

CHAPTER II

LITERATURE REVIEW

This chapter present brief discussion about related literature which is used in the study. All relevant issue of this study will be discussed based on those theories.

2.1 Motivation in Learning

Motivation constitutes a fundamental construct in educational psychology, as it provides a comprehensive explanation of why students engage in learning activities, the degree of effort they exert, and the persistence they demonstrate in achieving academic objectives. Broadly defined, motivation encompasses the internal and external processes that initiate, direct, and sustain goal-oriented behavior (Pekrun, 2024; Urhahne & Wijnia, 2023). Within the context of formal education, motivation is particularly significant because it directly influences students' level of engagement, learning strategies, and ultimately, their academic achievement.

From the perspective of achievement motivation theory, motivation is closely associated with students' choices, persistence, and performance in academic tasks (Xiao & Sun, 2021). Luo et al. (2021) stated that students who exhibit high levels of motivation are more inclined to select challenging tasks, invest considerable effort, and persist despite encountering difficulties. In contrast, students with low levels of motivation tend to avoid demanding tasks, display minimal effort, and withdraw when faced with obstacles. This distinction underscores that motivation is not solely concerned with the initiation of learning behavior, but also with the regulation and maintenance of effort over time.

In educational contexts, motivation is commonly categorized into intrinsic and extrinsic forms. Intrinsic motivation refers to engagement in an activity for its inherent satisfaction, driven by factors such as curiosity, interest, or enjoyment (Howard et al., 2020; L. Li et al., 2024). Learners who are intrinsically motivated tend to demonstrate deeper cognitive engagement, as they perceive the activity itself as meaningful and rewarding. Conversely, extrinsic motivation refers to engagement in activities that are driven by external factors, such as grades, recognition, or expectations imposed by teachers and parents (Xu, 2025). Although extrinsic motivation can effectively stimulate participation in academic tasks, it may not necessarily lead to sustained engagement or meaningful learning.

Another critical dimension of motivation in learning is students' beliefs about their own competence. These beliefs significantly influence how students approach academic tasks, including the level of effort they invest and their persistence when confronted with challenges. Students who possess strong beliefs in their capabilities are more likely to engage actively and demonstrate resilience. In contrast, students with low self-beliefs may exhibit avoidance behaviors or reduced effort. This indicates that cognitive appraisals of competence play a central role in shaping motivational processes.

In addition to competence-related beliefs, the value that students assign to learning tasks also plays a pivotal role in determining their motivation (Gan et al., 2023). Students are more likely to engage in activities they perceive as meaningful, useful, or relevant to their personal goals. Even when students believe they have the capability to succeed, a lack of perceived value may lead to disengagement. Therefore, motivation can be understood as the result of an interaction between

individuals' beliefs about their competence and the subjective value they assign to tasks (Eccles & Wigfield, 2020; Wang & Xue, 2022).

In relation to the present study, understanding motivation in learning is essential because reading, particularly in a foreign language context, requires sustained cognitive effort and active engagement. Without sufficient motivation, students are unlikely to develop consistent reading habits, which are crucial for language acquisition and academic success.

2.2 Reading Motivation

Building upon the general concept of motivation in learning, it is essential to examine a more specific domain, namely reading motivation, which plays a critical role in students' literacy development. Reading motivation refers to the set of beliefs, values, goals, and affective factors that influence individuals' willingness to engage in reading activities, the frequency with which they read, and the depth of their cognitive engagement with texts (Abdel-Al Ibrahim et al., 2023). As reading is not merely a mechanical decoding process but also a meaning-making activity, motivation becomes a central factor that determines the effectiveness of reading practices.

According to Guthrie and Wigfield, reading motivation is conceptualized as a multidimensional construct that encompasses various psychological components influencing students' engagement in reading (Wigfield & Guthrie, n.d.-a). This perspective highlights that reading motivation cannot be adequately understood through a single dimension; rather, it involves an interplay of cognitive, affective, and social factors that collectively shape reading behavior. Consequently, students'

reading engagement is not solely determined by their cognitive ability but is also significantly influenced by their motivational dispositions.

One of the most prominent aspects of reading motivation is engagement (Cubillos & Troncoso, 2025). Engaged readers are characterized by their active involvement in reading processes, including the use of cognitive strategies such as predicting, summarizing, and monitoring comprehension. These students tend to demonstrate sustained attention, persistence when encountering challenging texts, and a higher level of comprehension. In contrast, students with low reading motivation are more likely to exhibit passive reading behaviors, such as reading without understanding or avoiding reading tasks altogether. This distinction underscores the importance of motivation as a driving force behind effective reading practices.

