

CHAPTER I

INTRODUCTION

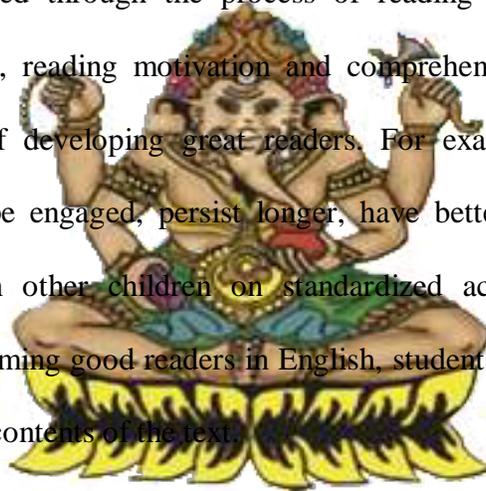
1.1 Background of Study

In learning of language, students should have understanding of all concepts; listening, reading, writing and speaking. Reading is one of the language skills that students should mastered. Reading is an individual's ability to understand text, which is influenced by his/her ability to process information, comprehend the meaning of the text, and integrate it with what they already know. According to Pang et al. (2003:6), reading is the way to understand about the text. Students may increase their knowledge and discover new facts by reading; also, if they read material often, they will understand all subjects. As a result, the phrase "reading is the window to the world" has been coined.

Reading entails not just reading word for word, sentence for sentence, or paragraph for paragraph, but also recognizing the information from the text that has been read in their writing or speaking interaction. Grellet (2004:7) states that reading is a constant process of guessing, and what one brings to the next was often more important than what one finds in it. The purpose of reading, on the other hand, is to build meaning throughout the text. Based on Pang et al. (2001:6), reading consists of two interconnected processes: word recognition and comprehension. According to Department of Education and Skills (2005:2), reading comprehension is a critical component of the reading process. The process of making understanding of words,

sentences, and related material is known as comprehension. The most successful readers are those who apply cognitive methods to understand the material better.

This is important for students that have a reading competence to be able to accomplish good comprehension in reading text. As a result, some assistance is required to ensure that students have a good comprehension of the content they are reading. Motivation is one type of assistance. Motivation is a condition that activates and sustains behaviour toward a goal. Because motivation does not occur on its own, but must be obtained through the process of reading experience. According to Amundson (2015:7), reading motivation and comprehension are two of the most important factors of developing great readers. For example, children who were motivated tend to be engaged, persist longer, have better learning outcomes, and perform better than other children on standardized achievement tests (Pintrich 2003:667). For becoming good readers in English, students not only read the text but also understand the contents of the text.



When some students are requested to read by their teacher, they frequently read without understanding the content of the text. So, when there was a question about the text, the students don't know the answer. Therefore, it was important for students to read and understand the contents of the text. According to Gambrell (2011: 172), in reality, students with strong motivation in Indonesia will prefer to read more books, ask many questions, complete exercises, expose themselves to English language usage, try to utilize their English proficiency to speak with others, or enjoy be in the process of teaching learning English. It will be simple for teachers to identify students who are highly motivated. Students who lack motivation are frequently unwilling to

participate in the process of teaching and learning English. Students that are unmotivated seldom ask questions, even if they do not comprehend the topic.

Based on the situation which the researcher found it was crucial to considerate to know if there was any the correlation between learning motivation and reading comprehension. Moreover, in facing the future they were expected to be able to in reading well in English. The researcher was eager to conduct a study entitled “The correlation between motivation and reading comprehension achievement of the Eighth Grade Students of SMPN 2 Mengwi in Academic Year 2021/2022.

1.2 Research Problem

Based on the research problem on the background, the research question of the present study can be formulated as follows: was correlation between motivation and reading comprehension achievement of the eighth grade students at SMPN 2 Mengwi in academic year 2021/2022.



1.3 Objective of the Study

The primary objective of the present study was to figure out the significant correlation between learning motivation and reading comprehension achievement of the eighth grade students at SMPN 2 Mengwi in academic year 2021/2022.

1.4 Limitation of the Study

In this research, the researcher was particularly interested in the relationship between motivation and reading comprehension achievement. The researcher picked

this topic to learn more about the relationship between motivation and reading comprehension achievement of SMPN 2 Mengwi in academic year 2021/2022.

