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Reading Motivation, Metacognitive Awareness, and Reading Achievement among Eleventh-Grade Students

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Abstract
Reading achievement is influenced by a variety of cognitive and affective elements, with reading motivation and metacognitive awareness identified as two of the most important. This study examined (1) the relationship of students' reading motivation and reading achievement, (2) the relationship between metacognitive awareness and reading achievement, and (3) the combined contribution of reading motivation and metacognitive awareness to reading achievement among eleventh-grade students at SMAN 1 Sungai Lilin. Employing a quantitative correlational research design**.** The population for this research comprised 344 students enrolled in the eleventh from ten classes. Cluster random sampling was then applied to obtain a sample of 106 students. Data were gathered through the Motivation for Reading Questionnaire (MRQ), the Survey of Reading Strategies (SORS), and a reading achievement test. The obtained data were processed and analyzed using IBM SPSS Statistics version 25, which included descriptive statistics, Pearson product-moment correlation, partial correlation, and multiple regression. The findings revealed that both reading motivation and metacognitive awareness were significantly and positively related to reading achievement. Among the two variables, metacognitive awareness demonstrated a stronger relationship with reading achievement than reading motivation. Furthermore, reading motivation and metacognitive awareness jointly explained 64.5% of the variance in reading achievement, highlighting their substantial contribution to students' reading success. These findings underscore the importance of integrating both motivational and metacognitive aspects into reading instruction to improve students' reading achievement.

Keywords: reading motivation, metacognitive awareness, reading achievement, correlation study.

INTRODUCTION

Reading has long been acknowledged as a crucial component of language proficiency**,** because it considerably adds to learners' progress, especially relevant to English as a Foreign Language (EFL) contexts. Rather than simply recognizing written words, reading involves an active cognitive process in which learners construct meaning by integrating textual information with their prior knowledge and employing appropriate reading strategies. Consequently, reading competence contributes significantly to students' academic development by improving vocabulary, comprehension, critical thinking, and learning across various subject areas (Duke & Cartwright, 2021; Snow & Biancarosa, 2022; Koda, 2021). As a core academic skill, reading also supports students' long-term educational achievement because successful readers generally demonstrate stronger comprehension abilities and broader language proficiency (Nation, 2022; Torppa et al. 2020).

EPISTEMA
Vol7 No.2 2026 | e-ISSN: 2723-8199
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Despite its significant role in academic learning, many EFL students still encounter challenges in understanding English texts. Limited vocabulary knowledge, low reading engagement, and inadequate strategic processing frequently prevent students from achieving satisfactory reading performance (Nation & Webb, 2022; Schiefele & Schaffner, 2022; Cartwright, 2023). In Indonesia, improving students' reading literacy has become one of the priorities of the Merdeka Curriculum. However, findings from the Programme for International Student Assessment (PISA) 2022 established that reading outcomes among Indonesian students remains under the international average, suggesting that enhancing students' reading competence continues to be a major challenge in English language education.

Among the various factors influencing reading achievement, reading motivation has received considerable attention from researchers. Reading motivation reflects to learners' intrinsic and extrinsic drives that encourage them to participate in reading activities, persist in completing reading tasks, and value reading as a meaningful learning experience. Students with elevated reading motivation typically devote more time to reading, apply effective reading strategies, and achieve better reading performance than less motivated learners (Toste et al., 2021; Schiefele & Schaffner, 2022). Furthermore, motivated readers demonstrate greater persistence when encountering difficult texts, resulting in improved academic achievement (Cambria & Guthrie, 2021).

Another important factor associated with reading achievement is metacognitive awareness. Students demonstrate metacognitive awareness when they demonstrate the ability to regulate cognition through planning, monitoring, and evaluation while engaging with written texts. Students with higher metacognitive awareness are able to select appropriate reading strategies, identify comprehension difficulties, regulate their understanding, and employ suitable strategies to overcome reading problems (Zepeda et al., 2021; Panadero & Broadbent, 2021). Previous studies have consistently demonstrated that metacognitive awareness positively contributes to reading comprehension and academic achievement because strategic readers actively regulate their learning processes and monitor their understanding during reading activities (Teng & Zhang, 2022; Dinsmore, 2022).