Interest represents another crucial component of reading motivation. Students who perceive reading materials as interesting are more likely to allocate attention, process information deeply, and retain what they have read. Empirical findings indicate that interest enhances both comprehension and recall, suggesting that it plays a significant role in facilitating cognitive processing during reading activities (Mcdaniel et al., 2000). Furthermore, interest contributes to the development of voluntary reading habits, as students are more inclined to read outside of formal instructional settings when they find the content engaging.

In addition to interest, students' beliefs about their reading competence significantly influence their motivation. These beliefs shape students' confidence in their ability to comprehend texts and complete reading tasks successfully (Zhu et al., 2024). Students who perceive themselves as competent readers are more

likely to engage actively, demonstrate persistence, and approach reading tasks with a positive attitude. Conversely, students with low perceived competence may experience anxiety or reluctance, leading to avoidance behaviors and reduced engagement.

Another important dimension of reading motivation is the purpose or goal that students associate with reading activities (Toste et al., 2020). Students may engage in reading for various reasons, such as acquiring knowledge, fulfilling academic requirements, or experiencing enjoyment. These diverse purposes reflect the multifaceted nature of reading motivation and indicate that students' engagement is influenced by both intrinsic and extrinsic factors.

In the context of English as a Foreign Language (EFL), reading motivation becomes even more significant due to the additional challenges students may encounter. These challenges include limited vocabulary knowledge, unfamiliar grammatical structures, and reduced exposure to authentic English texts. Such factors may hinder comprehension and subsequently affect students' motivation to engage in reading (H. Li & Gan, 2022). Therefore, understanding reading motivation within an EFL context is crucial for identifying the factors that either facilitate or impede students' engagement in reading English texts. In relation to the present study, reading motivation is understood as a multidimensional construct that includes students' beliefs about their reading ability, their interest in reading, the value they assign to reading activities, and the purposes that drive their engagement.

2.3 Level of Reading Motivation

In addition to understanding the conceptual and theoretical dimensions of reading motivation, it is also essential to examine the level of reading motivation, particularly in relation to how students' motivation can be interpreted in terms of intensity and engagement. The concept of "level" in motivation refers to the degree or strength of students' motivational involvement in a particular activity (De Naeghel et al., 2012). In the context of reading, the level of motivation reflects how strongly students are driven to engage in reading tasks, how consistently they participate in reading activities, and how much effort they invest in comprehending texts.

From a theoretical perspective, motivation is not only viewed as a set of psychological constructs but also as a continuum that varies in intensity across individuals (Vu et al., 2022). This implies that students may demonstrate different levels of motivation depending on their personal interests, beliefs, and learning experiences. Therefore, examining the level of reading motivation provides a more nuanced understanding of students' engagement beyond merely identifying the types of motivation they possess.

In educational contexts, the level of reading motivation is commonly conceptualized into three categories: high, moderate, and low (Vaknin-Nusbaum & Tuckwiller, 2022). Students with a high level of reading motivation are generally characterized by strong engagement in reading activities, frequent voluntary reading, and persistence when encountering difficulties. They tend to display positive attitudes toward reading, demonstrate curiosity about texts, and actively seek opportunities to read both inside and outside the classroom. Such students are

also more likely to apply effective reading strategies, which contributes to better comprehension and academic performance.

Students with a moderate level of reading motivation exhibit a more balanced pattern of engagement. They participate in reading activities and complete assigned tasks; however, their motivation is often influenced by external conditions such as teacher instructions, task requirements, or the level of difficulty of the reading materials. While these students may show interest in reading, their engagement is not consistently sustained across different situations, leading to fluctuations in their reading behavior.

In contrast, students with a low level of reading motivation tend to demonstrate minimal engagement in reading activities. They may avoid reading tasks, show little interest in reading materials, and lack persistence when encountering challenges. These students often perceive reading as difficult, uninteresting, or irrelevant, which negatively affects their willingness to engage in reading activities (Fulmer & Frijters, 2011). As a result, limited reading practice may hinder the development of their reading skills, particularly in the context of learning English as a foreign language.

