

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Reading is a skill that must be mastered. Reading is also an activity carried out by readers to find and understand information in a text. In addition, reading is an important activity for everyone, especially for students. Because reading can help students to find and understand the information contained in the text when carrying out the learning process. In addition, when students read a text, students will find the meaning contained in a reading text. In addition, students' reading ability can improve their general ability, especially in English, and also their motivation in English.

According to Alexander (2022), there are eight aspects in reading which are phonemic awareness, phonics, vocabulary, fluency, comprehension, writing, language feature, and knowledge building. One of the aspects of reading is reading comprehension which the basic decoding skill that serves the meaning of the written texts, but it also included the prior knowledge of the reader in addition to this skill. Reading comprehension might also refer to "the ability to identify how and where to supply one's reading resources in order to increasingly achieve one's goals in a comprehension situation" (Wagner & Sternberg, 1987). Furthermore, according to Tankersley (2003), reading comprehension is also the center of reading. That is why reading comprehension is the final stage that should be gained by the students as the essence of reading activity. Without

comprehension, reading is nothing because comprehension becomes the most important factor to indicate how well students read.

Reading is not only to read every single sentence in a paragraph but also to comprehend the contents of the texts as well. Furthermore, reading is a receptive skill that requires readers to extract meaning from the discourse they read. To develop reading comprehension ability, they have to read more. However, according to Ahmadi and Hairul (2012) and Ahmad and Pourhossein Gilakjani (2012), reading comprehension is not an easy process because students need to be able to read the written text, decode the words, and identify the meanings of the words. Recognizing the complexity of reading comprehension, English teachers must find out the right techniques for teaching English through reading. It is important because students do not have the same skills in learning English; therefore, their level of reading comprehension is different. Students' reading comprehension can be influenced by two factors, internal and external factors.

One of the internal factors is motivation which influences learning. Motivation is very important because in education it affects the level of the learning of individuals and they reflect on their behaviour whether they have learned or not. A highly motivated student will try to gain new knowledge and skills. According to Brophy (2004: 3), "motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behaviour, especially direction-directed behaviour". In the classroom context, the concept of student motivation is used to define the extent to which students in still attention and effort in various activities, especially to achieve their willingness to learn and active in the learning activities. Students may face problems in text reading

comprehension. They must have high motivation to keep trying to solve the problem in reading comprehension. Students who have good motivation will study hard to get good achievements.

Motivation of students and reading skills are both important factors that help to encourage success and lifelong learning for students. Motivation means to make somebody willing to feel enthusiastic, interested, and committed to something. That is why, motivation is an important contributing factor in language learning because learning will be more effective and efficient if it pushes by motivation. It is also supported by Santrock (2008:438) who states that motivation involves the process that energizes, directs, and sustains behaviour. In other words, motivation can be used by students to achieve knowledge, comprehension, or skill

Similar research has been conducted by Marsela (2017). She carried out an ex-post facto research entitled "The Correlation between Reading Motivation and Reading Comprehension Achievement of MAN 2 Palembang" This research was conducted on the eleventh-grade students of MAN 2 Palembang by using purposive sampling. The objective of this study is to find out whether there is the correlation between reading comprehension and reading motivation. The result of this present study showed that there's a medium correlation between student motivation and reading comprehension of the eleventh-grade students of MAN 2 Palembang.

The study which was conducted by Marsela (2017) clearly stated the distribution of questions for motivation. It made the readers to understand how many questions will be presented in each category and dimension. It can be seen

on page 39-40 on her research. This research was also conducted by using purposive sampling which the criteria already been determined by the researcher. On the other hand, this previous study was tested the student's reading comprehension through TOEFL Junior Standard Test. In this test the previous researcher is not only assess the student's reading comprehension but also their other skill in English competency. This kind of test is not reliable with the research problem which has been conducted by the researcher, that is to find out the correlation between motivation and reading comprehension. So, in this present study, the researcher will be focusing on reading comprehension.

