

ABSTRACT

This study examined the correlation among reading motivation, reading anxiety, and reading comprehension of tenth-grade students of senior high schools in Palembang, as well as the contribution of reading motivation and reading anxiety to students' reading comprehension. A quantitative research method with a correlational design was used, involving 509 students from SMA Bina Warga 1 Palembang and SMA Negeri 15 Palembang. Using cluster random sampling, 107 students were selected as the sample. Data were collected through a reading comprehension test and two questionnaires measuring reading motivation and reading anxiety, and the data were analyzed using SPSS 27. The findings revealed two key results. First, there was no significant relationship between reading motivation and reading comprehension, as indicated by a correlation coefficient of 0.087, and a significance value of 0.375 ($p > 0.05$), suggesting that reading motivation did not affect students' reading comprehension. Second, there was no significant correlation between reading anxiety and reading comprehension, with a correlation coefficient of -0.022 and a significance value of 0.824 ($p > 0.05$), indicating that students' reading comprehension had nothing to do with reading anxiety. Based on these findings, it can be concluded that reading motivation and reading anxiety did not significantly impact reading comprehension. These results suggest that affective factors alone may not determine students' reading comprehension, as other factors such as teaching methods, students' backgrounds, individual skills, and the learning environment may also play a role. This research may offer useful implications for English teachers, students, and future researchers.

Keywords: *Reading Motivation, Reading Anxiety, Reading Comprehension*