The classification of reading motivation into different levels is closely related to various motivational dimensions, such as intrinsic motivation, extrinsic motivation, and competence beliefs (Kassem & Alqahtani, 2023). Students who possess strong intrinsic interest, high perceived competence, and positive task value are more likely to demonstrate higher levels of motivation. Conversely, students who exhibit low confidence and tendencies toward task avoidance are more likely to fall into lower levels of motivation. This indicates that the level of motivation

reflects the combined influence of multiple motivational components rather than a single factor.

Furthermore, understanding the level of reading motivation is particularly important in an English as a Foreign Language (EFL) context. Since students are required to engage with texts in a language that is not their first language, their level of motivation plays a crucial role in determining their willingness to participate in reading activities. Students with higher levels of motivation are generally more capable of overcoming linguistic challenges, while those with lower levels of motivation may struggle to engage with English texts (H. Li et al., 2024). Therefore, analyzing the level of reading motivation provides valuable insights into students' engagement and readiness in learning English through reading.

In relation to the overall framework of this study, the concept of the level of reading motivation serves to complement the discussion of motivational dimensions. While the previous sections focus on identifying the types of motivation, this section emphasizes the degree to which these motivations are present. This distinction allows for a more comprehensive understanding of students' reading motivation, which includes both its qualitative characteristics and its quantitative intensity.

2.4 Theoretical Framework of Reading Motivation (Guthrie & Wigfield)

2.4.1 Overview of the Theory

While the previous section has discussed reading motivation from a general and conceptual perspective, it is necessary to examine a more structured and theory-driven framework that explains its underlying dimensions. One of the most influential frameworks in this area is the theory of reading motivation proposed by

Guthrie and Wigfield (Wigfield & Guthrie, n.d.-a). This framework conceptualizes reading motivation as a multidimensional construct consisting of several interrelated components that collectively influence students' engagement in reading activities.

A central contribution of this theory lies in its emphasis on reading engagement as the outcome of motivational processes (Cubillos & Troncoso, 2025). In contrast to traditional perspectives that focus primarily on cognitive aspects of reading, Guthrie and Wigfield highlight that students' engagement in reading is shaped not only by their abilities but also by their motivational dispositions. This perspective broadens the understanding of reading by incorporating cognitive, affective, and social dimensions into a unified framework.

Within this theory, several motivational constructs are identified as key determinants of reading behavior. These include students' beliefs about their competence, their intrinsic interest in reading, their responses to external incentives, and the influence of social contexts (Toste et al., 2020). Each of these components contributes to shaping how students approach reading tasks, how persistently they engage with texts, and how effectively they comprehend what they read.

An important feature of this framework is its attempt to operationalize reading motivation into measurable constructs through the development of the Motivations for Reading Questionnaire (MRQ) (Guthrie & McGough Nrrc, n.d.). This instrument reflects the multidimensional nature of reading motivation by capturing a range of motivational factors that can be empirically analyzed. As such, the theory not only provides a conceptual understanding of reading motivation but also offers a practical basis for measurement and analysis.

In relation to the present study, this framework is particularly relevant because it provides a systematic basis for identifying the types of reading motivation among sixth-grade students. By using this theory, the study is able to classify students' motivation into specific dimensions rather than treating it as a single construct. To provide a more detailed understanding, the following section elaborates on the dimensions of reading motivation as proposed by Guthrie and Wigfield (Schiefele & Schaffner, 2016).

2.4.2 Dimensions of Reading Motivation

Wigfield & Eccles (2000) propose that reading motivation consists of several distinct but interrelated dimensions. These dimensions can be systematically grouped into categories based on their underlying characteristics, allowing for a more structured analysis of students' motivational profiles. In this study, the dimensions are organized into competence-based motivation, intrinsic motivation, extrinsic motivation, social motivation, and negative motivation.

The first category, **competence-based motivation**, includes reading efficacy and reading challenge. Reading efficacy refers to students' beliefs about their ability to successfully perform reading tasks, while reading challenge reflects their willingness to engage with complex or demanding texts. Students with high reading efficacy tend to demonstrate confidence, persistence, and strategic engagement, whereas those with low efficacy may exhibit avoidance behaviors. The inclusion of reading challenge highlights that motivation is not only about perceived ability but also about students' orientation toward difficulty. Students who view challenges as opportunities for learning are more likely to develop stronger reading skills over time (Schiefele & Schaffner, 2016).

