THE CORRELATIONS AMONG ENGLISH LANGUAGE EXPOSURE, LEARNING MOTIVATION, AND READING COMPREHENSION ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN PALEMBANG

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Abstract: Language exposure and learning motivation are two of the most essential aspects in learning any language. In English language acquisition, the development of these two components facilitates the development of other language skills, such as reading comprehension. In turn, reading comprehension is one of the significant indicators of fluency in second or foreign language acquisition. If a correlation can be determined between either language exposure or learning motivation and the development of reading comprehension, educators and specialists can focus their efforts on increasing these predictor variables in curriculum development to further reading comprehension and, ultimately, fluency. This study focused on the reading comprehension of senior high school students in Palembang, Indonesia and sought to find out whether or not there was any significant correlation between students' English language exposure and reading comprehension, students' learning motivation and reading comprehension, and among the predictor variables (English language exposure, learning motivation) and the criterion variable (reading comprehension). The samples of this study were 210 eleventh graders in SMA Unggulan, a high-performing senior high school in Palembang. The data were analyzed by using correlational and regression analyses. The findings showed significant positive correlations among English language exposure, learning motivation, and reading comprehension. The contribution of English language exposure to reading comprehension was 41.8%, while the contribution of learning motivation to reading comprehension was 51.7%. Moreover, the contribution of predictor variables to the criterion variable was 58.9%.
Keywords: *English language exposure; learning motivation; reading comprehension*

INTRODUCTION

Indonesia is one of the largest multilingual countries in the world. According to Ethnologue (2018), there are 719 languages in Indonesia. There seems to be little doubt that Indonesians are accustomed to speaking more than one language. All Indonesians are taught the national language, Bahasa Indonesia, but also grow up speaking unique local languages that exist throughout the country. In addition to being exposed to a diversity of languages in the country, Indonesian students also learn foreign languages, such as Arabic, German, and English, in formal settings. Unlike the other foreign languages taught in schools, English holds a greater position in Indonesia. This is in line with what Nasution (1995) has said that English has become the language of commerce and one of the compulsory subjects in secondary education since the Dutch colonization. As such, many people in Indonesia are motivated to learn

English in order to expand their opportunities for success.

English is one of the most fundamental factors that can help Indonesians compete as global citizens in the 21st century. The status of English as the most dominant worldwide language of the 21st century has long been stressed by Kachru's analogy (1986) that knowing English is like having the Aladdin's lamp; once it opens, the roads to international business, technology, science, and travel are all opened. As such, it is crucial that students learn sufficient English in formal settings in order to expand their opportunities for success. In second or foreign language acquisition, the amount of exposure to the goal language must be adequate to be able to have the best learning outcome. According to Magno, Lajom, Regondo, and Bunagan (2009), English exposure is the total amount of time in which an individual has contact with a language. This contact may be verbal, written, formal, informal, active, or passive. The importance of language exposure has long been addressed by Wikins (1972) that if children are exposed to the L2 in the same way as they are exposed to the L1, greatest success will be achieved since, being in the natural L2 learning situation, the pressure to acquire the TL so as to control the environment is indeed tremendous. Similarly, children who live in a country where English is as a foreign language can also achieve greatest success if the English exposure that they receive is adequate. However, in general, Indonesian students are only exposed to English for about four hours a week, which is inadequate. Moreover, according to an English native speaker, Adam (2013) who raises his children in Japan where English is as a minority language, he needs to expose his children to English for 25 hour a week in order to keep pace with the development of their English skills. Besides English language exposure, English language learners, especially students, also need to have learning motivation to push them to be adequately resourceful in exposing themselves to English. Learning motivation aids them to keep on going regardless of the difficulties that they may encounter. According Brown (1987), motivation is generally believed of as an internal determination, desire, emotion, or desire that interchanges one to a specific action, particularly, human beings collectively have desires that are relatively distinctive, however their intensity is naturally trained. It is likely that language exposure impacts learning motivation in students,

