

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the most important skills in language learning that must be mastered by students. Reading comprehension is the process by which the reader becomes aware of an idea, and understands it (Richards and Renandya, 2002:284). Reading reveals disclosures to a reader that are liked by the general public and also understood by someone they love because they have a very important role in language teaching and learning. In everyday life, it is an active process that forms the core of most school subjects and is very important in language learning, especially English. Because reading is a very important skill for the learning process in language learning, this is very important for students because by starting to read students will easily get useful information in lessons, experiences, knowledge, and so on.

Reading is one of the most important skills in English. reading comprehension means understanding, evaluating, and utilizing the information and ideas obtained through the interaction between the reader and the writer (McNamara, 2007). Because of the importance of reading, teachers needed to prepare and develop reading skills in a class by using various types of texts. This means that reading comprehension in the text is mainly needed to get some important points from main ideas, implicit and explicit information, new vocabulary, and meanings of words, phrases, sentences, and texts. Thus, the messages in the text can be conveyed properly and avoid understanding in conveying information because reading

comprehension is very important. Important to be given to students, especially in teaching reading comprehension.

Reading text is very important for students. According to Harmer (2007:99), reading is useful for language development. Learning to read is the most important goal because it can help, basic and important skills that they must master, can add knowledge to raise a higher level of thinking. Therefore, the teacher must be creative in choosing the method to be using in learning reading comprehension so that students do not feel bored and are more interesting in reading activities. Reading is not only done at school but can be done at home or other public places. In addition, reading will become a habit if done every day. It involves a higher order of thinking skills and is more complex than words.

Students' reading comprehension can be influenced by many factors, one of which is motivation which can affect learning. Motivation is important because in education it affects the learning rate of individuals and they reflect on their behavior whether they have learned or not. Brown (2001:75), states that motivation is very important for success. Students needed to have motivation if they want to be successful in doing something. Motivation is making someone feel enthusiastic, interested, and committed to something. Therefore, motivation is an important factor in language learning because it will be more effective and efficient if it is driven by motivation. This means that motivation is related to the drive and willingness to act that makes a person act directly on the specific goals they want to achieve. Thus, if students have a high level of motivation in learning a language, it means that their motivation in learning is good.

According to Brown (2001), motivation is a factor that influences the high or low of the goal. Motivation is an impulse within the individual that can move and direct behavior from an integrated form of interaction between motives and needs with certain situations and plays a role in achieving a goal expected by the individual, which takes place in an active process. Motivation to learn reading comprehension in students is a situation within students that encourages and directs their behavior toward the goals to be achieved in attending higher education. Ideally, the goal of students attending higher education is to master the field of knowledge they were study, so that in there are many factors that affect the quality of students' reading comprehension such as vocabulary, grammar, and motivation to read. Motivation is a factor that can encourage individuals to carry out difficult activities that may succeed or fail in reading comprehension, because if they do not be motivated in their learning activities a learning activity will not be created. According to Ur (1991:14), a motivated person in the one who is willing in learning activities to get self-improvement. Motivation will be an important factor influencing student learning and success by influencing the initiation and continuity of activities, increasing student task time. Motivation influences how information is processed and how it is processed because it enhances cognitive processing processes and, thus, students who are motivated are more likely to understand and examine material.

Furthermore, according to Harmer (2007:98), motivation is positively related to reading amount and comprehension. In other words, motivation gives strength to students that come from within and outside which aims to provide positive goals. When students start reading, they must have the motivation to read first. By having

reading motivation, students can easily be understanding what they read, and make it easier for students to get the information they have read. In addition, reading comprehension is closely related to motivation. The level of their motivation will determine the success of students' reading comprehension which can also encourage their willingness to read something.

