

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is the window of the world. Reading plays an important role and has become an important activity in this modern era. Reading is one of the four skills that should be learned by the students. Reading being important not only for those students in a school or college but for all people to get the information and knowledge. Besides, reading has become a part of daily life. Reading ability is when we understand the meaning in the written text that we read, then followed by other abilities such as giving reactions and responses to the text that we read. Reading is not only the activity to read every single sentence but also to comprehend the content of the texts as well. Through reading, many people get the latest information, knowledge as well as solutions to problems they faced.

Brown (2004) states that reading is a process of negotiating meaning. The reader brings to the text a set of schemata for understanding it, and it takes the product of that interaction. Reading is the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create an assessment of general language ability. Hence, the ability to read texts in various forms will provide many benefits for life. Talking about reading, it cannot be separated from reading comprehension. Reading comprehension is the prior knowledge of the reader also being the basic skill that serves the meaning of the written texts. Because when someone just reads without being able to understand the meaning contained in the text they read, then it becomes useless. They cannot get information or knowledge from what they read.

According to schema theory, reading comprehension is an interactive process between the text and the reader's prior background knowledge. Reading is defined as getting information from the text and interpreting it. Students are expected to be able to read well and understand what they read. However, nowadays in this globalization era, we easily access any information we want or need only with our gadgets and internet connection. Everyone can get information through their gadgets. Technological advances in addition to make it easier for us to get information, technological advances also require people to be able to balance following rapidly developing technological developments. People who live in this era should be able to read faster.

Further, students' reading comprehension could be affected by motivation. It can affect the level of learning in education. Motivation is an impulse, where it will make the individual take action or behavior, and in that action, there is a specific purpose. A great motivation in something including in learning activities will encourage a person to do it better, in this case is reading activity. Naiman et al. (in Ur 1996:275) state that the most successful learners are not necessarily to whom a language comes very easily, they are those who display certain typical characteristics, most of them associated with motivation. Students may face difficulty comprehending the text that they read.

They need great and high motivation to keep trying to solve the difficulty of reading comprehension. Motivation is also an important factor that could help to encourage success and life-long learning for students. 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. In the classroom, motivation is defined as the extent to which students invest attention and effort in various activities, especially to achieve a willingness to learn and active learning activities.

According to Johnson (2008), reading is a constantly developing skill. We can get better in reading by practice and conversely, if we do not practice, we will not get better and our skills may deteriorate. In fact, many students feel that reading is something that activity make their bored and waste their time, especially for read with long text. Besides, they had different background of knowledge. For example, they have difficulties to understand what they read also cannot find what they need to find. Meanwhile, to determine the understanding of students about the text, the teacher will measure their ability in reading comprehension by giving a test. In addition, test can be constructed as the device to support the learning also the students' performance in language.

Furthermore, to be successful in reading, motivation is the important factor that is needed. Because in education, motivation will affect and contribute the level of learning of individual and they reflect to their behavior whether they have learned or not. Motivation means to make somebody willing to feel enthusiastic, interest, and committed to something. Students with high motivation will try to gain knowledge and skill more than the students with low motivation. To support reading comprehension, students need to get motivation to increase their reading interest, because with motivation students will have the desire to know the purpose of the text they read.

In the previous study, the researcher found there is a significant correlation between motivation and reading comprehension. The previous study was conducted

by Suawa (2019) entitled “The Correlation between Students’ Motivation in Learning English and Their Reading Comprehension Achievement”. Based on the research result, the results of understanding the reading of students are positively influential and very significant to the students' motivation. This is due to the significant value of $r_o < 0.05$ then H_0 rejected and H_a received. Which means H_0 is rejected and H_a is accepted. Therefore, it can be concluded that there is a significant relationship between motivation and reading comprehension with an effective 63.6%. The relationship between motivation and reading comprehension has a positive relationship which means that the higher the learning motivation, the higher the student's reading comprehension

In accordance with the explanation above, the researcher is interested in investigating the significant correlation between motivation and reading comprehension. The researcher chooses motivation and reading comprehension in this research because the researcher needs to know the correlation between motivation and reading comprehension, especially the tenth-grade students of SMA Muhammadiyah 1 Denpasar in academic year 2021/2022. Based on the statement above, the researcher chooses motivation and reading comprehension as the variables of the research. From those statements, the researcher is interested in conducting the research entitled "The Correlation between Motivation and Reading Comprehension of The Tenth-Grade Students of SMA Muhammadiyah 1 Denpasar in Academic Year 2021/2022".