because students will be more motivated to learn if being able to interact with and control their environment requires it (Wikins, 1972). Every individual has different motivations in learning. Some people are highly motivated because they have particular goals to achieve, while others are equally motivated for other reasons. Despite the various sources of motivation, learning motivation is desperately needed in second language acquisition to help students persevere toward fluency, including the development of their reading comprehension. The role of English language exposure and learning motivation in the development of reading comprehension is especially essential for English language learners due to the integral role that a fluency in English can play in students achieving success in this global era. Crystal (2003) states that the current status of English as an international language is supported by its widespread use in politics, diplomacy, international trade, commerce, science, technology, education, media, information technology, and popular culture. Hermida (2009) considers that academic success largely depends on an individual's reading skill and goes on to add that, with the need to handle lengthy assignments of various difficulty levels, the student must master reading skills to succeed academically. Reading is a resource for continued education, for the acquisition of new knowledge and skills, and for gaining information through various media (Noor, 2011). This is in accordance with the vision and mission of the International Reading Association (IRA, 2012) that in order to succeed in life, reading literacy is very important to be conquered to train people to develop productive citizens in this 21st century. Moreover, reading is less meaningful if one cannot absorb what is being read. It needs comprehension when reading takes place. If students simply focus on reading words correctly without understanding their meaning, their pronunciation may improve, but their ability to confidently and competently use new words in new situations—their proficiency—will not. Moreover, comprehension needs a variety of strategies that students must know and manipulate in order to understand reading (Ortlieb & Norris, 2012). In other words, reading requires skills and to acquire them, students should be exposed to abundant reading materials There should be adequate exposure to either printed books or electronic books as well as a variety of visual and auditory stimuli. Current research shows that Indonesian students have

always faced problems with reading comprehension over the years, which has affected their ability to reliably use English proficiently. Diem and Lestari (2016) found that low achievement of Indonesian students in the reading literacy test that they assigned directly correlated to low scores in students' EFL literacy (listening, reading, speaking, and writing). Hence, there is an urgency to address this phenomenon into a larger scale since reading comprehension impacts English proficiency.

English language exposure, learning motivation, and reading comprehension are three essential keys for students to be academically successful. This is an essential consideration for Indonesia, because the reading comprehension level of Indonesian students is below the world average in every metric used. The Program for International Student Assessment (PISA, 2015) traced the reading achievement of Indonesian students and found that it was below the Organization for Economic Cooperation and Development's (OECD) average. Indonesian students' achievement in reading was 62nd out of 70 countries. Furthermore, results from the Test of English for International Communication (TOEIC) on Test Takers Worldwide (2018) showed that the reading performance of Indonesian students ranked 49th out of 49 countries with a mean score of 464. The Test of English as a Foreign Language (TOEFL) also ranked Indonesia's score unsatisfactorily. Indonesia's mean score on the TOEFL ITP was 470 in 2018, which was below the standard (Test and Score Data Summary, 2018). Finally, the English Proficiency Index (EPI) results placed Indonesia at 61st out of 100 total countries and 13th out of the 25 countries in Asia with a mean score of 50.06 (English Proficiency Index, 2019). More specifically, EPI traced the English proficiency of students in South Sumatra Province as low within the country of Indonesia. It ranked 16th out of 22 provinces with a mean score of 45.68 (Education First, 2019). All senior high school students in Indonesia learn English in school. Such low proficiency scores on global tests may be due to a lack of English exposure and learning motivation in English instruction. Some schools have a good program for learning English, while many schools, unfortunately, don't offer any program for students to learn English. High-performing school systems set ambitious goals, are clear about what students should be able to do, and enable teachers to figure out what they need to teach their students. They have

moved on from administrative control and accountability to professional forms of work organization (Andreas, 2018). Students in highly developed schools are more likely to be adequately exposed to English, to have high learning motivation, and to exhibit better reading comprehension than other schools in Palembang.