Therefore, a study was conducted by Halmaningsih (2020) entitled "The Relationship Between Motivation and Reading Comprehension in Class IX Students of SMPN 2 Blahbatuh for the Academic Year 2019/2020 ". This study was designed to identify whether there is a significant correlation between motivation and reading. This study tries to determine the level of students' motivation in reading English textbooks as stated in the research questions. According to the analysis of the results of the questionnaire and reading test, it showed that motivation was positively related to reading comprehension. This could be proven from the results of the hypothesis which could be concluded that there was a significant correlation between motivation and reading comprehension.

Based on the description above, the researcher is interested in investigating the correlation between students reading motivation and students reading comprehension. The researcher chose motivation and reading comprehension in this research because the researcher needed to know how motivation affects the students reading comprehension, especially the Seventh-grade students of SMPN 4 Sukawati in academic year 2023/2024. Based on the statement above, the researcher chose motivation and reading comprehension as the variable of the research. From those statements, the researcher is interested in conducting the research entitled

"The Correlation Between Motivation and Reading Comprehension of the Seventh-grade students of SMPN 4 Sukawati in academic year 2023/2024.

1.2 Research Problem

The most important thing in conducted research is to formulate a research problem. In connection with the description of the research background above, the researcher was conducted research on the relationship between motivation and the reading ability of seventh-grade students of SMPN 4 Sukawati. The researcher must decide on specific and appropriate questions to answer. In addition, the researcher was interested in knowing the significant relationship between motivation and reading ability of junior high school students. Therefore, the research problem of this research could be formulated in the form of a question as follows: is there any significant correlation between motivation and reading comprehension of the seventh-grade students of SMPN 4 Sukawati in the academic year 2023/2024?

1.3 Objective of the Study

Research objectives were the goals that the researcher plans to do or achieve after the research is conducted. By knowing the research objectives, it becomes important to describe what results were achieved from the research. This helped researchers to pay attention to the process of collecting data in research. The implementation of any scientific investigation was of course to answer research questions and find scientific solutions to research problems. Based on the explanation above, the main objective of this research is to find out whether or not there was a relationship between motivation and reading comprehension of the seventh-grade students of SMPN 4 Sukawati in the academic year 2023/2024.

1.4 Limitation of The Study

To avoid overlap and confusion, the research boundaries were more specific. Given the complexity and breadth of the issues discussed above, it is important to formulate research boundaries. In this study, researchers were focus on investigating the correlation between students' motivation and reading comprehension. This research was conducted on class seventh-grade students of SMPN 4 Sukawati in the academic year 2023/2024. Motivation in this study was limited to seven aspects that were considered as important aspects of motivated students such as positive task orientation, ego involvement, need or achievement, high inspiration, goal orientation, persistence, and tolerance for ambiguity. Furthermore, the reading comprehension that is assessed is the ability to identify four aspects of reading, namely general information, specific information, textual references, and textual meaning in the text.

1.5 Significance of The Study

A scientific investigation was conducted to produce such findings which could be used properly as broadly as possible. Moreover, this research was concerned on finding the significance correlation between motivation and reading comprehension of the seventh-grade students of SMPN 4 Sukawati in the academic year 2023/2024. In this present study, the results were highly expected to provide meaningful and significant outcome of a research findings. In addition, this research was expected to have more advantages in term of theoretical as well as practical significant. Therefore, the findings of this research should be significant and should be both theoretical and practical important as follows:

Theoretically, the findings of this study were expected to provide a treatment for motivation with reading comprehension, they were able to improve reading comprehension, especially in descriptive texts. These findings can provide a good contribution and material for future researchers to investigate the relationship between motivation and reading comprehension. The results of this study were also expected to provide benefits or a new list of several studies on correlational research that have been previously conducted by other people or readers to obtain new information about them. This was used as a reference for further research to be conducted by other researchers with similar research. In addition, it is hoped that it can provide information to teachers about the importance of reading comprehension which needs to be emphasized to help students have intelligence in the future.

