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Exploring the multifaceted influence of affective factors on English reading comprehension among senior high school students

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Abstract: Existing research has emphasized the significance of cognitive factors in facilitating reading comprehension. Nevertheless, there is limited understanding of how affective factors contribute to this aspect of English learning, particularly within the Indonesian context. This study examines the contribution of affective factors (learning motivation, academic self-efficacy, and self-concept) to English reading comprehension among senior high school students. Adopting a correlational research design, it analyzed data from 136 eleventh graders using multiple regression analysis. The data was collected using the Reading Comprehension Test, Learning Motivation Scale, Academic Self-Efficacy Scale, and Self-Concept Scale. The analysis revealed a significant positive contribution of learning motivation to reading comprehension, accounting for approximately 8.9% of the variance (t-value of 3.626, p-value of 0.000), while academic self-efficacy explained about 4.4% (t-value of 2.484, p-value of 0.014). However, self-concept was found to have no significant effect on reading comprehension (t-value of -0.022, p-value of 0.982). Collectively, learning motivation and academic self-efficacy explicated around 11.9% of the variability in reading comprehension scores, as evidenced by an F-statistic of 9.021 and p-value of 0.000. The study concludes that affective factors are crucial in reading instruction. It suggests educators integrate strategies fostering motivation and self-efficacy to enhance reading comprehension.
Keywords: Reading Comprehension; Learning Motivation; Academic Self-Efficacy; Self-Concept

INTRODUCTION

Reading comprehension is a fundamental skill pivotal to the academic success and personal growth of senior high school students, particularly in the realm of English language learning. Its importance stretches beyond mere academic achievements, laying a foundation for lifelong learning and effective communication in an interconnected global landscape. Proficiency in reading comprehension is crucial for student's academic performance and future professional endeavors, with research underscoring its strong correlation with English language achievement. This connection emphasizes the need for targeted educational strategies to develop these skills, ensuring students are well-equipped for academic and personal success (Digeyasa & Naibaho, 2021; Li, 2016; Sitthiprom, 2012).

English reading comprehension, as part of a broader language proficiency that includes speaking and listening, plays a critical role in students' overall language acquisition. It is not

only a foundational skill but also a key determinant that influences and is influenced by other language skills. This intricate interplay underscores the importance of a comprehensive approach to language learning that fosters all aspects of linguistic proficiency (Ahmadi et al., 2013). Moreover, the interconnectedness of reading with speaking and listening skills points to a synergistic relationship where proficiency in one area can bolster performance in others. Exposure to a wide range of texts not only enhances linguistic skills but also broadens cultural understanding and empathy, enriching students' communication abilities and comprehension in both spoken and written forms.

Despite ongoing efforts to enhance reading comprehension skills among Indonesian students, significant challenges remain. Many Indonesian secondary school students find reading comprehension a particularly challenging aspect of English language study (Syahabuddin et al., 2019). This difficulty is reflected in several studies, which suggest that a substantial number of students struggle to understand English-language texts, impacting their overall language-learning journey (Dahliana, 2016; Moriyanti et al., 2019; Syatriana, 2012; Usman et al., 2018). Research, including a study by Elihami (2017), indicates that a vast majority, 84%, of high school students in the Sindereng Rappang District exhibit poor reading skills. Furthermore, Nadirah et al. (2020) found that 90% of students demonstrated poor to very poor reading comprehension abilities, with only a small fraction achieving average levels. This evidence underscores the urgency of adopting more effective strategies to improve reading comprehension, ensuring students can fully engage with and benefit from their English language studies.

Difficulties in reading comprehension can be associated with various factors, including working memory capacity and differences between listening and reading comprehension abilities (Badian, 1999; Engle et al., 1992). It has been proposed that regulating the speed of component skills in reading, such as visual word recognition and language comprehension, can enhance the understanding of reading comprehension (Goldhammer et al., 2021). Additionally, integrating information from previous texts during reading can aid in multiple-text comprehension by establishing connections between different sources of information (Beker et al., 2016).

