CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is the most important language that used all over the world. English can be used as the main languages, second or foreign languages. There are four skills that should be learnt in English, such as reading, writing, listening, and speaking. Reading is one of the skill that have an important role in our daily life because by reading one can interact with feelings and thoughts, receive many information, and improve knowledge. According to Teixeira (20012: 1) reading is a key languages skill that has a significant place in the teaching and learning of foreign languages. Therefore, reading is a highly valuable skill and activity, and it is important to English learners to try reading as much as possible in English. There were many factors that might influence the students' quality of reading such as: vocabulary, grammar, and motivation to read.

Reading is not only to read the word, sentences, or parapraph in a text, but also the reader should comprehend the information from the text that have been read. So, reading comprehension is the goal or a reading activity. According to Boardman (2007: 8), reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself

(interest in text, understanding of the text types). Based on that, information of the text that the students read will be worth. The students can get many new knowledges as the result of comprehending the reading text.

Students reading comprehension can be influenced by many factors, one of the factor is motivation which can influences learning. Motivation is important because in education it affects the level of the learning of individual and they reflect to their behavior whether they have learned or not. Harmer (2007: 98) states that motivation is essential to success. Students need to have motivation if they want to be success on doing something. Motivation is to make somebody feel enthusiastic, interest, and committed to something. Therefore, motivation is important factor in languages learning because will be more effective and efficient if it pushes by motivation. Moreover, Brown (2001: 75) also adds that motivation is a factor that influenced the high or low of the goal. It means that motivation deals with encouragement and willingness of the act that make someone act directly toward the specific goals that they want to achieved. So, if the students have a high level motivate in learning language, it means their motivation in learning is good.

Motivation is important in determining how many students will be learning from a learning activity or how much to absorb the information presented to them. Students are motivated to learn something will use higher cognitive processes in learning the material, so that students will absorb the material better. According to Brophy (2004 : 3) motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially direction-directed behavior. Student motivation is the definition of the extent to how many attention students give and effort in various activities, especially students' willingness to be

active in learning. Even though in reading comprehension text sometimes students have many difficulties, they must have high motivation to keep trying to understand the reading. Students who have high motivation will be more directed to achieve the best achievements.

Motivation is needed by the students to get good result in learning. By giving precise motivation, the lesson will be successful. Motivation as an essential condition which can bring someone to a successful and optimal learning has several characteristic which later can be easier to categorize the characteristics of someone who has motivation. Naiman et al. as cited in Ur (1991:275) state that the most successful learners are not necessarily those to whom a language comes easily, they are those who display certain typical characteristics, most of them clearly associated with motivation. Some of those are, positive task orientation, ego-involvement, need for achievement, high inspirations, goal orientation, perseverance and tolerance of ambiguity.

Reading comprehension is the process of constructing meaning by coordinating a complex process that includes the word meaning, word, and word reading knowledge and fluency. Therefore, when they read the text, they should also be able to understand the meaning of the text in understanding concepts and ideas which in reading text and capture the information submitted by the author; where they have to catch the reader that the meaning and information while or after reading.To master the reading comprehension is not an easy way if the teacher and students do not work together to improve students in reading. The process on how students comprehend the reading text is a necessary for teacher to be assessed. The result of each assessment could give some information for both teacher and students

to develop the students ability in reading comprehension.

A research was conducted by Widayanti (2021) who carried out a research entitled "The Correlation Between Students' Motivation and Reading Comprehension of the ninth grade students of SMPN 4 Mengwi in academic year 2020/2021." The objective of the study is to figure out the significant correlation between motivation and reading comprehension. The result of his study showed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In other words, there was strong correlation between students' motivation in reading and their reading comprehension.

Another research was conducted by Halmaningsih (2020) entitled "The Correlation Between Motivation and Reading Comprehension of the ninth grade students of SMPN 2 Blahbatuh in academic year 2019/2020." The study was design to identify if there is a significant correlation between motivation and reading comprehension. Based on the analysis of the result of questionnaire and reading test, it shows that motivation has positive correlation with reading comprehension. It can be proved from the hypothesis result that can be concluded that there is significant correlation between motivation and reading comprehension.

To overcome the problem, the writer then came to realize that students needed stimulation to read in learning process. Realizing the importance of students' motivation in reading, the writer tried to conduct this research. The writer assumed that motivation is an internal factor which comes from the students' inherent condition that influence reading comprehension. Therefore the researcher formulates the tittle for this research "The Correlation Between Motivation and Reading Comprehension of the Tenth-grade Students of SMAN 2 Denpasar in

Academic Year 2021/2022."