Practically, the results of this study were expected to be useful for all teachers, especially English teachers, students, and other researchers. For English teachers. For teachers, the results of this study were intended as informative feedback regarding students' motivation towards reading comprehension, then can provide information that can be used as material for consideration to obtain better results for seventh-grade students of SMPN 4 Sukawati. For students, it was hoped that it could help them to overcome these problems by considering better learning strategies in speech so that they could increase their motivation and solve their problems in reading comprehension. Finally, for other researchers, this research was expected to be an additional reference that could help future researchers to improve and develop their research related to the correlation between motivation and reading comprehension, especially in descriptive texts. The findings of this study may have some weaknesses to improve future research to make it better.

1.6 Definition of Key Term

During the research, the researcher used several key terms related to this research. Therefore, to avoid misunderstanding about the investigation. The focus of this study was to find a correlation between motivation and reading comprehension of seventh-grade students of SMPN 4 Sukawati in the academic year 2023/2024. In this research, the researcher used some specific key terms related to this research. Therefore, in order to make the reader understand clearly and avoid misunderstandings from the investigation, the researcher must provide some operational definitions of the key terms. In addition, the key terms used in this study are motivation and reading comprehension.

During the research, the researcher had used several key terms that was related to this present study. Therefore, to avoid misunderstanding of investigation. The focus of this present study was to find the Correlation between motivation and reading comprehension of the seventh-grade students of SMPN 4 Sukawati in the academic year 2023/2024. In this research, the researcher used several specific key terms that are related to this study. Therefore, in order to make the readers clearly understand and avoid misunderstanding of the investigation, the researcher should give some operational definition of key terms. In addition, the key terms that were used in this study were motivation and reading comprehension.

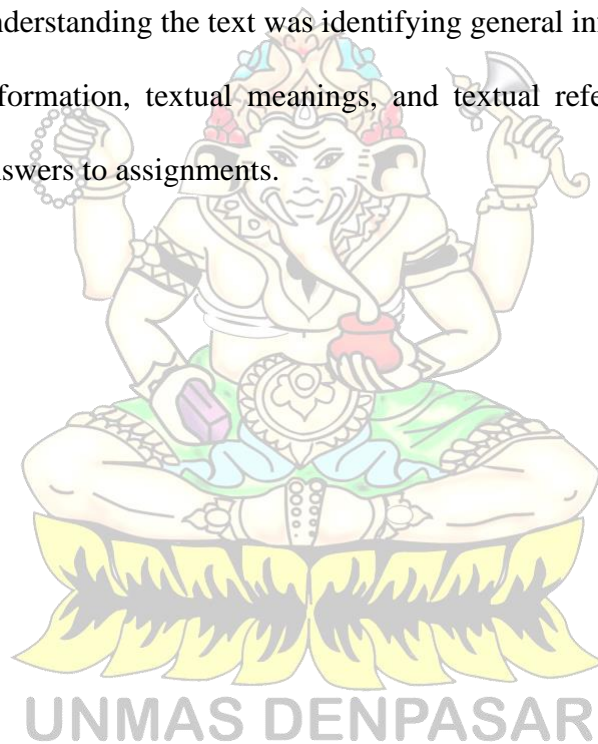
1. Motivation

In this study, motivation could be defined as factors that continually contribute and were committed to achieving the goals of seventh-grade students of SMPN 4 Sukawati for the academic year 2023/2024. Aspects of these factors are positive task orientation, ego

involvement, need for achievement, high aspirations, goal orientation, persistence and tolerance.

2. Reading Comprehension

Reading comprehension could be defined as the ability of the seventh-grade students of SMPN 4 Sukawati in the 2023/2024 school year to understand information or content in descriptive texts about person that students have learned at school. The focus of understanding the text was identifying general information, specific information, textual meanings, and textual references used short answers to assignments.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review was a review of some theories related to the study. This was used to support and build the present study to be firmer and more based on the fact. Therefore, theoretical review was used to support and build this study. The present study needed to be supported by the theories which have already given by the experts. There were several sources from several literatures that were related and supported this present study. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The present study was based on the discussion of the following theoretical framework: motivation and reading comprehension. For the purpose of the present study, some theoretical new points as well as empirical evidences were reviewed. Some of the viewpoints will as follow:

2.1.1 Motivation

Motivation was a condition that exists in an individual where there is an urge to do something to achieve a goal. Motivation was the degree to which you make choices about the goals to pursue and the effort you were devote to those pursuits. With that in mind, motive is a set that can make individuals carry out certain activities to achieve goals. Thus, motivation is an encouragement that can lead to certain behaviors that are directed towards achieving a certain goal. In learning a foreign language requires some of these levels of motivation. For example, a learner may process high global motivation but low task motivation to perform was in

written language mode. Harmer (2001:51), he also stated that success in any task is due only to the fact that one is motivated. It is easy to say that in learning a second language, a learner was successful if he has high motivation.

Motivation is the term most often used to describe the success or failure of almost any complex task. Almost all experts also agree that motivation was a factor that drives behavior and gives direction to student behavior. In addition, Brown (2001), also added that motivation is a factor that influences the level of goals. This means that motivation was related to encouragement and willingness to act which causes a person to act directly towards certain goals to be achieved. Motivation is an internal and external encouragement for students who are learning to make changes in behavior. Motivation was not only important in getting students involved in academic activities. It is also important in determining how much students learned from the activities they do or the information they get exposed. This shows that the importance of motivation in learning English cannot be separated.

Motivation is the most important aspect to improve reading comprehension skills. According to Dornyei (2001:1), this means that motivation had a very important role in learning. Motivation is not only important in getting students involved in academic activities. It is also important in determining how much students learned from the activities they do or the information they get exposed. with motivation, students studied harder, be tenacious, diligent and have full concentration in the learning process. students with high learning motivation had a positive effect on good learning outcomes, while students with low learning

motivation was also had low learning outcomes. With this in mind, an important task for teachers is to plan how they supported student motivation.

Motivation is an important component in learning to learn in schools including generating, maintaining, maintaining, and directing the desired behavior (Slavin, 2009). Then it could be said that students know what the goal is then they consciously do business until they reach the goal. The purpose of motivation is to arouse and maintain the desire to carry out activities towards a goal until it is achieved. Motivation could also be said to be a driving force when someone is in an unhealthy state. So, if students have good motivation in learning English, they were try to achieve their goals. That means motivation can become by the absence of motivation. It could be seen that motivation is important in the learning process.

Motivation plays an important role in language learning because it could influence student learning, especially in learning English. This shows that motivation was a key point in learning English. This was because motivation can affect student success. In addition, Brown (2001), also added that motivation is a factor that influences the level of goals. This means that motivation was related to encouragement and willingness to act which causes a person to act directly toward certain goals to be achieved. This shows that the importance of motivation in learning English cannot be separated. So, if students have a high level in learning English, it means that their motivation in learning English was also good.

According to Harmer (2007:98), in discussions of motivation an accepted distinction made between extrinsic and intrinsic motivation, that is motivation which come from 'outside and from inside'. Motivation can be based on human need. According to Brown (2004) there are six needs which are contracted by

motivation. They are; (1) exploration, (2) manipulation, (3) activity, (4) stimulation, (5) knowledge, and (6) ego enhancement. Moreover, in motivation we have to know the characteristic of student's motivation, and according to Naiman et al (in Ur, 1991:275) says that the most successful learners are those who display certain typical characteristics, most of them clearly associate with motivation. There are seven characteristics of student's motivation:

1. Positive task orientation. The learner was willing to tackle tasks and challenges and had confidence in his or her success.
2. Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own positive self-image.
3. Need or achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
4. High inspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
5. 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.
6. Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setback or aren't lack of progress.
7. Tolerance of ambiguity. The learner is not disturbed or frustrated by situation 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 explanation above, motivation was very important to improve students' reading comprehension. Motivation was not only important in getting students into academic activities. But it is also important in determining how much students will learn from the activities they do or the information they got. Students who were motivated to learn something used higher cognitive processes in learning it and absorb and retain it more. With good motivation, students were feel happy and enthusiastic in learning so as to produce meaningful development and growth in themselves. Motivation is carried out not only from the teacher, but also from oneself where this motivation is interpreted as a situation within a person that encourages the desire to carry out certain activities in order to achieve the expected goals.