Reading comprehension is a multifaceted process that involves understanding and interpreting text. It encompasses the ability to extract meaning from written material by integrating information from the text with prior knowledge (Parkin, 2021). Factors contributing to reading comprehension include language comprehension, decoding skills, cognitive abilities, and metacognitive knowledge (Hjetland et al., 2019; Trapman et al., 2012; van Gelderen et al., 2004). The Simple View of Reading (SVR) highlights the significance of both verbal proficiency and reading fluency in predicting reading comprehension (Tilstra et al., 2009). Word reading is crucial for overall reading comprehension as it forms the foundation for understanding written text (Kirby et al., 2008). Research by Taboada et al. (2009) and Tunmer and Chapman (2012) highlights the importance of cognitive skills such as vocabulary knowledge, oral language skills, and working memory in supporting reading comprehension. These cognitive factors are fundamental to the process of decoding text, constructing meaning, and integrating new information with existing knowledge.

Research highlights the complexity of reading comprehension as a cognitive process involving the decoding of text (García & Cain, 2014; Gissel & Andersen, 2021), the construction of meanings (Zeng & Rahmat, 2022), and the integration of new information with prior knowledge (Ecalle et al., 2013; Kendeou et al., 2016). It necessitates engagement with the text at a deeper level, involving inferencing, contextual analysis, and synthesis of information. Such skills

are indispensable across various disciplines, facilitating the understanding of complex concepts and theories (Uchikoshi et al., 2018; Xiao, 2020).

However, in dissecting the layers of influence on reading comprehension, the research builds upon the foundational understanding that reading is not just a cognitive activity but is also deeply intertwined with affective factors such as motivation, self-efficacy, and self-concept. These elements play a crucial role in how students approach reading tasks, their persistence through difficulties, and their overall success in comprehending texts. The significance of these affective dimensions is supported by a wealth of research that highlights their direct and indirect contributions to reading comprehension outcomes.

Motivation, for instance, is a key driver of reading engagement. Studies by Li and Gan (2022) and Radiyah et al. (2023) have demonstrated a significant correlation between students' motivation to read and their reading comprehension levels. These findings suggest that fostering a high level of reading motivation can be instrumental in improving students' comprehension abilities. Effective strategies to enhance motivation include providing students with choices in their reading materials, creating a positive and supportive reading environment, and linking reading activities to students' interests and life goals.

Self-efficacy, defined as an individual's confidence in their capacity to succeed in particular circumstances., is another critical factor influencing reading comprehension. Research by Carroll and Fox (2017) and Naseri and Zaferanieh (2012) has shown a positive relationship between self-efficacy and reading achievement. These studies underscore the importance of developing students' confidence in their reading abilities through successful reading experiences, targeted feedback, and the teaching of effective reading strategies.

Furthermore, self-concept, or students' perceptions of their own reading abilities, has been linked to their performance in reading tasks. Studies by Chapman et al. (2000) and Katzir et al. (2009) illustrate how a positive self-concept in reading can lead to better reading outcomes. This relationship highlights the need for educational practices that support students in developing a positive identity as readers through recognition of their reading successes and constructive feedback that focuses on improvement and growth.

While existing research has highlighted the importance of cognitive skills such as vocabulary knowledge, oral language skills, and working memory in supporting reading comprehension, there is limited understanding of how affective factors contribute to this aspect of language learning, particularly within the Indonesian context. The introduction emphasizes the need for a multifaceted approach to address the challenges of enhancing reading comprehension among Indonesian students, highlighting the interconnectedness of cognitive and affective dimensions in the reading process. However, it underscores the gap in the literature regarding the specific contributions of self-efficacy, motivation, and self-concept to reading comprehension outcomes among Indonesian senior high school students. Therefore, the study aims to bridge this gap by examining the contribution of the three affective factors in reading comprehension, with a focus on the Indonesian context.

The study is framed by a holistic view of enhancing reading comprehension among Indonesian senior high school students (Rahman, 2015), incorporating both cognitive and affective strategies. By delving into the contributions of self-efficacy, motivation, and self-concept, alongside cognitive skills, the research seeks to uncover effective educational interventions. These interventions aim to not only improve reading comprehension outcomes but also to foster a positive and engaging learning environment that supports students' academic and personal development. Through a comprehensive analysis of these factors, the study aspires to contribute valuable insights into the pedagogical practices that can elevate reading

comprehension levels, ensuring students are well-equipped to meet the challenges of a globalized educational landscape.

METHODS

This study employed a correlational research design to investigate the significant contributions of self-efficacy, motivation, and self-concept to reading comprehension among senior high school students. The correlational design was chosen to determine the strength and direction of relationships between these variables without artificially altering the study environment, thereby providing valuable insights into naturally occurring associations. The target population consisted of 272 eleventh graders from SMA Islam Miftahul Afkar, Probolinggo, East Java, Indonesia. A sample of 136 students, representing 50% of the population, was recruited through simple random sampling to enhance the representativeness and generalizability of the findings. This random selection process was facilitated using a randomization machine called Random Picker, ensuring that each member of the population had an equal chance of being included in the study. Such a methodological approach allows for a more robust analysis of the relationships between self-efficacy, motivation, self-concept, and reading comprehension.