1.2 Research Problem

Concerning to the description above, motivation and reading comprehension are important especially in learning English. A scientific investigation was initiated from a problem which needs to be solved by using the scientific method. Moreover, the scientific method has been proven by the experts and is expected to be able to solve the problem. Research problem is important to make the discussion clear and specific. Based on the background above, the researcher was interested in finding out the significant correlation between motivation and reading comprehension of the senior high school students. Thus, the research question of the present study can be formulated as follows: is there any significant correlation between motivation and reading comprehension of the tenth-grade students of SMAN 2 Denpasar in academic year 2021/2022?

1.3 Objective of the Study

A research objective is a clear, concise, declarative statement, which provides direction to investigate the variables under study. The undertaking of any scientific investigation is certainly to answer the research question and find out scientific solution of the research problem. The objective of the study is the goal of which the researcher plans to do or achieve after the study is carried out. By knowing the objective of the study, it will help the researcher to concern on the process of collecting the data in this research. This present study was intended to answer the research problem that had been previously formulated and determined.

So, the objective of the study was to figure out whether there is any significant correlation between motivation and reading comprehension of the tenth-grade students of SMAN 2 Denpasar in academic year 2021/2022.

1.4 Limitation of the Study

Recognizing the fact that motivation and reading comprehension was too broad and complex to be dealt in a correlational study. The researcher needed to narrow down the area of the study. To avoid overlapping and confusion of the reader, the researcher limited the genre of the text of reading comprehension that was only descriptive paragraph about tourist attraction and famous historical buildings. For the reading comprehension that was assessed was the ability to identify four aspects of reading which is general information, specific information, textual reference and textual meaning. Furthermore, the motivation aspects were focused in positive task orientation, ego involvement, need or achievement, high inspiration, goal orientation, perseverance, and tolerance of ambiguity. This present study was administered for the tenth-grade students of SMAN 2 Denpasar in academic year 2021/2022.

1.5 Significance of the Study

The main practical consideration which was taken into explanation in the present study is the significance of the research finding. It is because the significance of the study is important in conducting research. This research was concerned with finding the correlation between motivation and reading comprehension of the tenth-grade students of SMAN 2 Denpasar in academic year

2021/2022. In this present study, the results were highly expected to provide meaningful and significant outcome of a research findings. Moreover, the researcher expected that this research would bring more advantages. The findings of the present study were expected to have both theoretical and practical significance.

Theoretically, the findings of the present study were expected to give information and material for the next researcher regarding to finding out the correlation between motivation and reading comprehension. The results of this research also were expected to provide a new list of some information about correlational study which had been conducted before by others or reader to get new information about it. This research is to improve and develop research which is related to the correlation between motivation and reading comprehension especially in descriptive text. In addition, the findings of the present study can disclose further areas of research so that they could be used by other researcher as bases of undertaking a similar study.

Practically, the findings of the presents study are meant to provide educational beneficial to many people, especially for teachers, students, and other researcher. For the English teachers, it was expected to give information that can be used as a consideration to get better results for the students being taught in SMAN 2 Denpasar. It also gave the teachers result on how to teach reading. For the students, it was expected that it can help them to overcome the issue by considering better learning strategies in the future so that they can increase their motivation and solve their problem in reading comprehension. And for the other researcher, the findings of this research were hope can be used as reference of correlational study

to finding out the correlation between motivation and reading comprehension.

1.6 Definition of the Key Terms

The key terms were based on the research variables on the present study which are focused to find out the correlation between motivation and reading comprehension of the tenth-grade students of SMAN 2 Denpasar in academic year 2021/2022. Motivation as the factors that committed to attain the goal of the students to understand text. Furthermore, reading comprehension is the ability of the tenth-grade students of SMAN 2 Denpasar in academic year 2021/2022 to comprehend the content in descriptive paragraph. In oder to avoid confusion on the parts of the readers concerning the key terms significantly used in the context of the present study, the researcher operationally defines the following terms:

1. Motivation

In this present study, motivation can be defined as the factors that contribute to students to achieve the learning goals of the tenth-grade students of SMAN 2 Denpasar in academic year 2021/2022. The aspect of the factors were positive task orientation, ego involvement, need for achievement, high aspiration, goal orientation, perseverance, and tolerance of ambiguity.

2. Reading Comprehension

Reading comprehension can be defined as the ability of the tenth-grade students of SMAN 2 Denpasar in academic year 2021/2022 in understanding reading text especially to identify general information, specific information, textual meaning, and textual references.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review was used to support and build this research. Theoretical review is a review of some theories related to the study. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. For the purpose of the present study, some theoretical new points as well as empirical evidences were reviewed. The research need to be supported by the theories which have already given by the experts. Some of the viewpoints were as follows.

2.1.1 Motivation

Every action that people do is based on a motivation. Student answer to their teacher because they have an idea to express, people study because they want master something, etc. Motivation of each person is different but the same thing we can understand is this motivation makes them move and live. Students do not have a similarly motivation in learning, especially in reading. Motivation has been a central in educational and plays a significant role in several theories of human development and learning.

