



**វិទ្យាស្ថានជាតិអប់រំ**

**NATIONAL INSTITUTE OF EDUCATION**

**មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី**

**NEW GENERATION PEDAGOGICAL RESEARCH CENTER**

**ទំនាក់ទំនងនៃកត្តាលើកទឹកចិត្តក្នុងការអាន និង ការអានយល់ស័យរបស់  
សិស្សនៅកម្រិតអនុវិទ្យាល័យ៖ ភាពខុសគ្នារវាងសិស្សប្រុស និង សិស្សស្រី**

**The relationship of reading motivation with the students reading  
comprehension at lower secondary level: Gender Differences**

**A Mini-Thesis  
In Partial Fulfilment of the Requirement  
for Master's Degree of Education Major in Mentoring**

**Yun Somphors**

**December 2021**

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**Author's Name**

**Yun Somphors**

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**December 2021**

## **មូលន័យសង្ខេប**

ការសិក្សាស្រាវជ្រាវនេះមានគោលបំណងស្វែងយល់ពីទំនាក់ទំនងរវាងការលើកទឹកចិត្ត ក្នុងការអានរបស់សិស្សជាមួយនឹងការអានយល់ន័យរបស់សិស្សនៅកម្រិតមធ្យមសិក្សាបឋមភូមិ។ លើសពីនេះទៅទៀត ការសិក្សានេះមានគោលបំណងមើលពីភាពខុសគ្នានៃភាពទទួលបានរបស់សិស្សក្នុង កម្រិតនៃការលើកទឹកចិត្ត។ អាស្រ័យហេតុនេះ លទ្ធផលនៃការសិក្សានេះនឹងផ្តល់អត្ថប្រយោជន៍ ដល់អ្នកអប់រំឱ្យដឹងពីសារៈសំខាន់នៃការលើកទឹកចិត្តក្នុងការអាន និងជំរុញសិស្សឱ្យស្រឡាញ់ការ អានកាន់តែខ្លាំង។

ការសិក្សានេះបានព្យាយាមស្វែងយល់ឱ្យកាន់តែច្បាស់អំពីទំនាក់ទំនងរវាងការលើកទឹក ចិត្តក្នុងការអាន និងការអានយល់ន័យនៅកម្រិតមធ្យមសិក្សាបឋមភូមិ ដែលផ្តល់នូវទិដ្ឋភាពជាក់ លាក់នៃការលើកទឹកចិត្តរបស់សិស្សលើការអានយល់ន័យរបស់ពួកគេ។ វាជារឿងដ៏ល្អមួយក្នុងការ ដឹងពីកត្តានេះ ព្រោះវាបានជួយពង្រឹងសមត្ថភាពសិស្សក្នុងជំនាញអាន។

ការសិក្សានេះបានប្រើប្រាស់ Correlational Research Design ដែលផ្តោតលើអថេរសំខាន់ ពីរដែលជាការលើកទឹកចិត្តក្នុងការអាន និងការអានយល់ន័យដោយប្រើ Reading Motivation Questionnaire និង PISA-D reading test ។ មានសិស្សចំនួន 90 នាក់ដែលរៀននៅកម្រិតមធ្យម សិក្សាបឋមភូមិបានចូលរួមក្នុងការសិក្សានេះ ហើយពួកគេមកពីថ្នាក់ទី ៧, ៨, ៩ ដែលត្រូវបាន ជ្រើសរើសពីសិស្សទាំងអស់នៅក្នុងសាលាដោយប្រើប្រាស់ Stratified Sampling។

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ដូច្នេះហើយ លទ្ធផលនៃការសិក្សានេះនឹងរួមចំណែកដល់លោកគ្រូ អ្នកគ្រូ ឲ្យយល់ដឹងពី ឥទ្ធិពលនៃការលើកទឹកចិត្តក្នុងការអាន ទៅលើការអានយល់ន័យរបស់សិស្ស ដោយព្យាយាម ពង្រឹងបន្ថែមទៅលើបច្ចេកទេសបង្រៀន ដើម្បីលើកទឹកចិត្តសិស្សឱ្យចូលចិត្តអាន ជាពិសេសគឺ

ផ្ដោតលើការទទួលស្គាល់ពីសង្គម និង ចំណាត់ថ្នាក់ ឬពិន្ទុ ព្រោះវាជាកត្តាសំខាន់ក្នុងការលើកទឹក  
ចិត្តសិស្សឲ្យចូលចិត្តអានកាន់តែខ្លាំង។

**ពាក្យគន្លឹះ៖** ការលើកទឹកចិត្តខាងក្រៅ, ការអានយល់ន័យ

## **ABSTRACT**

The present study aimed to investigate the relationship between students' reading motivation with their reading comprehension in lower secondary level. Furthermore, it aimed to examine the students' gender differences in the level of motivation. Accordingly, the results of this study would benefit educators to be aware of the significance of motivation in reading and motivate students to love reading more.

Basically, the study tried to better understand the relationship between reading motivation and reading comprehension in lower secondary level that provided a specific view of the students' motivation on their reading comprehension. It was a great thing to be aware of this factor as it helped to improve the students' capabilities in reading skill.