The basic competency was 3.5, which involved using text structure and linguistic features to carry out the social purpose of descriptive text by declaring and questioning about descriptive people, animals, and things. The aspects of motivation that are centered on intrinsic motivation, such as environment, family, and teacher, are discussed. The second factor was internal motivation, which included things like need, interest, and goal-setting.

1.5 Significance of the Study

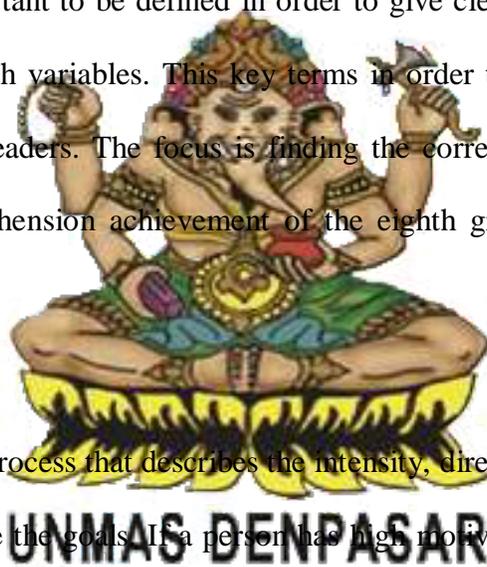
The main practical consideration which was taken into explanation in the study was the significance of the research finding. The research gave some useful information about motivation and reading comprehension achievement. This research also presents the description and correlation between the motivation and the ability of reading comprehension among the eighth grade students of SMPN 2 Mengwi in 2021/2022. In addition, researcher hopes that this research would be more useful in terms of theoretical and practical significance. As a result, the study's findings were expected to have both theoretical and practical implications.

In theoretical terms, the result of this research may strengthen the previous theories related to motivation and reading comprehension achievement. This research also may be used as a reference for the next researcher who would concentrate in correlation between motivation and their reading comprehension ability.

In practical terms, the results of this study can provide new information for English teachers that students' motivation affects their reading comprehension skills. The findings of this study can also be used as a material for consideration in learning reading and the result of this study would be useful for all subjects such as the students, English teacher, and other researchers.

1.6 Definition of the Key Term

Key terms are important to be defined in order to give clear understanding the topic based on the research variables. This key terms in order to avoid misunderstanding and confusion the readers. The focus is finding the correlation between motivation and reading comprehension achievement of the eighth grade students of SMPN 2 Mengwi.



a. Motivation

Motivation is a process that describes the intensity, direction and persistence of an individual to achieve the goals. If a person has high motivation, then he will be able to achieve their goal of reading well, especially for eighth grade students of SMPN 2 Mengwi.

b. Reading Comprehension Achievement

Reading comprehension achievement is an achievement that students obtain in reading in form of a score in reading test which comprises aspect of reading such as textual meaning, textual reference, general and specific information for eighth grade

students of SMPN 2 Mengwi. It includes the numerical grade for the students about their accomplishment in reading. The genre of this test was descriptive and short answer test.

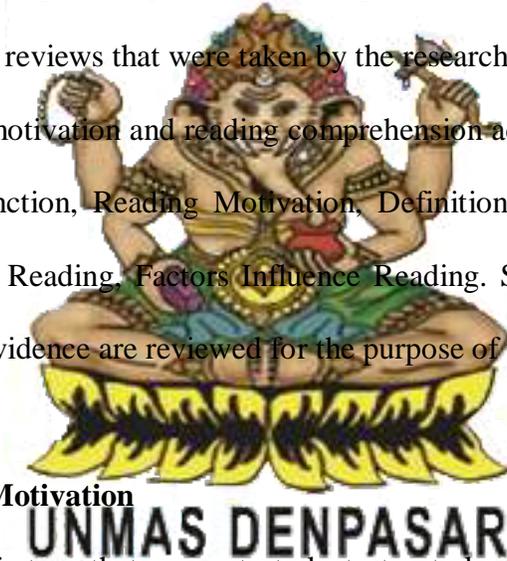


CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review provides a summary of certain theories related to the research. As a result, it is used to support and construct this study. This research was conducted based on the following theoretical framework taken from the experts. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The theoretical reviews included learning motivation and reading comprehension achievement such as; Types of Motivation, Function, Reading Motivation, Definition of Reading, Purposes of Reading, Types of Reading, Factors Influence Reading. Some theoretical points as well as empirical evidence are reviewed for the purpose of this research.



