

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the important languages used all over the world whether it is as first, second, or foreign language. In learning English there are four skills that should be learnt such as: reading, writing, speaking, and listening. Reading is very important and has become a major skill in teaching learning process because it provides exposure necessary for language learning. Reading is also very important especially for student. Student who has good reading capability will be able to develop refer to their knowledge easily. Generally, through reading, student can spend time usefully in a good way. Reading is one of the various ways of accessing all knowledge and information from all over the world. Through reading students can extract information and knowledge from various textbook and references.

Reading is definitely an active process: the learners interact with a text and bring their knowledge of the subject and language to the text. Furthermore, the learners do not need to produce in reading meanwhile they receive the information to produce comprehension. Reading comprehension is defined as the degree of understanding the text. Duffy (2009:14) reveals that comprehension is the root of reading because the goal of written language is communication of message. In addition, when the learners have understood the message in written text, they are able to pass the information to people around them.

Tankersley (2003:90), reading comprehension is also the center of reading. That is why reading comprehension is 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. According to Snow (2002:11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with the written language. It means that the readers can construct the meaning of the written text, and to do this the students must have strategies in reading to understand easily the content of the meaning text. There are three in comprehension; they are the reader who are doing the comprehension, the text that is to be comprehended, and the activity in which comprehension is a part of the reading comprehension.

Harmer (2007:98), state that motivation is essential to success. We have to have motivation if we want to be success if to do something. Motivation means to make somebody willing to fell enthusiastic, interest and committed to something. That is motivation an important contributing factor in language learning because learning will be more effective and efficient if it pushes by motivation. Motivation involves the process that energizes, direct and sustains behavior. In other words, motivation can help the students to get their knowledge, comprehension or skill. Based on Patel and Jain (2008:113) states that reading is an important activity in life with which one can update his or her knowledge.

According to Naiman et al, in Ur (1991:274), a motivated person is the one who is willing in learning activities to get self- improvement. Besides, students with high motivation create such an easier and more enjoyable and productive learning process. Therefore, the teacher's task is not only to teach but also to ensure that students have high motivation when learning. Moreover, students who are motivated in learning more quickly do what is instructed by the teacher and they

are more relaxed when working on it. In addition, learning in the classroom is more effective when all students have high motivation because they try to do their best for activity in accordance with what the teacher wants the teaching process.

Motivation consist of intrinsic and extrinsic motivation. Sardirman (2010:89), state intrinsic motivation comes from inside factor while the extrinsic motivation comes from outside factor. First, intrinsic motivation is the motivation that comes from inside of the student. Without any stimulant from outside of the student, the student will learn by themselves. Second, extrinsic motivation is the motivation that comes from outside of the students. The students have to be stimulated to learn the material by something such as a reward. Based on Santrock (2008:438) states that motivation involves the process that energizes, direct and sustain behavior.

A research was conducted by Marsela (2010). He carried out a research was “The Correlation between Reading Motivation and Reading Comprehension Achievement of the Eleventh-Grade Student of MAN 2 Palembang”. The objective of her research was to find out whether there is a significant correlation between motivation and reading comprehension achievement of the eleventh-grade students of MAN 2 Palembang and find out whether reading motivation significantly influences reading comprehension achievement of eleventh-grade students of MAN 2 Palembang. The result of the study showed that there was a significant correlation between reading motivation reading comprehension.

Another research was conducted by Manan (2017). He carried out a research entitle “The Correlation between students’ Motivation in Reading English Text Books and Their Achievement in Reading Comprehension”. His research was

conducted for the fifth-grade students in a mid-Atlantic school. The objective of this research was to find out whether there is any positive and significant correlation between students' motivation in reading English text books and their achievement in reading English. The result of his research showed that motivation in reading English text books influenced students' achievement in reading comprehension.

Regarding on the explanation and the research finding, it seemed that motivation plays an important role in improving the students' motivation in 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 in the eighth-grade students of SMPN 5 Mengwi in academic year 2021/2022. Therefore, the researcher formulated a research entitled "The Correlation between Motivation and Reading Comprehension of the Eighth-grade Students of SMPN 5 Mengwi in Academic Year 2021/2022".