The second category, ***intrinsic motivation***, encompasses curiosity and involvement. Curiosity refers to students' desire to acquire new knowledge through reading, while involvement reflects the enjoyment and emotional engagement experienced during reading activities. This dimension emphasizes that reading can be driven by internal satisfaction rather than external rewards. Students who are intrinsically motivated are more likely to engage in voluntary reading, demonstrate deeper comprehension, and sustain long-term reading habits. However, the distinction between curiosity and general interest may sometimes appear conceptually overlapping, which suggests the need for careful interpretation in empirical analysis.

The third category, ***extrinsic motivation***, includes recognition and reading for grades. These dimensions represent external factors that influence students' engagement in reading. In formal educational settings, students often read to achieve academic success or receive positive feedback from teachers and peers. While extrinsic motivation can effectively promote participation, it may also lead to surface-level engagement if students focus primarily on outcomes rather than the reading process. Therefore, extrinsic motivation should be understood as a supportive rather than a primary driver of meaningful reading engagement.

The fourth category, ***social motivation***, highlights the role of interpersonal factors in reading behavior. This includes social reasons for reading, competition, and compliance. Students may be motivated to read because they want to share ideas, participate in discussions, or meet expectations from teachers and peers. This dimension expands the understanding of reading as a socially situated activity rather than a purely individual process. However, certain aspects such as competition and

compliance may not always foster positive engagement, as they can be associated with external pressure rather than genuine interest.

The final category, ***negative motivation***, is represented by work avoidance. This dimension reflects students' tendency to avoid reading tasks due to perceived difficulty, lack of interest, or low perceived value. The inclusion of work avoidance is significant because it acknowledges that motivation is not always positive and that disengagement is an important aspect of reading behavior. Students who exhibit high levels of work avoidance are less likely to engage in reading activities, which may hinder their reading development.

Overall, these dimensions provide a comprehensive framework for analyzing students' reading motivation. They enable researchers to identify not only the presence of motivation but also its specific forms. In the context of this study, these dimensions serve as the primary analytical categories for examining the types of reading motivation among sixth-grade students in elementary schools.

2.4.3 Measurement of Reading Motivation: Motivations for Reading

Questionnaire (MRQ)

To operationalize the multidimensional nature of reading motivation, Guthrie and Wigfield developed the Motivations for Reading Questionnaire (MRQ), which is designed to measure the various dimensions of reading motivation. The MRQ consists of multiple items that reflect different motivational constructs, allowing researchers to collect quantitative data on students' motivational profiles.

The use of the MRQ represents a significant contribution to the field, as it transforms reading motivation from an abstract concept into a measurable variable. Through this instrument, each dimension of motivation can be assessed based on

students' responses, which are typically recorded using a Likert scale. The resulting scores provide a basis for analyzing both the level and types of motivation. However, empirical findings indicate that not all dimensions of the MRQ demonstrate consistent reliability. Some constructs may overlap or require further refinement, which suggests that the measurement of reading motivation remains a complex process. Despite these limitations, the MRQ remains one of the most widely used instruments in reading motivation research.

In this study, the MRQ framework serves as the basis for developing the instrument used to measure students' reading motivation. By aligning the questionnaire with the dimensions proposed by Guthrie and Wigfield, the study ensures that the data collected are theoretically grounded and relevant to the research objectives.

2.4.4 Critical Perspective of the Theory

Despite its comprehensive nature, the theory of reading motivation proposed by Guthrie and Wigfield presents several limitations that warrant critical consideration. One of the primary limitations lies in the large number of dimensions included in the framework. While this multidimensional approach provides a detailed understanding of reading motivation, it may also lead to conceptual overlap between certain constructs, such as curiosity and involvement. This overlap can create challenges in distinguishing between dimensions during empirical analysis.

Another limitation concerns the empirical validation of the theory. Although the MRQ provides a structured instrument for measurement, not all dimensions have demonstrated consistent reliability across different studies. This suggests that some aspects of the theory may require further refinement to ensure their validity.

and applicability. Additionally, the theory was primarily developed within Western educational contexts, which may limit its generalizability to other settings. In the context of English as a Foreign Language (EFL), students' reading motivation may be influenced by additional factors, such as language proficiency, exposure to English, and instructional practices. These contextual differences highlight the need to interpret the theory with caution when applying it to different cultural and educational environments.