Based on the phenomena above, the researcher was interested in conducting a research entitled —The Correlations among Language Exposure, Learning Motivation, and Reading Comprehension of Senior High School Students in Palembang. The population sample of this research consisted of eleventh graders in SMAN 1, SMAN 3, SMAN 4, SMAN 5, SMAN 6 (try-out), SMAN 8, SMAN 17, and SMAN 18 Palembang. There were some rationales for choosing these schools. First, the limitation of this study was to explore English language exposure, learning motivation and their correlations to reading comprehension in high-performing schools in Palembang to see if they are good in of themselves. It was shown that when looking at high-performing schools, it can be concluded based on their own statistics, that it was not necessary to compare them to lower-performing schools. Second, eleventh graders have been exposed to English for 4 years or more if they previously attended private schools where English was taught as a compulsory subject. Third, the population of this study were schools located in the City-Based-District (CBD) in the heart of Palembang and the districts which have All Levels of Education (ALED) from Kindergarten to University. According to Mirizon, Diem, and Vianty (2017), —the most influential factors on comprehension are school location and grades. Students from City Based Districts (CBD) and districts where All Levels of Education (ALED) existing are known to be better achiever, while the farther the location of the schools from the center of the business and government activities is, the lower the students' English comprehension would be (p. 538). Therefore, these three factors likely indicated that students in these eight schools have similar experiences and opportunities in their education, which would allow the researcher to reveal whether or not they were highly exposed to English and had high learning motivation and allow the researcher to see the whether or not there were correlations among English language exposure, learning motivation, and reading comprehension as well as to see their contribution.

METHOD

A quantitative research approach was used with a correlational research design. Creswell (2012, p. 338) states that —a correlation is a statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently. It enabled the researcher to see the relationships among the predictor and criterion variables. The focus of this study primary investigated the correlations among English language exposure, learning motivation, and reading comprehension of senior high school students in Palembang SMAN 1, SMAN 3, SMAN 4, SMAN 5, SMAN 6, SMAN 8, SMAN 17, and SMAN 18. Quantitative research approach was used with a correlational research design. Creswell (2012, p. 338) states that a correlation is a statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently. The results of this study revealed that there was a significant correlation between variables: English language exposure and learning comprehension and reading comprehension of senior high school students in Palembang.

The limitation of this study was to explore English language exposure, learning motivation and their connection to reading comprehension in highly developed schools in Palembang to see if they are good in of themselves. When looking at highly developed schools, it can be concluded based off their own statistics, that it was not necessary to compare them to lower performing schools.

There were 8 high-performing high schools in Palembang. One of these schools was taken as a sample to try out the instruments. Hence, the population in this study was made up of eleventh graders in 7 high-performing schools in Palembang during the academic 2018/2019 years. Students were selected using purposive sampling, which involves identifying and selecting individuals or groups of individuals that are especially knowledgeable or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). According to Patton (2002), purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. Since this study aimed at seeing the correlations among English language exposure and learning motivation and reading comprehension, but was limited to a small number of students, only students who had taken extra-curricular English courses in their school participated in this research. The process of taking the sample was facilitated by teachers from the various schools, who selected students whom they knew took extra-curricular English courses. The total number of samples in this study was 210 eleventh graders in the academic year 2018/2019.

Results were collected by using questionnaires, which measured the students' English language exposure and learning motivation, and a test, which measured students' reading comprehension achievement. The English language exposure of the students was measured by using a ready-made questionnaire of Magno et al. (2009). This questionnaire consisted of 23 items measuring four aspects in English language exposure. Learning motivation was measured by a ready-made questionnaire by Pintrich and Groot (1990) consisting of 44 items measuring five parts of learning motivation. Students' reading comprehension achievement was measured by using a reading comprehension test adapted from the Jennings' Informal Reading Inventory (2001), which comprised 40 multiple choice questions measuring seven aspects of reading comprehension: main idea, cause and effect, sequence, vocabulary, inference, reference, and detail.

RESULTS

General results of English language exposure, learning motivation, and reading comprehension

The table below summarized the general information of the predictor variables (English language exposure, learning motivation) and the criterion variable (reading comprehension).

Table 1. *General results of predictor and criterion variables*

	N	Minimum	Maximum	Mean	Std. Deviation
English language exposure (X1)	210	46.00	101.00	65.5476	9.65630
Learning motivation (X2)	210	160.00	193.00	170.4952	5.85980
Reading comprehension (Y)	210	27.50	100.00	60.8333	18.34402
Valid N (listwise)	210				

Based on the statistical analyses, the English language exposure result shows that the minimum score of the students was 46, and their maximum score was 101. Their mean score, in general, was 65.5476, and the standard derivation was 9.65630. Statistically, based on the interval category of the English language exposure, it can be concluded that the English language exposure of senior high school students in high-performing schools in Palembang belonged to the average category.