The study employed correlational research design focus on two main variables which were reading motivation and reading comprehension using Reading Motivation Questionnaire and PISA-D reading test. There were 90 students who were in lower secondary level participated in this study and they were from grade 7,8,9 selected from the whole population through stratified sampling.

The present study found that extrinsic motivation had a strong and positive relation with reading comprehension. Thus, social recognition and grades had a strong and positive relation with reading comprehension while competition had a positive and moderate correlation with reading comprehension. Additionally, the study found that there was no significant difference between boys and girls reading motivation. Interestingly, among all the three constructs of reading motivation, social recognition and grades played a significant role in motivating students to read.

Therefore, the results of this study would contribute to the teachers who would be aware of how motivation would impact on students' reading comprehension by trying to

foster their teaching techniques to encourage the students' motivation, especially by involving with social recognition and grades because they were important in motivating students to love reading more.

**Key terms:** Extrinsic motivation, Reading comprehension

**SUPERVISOR’S RESEARCH SUPERVISION STATEMENT**

TO WHOM IT MAY CONCERN

Name of program: Master’s Degree of Education in Mentoring

Name of candidate: Yun Somphors

Title of thesis: “The relationship of reading motivation with the students reading comprehension at lower secondary level: Gender Differences”

This is to certify that the research carried out for the above titled master’s thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): Dr. Sun Somara

Supervisor (Sign): .....

Date: .....

## CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “**Yun Somphors**” hereby present entitled “The relationship of reading motivation with the students’ reading comprehension at lower secondary level: Gender Differences”

for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate): .....

Date: .....

Countersigned by the Supervisor: .....

Date: .....



## **ACKNOWLEDGEMENTS**

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Next, I would like to thanks to all my fellow friends who had supported, encouraged and helped to provide the relevant documents in contributing to this study. Accordingly, I would like to show my deepest thanks to the school principals, teachers and all the students at **Sannab Secondary School** who fully participated in my study.

Finally, I would like to express my greatest thanks to my family who always support and encourage me to learn since the first day of school until now; without their support I cannot stay where I am today. By seeing their smile, I have energy to go further and I want them to proudly see my accomplishments.

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### **List of Abbreviations**

PISA-D	:	Program for International Student Assessment for Development
RMQ	:	Reading Motivation Questionnaire
MC	:	Multiple-choice
CR	:	Constructed Response
SPSS	:	Statistical Package for the Social Science
OECD	:	Organization for Economic Co-operation and Development
ASEAN	:	Association of Southeast Asian Nations

## **CHAPTER 1: INTRODUCTION**

### **1.1 Background of the Study**

Reading is considered as one of the main skills among the four macro skills. In many second or foreign language teaching reading receive a significant notice. Students consider reading as one of their most important goal as to read for information, for entertainment, for career and for study purpose (Richards & Renandya, 2002). Reading for comprehension is the main purpose for reading and to raise students' awareness of the main ideas in text and to explore the organization and structure of a text are significant for good comprehension (Grabe, 2002). When we read a newspaper or a novel, we go through the process of comprehension (Harmer, 2004). However, we have seen that Cambodian students have low interests in reading and based on PISA-D test, Cambodian students' scores significantly below the OECD and ASEAN averages in all three domains. Reading appeared to be the weakest of the three PISA-D subjects (MoEYS, 2018). Higher performances in mathematics and science tended to be strongly associated with the higher performance in reading, reflecting that improving reading literacy among students is key to student performance in other subjects (MoEYS, 2018).

### **1.2 Statement of the Problem**

Miyamoto, Pfof, and Artelt (2019) found that there is significant relation between students' reading motivation with their reading comprehension in primary level, but cannot assume whether it can generalize to other levels or not. Moreover, based on Hebecker, Förster, and Souvignier (2019) claimed that gender would have effects on the students' reading motivation. In responding and adding to these, this study will take a closer look to the relationship of reading

motivation with the students reading comprehension and the gender differences among the secondary students in Cambodian context.

### **1.3 Research Purposes**

This study was intended to investigate the relationship of reading motivation with the student's reading comprehension of the lower-secondary students and to see the gender differences on the level of reading motivation.

### **1.4 Research Objectives**

There were two specific research objectives as the following:

- To determine the relationship of extrinsic motivation with the students' reading comprehension
- To identify the gender differences on reading motivation

### **1.5 Research Questions**

In order to achieve the objectives, two specific research questions were asked as the following:

- Is there any significant relation between students' extrinsic motivation and reading comprehension?
- Are there any differences between students' gender on reading motivation?

## **1.6 Hypotheses:**

The study formulated two significant hypotheses:

1. There will be no significant relation between extrinsic motivation and reading comprehension.
2. There will be no differences between boys' and girls' reading motivation.

## **1.7 Significance of the Study**

The researcher believed that the findings of this study would get the teachers and educators to aware of how reading motivation related to the students' reading comprehension that lead them to enhance the teaching techniques to foster the students' reading motivation. Specifically, the students themselves who would aware of how crucial of reading motivation related to their reading comprehension and they knew what should do to be motivated.

## **1.8 Operational Definition of Key Term**

- Reading motivation is defined as the internal and external motivation that consist of curiosity, involvement, grades, competition and social recognition (Schiefele & Schaffner, 2016).
- Reading comprehension refer to the lower order comprehension involves comprehension performance at the word and sentence levels (Schaffner, Schiefele, & Ulferts, 2013).