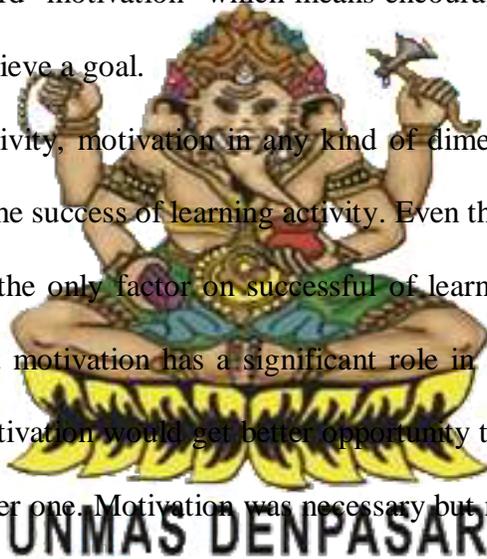
2.1.1 Concept of Motivation

One of the factors that support students to study diligently and seriously is motivation. However, not all of student have the same motivation to learn English, especially in reading comprehension. By motivation, the researcher can achieve the goals. According to Robert E. Slavin (2006:317), motivation is one of the critical components of learning. It means that motivation has important rule in teaching learning process. Motivation was not only important in getting students to engage in academic activities, It was also important in determining how much students learn from the activities they perform or the information to which they are exposed.

Motivation comes from the Latin "movere", which means to move. Motivation was defined as an internal drive that activities behaviour and gives it direction. The term motivation was concerned with the process that describe why and how human behaviour was activated and direct. According to Uno (2007:72), motivation can be interpreted as internal and external encouragement in a person which was indicated by the existence of desires and interests, drives and needs, hopes and ideals, appreciation, and respect. Meanwhile, Imron (1966) explains that motivation comes from the English word "motivation" which means encouragement or reasons to carry out an activity to achieve a goal.

In learning activity, motivation in any kind of dimensions plays an important role that influences the success of learning activity. Even though it was important, but motivation was not the only factor on successful of learning activity. Richard et al (2000:45) states that motivation has a significant role in learning process. Students who have higher motivation would get better opportunity to succeed in their learning activity than the lower one. Motivation was necessary but not sufficient condition for learning. If a person is not motivated, he or she will expand the psychology energy necessary to acquire responses; he or she avoid the learning situations that may produce the desired changes.

From all the definition of the experts above, it can be concluded that motivation is something that encourages the students to get their needs and goals. Motivation is an activity in order to achieve a specific goal desired from that motivation. The higher motivation the students have would help them to get their goals easily.



2.1.2 Type of Motivation

Motivation is important in learning activities because it can help students achieve their reading comprehension goals (Parasibu & Simanjuntak, 1983:52). As a result, the researcher might infer that motivation is an activity taken to attain one's goals. Learners' levels of competency are heavily influenced by their motivation. According As stated by Harmer (1995:4), extrinsic motivation, which is concerned with circumstances outside the classroom, and intrinsic motivation, which is concerned with what happens inside the classroom, are the two basic forms of motivation.

A. Extrinsic Motivation

Extrinsic motivation refers to motivation that comes from outside of the individual. Based on Schunk (2008:245) states that extrinsic motivation refers to engaging in an activity in order to achieve a goal, which contradicts intrinsic desire. The environment, family, and teacher are examples of typical extrinsic motives.

a. Environment

According to Harmer (2007:52), outside of the classroom, there are attitudes toward language learning in general and the English language in particular, and whether studying English is necessary or not in society. In a school environment, whether language study is part of the curriculum from high to low status, and how the cultural images connected with English, which can be good or bad, are portrayed Based on the points above, it is possible to conclude that everything outside of class influences students' motivation to study. Students' confidence and attitude toward learning are influenced by their surroundings.



b. Family

The influence of individuals around them will have a big impact on students' attitudes toward language acquisition, whether it's their parents or older siblings. Students may feel additional pressure to demonstrate their abilities.

c. Teacher

A teacher, as someone who imparts information to students, should be able to motivate and encourage their students to study. As claim by Ur (2009:27) “Most good teachers seem to accept that it is their responsibility to motivate learners and invest quite a lot of effort in doing so.” It indicates that a competent teacher would make an attempt to motivate their students to reach the study's goal. A teacher is not only a teacher who instructs and transfers information to students, but also a motivator who may encourage students to participate in learning activities.