Several previous studies have examined the relationships between three variables. For instance, according to J. R. Toste et al. (2021**),** students with greater enthusiasm for reading tend to perform better in reading comprehension. Likewise, Teng and Zhang (2022) found that metacognitive awareness significantly predicted EFL students' reading achievement. Furthermore, Schiefele and Schaffner (2022) emphasized that motivational and cognitive factors jointly influence students' reading engagement and academic performance. Existing research has consistently pointed to the importance of reading motivation and metacognitive awareness as separate predictors of reading achievement. However, most previous studies have investigated reading motivation and metacognitive awareness separately as predictors of reading achievement, or have focused on only one of these variables in different educational contexts. Although these studies have established the importance of each factor individually, they provide limited evidence regarding how reading motivation and metacognitive awareness simultaneously contribute to reading achievement among Indonesian senior high school EFL learners. Moreover, few studies have examined whether students who are highly motivated to read also demonstrate stronger metacognitive awareness and how these two factors collectively relate to reading achievement within the context of the Merdeka Curriculum. Therefore, this study addresses this gap by examining the individual relationships of reading motivation and metacognitive awareness with reading achievement, as well as their combined contribution to

EPISTEMA
Vol7 No.2 2026 | e-ISSN: 2723-8199
https://doi.org/10.21831/ep.v7i2.98412

students' reading achievement in an Indonesian senior high school EFL context. This constitutes the novelty of the present study by providing empirical evidence from a context that has received limited attention in previous research.

A preliminary study conducted at SMAN 1 Sungai Lilin through classroom observations, informal interviews with students, and analysis of students' reading performance revealed several problems related to reading achievement. Many students experienced difficulties in identifying main ideas, inferring meanings from context, and drawing conclusions from English texts. In addition, students showed low reading motivation, rarely read English texts outside the classroom, and tended to depend on teachers' explanations during reading lessons. The preliminary findings also indicated that many students lacked metacognitive awareness because they seldom planned their reading, monitored their comprehension, or evaluated their understanding after reading. These findings suggest that students' reading difficulties may not only stem from limited language proficiency but also from insufficient motivational and metacognitive support. Therefore, investigating the relationships among reading motivation, metacognitive awareness, and reading achievement is essential to determine the extent to which these factors contribute to students' reading performance and to provide evidence-based implications for English language teaching.

The limited evidence regarding the combined roles of reading motivation and metacognitive awareness highlights the need for further investigationBuilding on this identified gap, the current research examines the relationships among reading motivation, metacognitive awareness, and reading achievement among eleventh-grade students at SMAN 1 Sungai Lilin. Particular attention is given to the individual relationships between each predictor variable and reading achievement, as well as their simultaneous contribution to students' reading performance. By addressing the limited evidence on the simultaneous roles of these two variables in the Indonesian EFL senior high school context, this study is expected to contribute to the existing literature and provide practical implications for English teachers in designing reading instruction that promotes both students' motivation and metacognitive awareness, thereby improving reading achievement.

METHOD

Given the objective of investigating the relationships among the study variables, a quantitative correlational methodology was adopted. This methodological approach allows researchers to measure the direction and strength of associations among multiple variables through statistical techniques (Creswell, 2012).

The investigation was conducted throughout the first semester of the 2025/2026 academic year, this research involved students from SMAN 1 Sungai Lilin, Musi Banyuasin Regency, South Sumatra. The population included all 344 eleventh-grade students from ten existing classes. A cluster random sampling technique was employed to select three classes (XI.3, XI.4, and XI.10), resulting in a sample of 106 participants.

Three instruments were employed for data collection. Reading motivation was measured using the *Motivation for Reading Questionnaire* (MRQ) developed by Wang and Guthrie (2004). The instrument contained 40 items rated on a four-point Likert scale, with response options ranging from 1 (*Very Different from Me*) to 4 (*A Lot Like Me*). The questionnaire assessed eight dimensions of reading motivation: reading curiosity, reading involvement, reading challenge, reading recognition, reading for grades, reading for social reasons, reading competition, and reading compliance. To assess students' metacognitive awareness, the study

EPISTEMA
Vol7 No.2 2026 | e-ISSN: 2723-8199
https://doi.org/10.21831/ep.v7i2.98412

employed the *Survey of Reading Strategies* (SORS) developed by Mokhtari and Sheorey (2002). The questionnaire contained 30 items evaluated on using four response categories based on the Likert format, where 1 represented *Never or Almost Never* and 4 indicated *Always or Almost Always*. The instrument was designed to evaluate three dimensions of reading strategies, namely Global Reading Strategies, Problem-Solving Strategies, and Support Reading Strategies. An Indonesian version of the questionnaire was administered to ensure that all participants fully understood the statements