Data collection was facilitated using four measurement instruments: The Reading Comprehension Test, The Learning Motivation Scale, The Academic Self-Efficacy Scale, and The Self-Concept Scale. The Reading Comprehension Test was adopted from Indrajaya, (2022). The test is designed to assess students' ability to understand, interpret, and analyze written texts, reflecting their reading comprehension proficiency. The Learning Motivation Scale was adopted by Munawwaroh (2022). This scale evaluates intrinsic and extrinsic learning motivation levels among students, providing a comprehensive measure of their motivation towards learning activities. The Academic Self-Efficacy Scale was adopted by Aliyah (2023) to measure students' beliefs in their capabilities to accomplish academic tasks. This scale assesses students' confidence in their academic skills, including those related to reading and comprehension. The Self-Concept Scale was adopted by Maula (2023). This scale measures students' perceptions of their general self, offering insights into how they view their self, especially in the academic context.

The four measurement instruments were administered to students in a paper-based format. They completed these instruments within the classroom setting during scheduled learning sessions. To encourage honest responses, students were assured of the confidentiality of their data. Additionally, it was explicitly communicated that these instruments bore no relation to their course grades, thereby aiming to mitigate any potential bias in their responses.

Before conducting the primary analyses, preliminary data screening procedures were undertaken to ensure compliance with essential statistical assumptions, including normality, linearity, heteroscedasticity, and multicollinearity. To evaluate the normality of the data distribution, the Kolmogorov-Smirnov test was utilized. This test determines whether the data distribution significantly diverges from a normal distribution. The assessment of linearity involved scrutinizing the significance value of deviation from linearity, thereby confirming a linear relationship essential for the validity of linear regression analyses. Furthermore, to address heteroscedasticity, the Glejser test was employed. This test is instrumental in identifying any deviations from randomness in the variance of residuals, which could potentially undermine the integrity of regression analyses. Lastly, the presence of multicollinearity was meticulously assessed through the calculation of Variance Inflation Factors (VIF) and Tolerance, tools that help in diagnosing the severity of multicollinearity.

After meeting all statistical assumptions, the data obtained through the specified instruments were analyzed using multiple regression analysis with the assistance of SPSS version 25. This statistical technique was employed to examine the extent to which self-efficacy, motivation, and self-concept predict reading comprehension among the students. The multiple regression analysis allowed for the assessment of the unique contribution of each independent variable (self-efficacy, motivation, and self-concept) to the dependent variable (reading comprehension). This approach facilitated a nuanced understanding of the relationships between the studied variables, providing empirical evidence to inform educational strategies aimed at enhancing reading comprehension skills.

RESULTS AND DISCUSSION

Result

The study utilized multiple regression analyses in SPSS version 25 to assess how learning motivation, academic self-efficacy, and self-concept individually and collectively impact reading comprehension. Preliminary data screening was conducted to confirm adherence to key statistical assumptions (e.g. normality, linearity, heteroscedasticity, and multicollinearity) before conducting the main analyses. As shown in Table 1. The Kolmogorov-Smirnov test confirmed the normal distribution of variables, as indicated by significance values above 0.05 for all variables, meeting a fundamental criterion for multiple linear regression. Linearity was affirmed through the "Deviation from Linearity" test, with all significance values surpassing 0.05. The absence of heteroscedasticity was verified by the Glejser test, suggesting consistent error variances across independent variables. Furthermore, For all variables, the Tolerance values are greater than 0.10, and the VIF values are less than 10.00, indicating no multicollinearity between independent variables.