Moreover, the learning motivation result showed that the students' minimum score was 160, and their maximum score was 193. In general, their mean score was 170.4952, and their standard derivation was 5.85980. Statically, according to the learning motivation interval, the learning motivation of the students was in the average category.

Total distribution of English language exposure and the score distribution of each aspect

Table 2. *Total score distribution of English language exposure*

Interval	Category	Frequency	Percentage
X > 56	Low	34	16.2%
57 – 75	Average	143	68.1%
76 > X	High	33	15.7%
Total		210	100.0%

Based on the descriptive data above, it can be seen that there were 16.2% of the students fell in the low category, 68.1%, while over 68% of them belonged to the average category, and the rest 15.7% of students belonged to the high category.

Table 3. *Score distribution of the aspects of English language exposure*

Aspects	Mean	Std. Dev	Percentage
Home	1.78	0.50	16.6%
Friends	2.82	0.76	26.3%
School	2.90	0.58	27.0%
Media	3.23	0.53	30.1%
Total			100.0%

The score distribution of each English language exposure aspects presented that they were highly exposed to English through *media*, which made up 30.1%, followed by the exposure from the *school*, which was 27.0%, *friends* 26.3%, while the lowest English exposure the students received was exposure from their *home*, which was 16.5%

Total distribution of learning motivation and the score distribution of each aspect

Table 4. *Total score distribution of learning motivation*

Interval	Category	Frequency	Percentage
X > 165	Low	19	9.0%
166 - 176	Average	167	79.5%
177 > X	High	24	11.4%
Total		210	100.0%

The table illustrated that, there were not many students fall in the low category. There was only 9.0% of the students belonging to the low category. Meanwhile, there number of students who fell in the average category was 79.5%, and the rest 11.4% of the students belonged to the high category.

Table 5. *Score distribution of the aspects of learning motivation*

Aspects	Mean	Std. Dev	Percentage
Efficacy	3.91	0.34	20.5%
Intrinsic	4.26	0.32	22.4%
Anxiety	3.35	0.74	17.6%
Cognitive	3.96	0.26	20.8%
Regulation	3.57	0.33	18.7%
Total			100.0%

The score distribution of the learning motivation above depicted that, the highest learning motivation aspect was the *intrinsic* aspect that there were 22.4% of the students who whose learning motivation who fell into this aspect. The second highest was the *cognitive* aspect, which was 20.8%, followed by *efficacy* 20.5%, *regulation* 18.7%, and *anxiety* 17.6% respectively.

Total distribution of reading comprehension and the score distribution of each aspect

Table 6. *Total score distribution of reading comprehension*

Interval	Category	Frequency	Percentage
< 44	Very Poor	56	26.7%
44 - 55	Poor	45	21.4%
56 - 70	Average	48	22.9%
71 - 85	Good	25	11.9%
86 - 100	Excellent	36	17.1%
Total		210	100.0%

The total score distribution of reading comprehension of the students presented that, there were 26.7% of the students who fell in the very *poor category*, 21.4% of students belonged to the *poor category*, while 11.9% of the students were in the *good category*, and the highest percentage fell in the *average category*, which made up 22.9%, and 17.1% of students in the *excellent category.*

Score distribution of the aspects of reading comprehension

Table 7. *Distribution of the Aspects of Reading Comprehension*

Aspects	Mean	Std. Dev	Percentage
Main idea	0.70	0.21	15.9%
Cause and Effect	0.59	0.28	13.4%
Sequence	0.63	0.21	14.2%
Vocabulary	0.57	0.26	12.9%
Inference	0.64	0.25	14.4%
Reference	0.70	0.23	15.9%
Detail	0.59	0.24	13.4%
Total			100.0%

The score distribution of the reading comprehension aspects illustrated that, the highest reading comprehension aspects were *main idea* and *reference*, which made up 15.9%. Two other reading comprehension aspects which had the same percentages were *cause and effect* and *detail* 13.4%. The other reading comprehension aspects, such as *inference* and *sequence* distributed 14.4% and 14.2% respectively. Meanwhile, the reading aspect for *vocabulary* was only 12.9%.