Students' reading achievement was evaluated through a 40-item multiple-choice reading comprehension test covering four text genres: descriptive, narrative, recount, and procedure. A reading achievement test was administered to evaluate several key reading comprehension skills, including identifying main ideas, locating explicitly stated information, inferring word meanings from contextual clues, drawing conclusions, recognizing referential relationships, and identifying the writer's communicative purpose. The assessment required students to complete all tasks within 60 minutes**.**

Prior to the primary data collection, the research instruments were pilot-tested with students who were not part of the research sample to assess their validity and reliability. Content validity of the reading comprehension test was established through expert judgment by two lecturers in English Language Education and an experienced English teacher. The experts reviewed the relevance, clarity, language appropriateness, and alignment of the test items with the research objectives, the eleventh-grade English curriculum, and the reading indicators being measured. Based on their suggestions, several test items were revised to improve their clarity and appropriateness before the pilot testing was conducted. Subsequently, item validity was examined using the Corrected Item–Total Correlation procedure in SPSS version 25. The reliability of each instrument was determined using Cronbach's Alpha, and the analysis confirmed that all instruments demonstrated satisfactory reliability for use in the study.**.**

The variables exam were distributed to selected participants. Data analysis was performed using SPSS version 25. Before testing the research hypotheses, the dataset was examined for normality, homogeneity, and linearity to verify that the assumptions required for parametric statistical analyses had been met. Pearson Product–Moment correlation was used to identify the relationships between reading motivation and reading achievement as well as between metacognitive awareness and reading achievement. Multiple regression analysis was subsequently applied to evaluate the joint influence on the variables. All inferential statistical analyses were conducted with $\alpha = 0.05$.

RESULTS

Descriptive Findings

Descriptive statistics were computed to present the characteristics of students' reading motivation, metacognitive awareness, and reading achievement before conducting the hypothesis testing. The analysis revealed that students generally exhibited high levels of reading motivation, moderate levels of metacognitive awareness, and average reading achievement. These descriptive results offer an initial profile of the participants and serve as a foundation for interpreting the subsequent correlational and regression analyses.

Reading Motivation

The descriptive statistics of students' reading motivation are presented in Table 1. The participants' scores ranged from 85 to 132, with a mean score of 110.21 (SD = 13.010),

EPISTEMA
Vol7 No.2 2026 | e-ISSN: 2723-8199
https://doi.org/10.21831/ep.v7i2.98412

indicating that, on average, the students demonstrated a fairly strong classification of reading motivation. This result indicates that most participants showed a strong interest in reading and were generally enthusiastic about participating in reading activities.

Table 1. Descriptive Statistics of Reading Motivation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
R.Motivation	106	85	132	110.21	13.010
Valid N (listwise)	106				

The distribution of reading motivation is presented below.

Table 2. Distribution of Reading Motivation

Classification	Range	Frequency	Percent %
Strong Motivation	120-160	74	70%
Medium Motivation	80-119	32	30%
Low Motivation	40-79	0	0
Total		106	100

Most participants (70%) demonstrated a high level of reading motivation, while 30% were categorized as having moderate motivation. None of the students were classified as having low reading motivation.

Metacognitive Awareness

These are summarizes of the descriptive statistics to students' metacognitive awareness. The participants obtained scores ranging from 78 to 109, with a mean score of 94.69 (SD = 8.395), demonstrating a generally moderate level of metacognitive awareness. The findings show that, on average, the students demonstrated a moderate level of competence in planning, monitoring, and evaluating their cognitive processes while engaging in reading activities.

Table 3. Descriptive of Metacognitive Awareness

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
metacognitive.A	106	78	109	94.69	8.395
Valid N (listwise)	106				

The distribution of metacognitive awareness is demonstrated below.

Table 4. Distribution of Metacognitive Awareness

Classification	Range	Frequency	Percentage %
Strong	90-120	15	14,2
Medium	60-89	75	70.8
Low	30-59	16	15
Total		106	100

EPISTEMA
Vol7 No.2 2026 | e-ISSN: 2723-8199
https://doi.org/10.21831/ep.v7i2.98412

The results indicate that the majority of the participants (70.8%) demonstrated a moderate level. Meanwhile, 14.2% of the participants were identified as belonging to the high category, whereas 15% fell into the low category. These findings suggest that most students possessed a moderate capacity to regulate and monitor their cognitive processes during reading.

Reading Achievement

Students' reading achievement was obtained through a reading achievement test. As presented in Table 5, the participants obtained scores ranging from 50 to 95, with a mean score of 74.06 (SD = 11.39), representing an average level of reading achievement.