1.2 Research Problem

Concerned the description above, motivation and reading comprehension are important things in learning English also to get information and also knowledge.

Therefore, it is important to formulate the research question. The research problem is important to make the discussion clear and specific. There are still many students who still lack or yet get completed motivation in reading so they find it difficult to understand what they are reading and they are not able to understand what is contained in the text also it will make them difficult to get the information or knowledge they needed. The researcher is interested in finding out the correlation between motivation and reading comprehension. Therefore, the research problem can be formulated as follows: is there any significant correlation between motivation and reading comprehension of the tenth-grade students of SMA Muhammadiyah 1 Denpasar in academic year 2021/2022?

1.3 Objective of the Study

The research objective is concisely what the research trying to achieve. 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 could help the researcher to concerned and make it easier on the process of collecting the data in this research. Furthermore, the undertaking of any scientific investigation is certainly to answer and to solved the research problem which has been formulated and determined. Thus, this present study is designed to identify and figure out if there is a significant correlation between motivation and reading comprehension of the tenth-grade students of SMA Muhammadiyah 1 Denpasar in academic year 2021/2022.

1.4 Limitation of the Study

Limitations need to be done in conducting the research in order to limit the topics to be discussed. To avoid discussions that leave the main topic or become too broad to see the main focus of the discussion. Therefore, this study is to reveal whether or not there is a significant correlation between motivation and reading comprehension of the tenth-grade students of SMA Muhammadiyah 1 Denpasar in academic year 2021/2022. Accordingly, the researcher limited the genre of reading comprehension that is the descriptive text about place. For reading comprehension that assessed the ability to identify four aspects of reading which is general information, specific information, textual reference, and textual meaning. Thus, the motivation aspects are focused on positive task orientation, ego involvement, need for achievement, high aspiration, goal orientation, perseverance, and tolerance of ambiguity.

1.5 Significance of the Study

A scientific investigation is conducted to produce such findings which can be used properly as broadly as possible. Moreover, every research is expected to have good significance for the future, such as becoming used as a reference for future research and expected to be important and useful for both theoretical and practical. In addition, this research is useful for both students and teachers that can be referenced and advanced. In addition, this research is concerned with findings of the significant correlation between motivation and reading comprehension of the tenth-grade students of SMA Muhammadiyah 1 Denpasar in academic year 2021/2022. In this present study, the result is highly expected to provide more

advantages, meaningful also significant outcomes of research findings. Therefore, the findings of this research should be significant and in both terms of theoretical and practical as follows:

Theoretically, the result of the study is expected to give a contribute and strengthen the existing theories of similar findings with more evidenced in the empirical review about the correlation between motivation and reading comprehension. The results of this study are also expected to provide a new list of several studies on correlation studies that have been conducted previously by others as well as the readers to gets new information about it. The additional empirical evidence is expected to be used in future studies or used as a reference for the other researchers who do the same research.

Practically, the result of the study is expected to be beneficial for English teachers, students, or others researchers. For English teachers, it can give information that can be used as consideration for better results about the correlation between motivation and reading comprehension. For students, this can help them overcome the problem of how important motivation in reading comprehension is. And they know that it is important to have the reading skill to get more knowledge and information. For other researchers, this result of the study is expected to be useful as a reference in conducting research about the correlation between motivation and reading comprehension.

1.6 Definition of the Key Terms

During conducted the research, the researcher needs to use several key terms that are related to this present study. The researcher should give a clear definition

of the study to avoid misunderstand and confusion of the readers. The focused of this present study is to find out the correlation between motivation and reading comprehension of the tenth-grade students of SMA Muhammadiyah 1 Denpasar in academic year 2021/2022. To make a better understanding and avoided misunderstanding of the investigation, there are two key terms, that are defined to make this research clearer as follows:

1. Motivation

Operationally, motivation in this study is defined as the factors that continually contributed and committed to attaining the goal of the tenth-grade students of SMA Muhammadiyah 1 Denpasar in academic year 2021/2022. The aspects of the factors are positive task orientation, ego involvement, need for achievement, high aspiration, goal orientation, perseverance, and tolerance of ambiguity.