1.2 Research Problem

Concerning to the description above, motivation and reading comprehension are important especially in learning English. A scientific investigation initiated from problem which needs to be solved by using scientific method. Therefore, it is important to formulate the research question. Research problem is important to make the discussion clear and specific. Furthermore, the researcher was interested in finding out the significant correlation between motivation and reading comprehension of the junior high school students. Thus, the research question of the present study can be formulated as follows: Is there any

significant correlation between motivation and reading comprehension of the eighth-grade students of SMPN 5 Mengwi in academic Year 2021/2022?

1.3 Objective of the Study

Objective of the study is the goal of which the researcher plans to do or achieve after the study is carried out. By knowing the objective of the study, it will help the researcher to concern on the process of collecting the data in this research. The undertaking of any scientific investigation is certainly to answer the research question and find out scientific solution of the research problem. This present study was intended to answer the research problem that had been previously formulated and determined. Based on the research problem on the background, the objective of the study was to find out the significant correlation between motivation and reading comprehension of the eighth-grade students of SMPN 5 Mengwi in Academic Year 2021/2022.

1.4 Limitation of the Study

The limitation of the study is very important to make a discussion about the research problem more specific and avoid a broad discussion. In this study, the topic will limit or focus on investigating the significant correlation between motivation and reading comprehension of the eighth-grade students of SMPN 5 Mengwi in academic year 2021/2022. Besides, motivation in this study was limited to the ability of the students in positive task orientation, ego involvement, need or achievement, high inspiration, goal orientation, perseverance, and tolerance of ambiguity. Furthermore, reading comprehension aspects that are focused in the present study are in identifying general information, specific information, textual

reference and textual meaning. Those aspects that researcher wanted to investigate in the present study.

1.5 Significance of the Study

The main practical consideration which was taken into explanation in the present study is the significance of the research finding. This research was concerned with finding the correlation between motivation and reading comprehension of the eighth-grade students of SMPN 5 Mengwi in academic year 2021/2022. The result of the study was expected to provide meaningful and significant outcome of the research findings. Moreover, the researcher expected that this research would bring more advantages in terms of theoretical and practical significance. Thus, the findings of the present study were expected to have both theoretical and practical significance.

Theoretically, the findings of the present study were expected to give contribution and material for the next researcher regarding to investigate the correlation between motivation and reading comprehension. The result of this research also were expected to give a new list of some study about correlational study which had been conducted before by others or reader to get new information about it. Therefore, this research was expected to be reference for the next researchers especially for to correlational study to investigate the correlation between motivation and reading comprehension.

Practically, the results of the present study were expected to be useful for English teachers, students, and other researchers. For the English teachers, it was expected to give information that can be used as a consideration to get better results for the students being taught in SMPN 5 Mengwi. It also gave the teachers result

on how to teach reading. For the students, it was expected that it can help them to overcome the issue by considering better learning strategies in the future so that they can increase their motivation and solve their problem in reading comprehension. The last is for other researchers, this present study was expected to become a reference which can help future researcher to improve and develop their research which is related to the correlation between motivation and reading comprehension.

1.6 Definition of the Key Terms

Key terms are important to be defined in order to give clear understanding of the topic. In the present study, the researcher has several key terms that are related in the research. The key terms were based on the research variables on the present study. Moreover, the focus of this study was to find out the correlation between motivation and reading comprehension of the eighth-grade students of SMPN 5 Mengwi in academic year 2021/2022. Thus, the key terms in this present study was motivation and reading comprehension. To avoid misunderstanding and confusion on the parts of the re concerning the key terms significantly used in the context of the present study, the researcher needs to operationally define the following terms:

1. Motivation

In this study, motivation can be defined as the factors that continually contributed and committed to attain the goal of the eighth-grade students of SMPN 5 Mengwi 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

Reading Comprehension can be defined as the ability of the eighth-grade students of SMPN 5 Mengwi in academic year 2021/2022 in identifying general information, specific information, textual meaning, and textual references.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories related to the study. This is used to support and built the present study to be more firmer and 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 support 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 were as follow:

2.1.1 Motivation

According to Brown (2001:72) motivation is an inner drive or stimulus, which can be like self-esteem, be global, a situational, or task oriented. Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. Learning a foreign language requires some of all these levels of motivation. For example, a learner may process high global motivation but low task motivation to perform well in the written mode of the language. He also states that success in any task is due simply to the fact that someone is motivated. It is easy, to claim that in the second language learning, a learner will be successful

if they have high motivation. Motivation has been a central construct in both educational and psychological research and plays a significant role in several theories of human development and learning.