Table 1. Results of normality, linearity, heteroscedasticity, and multicollinearity test

	Kolmogorov-Smirnov		Deviation from Linearity		Glejser	Tolerance	VIF
	df	Sig.	F	Sig.	Sig.		
Learning Motivation (X1)	0.041	0.200	1.343	0.590	0.766	0.975	1.026
Academic Self-Efficacy (X2)	0.051	0.200	0.311	0.925	0.349	0.982	1.018
Self-Concept (X3)	0.060	0.200	1.195	0.524	0.112	0.987	1.013
Reading Comprehension (Y)	0.058	0.200	-	-	0.903	-	-

A descriptive statistical analysis was conducted, and the results are summarized in Table 2. This analysis revealed diverse ranges for the various measured variables. Specifically, scores for Learning Motivation varied from a low of 78 to a high of 176, with an average score of 121.31 and a standard deviation of 19.70, indicating a moderate variability around the mean score. In the case of Academic Self-Efficacy, the scores ranged from 38 to 97, with an average of 70.09 and a standard deviation of 12.23, suggesting a relatively narrow spread of scores around the mean, which points to a consistent level of academic self-efficacy among the students. The range for Self-Concept scores was between 30 and 84, with a mean of 55.48 and a standard deviation of 9.99, indicating a somewhat uniform distribution of scores, reflecting a general consistency in how students perceive themselves. Reading Comprehension scores varied more broadly, from 10 to 81, with an average score of 51.68 and a standard deviation of 13.28, indicating a greater variation in reading comprehension skills among the students compared to the other variables. These descriptive statistics lay the groundwork for understanding the data distribution and central tendencies of the scores for Learning Motivation, Academic Self-

Efficacy, Self-Concept, and Reading Comprehension among the high school student partici-pants in the study, providing essential insights into the variations and consistencies in these affective factors and their potential impact on reading comprehension.

Table 2. Descriptive statistics (n=136) of learning motivation, academic self-efficacy, self-concept, and reading comprehension

	Min.	Max.	Mean	SD
Learning Motivation	78	176	121.31	19.70
Academic Self-Efficacy	38	97	70.09	12.23
Self-Concept	30	84	55.48	9.99
Reading Comprehension	10	81	51.68	13.28

Table 3 presents the insightful results of the investigation into the individual contributions of affective factors to Reading Comprehension. The study found that Learning Motivation is a significant predictor of Reading Comprehension, showing a positive correlation coefficient (R) of 0.299, indicating a positive association between the two. The R-squared value, which repre-sents the proportion of variance in Reading Comprehension explained by Learning Motivation, was 0.089, suggesting that approximately 8.9% of the variation in Reading Comprehension scores can be attributed to differences in Learning Motivation alone. The relationship between Learning Motivation and Reading Comprehension proved statistically significant (t-value of 3.626 and a p-value of 0.000), providing strong evidence against the null hypothesis. Academic Self-Efficacy also demonstrated a positive, albeit weaker, association with Reading Comprehen-sion, with an R-value of 0.210 and an R-squared value of 0.044, explaining about 4.4% of the variance in Reading Comprehension scores. A higher level of Academic Self-Efficacy was found to improve Reading Comprehension, supported by a statistically significant relationship (t-value of 2.484 and a p-value of 0.014). In contrast, Self-Concept did not significantly contribute to Reading Comprehension. The correlation coefficient was nearly zero (R = 0.002), with an R-squared value indicating no explanatory power over the variability in Reading Comprehension scores. The relationship was not statistically significant (t-value of -0.022 and a p-value of 0.982), suggesting that Self-Concept does not significantly influence Reading Comprehension within this study's context. These findings suggest that Learning Motivation and Academic Self-Effi-cacy are positive predictors of Reading Comprehension among high school students, with Learning Motivation having a more pronounced impact. However, Self-Concept does not appear to significantly affect Reading Comprehension, based on the analyzed data.

Table 3. The individual contribution of learning motivation, academic self-efficacy, and self-concept to reading comprehension

	R	R Squared	Beta	t	Sig.
Learning Motivation	0.299	0.089	0.299	3.626	0.000
Academic Self-Efficacy	0.210	0.044	0.210	2.484	0.014
Self-Concept	0.002	0.000	-0.002	-0.022	0.982

Because self-concept did not significantly account for variance in reading comprehension as explained in Table 3, it was excluded from the next analysis. The investigation results of the collective influence of Learning Motivation and Academic Self-Efficacy on Reading Compre-hension are systematically presented in Table 4. This analytical endeavor aimed to elucidate the extent to which these two variables, when aggregated, elucidate the variance observed in Reading Comprehension among senior high school students. The resultant analysis uncovered that the integrative model, encompassing Learning Motivation and Academic Self-Efficacy accounts for a consequential segment of the variance in Reading Comprehension outcomes.