2. Reading comprehension

Operationally, reading comprehension in this study is defined as the ability of the tenth-grade students of SMA Muhammadiyah 1 Denpasar in academic year 2021/2022. To comprehend the information or content in the descriptive text about place in identifying general information, specific information, textual reference, and textual meaning by used short-answer task.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories that related to the study. The theory is defined as a set of interrelated concepts that presents a systematic view by relations to explain and predict the phenomena. This is intended to use the previous theory as a reference in carrying out this research. This is also used to support and built the study to be firmer and based on fact. The study needed to be supported by the theories which have been given by the experts. Two areas are described and discussed in this chapter as follows: motivation and reading comprehension.

2.1.1 Motivation

Motivation is one of the psychological factors that influence students in the learning process. Motivation appears when someone has a huge desire to achieve and usually comes from inside. According to Harmer (2007:98), motivation is some kind of internal drive that pushes someone to do things in order to achieve something. It means that motivation is a person's desire to make the necessary effort to achieve a goal. Motivation is an internal desire that refers to derive behavior to which pushes someone to do things in order to achieve goals and directs the individual activities. Also, Harmer (2007:98) states that it is acceptable for most fields of learning that motivation is essential to success: that we have wanted to do something to succeed at it. Without such motivation, we will almost certainly fail

to make the necessary effort. It means, motivation is the energy of support given to someone to achieve the goal that we made.

Motivation is an activity that is carried out every day even at any time by all living things. When we feel thirsty, then we will try to eliminate that thirst by drinking water. Just like when we feel hungry, then all we are going to do is eat. Motivation becomes needed in all activities including teaching and learning activities. Everyone's motivational needs are different but we know for sure that motivation makes us move to life. Moreover, Brown (2001:75) states that motivation is the factor of high or low of the goal. Motivation is the key to success in the learning and teaching process. By having motivation students will be enthusiastic in the teaching and learning process so they will be pushed to study English well; whereas, without having motivation, the goal that needs to achieve is difficult to be reached.

Psychologists define motivation as an internal process that activates, guides, and maintains behavior over time, Murphy & Alexander et. al (2000) in (Slavin 2009). In other words, motivation is an important thing that can not only activated but can also guide and maintained behavior over time. The behavior here means behavior that is carried out because of the results of motivational impulses. In addition, motivation is a thing that directs and has a relation with behavior. It means that motivation is an action taken by a person to achieve their goals. Someone has a reason to do something that is often called motivation so that it can be concluding that motivation can be a reason for someone to take action.

According to Brown (2001:72), motivation is about how far people choose goals and the efforts people will pursue them. This means that motivation is an

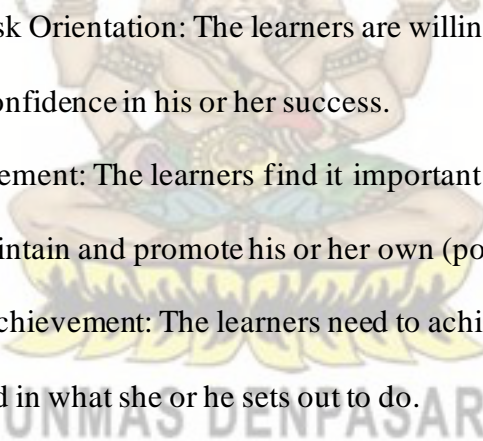
action or someone's desire to achieve the goals that have been made. Furthermore, the definition of motivation is divided in terms of two opposing camps. In one of these camps is a traditional view of motivation that accounts for human behavior through a behavioristic paradigm that stresses the importance of rewards and reinforcement. On the other hand, there are several cognitive psychological viewpoints that explain motivation through deeper, less observable phenomena.

There are two major types of motivation, namely intrinsic and extrinsic. Intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and its cultural, political, and ethnic associations. Moreover, extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in a task. Many sources of extrinsic motivation are inaccessible to the influence of the teacher, for example, the desire of students to please some other authority figure such as parents, their wish to succeed in an external exam, or peer-group influences. This does not mean the role of the teacher is not important, in this case, the role of the teacher is also important in providing motivation or encouragement to students in the teaching and learning process.