RESULTS AND DISCUSSION

These statistical analyses analyzed (1) the normality, homogeneity, and linearity of the instruments, (2) correlation between students' English language exposure and their reading comprehension as well as the correlations among the aspect of the students' English Language Exposure and their reading comprehension (3) total contribution of the students' English language exposure to their reading comprehension as well as the contribution of its aspects to their reading comprehension, (4) the correlation between students' learning motivation and their reading comprehension as well as the correlations among the aspect of the students' learning motivation and their reading comprehension (5) total contribution of the students' learning motivation to their reading comprehension as well as the contribution of its aspects to their reading comprehension, (6) the correlation among predictor variables (English language exposure and learning motivation) and the criterion variable (reading comprehension), (7) the total contribution of the predictor variables (students' English language exposure and learning motivation) to their reading comprehension.

Pearson Product Moment Correlation Coefficient explains how well two sets of data correlate to each other. The value can fall between 0.00 (no correlation) and 1.00 (perfect correlation). Alpha level (p-value) is a determiner to see whether there is a significant correlation or not. Generally, p-values lower than 0.05 are considered significant.

The results of normality, homogeneity, and linearity

Before any analysis done statistically, the writer tested the normality, homogeneity, and linearity of the instruments. After testing the instruments for English language exposure, learning motivation, and reading comprehension, they revealed to be normal, homogeneous, and linear. The significance value of the variables was higher than 0.05, as the requirement for data to be significant. The results are presented in the following tables:

Table 8. *The results of normality (N= 150)*

Variables	Kolmogorov Smirnov	Sig.
English Language Exposure	0.080	.087
Learning Motivation	0.193	.213
Reading Comprehension	0.186	.075

Table 9. *The results of homogeneity between English language exposure and reading comprehension (N=150)*

Levene Statistic	Sig.
1.069	.090

Table 10. *The results of homogeneity between learning motivation and reading comprehension (N=150)*

Levene Statistic	Sig.
1.447	.062

Table 11. *The results of linearity between English language exposure and reading comprehension (N=150)*

F	Sig.
1.275	.153

Table 12. The *results of linearity between learning motivation and reading comprehension (N=150)*

F	Sig.
.998	.475

The correlation between students' English language exposure and their reading comprehension

After conducting Pearson product correlation between the outcome of the whole English language exposure and the reading comprehension, the result revealed that the Pearson correlation value was 0.646 for N= 210 with a significance value of .000, which is lower than 0.05 that it was significant. Pearson's correlation coefficient r indicates that there was a strong significant correlation between students' English language exposure and their reading comprehension.

Table 13. *Correlation between English language exposure and reading comprehension*

		Reading Comprehension
English language exposure	Pearson Correlation	**.646**[**]
	Sig. (2-tailed)	**.000**
	N	**210**

The correlations among the aspects of the students' English language exposure and their reading comprehension

Based on table 9, the result of the correlation analyses for each aspect of students' English language exposure and students' reading comprehension showed that the correlation coefficient of exposure from home and reading comprehension was 0.277 with a significance value of .000. The correlation coefficient of exposure from friends and reading comprehension was 0.323, with a significance value of .000. The correlation coefficient of exposure from school and reading comprehension was 0.263, with a significance value of .000. The correlation coefficient of exposure from media and reading comprehension was 0.721, with a significance value of .000. In conclusion, all four aspects of English language exposure had a significant correlation with reading comprehension.

Table 14. *Correlations among English language exposure aspects and reading comprehension*

	Y		
	Pearson Correlation	**Sig. (2- tailed)**	**N**
Home	0.277	0.000	210
Friends	0.323	0.000	210
School	0.263	0.000	210
Media	0.721	0.000	210
X1	0.646	0.000	210
Y	1		210

The contribution of the students' English language exposure to their reading comprehension

Table 15. *Contribution of English language exposure to reading comprehension*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.646^a	.418	.415	5.61142

Based on the regression analysis using the stepwise method, it can be seen that the total contribution of the students' English language exposure to their reading comprehension was neither low nor extremely high 41.5%. It was highly dependent on the student and their English exposure

Contribution of the aspects of the students' English language exposure to their reading comprehension