Another similar research was also conducted by Farisa (2017). Her research entitled "Motivation and Its Relationship with Reading Achievement". This research conducted at the second-grade students of Junior High School No. 6 Banda Ace by using purposive sampling. This research objective is to find out whether extrinsic motivation affects reading achievement. However, the result showed different result. In this research there's a high significant correlation between student's motivation and their reading comprehension. The study which was conducted by Farisa (2017) has definite assessment for the motivation. In motivation assessment, the researcher conducted the instrument by using both languages English and Indonesian.

The questionnaire which is already translated into Indonesian language was administered to the students. The way of translating the questionnaire into the students first language is kind of good way to make students easier to understand the content. However, in this previous study, the researcher used multiple choice tests. On the other hand, in multiple choice tests, the students can guess the

answer without understanding the purpose of the questions. That is why in this present study, the researcher used short answer task to assess student's comprehension in reading. In short answer task, students' comprehension and understanding can be known clearly because they have to construct the answer and cannot guess the answer as in a multiple-choice test.

Based on the explanation above, the researcher is interested in investigating the significant correlation between students' reading motivation and students' reading comprehension. The researcher chooses motivation and reading comprehension in this research because the researcher needs to know how motivation affects the students' reading comprehension, especially the ninth-grade students of SMP Pelangi Darma Nusantara in the academic year 2023/2024. Based on the statement above, the researcher chooses 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 Ninth Grade Students of SMP Pelangi Darma Nusantara in the academic year 2023/2024."

## **1.2. Research Problem**

Concerning to the description above, motivation and reading are important, especially in learning English, therefore it is important to formulate the research question. The research problem is important to make the discussion clear and specific. To bring this research into focus, the writer formulated the research question as follows: "is there any significant correlation between motivation and



reading comprehension of the ninth-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024.

### **1.3. Objective of the Study**

The objective of the study is the goal that the researcher plans to do or achieve after the study is carried out. Knowing the objective of the study, it could help the researcher to concern about the process of collecting the data in this research. The undertaking of any scientific investigation is certain to answer the research question and find out the scientific solution to the research problem. This present investigation is intended to answer the research problem that has been previously formulated and determined. Thus, this present study is designed to identify if there is a significant correlation between motivation and reading comprehension of the ninth-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024.

### **1.4. Limitation of the Study**

This study will focus on students' motivation and reading comprehension as two broad and complex topics. In this study, The Correlation Between Motivation and Reading Comprehension Of The ninth-Grade Students Of SMP Pelangi Dharma Nusantara In The Academic Year 2023/2024, two variables, namely motivation and reading comprehension, examined. It is important for researchers to know the curriculum and syllabus applied in schools to produce lesson plans and prepare learning materials for data collection. In this study, SMP Pelangi Dharma Nusantara implemented the K13 curriculum. Therefore, teaching modules and teaching materials based on Curriculum K13. Researchers plan to see a

substantial relationship between the two variables, taking into account the background of the problem.

The reading comprehension will be assessed with a short answer test while, the motivation analyzed by the 5 scales of Likert scale with 30 questions on the questionnaire. While for motivation, the researcher limits the analysis of motivation only to extrinsic motivation. the indicators that analyzed on extrinsic motivation are the support in learning tools for reading, self-confidence, and parent involvement. Extrinsic motivation can increase self-confidence to help students in reading. Researchers limited the study to finding a statistically significant relationship between students' motivation and reading comprehension to prevent overlap and misunderstanding among readers.

### **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, this research was concerned with finding the significant correlation between motivation and reading comprehension of the ninth-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024. In this present study, the results were highly expected to provide meaningful and significant outcomes of research findings. In addition, this research was expected to have more advantages in terms of theoretical as well as practical significance.