## **1.9 Summary of the chapter**

This chapter described about introduction, background of the study, statements of the problem, research purpose, research objectives, research questions, hypotheses, significance of the



study, operational definition of key terms. Next chapter, chapter 2 will describe and review about the previous findings and theories.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter mainly reviewed about the previous literature which contained the main points started from the definition of key terms about reading motivation and reading comprehension, reading motivation theory and reading comprehension theory, including reading skill, reading techniques, how importance of reading, the relation of reading motivation with reading comprehension, reading motivation and gender and finally how reading motivation and comprehension differed by ages.

### **2.2 Definition of Key terms**

#### **2.2.1 Reading motivation**

Reading motivation has been defined continuously as a multidimensional construct (Schiefele & Schaffner, 2016). Intrinsic reading motivation refers to the willingness to read because reading is enjoyable or rewarding in its own right (Schiefele & Schaffner, 2016). Similarly reading motivation is usually described in terms of the incentives the reader attaches to reading (e.g., involvement, social recognition) and it motivated readers read for enjoyment and because they find the process of reading rewarding in itself (Schiefele, Stutz, & Schaffner, 2016). Ryan and Deci (2000) stated that an individual who feels no motivation or inspiration is considered as unmotivated, whereas someone who is energized or activated toward an end is considered motivated.

Intrinsic motivation is defined as “the doing of an activity for its inherent satisfactions” (Ryan & Deci, 2000, p. 56). From the review study of Wigfield, Gladstone, and Turci (2016) which is titled “Beyond cognition: Reading motivation and reading comprehension” defined intrinsic motivation as the activities rising from the individual’s self-expressed preferences. Children who like to work cooperatively in a group and like to complete diversity of tasks are likely intrinsically motivated readers and tend to have more positive reading outcomes (Wentzel & Wigfield, 1998). Intrinsic motivation to read is defined as the willingness to read because that activity is interesting or satisfying in its own right (Schiefele, Schaffner, Möller, & Wigfield, 2012).

Extrinsic reading motivation refers to reasons that are external to the activity of reading and the text content (Schiefele & Schaffner, 2016). Similarly, Schiefele et al. (2012) claimed that extrinsic reading motivation refers to reasons for reading that are external to both the activity of reading and the topic of the text. Extrinsic motivation happens whenever an activity is done in order to achieve some distinct outcome and for its contributory value (Ryan & Deci, 2000). A. Wigfield et al. (2016) expressed that extrinsic motivation based on external influences such as rewards and grades. Extrinsic reading motivation refers to reasons for reading that are external to both the activity of reading and the topic of the text (Schiefele et al., 2012).

### **2.2.2 Reading comprehension**

There are two levels of reading comprehension which are lower order and higher order reading comprehension. Lower order comprehension contains understanding performance at the word and sentence levels, whereas higher order comprehension refers to understanding performance at the paragraph and passage levels (Schaffner et al., 2013). The ability to read competently is an important educational goal. The goal of reading comprehension is to comprehend the construction of meaning from written material or constructing a mental text

representation (Rogiers, Keer, & Merchie, 2019). Additionally, Linse (2006) defined reading comprehension as the process to read for meaning, comprehending and entertainment.

### **2.2.3 Reading comprehension theory**

The construction-integration model (C-I model) made some general expectations about the reader's mental construction (e.g., limited memory) and cognitive procedures (e.g., recovery and carry-over operations) as well as text implement (e.g., argument intersection) that support comprehension. An important value of the C-I theory was its illustration that text comprehension could be explained by an interactive mixture of top-down (knowledge-driven) and bottom-up (word-based) processes (Perfetti & Stafura, 2014).

### **2.2.4 Reading motivation theory**

Self-determine theory (SDT) is a tactic to human motivation and personality that highpoints the importance of humans changed inside resources for personality development and behavioral self-regulation. It aims to stipulate factors that raising the distinctive human potentials involved in growth, integration, and well-being, and to discover the processes and conditions that foster the healthy development and effective operational of individuals, groups, and societies (Ryan & Deci, 2000). Based on Drive theory, when people inspired, responses are strengthened and deteriorated when they lead to punishment (Reiss, 2004).

## **2.3 Reading skills**

Reading is a set of skills that involves making sense and deriving meaning from the printed word and in order to read we must be able to sound out the printed words and also understand what we read (Linse, 2006). Reading skill is one of a receptive skill which is highly valued by both

students and teachers (Richards & Renandya, 2002). There are two types of reading which are reading for pleasure (extensive reading) and reading for detailed information for specific purpose (Harmer, 2004). Reading fluency requires readers to know 95% or more of words and awareness of text structure is a significance aspect of reading comprehension and learners who aware of it have better comprehension capabilities (Grabe, 2002).

## **2.4 Reading techniques**

Bottom-up vocabulary strategies is one of reading strategies started from looking up unknown word in the dictionary to more comprehensive actions such as to reproduce and to connect what is being read to their related knowledge (Janzen, 2002). The best way to learn to read is by extensive reading which is reading for pleasure (Grabe, 2002). Based on Linse (2006) context clues and print conventions and graphic organizer are tool to improve reading comprehension. Top-down (get a general view with appropriate expectations of what they are going to come across) and bottom-up (focus on individual element and to achieve understanding by combining those together to build up a whole) approach is used most in intensive reading (Harmer, 2004). Moreover, he also mentioned about skimming (to read quickly to get idea of the text) and scanning (to read for specific information).