B. Intrinsic Motivation

According to Sardirman (2010:89), intrinsic motivation is an active motivation to achieve goals that comes from within rather than from the outside. Then, Ryan and Deci (2000:2) state that intrinsic motivation has emerged as an essential phenomenon for educators, a natural wellspring that is accelerated or inhibited by parental and teacher behaviors. In other words, intrinsic motivation arises from inside the individual. Intrinsic motivation is defined as motivation that is motivated by an interest or satisfaction in the work itself and lives inside the individual rather than being influenced by outside forces. Intrinsic motivation is focused on enjoying an

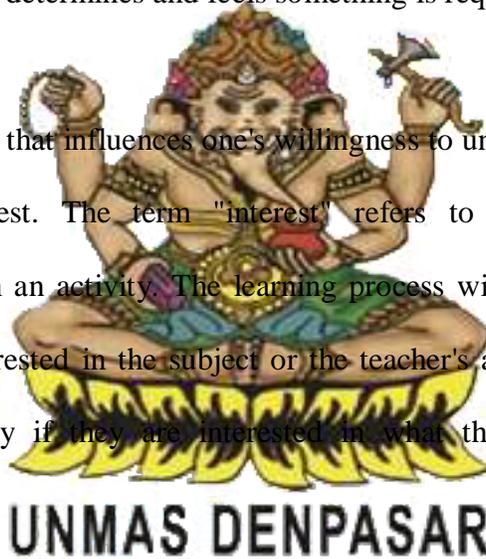
activity rather than striving for an external reward. Need, interest, and objectives are examples of intrinsic motivation.

a. Need

According to Sprinthall (1990:539), need is a circumstance in which there is some shortfall inside the individual that will force the person into a necessary action for survival, well-being, or personal satisfaction of a substance, state, or other thing. According to the following definition, "need" is a tendency in which a person determines and feels something is required.

b. Interest

Another aspect that influences one's willingness to undertake something is one's level of interest. The term "interest" refers to a liking for and active participation in an activity. The learning process will proceed smoothly if the pupils are interested in the subject or the teacher's approach. Students will be driven to study if they are interested in what they are doing and find it interesting.



c. Goal

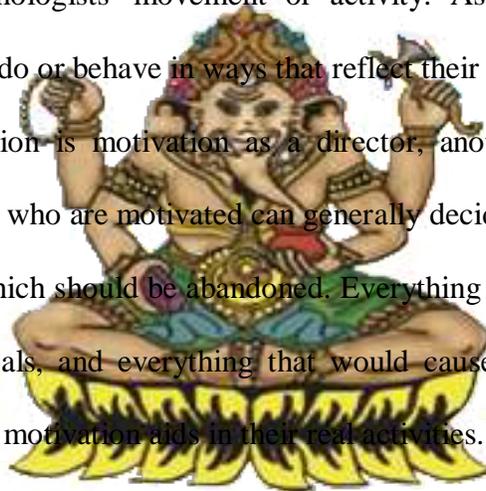
Motivation is inextricably linked to a person's desire to attain a goal. A person's goal is what he or she aspires to achieve. A goal is one of the sources of motivation that energizes people while they are engaged in an activity. People will be less serious and less enthusiastic about their current activities if they do not have a goal.

2.1.3 Function of Motivation

In individual activities, motivation has a few purposes. Based on Djamarah (2008:157) Motivation is classified into three functions. The first function is that of motivation as a source of encouragement. It indicates that motivation influences the attitude that students should adopt in order to meet their needs and encourage them.

The second function is Motivation as an activator. Students' attitudes toward learning are influenced by psychologists' encouragement, and that attitude is influenced by psychologists' movement or activity. As a result, if students are motivated, they will do or behave in ways that reflect their motivation.

The last function is motivation as a director, another important function is motivation. Students who are motivated can generally decide which of the acts should be completed and which should be abandoned. Everything will be done to assist them in reaching their goals, and everything that would cause them discomfort will be avoided. As a result, motivation aids in their real activities.