Therefore, the findings of this research should be significant and should be both theoretical and practical important as follows: Theoretically, this study was expected to give contribution and material for the next researcher regarding to

investigate the correlation between motivation and reading comprehension. The result of this research also expected to give a new list of some study about correlational study which have been conducted before by others or the readers gets new information about it. Therefore, this research was expected to be reference for the next researchers especially the correlational study to investigate the correlation between motivation and reading comprehension.

Practically, the findings of the presents study are meant to provide educational beneficial to students, teacher and other researchers. For students, the outcome of this study was expected to give information of the ninth-grade students reading comprehension as well as motivation toward learning English. For the teachers the result of this study was intended as an informative feedback regarding to the students' motivation towards their reading comprehension of the ninth-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024. Finally for the other researchers, the research findings are hoped to be used as additional reference of correlational study especially to investigate the correlation between motivation and reading comprehension. This finding was also to find the weakness in order to enhance further research

### **1.6. Definition of Key Terms**

During the research, the researcher used several key terms that were related to this present study. Therefore, in order to avoid misunderstanding of investigation. The focus of this present study was to find the Correlation between motivation and reading comprehension of the ninth-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024. In this research, the



researcher used several specific key terms that are related to this study. Therefore, to make the readers understand and avoid misunderstanding the investigation, the researcher should give some operational definitions of key terms. In addition, the key terms that were used in this study are motivation and reading comprehension

### **1.6.1 Motivation**

Operationally, in this study, the motivation to learn is the entire psychic driving force that exists within the individual student who can provide encouragement to learning to achieve learning objectives. can be interpreted as factors that continue to contribute and are committed to achieving the goals of class IX students of SMP Pelangi Dharma Nusantara for the 2023/2024 academic year. The type of motivation that students do is based on the characteristics of motivation, namely; positive task orientation, ego involvement, need for achievement, high aspirations, goal orientation, persistence, and tolerance.

### **1.6.2 Reading Comprehension**

Operationally, reading comprehension is defined as the ability of the ninth-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024 to comprehend the information or content in reading texts' namely descriptive and procedure text that the students have already learnt at the school. The focus of comprehension is in understanding reading text especially to identify general information, specific information, textual meaning, and textual references by using short-answer task.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1. Theoretical Review**

Theory is defined as a set of interrelated concepts that presents a systematic view by relations for the purpose of explaining and predicting the phenomena. A theoretical review is a review of theories that are related to the conducted study. This is used to support and built the study to be firmer and more based on fact. This present study needs to be supported by theories that have already been given by the experts. There are several sources from several kinds of literature that are related to and support this present study. This present study is conducted based on some theories that are stated in the form of some theoretical framework such as motivation and reading comprehension.

##### **2.1.1. Motivation**

Every action that peoples do is based on motivation. People eat because they are hungry, they walk because they have a place to go, people talk because they have an idea to express, people study because they want to master something, etc. The motivation of each person is different but the same thing we can understand is this motivation makes them move and live. Motivation has been a central construct in both educational and psychological research and plays a significant

role in several theories of human development and learning. There are some experts who define the word motivation.

Kreitner (in Halakeri 2019) states that motivation defines as psychological process that gives behaviour purposes and direction. According to the definition, it states that motivation is a power that urged human on a moving herself/himself towards what become the object. It can also be interpreted that the word motive that is mentioned as something within a person such as need, ideas, organic state, or emotion in cities him to action in order to realize the imagination. need, ideas, organic state, and emotion in certain time can be power of human to move herself/himself to a course of action.

Boekhaerts et al. (in Long et al. 2000) states that motivation can be defined as an inner energy source that pushes people toward desirable outcomes and away from undesirable outcomes motivation is concerned with the fulfilment of one's needs, expectations, goals, desires and ambitions. A student who puts in very little effort with school work can be considered as having lack of motivation. In the same way, some students can also become much more involved and successful in one particular academic subject area than in others. There are many reasons why we do or do not become involved in a specific activity.