Skinner as cited in Halakeri (2019) states that motivation in school learning involves arousing, persisting, sustaining, and directing desirable behavior. Then it can be said that student know what their goals are then consciously they do efforts till they achieve goals. The purpose of motivation is to awaken and keep desirability in doing activities toward goal till it is achieved. Motivation is also can be said as a drive when someone is in an unwell condition. If the students have good motivation in learning English, they will try achieve that the goal. Motivation is part of human conditioning and it is possible to affect the motivational levels. Dubin (1987) as cited 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 the dream. So that it can raise the motivational levels.

According to Nicholson (2007: 22) there are some characteristic of student motivation, they are interest in learning, participation, focus of the work activities in classroom, and enthusiasm doing task. It means that, the students who have high motivation, they always enjoy in learning. When the teachers give task, they will enthusiasm and focus to do task. They will be diligent in doing task and homework. The students who have high motivation will be more focus and serious in learning without getting bored when their teacher gives them a task regularly. If the teacher gives task at school, the students will seriously. They will not make noisy it can make their friend feel uncomfortable.

According to Naiman et al. (1978) as cited in Ur (1991:274), a motivated person is the one who willing in learning motivation create such an easier and more enjoyable and productive learning process. Therefore, the teacher's task is not only to teach but also to ensure that students have high motivation when learning. Moreover, students who are motivated in learning more quickly do what is instructed by the teacher and they are more relaxed when working on it. In addition, learning in the classroom is more effective when all students have high motivation because they try to do their best for activity in accordance with what the teacher wants the teaching process.

Even though it is important, but motivation is not the only factor on the successful of learning activity. Dornyei (2001:11) states that motivation has a significant role in learning process. Students who have higher motivation will get better opportunity to succeed in their learning activity than the lower one. Motivation is necessary but not a sufficient condition for learning. If a person is not motivated, he or she will not expand the psychological energy to acquire responses. He or she will avoid learning situations that will produce the desired changes. Even though motivation holds an important role in learning activities, it is not the most important one because teaching learning process will still happen even though with low motivation. It will only decrease learning achievement.

According to Brophy (2004:3). Motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially direction-direction behavior. In the classroom context, the concept of student motivation is used to define the extent to which students instill attention and effort in various activities, especially to achieve their willingness in learning and active

learning activities. Student 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 achievement.

Motivation is needed by the students to get good result in learning. By giving precise motivation, the lesson will be successful. Motivation as an essential condition which can bring someone to a successful and optimal learning has several characteristics which later can be easier to categorize the characteristics of someone who has motivation. Naiman et al. (1978) as cited in Ur (1991:275) state that the most successful learners are not necessarily those to whom a language comes easily, they are those who display certain typical characteristics, most of them clearly associated with motivation. Some of these are:

- a. Positive task orientation. The learner is willing to tackle tasks and challenges and confidence in his or her success.
- b. Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own positive self-image.
- c. Need for achievement. The learner has need to achieve, to overcome difficulties and success in what he or she sets out to do.
- d. High aspiration. The learner ambitious, goes for demanding challenges, high proficiency, top grades
- e. Goal orientation. The learner is very aware of goals of learning, or of specific learning activities and directs his or her efforts toward achieving them

- f. Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress.
- g. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion: he or she can live with these patiently, in the confidence that understanding will come later.

Based on 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 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 behavior. 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.

2.1.2 Reading Comprehension

Reading is important not only in our daily life but also in 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 purposes are to enable students to read and understand the text materials correctly. Then it is essential to read in the right way in order to understand the target language. Therefore, if students want to be mature

and also become an effective reader that can understand the content of the reading text, the student should have skill and will. The will to read can be defined as a motivation and the skill means reading skill.

According to Snow (2002:13) reading comprehension is 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 willingness to read and to know what they want to get from their reading. As reader, 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 more or less understand what they read: the more students read text, the better they get it. Another definition comes from Blachowic (2008), who defines reading comprehension is making sense of what is read. It means the students who have good background knowledge in reading itself will be 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.