The model's correlation coefficient (R) stood at 0.346, denoting a moderate positive correlation between the amalgamated set of predictors and Reading Comprehension. Furthermore, the R Squared value, quantifying the proportion of variance in Reading Comprehension explicated by this model, was computed to be 0.119. This indicates that approximately 11.9% of the variability in Reading Comprehension scores can be collectively ascribed to variations in Learning Motivation and Academic Self-Efficacy. Additionally, the F-statistic for this model reached 9.021, with an accompanying p-value of 0.000, signifying that the model possesses significant predictive power regarding Reading Comprehension, thus providing robust evidence to refute the null hypothesis which contends that the model fails to explicate any variance in the dependent variable. These findings hint at a complex interrelation among the predictors and Reading Comprehension. The collective analysis of Learning Motivation and Academic Self-Efficacy significantly contributes to understanding Reading Comprehension; however, the degree of variance explained remains moderate. This underscores the premise that Reading Comprehension is likely influenced by a multifaceted interaction among these factors, alongside other variables not incorporated within this model.

Table 4. The individual contribution of learning motivation, academic self-efficacy, and self-concept to reading comprehension

R	R Squared	F	Sig.
0.346	0.119	9.021	0.000

Discussion

This study offers robust support for the notion that to augment reading comprehension in senior high school students, it is imperative to consider not only cognitive but also affective factors. The evidence distinctly emphasizes the paramount importance of learning motivation and academic self-efficacy as predictors of reading comprehension outcomes. These insights underline the necessity of adopting a comprehensive approach to reading instruction. This approach should harmoniously blend affective components, including motivation and self-confidence, with conventional cognitive skill enhancement. Implementing such a holistic strategy is crucial for devising more effective and engaging reading comprehension methodologies that accommodate the varied needs of learners. This integrated perspective fosters a learning environment where students are not only intellectually equipped but also emotionally and motivationally prepared, thereby optimizing their reading comprehension capabilities (Rahman, 2015).

The observed positive correlation between learning motivation and reading comprehension not only substantiates the hypotheses posited by this study but also resonates with the findings of extant scholarly works, further bolstering the proposition that students with heightened motivation are predisposed to engage more profoundly with reading tasks, which in turn, augments their comprehension abilities. This interconnection underscores the fundamental principle that motivation acts as a catalyst in the educational process, particularly in the domain of reading. Previous empirical investigations, including those conducted by Li and Gan (2022) and Radiyah et al. (2023), have delineated a substantial linkage between the propensity of students to engage with reading materials and their subsequent levels of comprehension, thereby echoing our findings. The convergence of our research with these prior studies not only reaffirms the integral role of learning motivation within the ambit of reading education but also accentuates the potential efficacy of pedagogical interventions designed to foster reading motivation. Such strategies, aimed at invigorating students' intrinsic and extrinsic motivation to read, could indeed constitute a pivotal approach to enhancing reading comprehen-

sion outcomes. This alignment with previous research advocates for a more nuanced understanding of the dynamics between motivation and reading comprehension, suggesting that educators and curriculum developers should prioritize the cultivation of motivational strategies in the design of reading programs.

In addition to the significant role of learning motivation, this research elucidated the substantial contribution of academic self-efficacy to reading comprehension, a finding that corroborates and extends the body of existing research on the nexus between self-efficacy beliefs and reading achievement. Notable studies, including those conducted by Carroll and Fox (2017) and Naseri and Zaferanieh (2012), have empirically substantiated the positive correlation between self-efficacy and enhanced reading performance. This suggests that students who harbor a strong belief in their reading capabilities are more inclined to excel in reading comprehension tasks. The consonance of our findings with these seminal works underscores the imperative for educational strategies designed to cultivate a robust sense of competence and confidence in students' reading abilities. Such self-efficacy beliefs are pivotal, as they can substantially influence students' reading success.

The relationship between academic self-efficacy and reading comprehension accentuates the role of psychological factors in the process of learning to read. It invites a more comprehensive exploration of how cognitive, motivational, and affective components interact to facilitate reading achievement. Future research should, therefore, consider these interdependencies to develop a more nuanced understanding of how to best support students in their journey toward becoming proficient readers. Collectively, our findings suggest that fostering a positive self-perception in reading is not merely beneficial but essential for optimizing reading education outcomes.

Interestingly, our study unearthed findings that diverge from the established consensus in the academic community regarding the role of self-concept in reading comprehension. Contrary to the conclusions drawn by seminal studies such as those conducted by Chapman et al. (2000) and Katzir et al. (2009), which posited a significant correlation between self-concept and reading performance, our research suggests that self-concept does not hold a substantial influence on reading comprehension outcomes. This apparent contradiction could be elucidated by considering the scope of self-concept examined in our study. Unlike previous research that may have focused on the domain-specific self-concept relevant to learning and reading, our investigation delved into the broader spectrum of general self-concept, thus potentially accounting for the disparity in findings.