## **2.5 The significance of reading skills**

There are two main reasons why people read, one reason is for pleasure and another is for information (Linse, 2006). Richards and Renandya (2002) stated that good reading texts lead to good model for writing and provide opportunities to learn new things, to improve and promote discussion and study new language such as vocabulary, grammar and idioms. Extensive reading fosters language learning in spelling, vocabulary, grammar and text structure; extend knowledge

and improve reading and writing skill, promote reading enjoyment, love reading more, develop a positive reading habit (Rynandya & Jacobs, 2002). Skilled readers have better word recognition and reading fluency, vocabulary, syntax, grammar, text structure and world knowledge (Duke, Pearson, Strachan, & Billman, 2011). Aliponga (2013) found that most of the students expressed that by reading journal enable them to learn new vocabulary, increased their reading speed, improve their attention, help with their content comprehending.

## **2.6 Relationship between intrinsic motivation and reading comprehension**

The higher level of reading comprehension leads to the higher level of intrinsic reading motivation (Soemer & Schiefele, 2018). Intrinsic reading motivation has positively relation to reading amount and it leads to higher order of reading comprehension (Schaffner et al., 2013). Intrinsic motivation has positive relation with both reading amount and reading comprehension (Troyer, Kim, Hale, Wantchekon, & Armstrong, 2018). There is positive and significant relation between students' reading motivation and reading comprehension (Kuşdemir & Bulut, 2018). Intrinsic motivation of reading in lower grades leads to higher reading comprehension in higher grade (Miyamoto et al., 2019). For the lower ability reading students, decoding skill and intrinsic reading motivation contributed significant change to reading comprehension performance (Logan, Medford, & Hughes, 2010). According to Wigfield, Gladstone, and Turci (2016) found that students who have higher competence beliefs and self-efficacy scored higher on reading comprehension test than those who are not. McGeown, Duncan, Griffiths, and Stothard (2014) found that reading motivation and fiction book were significant related to students' reading comprehension and summarization skills and also text reading speed. Regarding Schiefele et al. (2012) found that intrinsic reading motivation is moderately and positively related to measures of reading competence.

## **2.7 Relationship between extrinsic motivation and reading comprehension**

Extrinsic reading motivation was found to be either negatively or not significantly associated with reading competence (Schiefele et al., 2012). The study of Froiland and Oros (2014) had found that extrinsic motivation also predicted the development of the students' reading achievement which challenged the findings of Lepper et al. (2005) who found that extrinsic motivation was negatively correlated with achievement among a smaller sample. However, from the study of (Kuşdemir & Bulut, 2018) there is a positive and significant relationship between students' extrinsic motivation and reading comprehension. Intrinsic motivation has positive relationship with reading achievement and extrinsic motivation has relation with grade, but less influence on reading comprehension.

## **2.8 Reading motivation and gender**

Female students have higher in both motivation and comprehension than male students (Kuşdemir & Bulut, 2018). Rogiers et al. (2019) had shown that boys scored lower in both reading enjoyment and reading comprehension compared to girls. In addition, Logan and Medford (2011) had claimed that it could be that boys, to a greater extent than girls, need to be successful at reading in order to be intrinsically motivated and have confidence in their ability. Boys who are average readers are less motivated to read, and specifically that they value reading less than girls who are average readers (Marinak & Gambrell, 2010). Moreover, girl performed better than boys on reading competence as measured by multiple-choice (MC) and constructed response (CR) items together (Schwabe, McElvany, & Trendtel, 2014). Girls had significantly higher intrinsic motivation than boys based on the masculine and feminine traits in line with stereotypical perceptions (McGeown, Goodwin, Henderson, & Wright, 2011). McGeown et al. (2014) found that girls had greater reading motivation than boys and like more fiction books. Female students got

higher scores from the close tests created with both the informative text and narrative text than the male students (Kuşdemir & Bulut, 2018). In younger age boys showed a significantly stronger relation between their reading skill and competency beliefs (belief of how good one is at a given activity) in reading (Logan & Medford, 2011). Finally, girls are higher in curiosity, involvement, and emotional regulation and lower in competition than boys (Schiefele & Schaffner, 2016).

## **2.9 The challenges of reading motivation and how it differs from each level of students**

From birth, people from higher socio-economic status are active, curious, playful, inquisitive and ready to learn and explore things without extraneous incentives (Ryan & Deci, 2000). Another study from Wigfield et al., (2016) had found that students' competence beliefs, values, and intrinsic motivation have changed regarding two main ways which are intrapersonal change and changes in instructional and evaluative practices. Moreover, at first children had strong motivation but it did not last long and their valuing of academic subjects decreased across the school year. Children become less optimistic and less passionate about reading as they grow older (Wigfield, 2000). Good readers reported greater reading motivation and like more fiction books; older readers reported spending more time reading school books, short traditional and short digital texts (McGeown, Duncan, Griffiths, & Stothard, 2014). Regarding one-way analyses of variance across the six grade levels indicated that the levels of reported intrinsic motivation were highest for the youngest students and lowest for the oldest students (Lepper, Corpus, & Iyengar, 2005).