Skinner (2019) states that motivation in school learning involves arousing, persisting, sustaining, and directing desirable behaviour. Then it can be said that students know what their goals are then consciously they do efforts till they achieve goals. The purpose of motivation is to awaken and keep the desirability in doing activities toward a goal till it is achieved. Motivation is also can be said as a drive when someone is in an unwell condition. So, if the students have good

motivation in learning English, they will try to achieve the goal. Motivation plays an important role in language learning because it can affect the students' learning, especially in learning English.

It shows that motivation becomes a key point in learning English. It is because motivation can influence students' success. Moreover, Brown (2001) also adds that motivation is a factor that influences the high or low of the goal. It means that motivation deals with encouragement and willingness of the act that cause someone to act directly toward the specific goals to be achieved. It shows that the importance of motivation in learning English cannot be separated. Thus, if the students have a high level in learning English, it means their motivation in learning English is good as well.

Brophy (2004) states that motivation is a theoretical construct used to explain the initiation, direction, intensity and persistence of behaviour, especially, goal directed behaviour. Type of motivation answers the question of why the individual is studying the language. It refers to the goal. Many reasons could be listed to be able to speak with members of that language community, to get a job, to improve, one's education, to be able to travel, to please their parents, to satisfy, a language requirement, to gain social power, etc. It may even be that there are as many reasons for studying a second language as there are individuals.

Another expert also states that the word motivation is derived from the Latin verb *motere* that has meaning to move (Halakeri, 2019). Dornyei and Ushioda, (2011) states what moves a person to make certain choices, to engage in action, to expend effort and persist in action-such basic questions lie at the heart of motivation theory and research. He also says that motivation is primarily a

"cause" an "effect of learning, with the general consensus now being the functional in a cycle of "high motivation-high achievement-high motivation or negative cycle of "low motivation"-low achievement-low motivation. Most people experience of motivation in real life is rather more complex than simply perceiving cause and effect binary states before and after a task or an event.

Motivation is part of human conditioning and it is possible to affect the motivational levels. Dubin (in Halakeri 2019) states that motivation is something that moves the person to action and continues him in the course of action already initiated. This is good news because it can empower someone to achieve their dream. So that it can raise motivational levels. 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 can be defined as individual motivational stimuli coming from within (Halakeri 2019) Motivation is an essential condition of learning that will make the results of learning optimal. 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 which later can be easier to categorize characteristics of someone who has motivation. Naiman (in Ur, 1996:275) states that the most successful learners are those who display certain typical characteristics, most of



them clearly associate with motivation. He also states that there are seven characteristics of students' motivation.

1. Positive Task Orientation: the learners are willing to tackle tasks and challenges, and have confidence in his or her success.
2. Ego-Involvement: the learners find it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.
3. Need for Achievement: The learners have a need to achieve, overcome Difficulties and succeed in what she or he sets out to do.
4. High Aspiration: The learners are ambitious, go for demanding challenges, have high proficiency, and have top grades.
5. Goal Orientation: The learners are very aware of the goals of learning or of the specific learning activities and direct his/her own efforts toward achieving them.
6. Perseverance: The learners consistently invest a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.
7. Tolerance of ambiguity: The learners are not disturbed or frustrated by situations involving a temporary lack of understanding or confusion. He or she can live with this patiently in the confidence that understanding will come later.

Based on theories that have been explained above, the research used the theory from Naiman et al. (1978) as cited in Ur (1991 275) which explains that it is easy to comprehend the motivated learner than the unmotivated learner. Motivated learners are students who have a spirit of enthusiasm to follow the learning activities so it makes the teaching learning process easier and more

enjoyable. Motivation can be seen in several characteristics. The characteristics of motivated learners are positive task orientation, ego-involvement, need achievement, high inspiration, goal orientation, perseverance, and tolerance of ambiguity. It means that someone's motivation can be seen from visible behaviour. The researcher can measure the level of student's motivation from those several aspects. In the present study, all of the aspects of motivation were used in the questionnaire. Therefore, it is essential for teachers to know the students' motivation characteristics in order to develop their reading.