Reading text 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 response during answering the test.

According to Klingners (2007:2) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

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 skill 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 words. 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.

According to McNamara (2007:3) reading comprehension is an interactive process between the writer and the readers with the expression and reception of meaning as the primary goal of both sides. It is the way how the reader tries to get the messages or the method or the meanings intended by the writer, the reader can get the message, and the writer's meaning sense. A writer expresses his or her thoughts, ideas, and feeling through the written words.

From the definitions above, reading can be regarded as a complex cognitive process that translates or transforms symbol in a written text, through interpretation, to be meaningful understanding or communication between reader and author. In other word, it is the process of readers combing information fluently from the text and their own background knowledge. Reading also is an active and communicative process. It is also an interactive process done between the reader and the writer to gain comprehension. In other word, it is a process of interaction between the reader and the text writer in understanding and comprehending the text written.

2.2 Empirical Review

Empirical review is the review of the relevant researches that have been conducted; in which it previews the previews research that relevant with the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous studies results, and to clarify as well as define the concepts of the study. In conducting this study, the researcher wanted to make a correlation between motivation and reading comprehension. Several researchers have been done related to this study which discussed about correlation between motivation and reading comprehension. The related study which were used as references were described in chronological order below.

The first research was conducted by Farisa (2017) entitled “Motivation and Its Relationship with Reading Achievement of the Eighth-Grade student in Junior High School No.6 Aceh”. Her research was conducted for the eighth grade students in Junior High School No. 6 Aceh by using purposive sampling. The research was aimed at investigating whether gender influences extrinsic motivation to read and to identify whether extrinsic motivation to read affects reading achievement. The result of the study conducted by Farisa (2017) showed there was a high correlation reading motivation and reading achievement. Farisa used questionnaire to collect data for the students motivation while paper test for the reading achievement. In motivation questionnaire, she already translated the questionnaire from English to Indonesian language which was really good to avoid misunderstanding from students.

In this present study, the strength of the previous study was in its research findings, the finding of the previous research showed that there is a correlation between two variables: those are students’ motivation and reading achievement. However, the researcher using multiple choice when collecting data. In the present study the researcher would like to finding the data by short answer task because according to Brown (2004:206) said multiple choice items are difficult to construct and validate. Multiple choice have a high guessing that make unable to measure effectively. That’s way in the present study researcher will collect the data by applying short answer task in order to check students’ comprehension in reading, because by using short answer task the students cannot guessing the answer as in multiple choice, so they need to understand what they read to get the right answer.

The second research was conducted by Ikhsan (2018) entitled “The Correlation between Student’s Motivation and Reading Comprehension of Eighth-Grade Students at State Junior High School N 4 Muaro Jambi. The objective of study was to find out if there is significant correlation between motivation and reading comprehension of the Eighth-Grade Students at State Junior High School N 4 Muaro Jambi. The result of study showed that the null hypothesis was rejected and the alternative hypothesis was accepted. In addition this emphasized the purpose of giving more important points. The researcher findings showed that there was strong correlation between students’ motivation and reading comprehension.

In addition, the strength of the previous study was in its research findings. The finding on previous research showed a strong significant correlation between students’ motivation in reading and reading comprehension. The research on the previous study using questionnaire for the instrument to measure students’ motivation in reading. However there is no clear aspect used by the researcher on the previous study. In the present study the researcher will make a blue print related with the theoretical review to make enough when making the questionnaire and make the readers feel easier to identify each item on the questionnaire. Based on Naiman et.al. (1978) as cited in Ur, 1991:275) states that there are seven characteristics of students’ motivation, so the questionnaire will be based on the theoretical review.

2.3 Hypothesis

A hypothesis is a prediction of what will be found as the outcome of a research project and it is typically focused on the relationship between two different variables studied in the research. It is usually based on both theoretical expectations

about how things work and already existing scientific. It defines as a hypothesis that there is a relationship between the two variables being studied. It stated that the results were significant in items of supporting the theory being investigated. In this present study: there is significant correlation between motivation and reading comprehension of the eighth-grade students of SMPN 5 Mengwi in academic year 2021/2022.