2.1. 2 Reading Comprehension

Reading comprehension is part of the language skills that have an important role in the learning process. Learning to read was a very important educational goal for students. According to McNamara (2007:3), by mastering reading skills, students easily got information and opened a new world for students. According to Harmer (2007:99), the ability to read is important because through reading various information and insights can be absorbed to develop language. This means that reading is a window to the world, anyone who opens the window can see and know everything that was happening. Both events occurred in the past, present, and even the future. There are many benefits to be gained from reading. Therefore, it is appropriate for students to read according to their needs, then they were get all the information they want. There were several theories of reading shown below which

were taken from different viewpoints for the research base that was being investigated in the teaching and learning process.

Reading was important, but may never be integrated into a coherent and comprehensive account of what we do when we read (Alderson, 2000:2). In order to reach the level of understanding, they must experience a fairly long process. In reading, students more or less understand what they have read. This means that the more they read, the better they understand what they have read. Reading comprehension was the process of constructing meaning by coordinating complex processes that include the meaning of words, words, and word reading knowledge and fluency. Therefore, when they read the text, they must also be able to understand the meaning of the text in understanding the concepts and ideas contained in reading the text and gathering the information conveyed by the author; where they have to catch the reader that meaning and information while or after reading.

According to Brown (2004:185), in learning a foreign language, reading is also a skill that was only expected by learners to acquire. Reading is one way to find out how well students master text forms. To understand a text is not easy. The reader of the text must have the same understanding as the meaning in the source language text. To overcome this, reading a text is a way to get a complete understanding of the message conveyed by the author. Reading skills were show that reading involves the linkage of language elements with meaning. The most familiar of all the elements of language are 'words' and words must be clear enough that part of what is involved in understanding a text is understanding the meaning of the individual words in that text. Reading is the most important skill to master to

ensure success not only in learning English, but also in learning whatever content the class is reading skills are required.

Reading is essentially an activity that involves many things, not only reading a piece of writing but also using the mind, psycholinguistics and meta-cognitive is also an activity to obtain meaning from a reading but also must master the language that used by the author, so that the reader needs to activate mental processes and cognition. Reading comprehension is an activity or process to get the meaning or message that has been conveyed by the author through words or writing (Alderson, 2000:2). Reading comprehension activities in elementary schools include: a) reading with good comprehension, b) reading without pointing, lip and head movements, c) reading silently Reading activities especially for high grades (4,5 and 6) are activities carried out to understanding and thinking that occur simultaneously so that reading in high grades occurs thinking activities to understand reading not just learning letters or speech.

Harmer (2007:99), states that reading is useful for language development. In addition, daily activities cannot be separated from reading activities. Various information could be obtained by reading, such as reading news in newspapers, the internet, billboards, story books, and so on. These skills are demanded in the education system and society. On the other hand, students view reading in terms of books or literature. It was later linked by literary heritage to the canon of texts. This leads to consideration of what and how children should read. Reading comprehension also allows readers to used their own existing knowledge about a topic so as to improve students' reading comprehension.

Reading was a form of activity that could be used as a means to gain an understanding of something. In understanding reading text information, students develop mental models, or representations of the meaning of text ideas during the reading process. According to Alderson (2000:8), reading comprehension is a highly complex, multicomponent process involving multiple interactions between readers and what they bring to the text as well as variables related to the text itself (interest in the text, understanding of the type of text). Reading Comprehension is useful for helping students get information about the text they read. Therefore, in this study reading comprehension is defined as the process of forming the meaning of a text by using one type of reading, namely reading for certain information. It is an active activity that tries to capture or identify the idea of the text, specific information whether it is about explicit or implied details and textual references.