This delineation between general self-concept and domain-specific self-concept is crucial and suggests that a more granular, nuanced understanding of self-concept's facets is necessary to accurately gauge its impact on reading comprehension. It posits that the influence of self-concept on reading achievement may indeed be contingent upon the specificity with which self-concept is defined and measured within the context of academic learning (Marsh et al., 2013). Consequently, this divergence in findings invites a deeper, more nuanced exploration into how different dimensions of self-concept, particularly its domain-specific aspects as opposed to a generalized view, affect academic outcomes in reading.

Furthermore, the distinction unearthed by our study underscores the necessity for future research to meticulously differentiate between the various types of self-concept and their respective contributions to reading comprehension. This endeavor could significantly enhance our understanding of the intricate dynamics at play between self-perception and academic performance, particularly in the domain of reading. It also suggests that educational interventions aimed at enhancing reading comprehension through the improvement of self-concept should

adopt a more targeted, domain-specific approach, thereby ensuring a more effective and impactful strategy.

The study, while contributing valuable insights into the dynamics of self-concept, self-efficacy, and reading comprehension, is not devoid of limitations that warrant careful consideration. First and foremost, the nature of our sample size and the specific demographic context, namely senior high school students from SMA Islam Walisongo in Probolinggo, East Java, may significantly restrict the generalizability of our findings across different populations and educational settings. The unique sociocultural and educational landscape of this locale may imbue our results with particular characteristics that might not be directly transferable or applicable to students in markedly different contexts.

Beyond that, the methodological framework of our research which is primarily grounded in a correlational design, presents its own set of constraints. While this approach has yielded insightful observations regarding the relationships among the variables of interest, it inherently limits our ability to draw definitive causal inferences. The directionality and causality of the observed relationships remain speculative without the adoption of more rigorous methodological designs that can isolate and manipulate individual variables.

In light of these limitations, future research endeavors would greatly benefit from the incorporation of longitudinal or experimental designs. Such methodologies would not only facilitate a deeper understanding of the temporal dynamics and causal pathways linking self-concept, self-efficacy, and reading comprehension but also enhance the robustness and generalizability of the findings. By expanding the demographic and geographical scope of participant samples and employing methodological frameworks that allow for the examination of causality, subsequent studies can build upon and refine our understanding of these complex interrelations.

The exploration of additional variables that may mediate or moderate the relationships under study could provide a more comprehensive view of the intricate web of factors influencing reading comprehension. This approach would undoubtedly contribute to the development of more targeted and effective educational strategies, ultimately supporting students in their journey toward reading proficiency and academic success.

The implications of our research findings are of considerable significance for educators, curriculum designers, and practitioners in the field of language education, particularly concerning the instruction of English reading skills. Our study underscores the critical importance of adopting a holistic approach to reading instruction that not only emphasizes the enhancement of cognitive skills but also places a substantial focus on cultivating affective factors such as motivation and self-efficacy. This dual focus is essential, as our findings suggest that interventions aimed at improving reading comprehension should seamlessly integrate strategies that bolster students' motivation and belief in their reading capabilities alongside traditional cognitive skill development (Rahman, 2015).

CONCLUSION

This study has provided valuable insights into the multifaceted influence of affective factors on reading comprehension among senior high school students. By investigating the contributions of learning motivation, academic self-efficacy, and self-concept, the study has advanced the understanding of the interplay between cognitive and affective dimensions in the reading process. The findings support the hypotheses, revealing a significant positive correlation between learning motivation and academic self-efficacy with reading comprehension performance. However, the lack of significant contribution from general self-concept prompts further exploration into the domain-specific aspects of self-concept in relation to reading compre-

hension. These results underscore the importance of considering affective factors alongside cognitive skills in reading instruction. Moving forward, educators and curriculum designers should integrate strategies to foster motivation and self-efficacy among students to enhance their reading comprehension abilities. Future research could delve deeper into the mechanisms underlying the relationship between affective factors and reading comprehension and explore interventions targeted at improving domain-specific self-concept in the context of English language learning. Ultimately, we can develop more effective educational practices that empower students to become proficient readers and lifelong learners by addressing both cognitive and affective dimensions.

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