However, despite these limitations, the framework remains highly relevant for the present study, as it provides a comprehensive and well-established set of dimensions that can be used to systematically analyze students' reading motivation. Moreover, the application of this theory in a different context offers an opportunity to examine its relevance and adaptability in EFL settings, particularly among elementary school students.

Nevertheless, the theory remains highly relevant for the present study because it provides a structured and comprehensive framework for analyzing reading motivation. Its multidimensional approach allows for a detailed examination of the types of motivation that students possess, which directly addresses the second research question of this study. By adopting this framework, the study is able to move beyond general descriptions of motivation and offer a more nuanced analysis of students' reading behavior.

2.5 Expectancy–Value Theory

Following the discussion of reading motivation through the multidimensional framework proposed by Wigfield & Eccles (2000), it is essential to examine a broader theoretical perspective that explains the underlying psychological mechanisms of

students' motivation. While the previous framework identifies the observable dimensions of reading motivation, Expectancy–Value Theory, developed by Eccles & Wigfield, provides a more comprehensive explanation of the cognitive processes that determine why students choose to engage in academic activities, including reading. This theory has been widely recognized in educational psychology as a robust model for understanding students' motivation, particularly in relation to their beliefs and values.

Expectancy–Value Theory posits that students' motivation is primarily determined by two central components: *expectancy beliefs* and *task values* (Man et al., 2024). These components function interactively rather than independently, meaning that students' motivation is shaped by the combination of their perceived ability to succeed and the importance they assign to the task. This interaction highlights that motivation is not a singular construct but a dynamic process influenced by both cognitive judgments and subjective evaluations.

The first component, expectancy beliefs, refers to students' perceptions of their capability to successfully perform a given task. This concept is closely related to self-efficacy, as it reflects students' confidence in their ability to achieve desired outcomes. Expectancy beliefs are shaped by various factors, including prior experiences, feedback from teachers, and comparisons with peers (Teng, 2024). In the context of reading, students who have experienced success in understanding texts are more likely to develop positive expectancy beliefs, which in turn encourage them to engage in future reading activities. Conversely, repeated experiences of difficulty or failure may lead to low expectancy beliefs, resulting in avoidance behaviors and decreased motivation. This suggests that expectancy

beliefs play a crucial role in determining students' willingness to initiate and sustain engagement in reading tasks.

The second component, task value, refers to the significance or importance that students attach to a particular activity. Eccles and Wigfield categorize task value into several distinct dimensions, including *intrinsic value*, *attainment value*, and *utility value*, each of which contributes to students' overall motivation in different ways (Wang & Xue, 2022). Intrinsic value is associated with the enjoyment or interest that students experience when engaging in an activity. In reading, this may manifest as a genuine interest in stories, topics, or texts. Attainment value refers to the personal importance of performing well on a task, often linked to students' sense of identity or self-concept. For example, a student who perceives being a "good reader" as important may be more motivated to engage in reading activities. Utility value, on the other hand, reflects the perceived usefulness of a task in achieving future goals, such as academic success or career aspirations.

In addition to these positive values, task value also includes aspects related to **cost**, which refers to the perceived negative aspects of engaging in a task. Cost may include factors such as effort, time, anxiety, or the possibility of failure. In the context of reading in English, students may perceive high cost due to difficulties in vocabulary comprehension, unfamiliar grammatical structures, or limited exposure to the language. When the perceived cost outweighs the perceived value, students' motivation is likely to decrease, even if they recognize the importance of reading.

Shang et al. (2023) stated that a fundamental assumption of Expectancy–Value Theory is that high levels of motivation occur when both expectancy beliefs and task values are high. Students who believe that they can succeed and perceive the task as meaningful are more likely to engage actively, invest effort, and persist in completing tasks. However, when one or both components are low, motivation may be significantly reduced. For instance, a student who values reading but lacks confidence may experience anxiety and avoid reading tasks. Similarly, a student who feels capable but does not perceive reading as meaningful may demonstrate minimal engagement. This interaction underscores the complexity of motivation and highlights the importance of addressing both components simultaneously in educational settings.

In relation to the framework proposed by Guthrie and Wigfield, Expectancy–Value Theory provides a deeper explanatory foundation for the identified dimensions of reading motivation. For example, reading efficacy can be interpreted as a manifestation of expectancy beliefs, while intrinsic motivation aligns with intrinsic value. Similarly, extrinsic motivation, such as reading for grades or recognition, can be associated with attainment and utility values. Even the concept of work avoidance can be linked to high perceived cost, which discourages students from engaging in reading activities. This alignment demonstrates that Expectancy–Value Theory complements the multidimensional framework of reading motivation by explaining the psychological mechanisms underlying each dimension (Beymer & Weast-Knapp, n.d.).