Motivation is an essential condition of learning that will make the results of learning optimally. By giving more precise motivation to students, the lesson will be more successful. Scanlon (2010:51) states motivation is what gets one going, keeps one engaged, and moves one forward in any task that requires effort. If students are not motivated to learn to read and write, instruction will have a limited impact. Thus, providing positive encouragement such as motivating very clearly

can help the process of student learning development. Motivating with a soft and smooth delivery can at the same time calm the feelings of students.

Motivation is needed by students to get a good result in learning, also as an essential condition could bring someone to a successful also optimal learning. By giving more precise motivation to students, the lesson will be more successful. As an essential condition that can bring someone to successful and optimal learning, motivation has several characteristics. According to Naiman (in Ur, 1996:275) states that the most successful learners are those who display certain typical characteristics, most of them associated with motivation. He also states that there are seven characteristics of students' motivation.

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- a. Positive Task Orientation: The learners are willing to tackle and challenge, and have confidence in his or her success.
 - b. Ego-Involvement: The learners find it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.
 - c. Need for Achievement: The learners need to achieve, overcome difficulties and succeed in what she or he sets out to do.
 - d. High Aspiration: The learners are ambitious, go for demanding challenges, have high proficiency, and have top grades.
 - e. Goal Orientation: The learners are very aware of the goal of learning or the specific learning activities and direct his or her effort in learning and are not discouraged by a setback or apparent lack of progress.
 - f. Perseverance: The learners consistently invest a high-level effort in learning, and is not discouraged by a setback or apparent lack of progress.

- g. Tolerance of ambiguity: The learners are not disturbed or frustrated by the situation involving a temporary lack of understanding or confusion. He or she can live with this patiently in the confidence that understanding will come later.

2.1.2 Reading Comprehension

Reading being an important skill for students who learn English as a foreign language, also can be the role in guiding students to be successful in language learning. According to Graesser in McNamara (2007:3), reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes. Sentences have syntactic composition, propositions, and stylistic features. Through reading skills, students are expected to be able to read and understand the contents of reading text.

According to Nunan (2003:78), reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. The goal of reading is comprehension. In other words, reading is done by readers with the aim to get information and then adjusting it to their respective background knowledge abilities. There are also strategic and fluent reading; strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension. Meaning does not rest in the reader nor does it rest in the text. The reader's background knowledge integrates

with the text to create meaning. The text, the reader, fluency, and strategies combined define the act of reading.

According to Graesser in McNamara (2007:3), comprehension is not always effortless and fast, of course. When beginning, readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised. Reading is one of the skills that must be mastered by the students. Students should practice their reading more and more so that their reading comprehension and their reading experience will be improved. They may find it difficult and frustrating. But they need to keep practicing, if they do that, will have a good sense of English and will help them to grasp the meaning of each word. Another thing that should be remembered in reading is that students should not open a dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in the text.

In other words, Smith (2004:12) comprehension is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific. In such contexts, the word frequently does not appear alone, but in such combinations as comprehension skills or the comprehension process, even by people who would never use expressions like understanding skills or the understanding process. Comprehension may be regarded as relating aspects of the world around us including what we read, to the knowledge, intentions, and expectations we already have in our head. It is the purpose of reading and of learning to read. We don't have to know something in advance in order to comprehend it. But we must be able to relate new things to what we already know

if we are to comprehend them. And relating something new to what we already know is of course learning.

Armbruster (2003:48) states that comprehension strategies are conscious plans sets of steps that good readers use to make sense of the text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their reading comprehension. So, in this case, the role of the teacher is very important, in providing instructions. By giving the right instructions will help students become more active and can also make them have a goal to control the understanding that suits them. Things that teachers can do to help improve students' reading comprehension, apart from giving instructions are: help students focus on text structure as they read; provide students with tools they can use to examine and visually represent relationships in a text, and help students write well-organized summaries of a text

In addition, Boardman (2007:2) states that reading comprehension is the process of constructing meaning by coordinating some complex processes that include word reading, word and world knowledge, and fluency. Explicit and highly structured development of beginning reading skills is required, as is highly structured instruction in reading comprehension, typical comprehension instruction was not very engaging or likely to improve reading comprehension. In other words, reading comprehension instruction as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers would mention the skill that they wanted students to use, then they would give them opportunities to practice that skill through workbooks or skill sheets, and finally assess whether or not they used the skill successfully.