Motivation is an important factor in learning process. In learning English the student should have high motivation to make the learning process easier. The success of learning depends on the level of motivation. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning

teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well. Motivation is a factor of high or low of the goal Brown (2001:75).

According to Harmer (2007), motivation is students' energy, which encouraging themselves to do something. Based on the statement above, motivation is necessary for the students in learning process especially in reading comprehension. The students with higher motivation will do their best in learning achieving their goal rather than students' with low motivation. Motivation involves the process that energizes, direct and sustains behavior. In other words, motivation can help the students to get their knowledge, comprehension or skill. Without such motivation, it will almost certainly be failed to make the necessary effort.

Slavin (2009:297) stated that motivation is important not only in getting students to engage in academic activities but also in determining how much students will learn from the activities they perform or from information to which they exposed. Motivation can be known from their effort and their willing in doing the activities or learning. It implies that high motivated students differ from low motivated one. One will be easily known as high motivated or low motivated students from their effort and their willing in doing the activities. Moreover, motivation influences learning by determining which instructional goal students attend to and which they choose or ignore. And also determines the effort they will expend to reach certain goals.

According to Brown (2001:72), motivation is an inner drive or stimulus, which can be like self-esteem, be global, a situational, or task oriented. Motivation

is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. He also states that success in any task is due simply to the fact that someone is motivated. It is easy, to claim that in the second language learning, a learner will be successful if they have high motivation. Motivation has been a bases in both educational and psychological research and plays a significant role in several theories of human development and learning.

There are two major types of motivation, namely intrinsic and extrinsic motivation. Extrinsic and intrinsic motivation can be treated as stimulation, booster, and action director. Those are the keys of motivation in every activity. Extrinsic motivation refers to garnering extrinsic rewards, such as earning good grades and related contingencies (maintaining eligibility for extracurricular activities, money from parents, prizes from the teacher, etc.) (Brophy, 2004: 99). However intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards Ryan and Deci (2000: 56).

Motivation is needed by the students to get good result in learning. By giving precise motivation, the lesson will be successful, Motivation as an essential condition which can bring someone to a successful and optimal learning has several characteristic which later can be easier to categorize the characteristics of someone who has motivation. Naiman et al. as cited in Ur (1991:275) states that the most successful learners are not necessarily those to whom a language comes very easily, they are those who display certain typical characteristics, most of them clearly associated with motivation. Some of these are:

a. Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.

b. Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own positive self-image.

c. Need or achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

d. High inspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

e. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts toward achieving them.

f. Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setback or aren't lack of progress.

g. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion. He or she can live with these patiently, in the confidence that understanding will come later.

Based on the definition above the researcher conclude that motivation in learning activities can influence the students toward the learning task in their own learning and they can learn from the activities. In this reseach the researcher will focus on the characteristics of students motiation based on Naiman et.al as cited in Ur (1991:275). The researcher can measure the level of students motivation from those several aspects by using questionnaire.

2.1.2 Reading Comprehension

In our country, English has become a subject that must be taught from kindergarten to high school. In teaching English the teacher is also obliged to teach reading, because reading is also the main goal in language teaching. The purposes are to enable students to read and understand the text material correctly. Reading is important in academic life, because if students want to be mature and also become an effective reader that can understand the content of the reading text, the students should comprehend the text and have reading skill. To know more about reading comprehension, there are several experts' definition of reading comprehension.

McNamara (2007) also states that reading is an extraordinary achievement when one considers the numbers of level and components that must be mastered. Students must become more aware of various problems that covering the content area being studied. Students will also think about the specific strategies involved in previewing context materials, or pleasure reading material. Eventually, students read one article of interest and focus on the difference between fact and opinion.

Klinger et al. (2007:2) states that meaning, learning and pleasure are the ultimate goals of learning to read. The more reading students do the more knowledge they can understand and get from the text. Reading becomes the main aim of language teaching. The purposes are to enable students to read and understand the text materials correctly. Then, it is essential to read in the right way in order to understand the target language. Reading consists of two processes, they are recognition and comprehension. Word recognition refers to the process of perceiving how, written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected

text.

According to Snow (2002:13), reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. There are three elements consist of reading; the reader, the text, and the activity or the purpose of reading. That purpose of reading is important for students to make them have willingness to read and to know what they want to get from their reading. Students as reader are required not only read but also get the new information they get from the reading text or sources to their knowledge. So, the students can get and extract information from the reading text. So that, they can gain, understand, sort and choose the information from the source of the reading text they have already read.