## **2.10 Summary of the chapter**

This chapter reviewed about the previous findings and theories which mainly about the definition of reading motivation, reading comprehension, intrinsic motivation theories, reading comprehension theories, reading skills, reading techniques, the significance of reading, the



relationship between reading motivation and reading comprehension, reading motivation and genders and the challenges of reading motivation. Next chapter, chapter 3 will discuss about the research method.

## **CHAPTER 3: RESEARCH METHOD**

### **3.1 Introduction**

This was chapter 3 which detailed about research design, sample size and sampling techniques, research instrument, data collection procedure, data analysis and ethical consideration.

### **3.2 Research Design**

In order to respond to the purpose and research questions of this study, correlational research design was used. The purpose of this study was to seek the relationships between two variables (reading motivation and reading comprehension). The purpose of correlational research design is to examine the relationships among two or more variables (Fraenkel, Wallen, & Hyun, 2012). In addition, based on Creswell (2012) correlational research designs, researchers use the correlation numerical test to describe and measure the degree of correlation (or relationship) between two or more variables or groups of scores.

### **3.3 Sample Size and Sampling Technique**

For correlational studies, at least 30 participants are needed to found the rationality of a relation (Mills & Gay, 2016). Moreover, based on Fraenkel et al. (2012) stated that the smallest suitable sample size for a correlational study must be no less than 30. As a result, the sample size in this study were 90 students (45 boys); the participants were from three grades: grade 7, 8, 9 and in each grade, there were 30 students (boy: 15) selected from the population of 152 (boy: 64) who were from grade 7 (56 students, boys: 23), (grade 8: 50 students, boys: 21), (grade 9: 46 students, boys: 20); gender equality would be considered. Stratified sampling techniques was used in this study;

it was a way to ensure wanted image of relevant smaller group within the sample and some populations can be sectioned into subgroups (Mills & Gay, 2016).

### **3.4 Research Instrument**

All students completed a fourteen-item questionnaire using a 5-point Likert scale (1: Strongly disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly agree). The dimensions of reading motivation used were from Reading Motivation Questionnaire (RMQ) Revised Version (Schiefele & Schaffner, 2016). The questionnaire was translated into Khmer and only the three constructs were used. Reading comprehension test which adapted from the test for reading subject from the Programme for International Student Assessment for Development (PISA-D Cambodia) was used to assess students' reading comprehension; the test also translated into Khmer.

### **3.5 Data Collection Procedure**

Group administration was used to collect the information of this questionnaire because it confirmed a very high response degree as it attains a group of participants (Creswell, 2012). The questionnaire delivered to students through google form and the researcher explained them one by one to avoid misunderstanding through telegram group for each grade. After one week, those students took the test of reading comprehension which adapted from PISA-D reading test. Students had one hour to complete the test and during the process, the researcher made sure that there was no cheating by asking them to turn on their video and work silently on the test and there was nothing with them beside pen and pencil.

### **3.6 Data Analysis**

Pearson correlation coefficient measures the strength of direct association between two variables and it is measured on a scale with no units and can take a value from  $-1$  through  $0$  to  $+1$  (Sedgwick, 2012). A correlation coefficient is produced when variables are correlated (Fraenkel et al., 2012). A coefficient near  $+1.00$  and  $-1.00$  has a larger effect size and a positive and negative direction whereas the coefficient is near  $0.00$ , the variables are not related. Specifically, there are three levels of coefficient, weak or none (between  $+0.35$  and  $-0.35$ ), moderate (between  $+0.35$  and  $+0.65$  or between  $-0.35$  and  $-0.65$ ), strong (between  $+0.65$  and  $1.00$  or between  $-1.00$  and  $-0.65$ ) (Mills & Gay, 2016).

T-test was used to compare the differences of motivation between boys and girls. Google form was used to collect the data of questionnaire and reading test. After receiving the data from the participants, the researcher imported them into SPSS and started to analyze regarding each research question.

### **3.7 Ethical Considerations**

The participants in the study had certain rights. First, the participants needed to know the purpose and how the results of the study would be; they knew the consequences of the study would have on their lives too. Second, they also had the right to refuse to participate and to stop at any time. When they participated and provided information, their secrecy was protected and warranted by the researcher. Each participant was not to be offered extreme monetary incentives to participate in the study. Individuals also had the right to advantage something from a study. Finally, researchers needed to vigorously look for ways to “give back” (or return) to participants in a study because the participants had freely provided their time (Creswell, 2012).

### **3.8 Summary of the chapter**

This chapter described about research design, sample size and sampling techniques, research instruments, data collection procedure, data analysis and ethical consideration. Next chapter, chapter 4 will discuss about the current findings.

## CHAPTER 4: RESULTS

### 4.1 Introduction

Correlations were carried out to examine the relationship between students' extrinsic motivation (grades, competition and social recognition) with their reading comprehension (comprehension performance at the word and sentence levels). Accordingly, t-test was used to examine the differences between boys' and girls' level of motivation.