Table 16. *Contribution of English language exposure aspects to reading comprehension*

	Y			
	Pearson Correlation	**R Square**	**Sig. (2-tailed)**	**N**
Home	0.277	0.077	0.000	210
Friends	0.323	0.104	0.000	210
School	0.263	0.069	0.000	210
Media	0.721	0.520	0.000	210
Y	1			210

Based on the regression analysis using the stepwise method, it can be seen that the contribution of the aspects of the students' English language exposure to their reading comprehension was varied. The highest aspect contributing to their reading comprehension was exposure from *media* 52%, while the smallest aspect was exposure from school 0.69 %. The other aspects of English language exposure from *friends* contributed (10.4%), and exposure from *home* contributed (07.7%).

The correlation between students' learning motivation and reading comprehension

Table 17. *Correlation between learning motivation and reading comprehension*

		Reading Comprehension
Learning motivation	Pearson Correlation	**.719****
	Sig. (2-tailed)	**.000**
	N	**210**

The Pearson product correlation between the outcome of the learning motivation (total) and the reading comprehension revealed that the Pearson correlation value was 0.719 for N=210 with a significance value of .000, which was lower than 0.05, meaning that it was significant. Pearson's correlation coefficient r indicated that there was a strong significant correlation between students' learning motivation and their reading comprehension.

Correlations among the aspect of the students' learning motivation and their reading comprehension

Table 18. *Correlation among learning motivation aspects and reading comprehension*

	Y		
	Pearson Correlation	**Sig. (2-tailed)**	**N**
Efficacy	0.393	0.000	210
Intrinsic	0.205	0.003	210
Anxiety	0.178	0.010	210
Cognitive	0.234	0.001	210
Regulation	0.367	0.000	210
Y	1		210

Based on table 9, the result of the correlation analyses for each aspect of students' learning motivation and students' reading comprehension showed that the correlation coefficient of *efficacy* and reading comprehension was 0.393 with a significance value of .000. The correlation coefficient of *intrinsic* and reading comprehension was 0.205, with a significance value of .003. The correlation coefficient of *anxiety* and reading comprehension was 0.178, with a significance value of .003. The correlation coefficient of *cognitive* and reading comprehension was 0.234, with a significance value of .001. The correlation coefficient of *regulation* and reading comprehension was 0.367, with a significance value of .000. In conclusion, all five aspects of learning motivation had a significant correlation with reading comprehension.

Total contribution of the students' learning motivation to their reading comprehension

Table 19. *Contribution of learning motivation to reading comprehension*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	719ª	.517	.515	5.11269

a. Predictors: (Constant), X2

Based on the regression analysis using the stepwise method, it could be seen that the total contribution of students' learning motivation toward their reading comprehension was 51.7.

The contribution of the aspects of the students' learning motivation to their reading comprehension

Table 20. *Contribution of learning motivation aspects to reading comprehension*

	Y			
	Pearson Correlation	**R Square**	**Sig. (2-tailed)**	**N**
Efficacy	0.393	0.154	0.000	210
Intrinsic	0.205	0.042	0.003	210
Anxiety	0.178	0.032	0.010	210
Cognitive	0.234	0.055	0.001	210
Regulation	0.367	0.135	0.000	210
Y	1			210

Based on the regression analysis using the stepwise method, it can be seen that the contribution of the aspects of the students' learning motivation toward their reading comprehension was various. The highest learning motivation aspect that contributed to the reading aspect was *efficacy* (15.4%), while the other aspects of English language exposure provided small contributions. *Regulation* contributed 13.5%, *cognitive* 0.55%, *intrinsic* 0.42%,

The correlations among the predictor variables (English language exposure and learning motivation) and criterion variable (reading comprehension)

Table 21. *Correlations among the predictor variables and criterion variable*

Variables	R	R Square	F
Predictor variables and the criterion variable	768	.589	148.466

a. Predictor and Criterion

The result showed that the correlation coefficient between the predictor variables total and the criterion variable total was .768 with a significance value of .000. Thus, it can be concluded that there was a significant correlation between predictor variables and the criterion variable.