Based on the description of motivational functions, we can see that the functions are connected to one another. First, motivation drives students to achieve their objectives. Then, based on that encouragement, they will do some activities to attain their goals, and eventually, based on the actions they will face, they will have to choose whatever action will help them achieve their goals.

2.1.4 Reading Motivation

According to Sweet and Guthrie (2008:223), there are two types of reading motivation. The first type is intrinsic motivation reading, which includes personal participation, interest, curiosity, a desire to learn, a challenge, and social contact. The

second type of motivation for reading is extrinsic motivation, which includes compliance, acknowledgment, grades, competitiveness, and avoidance of other tasks.

Based on Mori (2004:14) the motivation to read is more particular. It is motivation to read in a foreign language. She draws on Guthrie's reading motivation theory as well as Gardner's integrated motivation theory. She stated that there are four components of reading motivation in a foreign language: intrinsic value of reading, extrinsic usefulness of reading, the importance of reading, and reading efficacy.

- Intrinsic value of reading: It covers accomplishment goal orientation as well as achievement values.
- Extrinsic utility of reading: It covers three distinct aspects; reading competition, reading recognition, and reading for grades. Reading competition is concerned with an individual's attempt to outperform others in reading; reading recognition is concerned with tangible forms of recognition such as teacher or peer approval, and reading for grades is concerned with the teacher's evaluation of learners' reading performance.
- Importance of reading: It is the reader's or students' assessed relevance of engaging in an activity that determines reading achievement values.
- Reading efficacy: It is a conviction or expectation regarding reader competency for reading success. It serves as an individual's assessment of their ability to plan and carry out plans of action.

Reading motivation, in other words, is the desire to read, an area of study in the field of education, and the procedures to put more effort into reading activities.

2.1.5 The Concept of Reading

Reading was needful to be learn for students in academic learning and success. Reading was essential for success in acquiring a second language. Furthermore, by reading, when students spell or write something, they can enhance their vocabulary (Harmer, 2001:99). Duffy (2009:5) states that real readers do something with that they read; therefore students believe reading is essential when they use it to attain a goal that is important to them, to achieve the purpose of the book, and to answer questions they want to answer. In other words, people were motivated to read when it empowered or enriched them. Reading text has linguistic components; readers can learn not only to grasp the material in order to answer questions, but also to develop their grammatical knowledge, vocabulary, and so on.

Moreover, reading skill was one of the language skills that cannot be separated from the role of psychology in an effort to understand the reading. Baker and Brown (1990) state that the reader ability was associated with psychology of language teaching. They describe that the reader actually have metacognition capabilities that were often not realized or known by readers themselves. This metacognition plays an important role in understanding reading material.

Reading comprehension means the ability to process text, understanding information from it and to integrate with what the reader already knows. P. David and J. Dale (1978:224) have pointed out “reading comprehension was at once unitary process and a set of discrete processes”. Understanding a written text was not enough to understand the gist of the text but more detailed comprehension in necessary. Kennedy (1981:192) Reading comprehension can be defined as a thinking process

which reader becomes aware of as idea, understand there was terms of this experimental background and interpret it in relation to their own needs and purposes.

Based on definition above, it can be concluded that Reading is more than just gazing at words in the form of graphic symbols; it is also about gaining meaning from word to word or line to line in order to comprehend what we read. It signifies that reading is the act of comprehending textual content and obtaining relevant knowledge. Reading comprehension is the ability to get an idea or meaning from writer text, understand it according to experimental background or prior knowledge, communication between reader and writer and interpret it with the reader's needs and purposes, with the experimental background or prior knowledge the reader can get the meaning from the text that the researcher wants to interpret to the reader.

2.1.6 Purposes of Reading

As stated by McDonough and Shaw (1993:102) the purposes of reading are divided into three categories. People begin by reading to learn the basics. Second, individuals read in order to obtain particular information. Third, individuals read for pleasure or interest; even if it is for pleasure, it is still intentional.

According to McDonough and Shaw, as reported by Rivers and Temperly (2003:103), the specifics of reading are:

- a. To get knowledge regarding a topic that students require, such as books, encyclopaedias, and so on.
- b. To obtain instructions on how to accomplish something, such as electric equipment instructions.
- c. To keep in touch with friends, such as letters and email.