### 4.2 Correlation between extrinsic motivation and reading comprehension

Regarding hypothesis 1: There will be no significant relation between extrinsic motivation and reading comprehension. Result suggested that extrinsic motivation had a strong and positive correlation with reading comprehension. Each construct had different level of correlation. Grades which was the first construct of extrinsic motivation had a strong and positive relation with reading comprehension (N=90, M=4.09, SD=0.58,  $p < 0.05$ ,  $r = 0.68$ ). Next, Competition which was the second construct of extrinsic motivation had a positive and moderate correlation with reading comprehension (N=90, M=3.93, SD=0.52,  $p < 0.05$ ,  $r = 0.53$ ). Finally, Social Recognition which was the third construct of extrinsic motivation had a strong and positive correlation with reading comprehension (N=90, M=3.50, SD=0.68,  $p < 0.05$ ,  $r = 0.69$ ). As a result, the first null hypothesis was rejected due to there was a strong and positive correlation between extrinsic motivation and the students' reading comprehension as shown in Table 1 and 2.

**Table 1: t-test analysis of reading motivation and reading comprehension**

	<b>N</b>	<b>M</b>	<b>SD</b>	<b>p</b>
<b>Grades</b>	90	4.09	0.58	0.00
<b>Competition</b>	90	3.93	0.52	0.00
<b>Social Recognition</b>	90	3.50	0.68	0.00

**Table 2: Correlation of reading motivation and reading comprehension**

	<b>Grades</b>	<b>Competition</b>	<b>Social Recognition</b>	<b>Reading Comprehension</b>
<b>Grades</b>	-	0.44	0.40	0.68
<b>Competition</b>	0.44	-	0.42	0.53
<b>Social Recognition</b>	0.40	0.42	-	0.69
<b>Reading Comprehension</b>	0.68	0.53	0.69	-

**Noted: Correlation is significant at the 0.05 level (2-tailed).**  
**\*p<0.05**

### **4.3 Gender differences**

Regarding hypothesis 2: There will be no differences between boy's and girls' reading motivation. To tested this hypothesis an independent t-test was run to examine the mean differences of Reading Motivation score of Grades, Competition and Social Recognition. Result suggested that there was no significance difference between boys' and girls' reading motivation as shown in table 3. As a result, the second null hypothesis was failed to reject as the p value was greater than 0.05.

**Table 3: t-test analysis of reading motivation of male and female students**

	<b>Sex</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>t</b>	<b>p</b>
<b>Grades</b>	M	45	4.07	0.68	-0.22	0.82
	F	45	4.10	0.47		
<b>Competition</b>	M	45	3.91	0.58	-0.25	0.80
	F	45	3.94	0.45		
<b>Social Recognition</b>	M	45	3.51	0.79	0.25	0.80
	F	45	3.48	0.58		

#### **4.4 Summary of the chapter**

This chapter described about the relationship between extrinsic motivation and reading comprehension, genders differences in reading motivation. Next chapter, chapter 5 will describe about discussion.



## **CHAPTER 5: DISCUSSION**

### **5.1 Introduction**

This chapter discussed about the relationship of reading motivation with the students' reading comprehension and the differences between boys' and girls' reading motivation with the previous studies.

### **5.2 Extrinsic motivation and reading comprehension**

Basically, the present study indicated that extrinsic motivation had a strong and positive relation with students' reading comprehension. Different constructs of extrinsic motivation had different level of correlation. Therefore, the results of the present study inconsistent with the studies of Schiefele et al., (2012); Lepper et al., (2005) who stated that extrinsic reading motivation had a negative and non-significant relation with the students' reading comprehension. However, the results of the present study aligned with the studies of Froiland and Oros (2014); Kuşdemir & Bulut (2018) who claimed that extrinsic motivation has positive relation with students' reading comprehension. In addition, it also aligned with the study of Kuşdemir and Bulut (2018) who found that there was a positive and significant relationship between students' reading motivation and reading comprehension.

### **5.3 Gender differences**

For gender differences, the results of the present study expressed that there were no significant differences between boys' and girls' motivation. Regarding this, the results of the present study inconsistent with the studies of Kuşdemir and Bulut (2018); Rogiers et al. (2019);

Logan and Medford (2011); McGeown, Goodwin, Henderson, and Wright, (2011); Kuşdemir and Bulut (2018) who found that female students have higher motivation than male students.

#### **5.4 Summary of the chapter**

This chapter discussed about the results of the present study with the previous studies and mainly about the relationship between students' motivation with their reading comprehension and the differences between boys' and girls' reading motivation. Next chapter was chapter 6 will talk about conclusion, limitations and recommendations.

## **CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS**

### **6.1 Introduction**

This was the last chapter of the present study which were about conclusion, limitations and recommendations.

### **6.2 Conclusion**

The present study examined the relationship between reading motivation and students' reading comprehension. In general, extrinsic motivation had a strong and positive relation with students' reading comprehension. In addition, different constructs of extrinsic motivation had different level of correlation. First of all, grades had a strong and positive relation with students' reading comprehension. While competition had a positive and moderate correlation with reading comprehension and social recognition had a strong and positive correlation with reading comprehension. For gender differences, there was no significant difference between boys and girls reading motivation.