The contribution among the predictor variables (English language exposure and learning motivation) and criterion variable (reading comprehension)

Table 22. *Contribution among predictor variable and criterion variable*

Variables	R	R Square	F
Predictor variables and the criterion variable	768	.589	148.466

a. Predictor and Criterion

This table showed that the R-square, which indicated the contribution of predictor variables (English language exposure and learning motivation) to the criterion variable (reading comprehension) was 58.9%.

Interpretation of the study
Firstly, the results of the English language exposure questionnaire revealed that the eleventh graders in high-performing schools in Palembang, in general, were classified in the average level, with a mean score of 65.5476 and Std. Deviation of 9.65630. On the one hand, in terms of aspects of English language exposure, they were highly exposed to English through media, which was 30.1%, followed by schools at 27% and friends at 26.3%. On the other hand, they were only exposed to English 16.6% from home. Nevertheless, each aspect of English language exposure impacted the students' reading comprehension development. This result was in line with a previous study done by Mol et al. (2008) finding that students who were exposed to English, particularly reading material adequately, had good reading comprehension. The eleventh graders in Palembang were exposed to English through media 30.1%, which was considered the highest among the other aspects. One of the reasons may be that students had access to any reading material on the internet. Living the 21st century, students across the globe, particularly students in high-performing schools in Palembang were benefited from advanced technologies that enabled them to have access to nearly any reading material they needed on their smartphone.

Meanwhile, the lowest percentage of English exposure was from home. The students didn't frequently use English at home with their families. One of the reasons for this was likely to be that the status of English that is still as a foreign language. Hence, there are less people use English on a daily basis, and in the case of English language exposure from home, these students are likely the only English speakers in their households. Moreover, in schools setting, despite the fact that they took the English extra-cuticular, they could only learn English in a minimal amount of time. As a result, it was not surprising that students' English language

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exposure was only in the average category. Similarly, with that average amount of English language exposure they received, it was reasonably unsurprising that their reading comprehension was also in the average category. The English exposure they received through media was neither high nor extremely low 30.1%, which aided their reading comprehension to not fall into the poor category.

Statistically, some students scored perfect grades in their reading comprehension test, and some other students scored poorly. However, in general, there was a significant correlation between English language exposure of the eleventh graders of senior high school students in high-performing high schools in Palembang and their reading comprehension. The Pearson Correlation revealed that it was .646**, which was greater than 0.05, meaning that their English language exposure and reading comprehension were significantly correlated: an average level of English exposure equaled an average reading comprehension.

Furthermore, the students' English language exposure, in total, contributed 41.8% to their reading comprehension, while 58.2% of the contributions were from other factors. Furthermore, the contribution of its aspects was 52% for exposure from media, 10.4% for exposure from friends, 0.77% for exposure from home, and 0.69% for exposure from school. From this, it can be seen that the media plays a vital role in helping students with their reading comprehension. Concerning this, Al-Zoubi (2018) pointed out that students should be continually exposed to the English language through watching English movies and program, surfing the internet, listening to radio, reading English books, magazines, newspapers, and practicing English language with native speakers on a daily basis to encourage them overcoming their weaknesses and improving their fluency as well as proficiency in acquiring English language. Additionally, teachers and parents should raise learners' awareness of the importance of learning the English language through exposure to the language daily using different techniques that can enhance second language acquisition.

Secondly, the result of the learning motivation questionnaire filled out by the eleventh graders, in general, showed that they were in the average category level, with a mean score of 170.4952 and Std. Deviation of 5.85980. Moreover, in terms of aspects of their learning motivation, the students were highly motivated to learn English intrinsically, which was 22.4%, followed by efficacy 20.5%, and the rest of the learning motivation aspects, such as cognitive 20.8%, regulation 18.7%, and anxiety 17.6%. This learning motivation result likely reflects the characteristics of high performing schools that require students to perform academically best. In some ways, it could be intimidating for some students as well.