In the context of English as a Foreign Language (EFL), Expectancy–Value Theory is particularly relevant because students' motivation is often influenced by

both linguistic and contextual factors. Students who perceive English reading as difficult may develop low expectancy beliefs, while those who do not recognize its relevance may assign low value to the activity (Beymer & Weast-Knapp, n.d.). Additionally, limited exposure to English and instructional practices may further influence students' perceptions of both expectancy and value. As a result, students' motivation to engage in reading English texts may vary significantly depending on their individual experiences and perceptions.

Despite its strengths, Expectancy–Value Theory also presents certain limitations. The theory primarily emphasizes cognitive processes and may not fully account for the influence of emotional and environmental factors, such as classroom climate or teacher-student relationships. Furthermore, similar to many motivational theories, it was developed within Western educational contexts, which may require careful interpretation when applied to different cultural settings. However, these limitations do not diminish its relevance; rather, they highlight the need to contextualize the theory within the specific setting of the study.

In relation to the present study, Expectancy–Value Theory serves as a supporting framework that enhances the interpretation of students' reading motivation. While the dimensions proposed by Guthrie and Wigfield are used to identify the types of motivation, Expectancy–Value Theory provides a deeper understanding of why students exhibit certain motivational patterns.

2.6 Previous Study

Previous studies have extensively examined reading comprehension and its related factors among elementary school students, particularly within the context of English as a Foreign Language (EFL). Although these studies do not specifically

focus on reading motivation as the primary variable, they provide important insights into the relationship between cognitive and affective aspects of reading, which are essential for understanding students' reading motivation in English learning contexts.

A study conducted by Diem & Ramadhia (2025) investigated sixth-grade students' reading comprehension and its contribution to English acquisition. The findings indicated that reading comprehension significantly predicts students' English proficiency, accounting for 27.9% of the variance in English acquisition. Furthermore, the study identified three levels of comprehension—literal, inferential, and critical—with literal comprehension being the most dominant, while critical comprehension remained the least developed. This suggests that although students are capable of understanding explicit information, their higher-order reading skills are still limited. Importantly, the study also highlighted that effective reading instruction and assessment can enhance not only comprehension but also students' motivation, indicating a close relationship between cognitive performance and affective engagement.

Similarly, a qualitative study conducted by Salsabila (2025) analyzed English reading skills among elementary school students at SD Muhammadiyah 1 Bengkulu. The findings revealed that students face several challenges in reading English texts, including limited vocabulary, insufficient grammatical knowledge, and minimal exposure to English outside the classroom. These challenges were found to negatively influence not only students' reading comprehension but also their motivation to engage in reading activities. In addition, the study emphasized the significant role of teachers and parents in supporting students' reading

development. Instructional strategies, learning media, and classroom interaction were identified as key factors that shape students' engagement, suggesting that environmental and pedagogical factors contribute substantially to students' reading motivation.

Another relevant study conducted by Kuşdemir & Bulut (2018) examined the relationship between reading comprehension and reading motivation among elementary school students. The results demonstrated a positive and statistically significant correlation between the two variables, with reading motivation contributing approximately 12–13% to students' reading comprehension. The study further emphasized that both intrinsic and extrinsic motivation play important roles in shaping students' reading behavior. Students with higher levels of motivation tend to engage more actively in reading activities, which subsequently leads to improved comprehension outcomes.

Overall, these studies consistently indicate that reading comprehension and reading motivation are closely interconnected. While cognitive factors such as vocabulary knowledge and comprehension strategies are essential for reading development, motivational factors play a crucial role in determining students' engagement and persistence in reading activities. However, it is important to note that previous studies have primarily focused on the relationship between reading comprehension and learning outcomes, rather than providing a detailed analysis of the level and types of reading motivation. In addition, limited attention has been given to examining reading motivation within specific local contexts, particularly among elementary school students in EFL settings.

Therefore, the present study aims to address these gaps by analyzing both the level and types of reading motivation among sixth-grade students in elementary schools in Kota Bengkulu. By focusing on a specific educational context and adopting a multidimensional perspective of motivation, this study is expected to provide a more comprehensive understanding of students' reading motivation in English learning.