### **6.3 Limitations**

Nevertheless, a number of factors are likely to limit the results of the present study. First, the study had a small sample size and conduct only in one secondary school that limit to the generalization. Therefore, the future study should have larger sample size and from difference schools in the area. Second, the present study used only quantitative research design, so the in-depth information was not fully found. Thus, the later study should use mixed-method research design to see the in-depth information. Third, the study was only conducted in lower secondary

level but not in primary or upper secondary level. So, the future study should conduct in primary and upper secondary level to see the differences between each academic level. Fourth, the present study only focus on extrinsic motivation, so the future study should study on both intrinsic and extrinsic motivation. To conclude, the results of the present study was just to show the relationship between reading motivation and reading comprehension but not to see the causation.

#### **6.4 Recommendations**

In the light of the research findings the study wishes to make the following recommendations. First of all, teachers and educators should pay much focus on reading motivation as they help to strengthen the students' reading comprehension. Meanwhile, there is no significant different between boys and girls reading motivation so the teachers should try to encourage them by involving with the three constructs of extrinsic motivation. Furthermore, because Social Recognition and Grades get the strongest correlation with reading comprehension; the teachers should find the positive ways to encourage them to love reading more by involving with these. Finally, all educators should aware that students who get higher score in motivation also get higher score in reading test.

#### **6.5 Summary of the chapter**

This chapter mainly talked about the conclusion of the current results of the present study about the relationship between reading motivation and reading comprehension and also focus on gender differences, the limitation of the present study and the study recommendations.

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## APPENDIX A: QUESTIONNAIRE

### Reading Motivation Questionnaire (RMQ)

All items had to be answered on a 5-point Likert scales ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree) and 5 (strongly agree). In each case, a higher score indicates a higher level of motivation.

Motivation to read	Rating				
<b>Grades (factor 1)</b>					
1. in order to get better grades in school.	1	2	3	4	5
2. because it helps me perform well in school.	1	2	3	4	5
3. because it is important for my achievement in some subjects.	1	2	3	4	5
4. because it helps me get better in school.	1	2	3	4	5
<b>Competition (factor 2)</b>					
5. because it helps me perform better in school than my classmates.	1	2	3	4	5
6. because it is important to me to understand texts better than other students.	1	2	3	4	5
7. because it is important to me to be among the best students.	1	2	3	4	5
8. because it is important to me to know more than other students.	1	2	3	4	5
<b>Social recognition (factor 3)</b>					
9. because other people say it is important.	1	2	3	4	5
10. because I know that my friends also read a lot.	1	2	3	4	5
11. because one gets praise for frequent reading.	1	2	3	4	5
12. because I like it when other people think that I am a diligent reader.	1	2	3	4	5
13. because my parents think that it is important that I read a lot.	1	2	3	4	5
14. because I want my parents to be proud of me.	1	2	3	4	5

## APPENDIX B: READING COMPREHENSION TEST

### Moreland library

The Moreland Library System gives new library members a bookmark showing its Hours of Opening. Refer to the bookmark to answer the questions which follow.



**Moreland Library System**

	<b>HOURS OF OPENING</b>					<i>Effective from February 1 1998</i>
	<b>Brunswick Library</b>	<b>Campbell Turnbull Library</b>	<b>Coburg Library</b>	<b>Fawkner Library</b>	<b>Glenroy Library</b>	
<b>Sunday</b>	1pm-5pm	Closed	2pm-5pm	Closed	2pm-5pm	
<b>Monday</b>	11am-8pm	11am-5.30pm	1pm-8pm	11am-5.30pm	10am-5.30pm	
<b>Tuesday</b>	11am-8pm	11am-8pm	11am-8pm	11am-8pm	10am-8pm	
<b>Wednesday</b>	11am-8pm	11am-5pm	10am-8pm	11am-5pm	10am-8pm	
<b>Thursday</b>	11am-8pm	11am-5.30pm	10am-8pm	11am-5.30pm	10am-8pm	
<b>Friday</b>	11am-5pm	11am-5pm	10am-8pm	11am-5pm	10am-5.30pm	
<b>Saturday</b>	10am-1pm	10am-1pm	9am-1pm	10am-1pm	9am-1pm	

#### Question 1: MORELAND LIBRARY

What time does the Fawkner Library close on Wednesday?

.....

#### QUESTION 2: MORELAND LIBRARY

Which library is still open at 6 p.m. on Friday evening?

- a. Brunswick Library
- b. Campbell Turnbull Library
- c. Coburg Library
- d. Fawkner Library
- e. Glenroy Library

### Student opinions

There are so many people out there dying from hunger and disease, yet we are more concerned about future advancements. We are leaving these people behind as we attempt to forget and move on. Billions of dollars are poured into space research by large companies each year. If the money spent on space exploration was used to benefit the needy and not the greedy, the suffering of millions of people could be alleviated.

**Ana**

The challenge of exploring space is a source of inspiration for many people. For thousands of years, we have been dreaming of the heavens, longing to reach out and touch the stars, longing to communicate with something we only imagine could exist, longing to know... Are we alone? Space exploration is a metaphor for learning, and learning is what drives our world. While realists continue to remind us of our current problems, dreamers stretch our minds. It is the dreamers' visions, hopes and desires that will lead us into the future.

**Beatrice**

We ruin rain forests because there is oil under them, put mines in sacred ground for the sake of uranium. Would we also ruin another planet for the sake of an answer to problems of our own making? Of course! Space exploration strengthens the dangerous belief that human problems can be solved by our ever-increasing domination of the environment. Human beings will continue to feel at liberty to abuse natural resources like rivers and rain forests if we know there is always another planet around the corner waiting to be exploited. We have done enough damage on Earth. We should leave outer space alone.