However, agreeing to go to a high-performing high school seemed to suggest that they were already highly motivated to learn in the first place. This statistical result confirmed that the lowest learning motivation aspect was anxiety, meaning that students were less anxious in learning what they learned in school. Therefore, their learning motivation had a significant impact on their reading comprehension. This result was in line with what Maleki and Zangani (2007) found that learning motivation, particularly reading motivation, is an essential element that distinguishes students' success in text recognizing and understanding Reading comprehension must be considered in university levels. in foreign language learning, one of the most important factors for the learners is the method which teachers use in their teaching to facilitate learning. This was also in accordance with what John and VanLeirsburg (1994) had long highlighted in their study that when students are highly motivated to read, the likelihood that they will increase their reading comprehension. In short, learning motivation have immense impacts on students' reading comprehension.

Consequently, there was a significant correlation between students' learning motivation and their reading comprehension. The Pearson Correlation revealed that it was .719**, which was greater than 0.05, meaning that their exposure to English and reading comprehension were significantly correlated, although their reading comprehension was in the average level. This result was still reasonable because reading comprehension is not easy. Reading comprehension is a difficult process because students should be able to read the written words and decode the vocabularies and recognize the meanings of the texts. English language learning showed that reading comprehension is the main factor which should be focused on English language teaching. (Ahmadi & Hairul: 2012). This is in line what Pang, Muaka, Bernbardt, and Kamil (2003) stating that reading is about understanding written texts and comprehension is

the process of making sense of words, sentences, and connected text. Readers will use background knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text. Nevertheless, the students' total learning motivation contributed 51.7% to their reading comprehension. Moreover, the contribution of its learning motivation aspects was 15.4% for efficacy, 13.5% for regulation, 0.55% for cognitive, 0.42% for intrinsic, and 0.32% for anxiety. The highest contribution learning motivation towards reading comprehension was efficacy 13.5%. A study conducted by Barkley (2006) investigating self-efficacy and reading comprehension revealed that students' self-efficacy beliefs about using prior knowledge, self-monitoring, and graphic organizers were statistically significantly correlated with reading comprehension scores on the Stanford Achievement Test. In other words, the students' learning motivation, particularly the efficacy, impacted their reading comprehension.

Lastly, based on the statistical analysis, the answers to the research questions of this study were that predictor variable (English language exposure and learning motivation) and the criterion variable (reading comprehension achievement) had a significant correlation to each other because they were higher than 0.05 and the impact of English language exposure and learning motivation on reading comprehension contributed 58.9%.

CONCLUSION

Based on the interpretation of this study, the following conclusions can be drawn. First, there was a significant correlation between students' English exposure and their reading comprehension. The distribution of each aspect gave various percentages, which indicted that each aspect of English language exposure was essential. Therefore, there was a significant contribution the English language exposure as well as its aspects to the students' reading comprehension. In other words, the higher exposure they received, the better students' reading comprehension. Second, students' learning motivation was also significantly correlated with the students' reading comprehension. The distribution of each aspect similarly provided certain amount of percentages to the reading comprehension. Hence, there was a significant contribution the learning motivation and its aspects contributed to the reading comprehension. From the analyses, it was clear

that the more motivated the students, the better their reading comprehension. Third, there was significant correlations among the predictor variables (English language exposure and learning motivation), and the criterion variable (reading comprehension) of senior high school students in Palembang. The contribution of the predictor variables contributed 58.9 % to the reading comprehension of senior high school students in Palembang.

The writer suggests that English teachers be more aware of identifying the amount of their students' English language exposure. Distributing a questionnaire on English language exposure on the first day of class would likely help to recognize how much English exposure of each student has on a daily basis, so that teachers have time to sit and think of ways to help the students to be sufficiently exposed to English. There is also the need of teachers to be more courageous in infusing fun into the idea of learning English so that students will be more motivated in learning since learning motivation plays an essential role in boosting students' reading comprehension. It seems to be easier for teachers nowadays to trigger students to like reading. There are abundant free sources of learning English on the internet. The teachers should be able to provide students with the information as where they can access them.

Additionally, the writer would like to encourage other researchers who might be interested in further study, especially in English language exposure since it has not been widely discussed in Indonesia, conduct a research on it with certainly different approaches, methodologies, and populations. The time constrains didn't enable the writer to have a richer way to do the research, especially when conducting the reading test. The size of the samples was large. It would be wholesome if the writer could have one student at a time to do the reading comprehension test with him. For example, giving each of them certain amount of time to read and asking them questions regarding what they have read right away would create a more transparent result and better understanding about their difficulties in reading.

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