- d. To be aware of when or where something will occur, or what is accessible, such as a timetable, schedule, etc.
- e. To learn about what is going on or has happened, such as through a newspaper or magazine.
- f. To get pleasure.

These are the reasons why students typically want to read. Meanwhile, Murcia (2001:187) states that other particular reading purposes for students in academic settings include searching for information, discovering new knowledge, synthesizing and evaluating information, and general comprehension. Based on the explanation, the writer thinks there are two general purposes. The first step is collecting information, whether it is generic or detailed. Second, people read only for enjoyment because they like the activity of reading.

2.1.7 Type of Reading

Reading strategies come in a variety of forms. Grellet (1999:4) states that reading strategies are divided into four categories: skimming, scanning, intensive, and extensive.

a. Skimming

Readers who skim read quickly over the text in order to get to the main point. In other words, skimming is the process of reviewing the overall notion of the information. It might begin by picking a sub-chapter and then progress to bigger content material. Skimming allows readers to preview the text in order to determine the layout of a text before reading it word for word. For example, when reading a newspaper, individuals discard useless content and

rapidly identify the key points; people frequently skim at several speeds due to time constraints.

b. Scanning

According to Grellet (1999:4), scanning is the process of quickly scanning through a text to identify a certain word, number, or step. Scanning may be characterized in this way: during scanning, the eye looks over the material in search of specific information. In other words, scanning implies that readers browse through the content for a specific goal, such as answering a question or looking up words in a dictionary or pricing in a catalogue.

c. Intensive

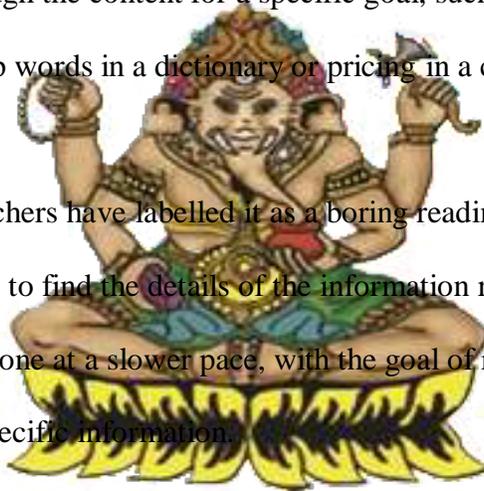
Some researchers have labelled it as a boring reading style, owing to the readers' need to find the details of the information required. Intensive reading is typically done at a slower pace, with the goal of reading shorter texts and extracting specific information.

d. Extensive

Extensive reading is defined as reading a lengthy text for the purpose of enjoyment. This long reading is also known as a fluency task, and it includes a summary of the passage's general significance. Extensive reading entails reading often and fluently. The objective of this method is to read for enjoyment, and the major goal of extended reading is to read books after books, such as novels, short tales, and articles.

According to those tactics, the four points of reading strategy are as follows:

skimming, scanning, intense, and extensive.

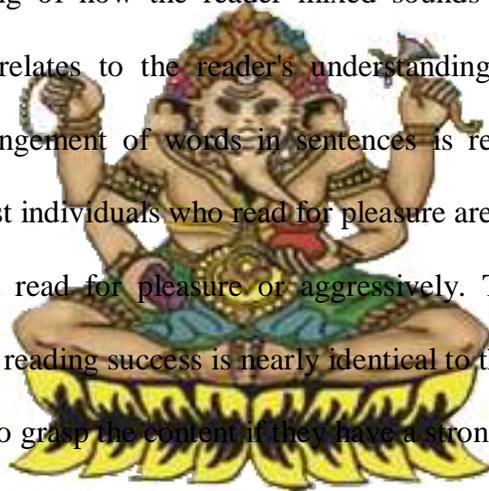


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2.1.8 Factors Influence Reading

According to Alderson (2000:32), he grouped several things that impact reading into two categories: the reader, or factors from the inside, and the text, or forces from the outside.

- a. Inside Factor; linguistic ability, interest, and motivation. There are three systems in linguistic competence: the phonological system, semantic knowledge, and the syntactic system. The phonological system is the understanding of how the reader mixed sounds to form words. Semantic knowledge relates to the reader's understanding of word meanings. The orderly arrangement of words in sentences is referred to as the syntactic system. Most individuals who read for pleasure are typically better than those who do not read for pleasure or aggressively. The role of motivation in determining reading success is nearly identical to that of interest. It is simpler for readers to grasp the content if they have a strong desire to read.



