee, E. S., Rauch, S. (2003). Objectifying content validity: Conducting a content validity study in social work research. *Social Work Research*, 27(2). doi:10.1093/ swr/27.2.94.
- Santrock, W. J. (2011). *Educational Psychology*. (5th Ed.). New York: Mc-Grawhill.
- Saqlain, N. U., & Islam, R. U., (2014). Motivation in English language learning: a study of English language centers in Hyderabad. *Journal of Education and Social Sciences*. 2(1), 71-87. Retrieved from <https://www.researchgate.net/publication/270905548>.
- Teimouri, Y., Plonsky, L., & Tabandeh, F. (2020). L2 grit: Passion and perseverance for second-language learning. *Language Teaching Research*, 26(5), 893-918. <https://doi.org/10.1177/1362168820921895>
- Thaler, L. K. & Koval, R. (2015). *Grit to great: How perseverance, passion, and pluck take you from ordinary*. Random House.
- Vansteenkiste, M., Lens, W., & Deci, E. L. (2006). Intrinsic versus extrinsic goal-contents in self-determination theory: another look at the quality of academic motivation. *Educational Psychologist*, 41, 19-31. https://doi.org/10.1207/s15326985ep4101_4.
- Wu, Y. T., Foong, L. Y. Y., & Alias, N. (2022). Motivation and grit affects undergraduate students' English language performance. *European Journal of Educational Research*, 11(2), 781-794. <https://doi.org/10.12973/eu-jer.11.2.781>