### **2.1.2. Reading Comprehension**

Reading is important not only in our daily life but also in our academic life. In Indonesia, English has been taught as one of the compulsory subjects for students from the junior high school up to the senior high school. Reading also becomes the main aim of language teaching. The purpose is 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. Therefore, if students want to be mature and also become effective readers who can understand the content of the reading text, students should have skills and will. The will to read can be defined as a motivation and the skill means reading skill.

Phonemic awareness, phonics, vocabulary, fluency, comprehension, writing, language features, and knowledge building are the eight components of reading, according to Alexander (2022). Reading comprehension is one of the components of reading, which requires not only the basic decoding skills needed to understand written texts but also the reader's past knowledge. According to Wagner &

Sternberg (1987), "the ability to identify how and where to provide one's reading resources to further achieve one's goals in comprehension situations" (also known as "reading comprehension") is another definition of the term. Reading comprehension is also the essence of reading, according to Tankersley (2003). Therefore, students must achieve reading comprehension as their final milestone because it is important in the reading process. Reading is useless without understanding because comprehension is a key indicator of a student's reading ability.

There are several expert definitions of reading comprehension. According to Nunan (2003), reading is the process of readers combining information fluently from the text and their own background knowledge to develop the meaning. It can be said that in reading activities, the readers can get the information from the reading text that they read, and then the information will be processed together with their background knowledge. The outcome of that combining information is the reader's knowledge can be improved. The improvement of their knowledge can be a term of several aspects; namely vocabulary, structure and grammar, cultures, and other things that the readers may get from the reading.

According to Snow (2002:13), reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading consists of three elements; the reader, the text, and the activity or the purpose of reading. It is important for students to have the purpose of reading to make them have a willingness to read and to know what they want to get from their reading. As readers, students are required not only read but also connect the new information they get from the reading text or

sources to their knowledge. Thus, 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.

In reading comprehension, the students should know how to understand or get the meaning of the text. Students who are not really good in recognizing words may get some difficulties in comprehending the text. These students do not have enough opportunities to develop the language skill to become a proficient reader. They are not able to obtain the objective of the study especially in reading comprehension. Pang (2003: 14) strengthens that 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 word. So, the number of words that are mastered is very influential on the ability to read and understand reading. The more vocabulary understood, the better ability of someone to understand the reading material.

In line with that statement, 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. Finally, students read one article of interest and focus on the difference between fact and opinion. In reading comprehension, the students more or less understand what they read; the more students read the text, the better they get it.

It means the students who have good background knowledge in reading it self-able to understand and comprehend what they read in the text Reading also gives positive impact on several aspects, one of them is improving students' vocabulary mastery. It is because when they read, they will get new vocabulary. Furthermore, they try to remember and understand the word meaning. They are not only expecting to read in good pronunciation but they also need to construct and find the meaning through interaction and involvement with written language. Reading comprehension was the ability in understanding written texts. When the relationship between paragraphs already understood, the readers will get the meaning of the text.

Reading English texts may have a positive impact on students. It is beneficial to their language acquisition for spelling and vocabulary knowledge. Through reading, students develop knowledge, information, concepts, and attitudes. Moreover, students get many vocabularies which are needed in other skills if they read a lot. Students also need to comprehend the text during the reading process. They are not only expecting to read in good pronunciation, but they also have to construct and find the meaning through interaction and involvement with written language. Reading comprehension is the ability in understanding written texts. When the relationship between paragraphs already understood, the readers will get the meaning of the text.

Reading comprehension refers to understanding print text. Readers engage in problem-solving processes that are intentional to understand. This process has a before, during, and after component. Most readers who are explicitly taught reading comprehension skills and strategies tend to learn, develop, and use terms



spontaneously (Block & Pressley, 2002:36). In this section, these implementations have their respective objectives. For example, learning to read comprehension means knowing something new. After readers read the text, they will discover new words and vocabulary. Developing means exploring and constructing something related to the words they find.