- b. Outside Factors; the text's message, genre, and type. Message is the first factor that comes from outside. The frequency and abstracting of words might have an impact on one's understanding. The prevalence of words that are seldom seen makes it harder for the reader to understand and abstract language. Longer sentences and more complicated sentences tend to emerge in passages that individuals may find difficult to understand. The genre and type of text are the following considerations: Some people read because of the text's genre and type. They have a good time reading what they like. Everyone has a favourite type of text. The genre or kind in which they are

interested typically makes it easier for them to understand the material than the genre in which they are not interested.

Reading is impacted by readers' prior knowledge, readers' interests and motivation, readers' skills in language itself, and text performance, according to all of the claims above.

2.2 Empirical Review

Empirical review is the review of the relevant researchers carried out was a review of previous studies that were relevant to this research. Empirical evidence can help the researcher avoid unintentional replication of the previous studies result, and to clarify as well define the concepts of the study. In conducting this study, the researcher wanted to make a correlation between parents' involvement and students reading achievement. Several studies that related to this research which discusses the relationship between motivation and reading comprehension achievement.

In this research, the researchers found relevance research from Ikhsan (2018) entitled "The Correlation between Students' Motivation and Reading Comprehension of Eighth Grade Students at State Junior High School N 4 Muaro Jambi". This research was designed to describe the significant of the correlation between reading motivation and reading comprehension. The aim was to find out the correlation between students' reading motivation and students' reading comprehension. The sample was 51 eighth grade students from First Year students that took by using random sampling. In collecting the data, there were 30 questions that included in this test. The duration time for doing the test was 90 minutes. The data was analyzed by calculating the students' score in reading motivation, finding out the reading

comprehension score and correlating the two variables. The students' score classified into three levels of students' reading motivation; they were: Low, Moderate, and High. Besides, the students' score classified into the five level mastery of Reading Comprehension; they were: very poor, poor, mediocre, good, and excellent. The data was presented by using table. The result of this study was about 0.896 which mean that was a strong correlation.

The second research was conducted by Manan (2017) in his study entitled “The Correlation between students’ motivation in reading English text books and their achievement in reading comprehension.” In this study, it was discovered in this study that there is a correlation between students’ motivation in read English textbooks and their achievement in reading comprehension. This study examined the correlation between students’ motivation to read English textbooks and their reading comprehension achievement whether students’ approaches and develop their reading comprehension achievement. The result of this research that motivation in reading English text books influenced students’ achievement in reading comprehension. The calculation result is about 0.7056 which means that it highly correlated.

Based on the relevant of researchers above, this research has similarities and differences compared with the former researchers. The similarities of this research are using descriptive statistical analysis, correlation and regress analysis and using Product Moment Pearson to analyze the data. The different of this research are: first, the researcher wants to know whether the students’ motivation and their reading comprehension achievement and Mohammad ‘s research aimed to know more details about students’ motivation in reading English textbooks. Second, the population of

this research was in junior high school. While, the population Ikhsan's research was Junior High School (SMPN 4 Muaro Jambi) students in academic year 2017/2018 and Manan's research was the students of English Department in academic year 2016/2017. Third the sample of this research took 40 sample who selected by means of simple random sampling technique. While the sample of Ikhsan's research was 51 students in SMPN 4 Muaro Jambi and the sample of Manan's research was 64 students.

2.3 Hypothesis

Based on the theoretical and empirical review above, the researcher formulated the hypothesis of this research. Thus the hypothesis is a guide for the researcher in exploring data and defined as the provisional answer toward the research problems or research questions. The hypothesis proposed by researcher is directional hypothesis. A directional hypothesis was a prediction made by a researcher regarding a positive or negative change, relationship or difference between two variables of population. This prediction is typically based on past research, accepted theory, extensive experience or literature on the topic. Concerning with the theories and the assumption above, the hypothesis can be formulated as follow:

1. Alternative Hypothesis (H_a) : there was a significant correlation between motivation and their reading comprehension.
2. Null Hypothesis (H_0) : there was no significant correlation between motivation and their reading comprehension.