2.2 Empirical Review

Empirical review was a way of obtaining information by making observations based on the results of previous research. Empirical review in research methodology was the researcher reviews the currently available information and theory regarding the topic and background to the topic. Empirical studies were studies of relevant studies that had been conducted; which includes reviewing research previews that were relevant to current research. Empirical evidence could help researchers avoid unintentional replication of the results of previous research, and to clarify and define study concepts. In conducting this research, the researcher wanted to make a correlation between motivation and reading comprehension. Several researches were conducted related to this research which discusses the

correlation between motivation and reading comprehension. Related studies used as references were described in chronological order below.

The first research was conducted by Putri (2021). This study entitled "The Relationship Between Student Motivation and Reading Comprehension in Class XI Students of SMAN 8 Denpasar". This study aims to investigate the relationship between motivation and students' reading comprehension. This research used clustered random sampling technique to take samples. The results of research conducted by Putri (2021) show that there is a strong relationship between students' motivation in reading and their reading comprehension. Putri used a questionnaire to collect data on the learning motivation of multiple-choice students for reading achievement. The results of this study indicate a good study because there was a strong correlation

The strength of the previous research was that the findings from previous research show that there was a correlation between the two variables, namely students' motivation and reading comprehension. The weakness of the research used multiple choice in collecting data, Brown (2004:206), stated that multiple-choice items were difficult to construct and validate. Multiple choice had a high guess so it cannot be comprehensively measured. It is not very effective because students could guess the answer. Therefore, in this study, the researcher collected data by applying short answer assignments to check students' understanding of reading, so before they answer the questions, they needed to understand what they had read to get the correct answer.

The second research was conducted by Marsela (2017). This study entitled "The Correlation Between Reading Motivation and Reading Comprehension

Achievement of Class XI Students of SMAN 2 Palembang". The purpose of this study was to determine the correlation between students' motivation and reading comprehension of Class XI Students of SMAN 2 Palembang whether there was a correlation between students' motivation and reading comprehension. Motivation had a significant effect on the achievement of reading comprehension of class XI students of SMAN 2 Palembang. Research shows that there was a significant correlation between reading motivation and reading comprehension. Data were analyzed using Pearson Product Moment. Marsela's student motivation data was collected use a reading motivation questionnaire and the TOEFL test for reading comprehension. The results of this study indicate a good study because there is a strong correlation.

The strength of the previous research was that the researcher found that there was a significant correlation between motivation and reading comprehension. The weakness of the researcher was that the theory of motivation used was not clear and there were no aspects that could be measured to make questions in the questionnaire. The theory used in this study was less reliable with research problems that had been carried out by previous researchers and this shows that the research is unclear and there were no clear aspects to measure student motivation. Therefore, in this study, researchers used theory from Ur in 1991, There were seven characteristics of student motivation namely positive task orientation, ego involvement, need or achievement, high inspiration, goal orientation, perseverance., and tolerance for ambiguity, because this theory had clear and complete aspects, an explanation was included, then it can be reduced to questions in a questionnaire to assess student motivation.

2.3 Hypothesis

The hypothesis comes from the word hypo and thesis. Hypo is under or lacking or weak. And a thesis was a theory or proposition that was shown as evidence. So, the hypothesis could be interpreted as a statement of truth that was weak against problems in research and needed to be proven truth. The hypothesis was a temporary answer to the problems in the research that was available from the collected data (Arikunto 2006). Based on the problem formulation above, the research hypothesis used a hypothesis to predict the relationship between motivation and reading comprehension of seventh- grade students of SMPN 4 Sukawati. The hypothesis was carried out by researcher in the following statement:

Ho: There was no significant positive correlation between students' motivation and reading comprehension of the seventh-grade students of SMPN 4 Sukawati.

Ha: There was significant positive correlation between students' motivation and their comprehension of the seventh-grade students of SMPN 4 Sukawati.