In reading comprehension, the students should know how to understand or get the meaning of the text. Student who are not really good in recognizing words may get some difficulties in comprehending the text. These students do not have enough opportunities to develop the language skills to become a proficient reader, they are not able to obtain to objective of the study, especially in reading comprehension. Pang (2003:14) strengthens that comprehension is the process of should but also knowing the meaning of each word. So, the number of words that are mastered is very influential on the ability to read and understand reading. The more vocabulary is understood, the better the ability of someone to understand the reading. The more vocabulary understood the better ability of someone to understand the reading material

Reading provides opportunities to study language not only vocabulary but also grammar, punctuation, and the way to construct a sentence, paragraph and text. According to Wynne (2008:68-69), reading comprehension is constructing meaning. Reading comprehension is a strategic process by which the readers construct meaning to a text by using the clues, in the text and their own prior knowledge. In addition, reading comprehension is a must to become a good reader. The students' degree of comprehension can be determined from their responses during answering the test.

Comprehension of printed content is referred to as reading comprehension. Readers solve problems with the aim of understanding them. There are three parts to this process: before, during, and after. According to Block and Pressley (2002), most readers who are explicitly taught reading comprehension skills and strategies learn, acquire, and use their own terms. The individual goals of this implementation are described in this section. For example, developing reading comprehension requires learning something new. After reading the text, readers will learn new vocabulary and words. Developing requires investigating and creating something based on the words they find. The ability to comprehend or comprehend the meaning of a text is a prerequisite for reading comprehension. Students who struggle with word recognition may have difficulty understanding content. These students are unable to meet their learning objectives, particularly in reading comprehension, because they do not have sufficient opportunities to hone their language skills and become good readers. Pang (2003:14) emphasizes that understanding is a process that involves not only knowing the definition of each word but also having to.

Therefore, the ability to read and understand what is read is very dependent on the number of words mastered. The individual's capacity to understand text increases with increasing understanding of words. The more languages a person knows, the easier it is to understand what they are reading. Reading provides opportunities for students to learn grammar, punctuation, and the rules for constructing sentences, paragraphs, and texts in addition to vocabulary. Wynne (2008:68–69) asserts that reading comprehension is to create meaning. Using text cues and their prior knowledge, readers strategically construct text meaning

through reading comprehension. To be a competent reader, you must also have strong reading comprehension skills. Students' reactions when completing tests can be used to measure their level of understanding.

## 2.2. Empirical Review

Empirical review refers to the guide of the research that is used for the present research which is taken from the research study in the past. To build the strength of this present study, the researcher provides similar studies that had been conducted by other researchers in the past. These studies use similar variables to this present study those are motivation and reading. Both researchers were conducted for the sample purpose which is to find the correlation between two variables; motivation and reading. Therefore, in this part, the researcher reviewed some researchers who had applied the method in this present study. They are as follows:

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students first language is kind of good way to make students easier to understand the content. However, in this previous study, the researcher used multiple choice tests. On the other hand, in multiple choice tests, the students can guess the answer without understanding the purpose of the questions. That is why in this present study, the researcher used short answer task to assess student's comprehension in reading. In short answer task, students' comprehension and understanding can be known clearly because they have to construct the answer and cannot guess the answer as in a multiple-choice test.

### 2.3. Hypothesis

Hypothesis is from of words hypo and thesis. Hypo is under or less or weak. And thesis is theory or proposition that showed as a proof. So, hypothesis can be defined as weak truth statement towards problems on research and need to prove the truth (Hadi 2004). Hypothesis is a temporary answer of problems in research until provided from the data which collected (Arikunto 2006). Based on the statement of the problems above, the hypothesis of this research can be formulated as follow: there is significant correlation between motivation and reading comprehension of the ninth-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024.