Comprehending reading will be useful for students to understand what they has read, and will help to increase them on the other language skill such as speaking and writing. Armbruster (2003:48) state that comprehension can help students understand what they read, remember what they read, and communicate with others about what they read. Thus, understanding the text that we read is the most important for readers to reach reading comprehension. In line with the statement Pang (2003: 14) also stated comprehension is the process of deriving meaning from connected text. Reading is not only an activity to read aloud but also but also knowing the meaning of each words. So the number of words that are mastered is very influential on the ability to read and understand reading.

Camille (2008: 33) adds that understanding was a process that requires a strategic approach and readers actively construct meaning while reading, they also direct their own understanding by use basic strategies and by monitoring their own

understanding. This means that in reading to achieve understanding, the right strategy is very important to motivate students to carry out reading activities. The strategy applies in reading activities have a very important role because it is a way for readers to more easily understand the text which can be directed through a series of reading steps included in a strategy. A good strategy will make the reader reach the goal of reading comprehension more easily and will allow the reader to relate his ideas by monitoring their accuracy based on the procedure or strategic steps.

In reading comprehension, some of the students understand what they read, the more students read the text, the better they will get it. Another definition comes from Blachowicz (2008), who defines reading comprehension is making sense of what is read. So, the students who have good background knowledge in reading, it will be able to understand and comprehend what they read in the text. The more students can comprehend the content of the text, the better ability that the students had to understand the reading material.

Reading comprehension can be defined as a process to get appropriate meaning from information. All of the definitions recommend reading comprehension as the main action of reading itself. Without reading comprehension, the students could not understand the information on the reading a text. Therefore, in this present study the reading comprehension is define as the process of constructing meaning from the text.

From the definitions above, reading is the process of readers combining information fluently from the text and their own background knowledge. Reading also is an active and communicative process. It is also an interactive process done between the reader and the writer to gain comprehension. In other word, it is a

process of interaction between the reader and the text writer in understanding and comprehending the text written. In this research, the focus is on general information, specific information, textual references and textual meaning as the aspects of reading comprehension to assess the task of reading comprehension.

2.2 Empirical Review

Empirical review is a review for showing relevant researches that related with the present research. In addition, empirical review can be used as references in conducting the present study which is in the same field. In conducting this study, the researcher wanted to make a correlation between motivation and reading comprehension. Several researchers have been done related to this study which discussed about correlation between motivation and reading comprehension. The related study which were used as references were described in order below.

Research that have conducted by Ikhsan (2018). The research entitled "The Correlation Between Students' Motivation and Reading Comprehension of Eighth Grade Students at State Junior High School N 4 Muaro Jambi". The researcher use technique clustered random sampling to take the sample. The result of the study conducted by Ikhsan (2018) showed there is a strong correlation between students motivation in   reading and their reading Comprehension. Nur Ikhsan used questionnaire to collect data for the students' motivation while multiple choice for the reading achievement.

The strenght of the previous study was the finding of the previous research showed that there is a correlation between two variables: those are students' motivation and reading comprehension. The previous research using multiple

choice when collecting the data, however Brown (2004:206) states that multiple choice items are difficult to construct and validate. Multiple choice have a high guessing that make unable to measure comprehensively. It was not really effective because the students can guess the answer. That's why in the present study the researcher will collect the data by applying short answer task in order to check students' comprehension in reading, so before they answer the questions they need to understand what they have read to get the right answer.

The second research was conducted by Marsela (2017). The research entitled "The Correlation Between Reading Motivation and Reading Comprehension Achievement of the Eleventh Grade Students of SMAN 2 Palembang". The objective of her research was to find out whether there is a significant correlation between reading motivation and reading comprehension achievement of the eleventh grade students of SMAN 2 Palembang and to find out whether reading motivation significantly influences reading comprehension achievement of eleventh grade students of SMAN 2 Palembang. The result of the study showed that there was a significant correlation between reading motivation and reading comprehension. For collecting the data for students' motivation Marsela used reading motivation questionnaire and TOEFL test for reading comprehension.

The second researcher find there was a significant correlation between motivation and reading comprehension. The researcher used TOEFL Junior Standard Test not only to assess the reading comprehension of the students but also their other skill in English competency like listening comprehension and language form & meaning. This kind of test was not reliable with the research problem that

has been conducted by the researcher and this shows the research is less consistent. So, in this present study the researcher will use short answer task to only assess the reading comprehension of the students. By using short answer task, the students have to know well what they have read because they have to construct their answer.

2.3 Hypothesis

According to Singh (2006:54) hypothesis is defined as a tentative solution for the problem. Hypothesis is a temporary answer of problem in research until provided from the data which collected. A hypothesis is a prediction of what will be found as the outcome of a research and it is typically focused on the relationship between two different variables study in the research. Based on the statement above the hypothesis of this research can be formulated as follows: there is a significant correlation between motivation and reading comprehension of the tenth-grade students of SMAN 2 Denpasar in academic year 2021/2022.