Table 5. Descriptive Statistics of Reading Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
R.Achievement	106	50.0	95.0	74.057	11.3884
Valid N (listwise)	106				

The distribution of reading achievement is showed below

Table 6. Distribution of Reading Achievement

Classification	Range	Frequency	Percentage %
Excellent	> 85	16	15%
Good	> 70 – ≤ 85	39	37%
Fair	> 55 – ≤ 70	42	40%
Poor	> 40 – ≤ 55	9	8%
Very Poor	≤40	0	0
Total		106	100

The findings indicate that the largest proportion of students (40%) fell into the average achievement category. Furthermore, 37% of the students were categorized as good, whereas 15% were classified as very good and 8% as low. Overall, these data suggest that most participants demonstrated average to good levels of reading achievement.

Assumption Testing

Prior to hypothesis testing, the data were evaluated to determine whether they met the assumptions required for parametric statistical analyses**.** The Kolmogorov–Smirnov test produced a p-value of .200, indicating that the data were normally distributed. In addition, Levene's test yielded a significance value of .068, indicating that the assumption of homogeneity of variance was fulfilled. The results of the linearity analysis also revealed no significant deviation from linearity in the relationship between reading motivation and reading achievement (p = .184) or between metacognitive awareness and reading achievement (p = .109). These findings confirmed that all assumptions necessary for conducting Pearson Product–Moment correlation and multiple regression analyses had been satisfied.

Hypothesis Testing

Reading* Motivation *and Reading Achievement

EPISTEMA

Vol7 No.2 2026 | e-ISSN: 2723-8199
https://doi.org/10.21831/ep.v7i2.98412

The Pearson product–moment correlation analysis displayed a statistically significant **moderate** positive relationship between reading motivation and reading achievement ($r = .600$, $p < .001$). This result suggests that students with stronger reading motivation were more likely to achieve higher levels of reading performance. In other words, an increase in students' motivation to read was associated with an improvement in their reading achievement.

The simple regression analysis further indicated that reading motivation accounted for 36.0% of the variance in students' reading achievement ($R^2 = .360$). This finding implies that although reading motivation plays a significant role in students' reading performance, approximately 64.0% of the variance can be attributed to other factors related to reading achievement were not included in the present investigation.

Metacognitive Awareness *and Reading Achievement*

The Pearson product–moment correlation analysis indicated a statistically significant strong positive relationship between metacognitive awareness and reading achievement ($r = .791$, $p < .001$). This finding indicates that students with higher levels of metacognitive awareness generally achieved better reading outcomes. It suggests that students who were more capable of planning, monitoring, and evaluating their reading processes were more likely to perform successfully on reading tasks.

Furthermore, the regression analysis established that metacognitive awareness represented 62.6% of the variance in students' reading achievement ($R^2 = .626$). This result indicates that metacognitive awareness served as a substantial predictor of reading achievement, highlighting its important contribution to students' reading performance.

Reading Motivation, Metacognitive Awareness, and Reading Achievement

Multiple regression analysis was performed to examine the combined contribution of reading motivation and metacognitive awareness to students' reading achievement. The results yielded a multiple correlation coefficient of $R = .803$ and a coefficient of determination of $R^2 = .645$, indicating that these two predictor variables collectively accounted for 64.5% of the variance in students' reading achievement. The regression model was found to be statistically significant ($p < .001$), demonstrating that the combined effect of reading motivation and metacognitive awareness was a meaningful predictor of reading achievement. The remaining 35.5% of the variance is likely attributable to other factors that were not included within the scope of the present study.

DISCUSSION

This study was conducted to explore the extent to which students' reading motivation and metacognitive awareness were linked to reading achievement. The statistical evidence suggested that greater reading motivation was accompanied by moderately higher reading achievement ($r = .600$, $p < .001$). The current findings reveal that students with stronger reading motivation are more inclined to to attain higher levels of reading achievement. It is consistent with the theory proposed by Guthrie and Wigfield (2000), who argue that reading motivation encompasses learners' goals, values, and beliefs that foster active engagement in reading activities. Similarly, Melekoglu and Wilkerson (2013) state that reading motivation plays an essential role in helping learners read purposefully and comprehend texts effectively. In addition, Schunk (2014) explains that motivated learners are more willing to invest effort, maintain persistence, and achieve their learning goals. Therefore, students with stronger reading

EPISTEMA
Vol7 No.2 2026 | e-ISSN: 2723-8199
https://doi.org/10.21831/ep.v7i2.98412

motivation encourages students to participate more actively in reading-related activities and achieve higher reading achievement.