Moreover, reading comprehension is a thought process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it with their own needs and purpose. In other words, reading comprehension can help readers to think more critically also help readers find and get ideas so that they can interpret according to their needs. Johnson (2008:3) states that reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place. In other words, it means the way readers understand what they read and also can create the meaning of what they read will depend on how they can perceive to make sense words, sentences, or even a connected text in their mind or thought.

In addition, Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The use of word extracting and constructing emphasizes both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: a. The reader who is doing the comprehending, b. The text that is to be comprehended, c. The activity in which comprehension is a part. This is interpreted in other words, namely the reader, reading, and comprehending are a unified whole when doing reading activities. Because when the reader only reads the text without any desire or ability to understand it, the reader will not benefit from the activities they do.

2.2 Empirical Review

The empirical review is one of the things that must be provided as empirical evidence. Empirical review is the way to reviewing other studies from other researchers to know the strength and also the weakness of those studies that similar to the present study. Also, empirical evidence used to help the researcher to avoid unintentional replication of the previous study's result. In conducting this research, the researcher wanted to know the correlation between motivation and reading comprehension. There are several researchers who have conducted research related to this research which discusses the correlation between motivation and reading comprehension. Those empirical reviews are presented as follows:

The first research was conducted by Ikhsan (2018) entitled "The Correlation between Students' Motivation and Reading Comprehension of Eighth Grade Students at State Junior High School N 4 Muaro Jambi". Furthermore, this research was aimed to investigate the correlation between students' motivation and reading comprehension. Moreover, based on research results using the instrument of students' motivation and reading comprehension, the result showed that there was a correlation between students' motivation and reading comprehension, especially about their apprehension and achievement to students.

In addition, the strength of the first study was in its research findings. In the research findings on the previous study showed that there is a correlation between two variables: those are students' motivation and reading comprehension. There is a significant correlation between students' motivation and reading comprehension. The result showed there is a significant because the significant is higher than 0.05. Additionally, students with high motivation would have good scores in reading

comprehension. In contrast, students with low motivation would have low scores in reading comprehension.

The second research was conducted by Khoiriyah (2019) entitled “The Correlation between Students’ Motivation and Their Learning Achievement in Reading Comprehension at The Eleventh-grade of SMK N 2 Salatiga”. The objective of this study was to find out if there is a significant correlation between motivation and reading comprehension. In addition, this research was already composed based on a good instrument for both the variables. The result showed that there was a correlation between students' motivation and their learning achievement in reading comprehension. In addition, students who have higher motivation certainly have a good reading achievement and students who have lower motivation certainly have a bad reading achievement.

Additionally, the strength of the second study was in its research findings. In research findings on the second study showed that there is a significant correlation between two variables: those are students’ motivation and reading comprehension. There is a significant correlation between students’ motivation and reading comprehension. The result showed there is a significant because the significant is higher than 0.05. In addition, the second study also used a questionnaire as an instrument to measure students' learning motivation. The researcher has provided the students’ motivation questionnaire with clear aspects and also indicators.

However, both of the researchers used multiple-choice tests when collecting the data for reading comprehension. It was not really effective because the students can guess the answer and could make it unable to measure comprehensively. Brown

(2004:206) said that multiple-choice items are difficult to construct and validate. In this present study, the researcher used short answer task to collect the data in order to measure students' comprehension in reading. Because by using short answer task, the students cannot guess the answer as in multiple-choice, the students have to know well what they have read because they have to construct their answer.

2.3 Hypothesis

A hypothesis is used to define the relationship between two different variables. Besides, a hypothesis is a prediction of what will be found as the outcome of a research project and it typically focused on the relationship between two different variables studied in the research. The purpose of a hypothesis is to find the answer to the research. Creswell (2012: 125) defines hypotheses as statements about possible outcomes of a study. A formalized hypothesis will force the researcher to think about the result they should look for as a correlation. It stated that the result was not due to chance and that they significant in terms of supporting the theory being investigated. In this present study, the hypothesis is stated as follows: there is a significant correlation between motivation and reading comprehension of the tenth-grade students of SMA Muhammadiyah 1 Denpasar in academic year 2021/2022