**Dieter**

The earth's resources are quickly dying out. The earth's population is increasing at a dramatic rate. Life cannot be sustained if we continue to live in such a way. Pollution has caused a hole in the ozone layer. Fertile lands are running out and soon our food resources will diminish. Already there are cases of famine and disease caused by over-population. Space is a vast empty region which we can use to our benefit. By supporting exploration into space, one day we may find a planet that we can live on. At the moment this seems unimaginable, but the notion of space travel was once thought of as impossible. Discontinuing space exploration in favor of solving immediate problems is a very narrow-minded and short-term view. We must learn to think not only for this generation but for the generations to come.

**Felix**

To ignore what the exploration of space has to offer would be a great loss to all mankind. The possibilities of gaining a greater understanding of the universe and its beginnings are too valuable

to waste. The study of other celestial bodies has already increased our understanding of our environmental problems and the possible direction Earth could be heading in if we don't learn to manage our activities. There are also indirect benefits of research into space travel. The creation of laser technology and other medical treatments can be attributed to space research. Substances such as teflon have come out of mankind's quest to travel into space. Thus, new technologies created for space research can have immediate benefits for everyone.

**Kate**

**Question 1: STUDENT OPINIONS**

Which of the following questions do the students seem to be responding to?

- a. What is the major problem facing the world today?
- b. Are you in favour of space exploration?
- c. Do you believe in life beyond our planet?
- d. What recent advances have there been in space research?

**Question 2: STUDENT OPINIONS**

Which one of the writers most directly contradicts Felix's argument?

- a. Dieter.
- b. Ana.
- c. Kate.
- d. Beatrice.

**Question 3: STUDENT OPINIONS**

Thinking about the main ideas presented by the five students, which student do you agree with most strongly?

Student's name:

Using your own words, explain your choice by referring to your own opinion and the main ideas presented by the student.

.....  
.....

.....

.....

**Question 4: STUDENT OPINIONS**

Some statements are matters of opinion, based on the ideas and values of the writer. Some statements are matters of fact, which may be tested objectively and are either correct or incorrect.

Draw a circle around “matter of opinion” or “matter of fact” next to each of the quotations from the students’ writing listed below.

The first one has been done for you.

<b>Quotation from students’ writing</b>	<b>Matter of opinion or matter of fact?</b>
“Pollution has caused a hole in the ozone layer.” (Felix)	Matter of opinion / Matter of fact
“Billions of dollars are poured into space research by large companies each year.” (Ana)	Matter of opinion / Matter of fact
“Space exploration strengthens the dangerous belief that human problems can be solved by our ever-increasing domination of the environment.” (Dieter)	Matter of opinion / Matter of fact
“Discontinuing space exploration in favor of solving immediate problems is a very narrow-minded and short-term view.” (Felix)	Matter of opinion / Matter of fact

APPENDIX C: LETTER FOR CONDUCTING RESEARCH



**មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី**  
**NEW GENERATION PEDAGOGICAL RESEARCH CENTER**

ថ្ងៃអង្គារ ១១កើត ខែឧត្តិយាសាណ ឆ្នាំឆ្លូវ ព្រីស័ក ព.ស ២៥៦៥  
រាជធានីភ្នំពេញ ថ្ងៃទី២០ ខែកក្កដា ឆ្នាំ២០២១

**សូមគោរពជូន**

**លោក អ៊ឹម ផាត នាយកអនុវិទ្យាល័យសំណាម**

**កម្មតុរា** សំណើសុំអនុញ្ញាតឱ្យគរុនិស្សិតឈ្មោះ **យុន សម្បត្តិ** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅ  
អនុវិទ្យាល័យសំណាមក្នុងចន្លោះពីថ្ងៃទី ២០ ខែកក្កដា ដល់ថ្ងៃទី ០៥ ខែសីហា ឆ្នាំ២០២១។

សេចក្តីជូនមានក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបលោកនាយកជ្រាបថា កញ្ញា **យុន សម្បត្តិ** ជា  
គរុនិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី២ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវ  
គរុកោសល្យជំនាន់ថ្មី។ កញ្ញាមានគម្រោងចុះស្រាវជ្រាវលើប្រធានបទ **‘ជំនាក់ជំនាលៃកត្តាលើកម្រិតមិត្ត  
និង ការពេលមេសសិស្សនេះកម្រិតអនុវិទ្យាល័យគោរពទុកសក្តារចោលសិស្សប្រុសនិងសិស្សស្រី’**  
ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យ  
នេះគឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការសិក្សា  
ស្រាវជ្រាវនេះអាចរួមចំណែកក្នុងការជំរុញឱ្យការរៀននិងបង្រៀនមានលក្ខណៈកាន់តែល្អប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាតនិងជួយសម្រួលដល់និស្សិតរូបនេះបានចុះ  
ប្រមូលទិន្នន័យតាមសំណើជូនមានក្នុងកម្មវត្ថុខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានជំនុំស្មោះអំពីខ្ញុំ

**ប្រធានមជ្ឈមណ្ឌល**  
  
**បណ្ឌិតសភាចារ្យ ម៉ែន វ៉ែន**

ឯកសារ មសគថ