The outcomes of this study corroborate the findings of earlier investigations. Halim et al. (2024) demonstrated a significant positive relationship between reading motivation and reading achievement among senior high school students. Similarly, Sari et al. (2022) found that students with stronger reading motivation generally achieved higher scores in reading. The consistency of these findings highlights the important role of reading motivation as an affective factor that encourages students to participate more actively in reading activities, establish productive reading habits, and achieve better academic outcomes.

The analysis also revealed that metacognitive awareness was strongly and positively associated with reading achievement ($r = .791$, $p < .001$). The evidence suggests that students with well-developed awareness and able to regulate their cognitive processes during reading tend to demonstrate superior reading performance. The finding is in line with Oxford (2011), who argues that metacognitive strategies allow learners to effectively plan, organize, monitor, and evaluate their learning processes. Likewise, Mokhtari and Sheorey (2002) emphasize that proficient readers actively regulate their comprehension by selecting and applying appropriate reading strategies. Brown (1980) further explains that effective readers continuously monitor their understanding, recognize comprehension difficulties, and implement suitable strategies to overcome them. Consequently, students with higher levels of metacognitive awareness are more capable of managing their reading processes effectively, which contributes to improved reading achievement.

This finding is in agreement with Hidayat et al. (2023), who reported that metacognitive awareness significantly contributes to students' reading comprehension. Their study demonstrated that students who actively monitor and evaluate their cognitive processes achieve better reading performance. The consistency between the present study and previous research confirms that metacognitive awareness is one of the essential cognitive factors influencing students' reading achievement.

Finally, the present study revealed that reading motivation and metacognitive awareness jointly contributed significantly to students' reading achievement. The multiple regression analysis showed that both variables explained 64.5% of the variance in reading achievement ($R^2 = .645$), indicating that affective and cognitive factors simultaneously play important roles in students' reading performance. Reading motivation encourages students to engage in reading activities, whereas metacognitive awareness enables them to regulate comprehension through planning, monitoring, and evaluation. The interaction of these two factors allows students to become more effective readers and achieve better academic outcomes.

The present finding is supported by the theoretical perspectives of Guthrie and Wigfield (2000) and Oxford (2011), which emphasize students' reading success depends on both their interest in reading and their ability to monitor and regulate their learning processes during reading. Likewise, Mokhtari and Sheorey (2002) explain that strategic readers combine motivation with metacognitive strategy use to comprehend texts more effectively. The findings are in line with previous studies conducted by Halim et al. (2024), Hidayat et al. (2023), and Aisyah et al. (2024), which demonstrated that reading achievement is related to the interaction of motivational and cognitive variables rather than by a single factor. Therefore, the present study reinforces the view that improving students' reading achievement requires teachers to foster both reading motivation and metacognitive awareness through meaningful reading activities and explicit strategy instruction.

Vol7 No.2 2026 | e-ISSN: 2723-8199
https://doi.org/10.21831/ep.v7i2.98412

CONCLUSION

This investigation focused on determining the extent to which reading motivation and metacognitive awareness were associated with students' reading achievement. The analysis demonstrated that reading motivation was positively and significantly associated with students' reading achievement, with a moderate correlation coefficient ($r = .600$, $p < .001$). The results indicated that students with higher reading motivation were inclined to attain better reading outcomes. Furthermore, metacognitive awareness was strongly associated and statistically significant positive relationship with reading achievement ($r = .791$, $p < .001$), indicating that students who effectively employed metacognitive strategies—such as planning, monitoring, and evaluating their reading activities tended to perform better on reading-related tasks.

Furthermore, the analysis revealed that reading motivation and metacognitive awareness jointly made a significant contribution to students' reading achievement. The multiple regression analysis the analysis revealed the two variables explained 64.5% of the variation in reading achievement ($R^2 = .645$), demonstrating that both affective and cognitive factors play important roles in students' reading success. These findings suggest that improving students' reading achievement requires not only strengthening their motivation to read but also developing their metacognitive awareness through appropriate reading strategies and classroom instruction.

Based on these findings, English teachers are encouraged to combine instructional practices that enhance students' reading motivation with explicit instruction in metacognitive strategies. Such an approach may foster greater engagement in reading, promote more strategic learning behaviors, and ultimately improve students' reading achievement. Furthermore, future research is recommended to explore additional factors that may contribute to reading achievement, including reading anxiety, vocabulary mastery, self-efficacy, and critical thinking skills. Examining these variables may provide a deeper understanding of the multiple components that shape students' reading performance.

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