

# 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 the first, second, or foreign language. In learning English, there are four language skills that should be learned such as: reading, writing, listening and speaking. Reading is an important skill that should be mastered by the students in order to improve their general language skill in English skill, Debat (2006, p.8) states that reading is crucial skill for students of English as Foreign Language (EFL) or second language (ESL). Dorkchandra also (2010, p. 1) states that reading is one of the language skills for those learning English as a second or foreign language (ESL/EFL), for academic success, and for professional development. Similarly Nga (2012, p. 2) also states that reading is an essential skill for English as a second or foreign language (ESL/EFL). For others, reading in English is for getting news. Through reading in English people can get information about what happens around the world and discover new things. In relation to reading in English, Donaghy (2016) makes a list of the benefits of reading in English for students; they include gaining competence in reading, writing, oral and aural skills, vocabulary growth, and increases in motivation, self-esteem and empathy. She further states that students who read extensively also become more autonomous learners.

Moreover, with strengthened reading skill, ESL/EFL, readers will be able to make greater and attain greater development in all academic areas. Alqarni (2015, p. 169) states that reading is not just decoding from a foreign language to a mother tongue

but also some people a process of transferring letters, from print pages to sounds. Reading is the foundation for all academic learning in which the students can get the information that can be applied in the next steps of learning process. Furthermore, reading helps children to develop their vital language skill, to open up new world and to enrich their live, to enchase, and to provide then with fun activity. It is arguable to say that reading plays important part in developing students' knowledge, reading is process of interaction between the reader and the text in order to get information from the text (Devito 2014). Therefore, it can be concluded that in academic process reading is crucial skill for language (ESL/EFL).

According to the 2013 curriculum, the aim of teaching English subject in junior high school is to develop students' potentials to have communicative competence in the interpersonal, transactional, and functional discourses using any kinds of text in oral and written English language. Meanwhile, the aims of teaching reading at junior high school students is for them to be able to understand and apply the factual, conceptual and procedural knowledge or information related to science, technology, arts and culture. In order to have good communicative competence, students need to be to produce either spoken or written information. Students are required to master reading to comprehend the information. Komiyama (2009) states that reading is an important skill for English language learners and support the development of overall proficiency and provides access to crucial information at the work and in school.

One aspect that plays an important role in reading achievement is motivation. Alderman (2004:4) stated that motivation refers to belief about respective contribution of effort and ability to performance and achievement in school.

Students who have optimum motivation have an edge because they have adaptive attitudes and strategies, such as maintaining intrinsic, goal setting and self-monitoring.

There are factors effective reading achievement motivation. Motivation is very important because in education, it effects the level of the learning of individual and they reflection to their behaviors whether they have learned or not. Furthermore, reading achievement is important to help in facing the huge improvement in the era of information nowadays.

Therefore, to make successful achievement in reading text is necessary for the having a skill of reading. And then, to make students have good achievement in reading they need a high motivation. To become understood a text and mastery on reading students must be a motivated on attitude, self-concept and experienced because motivation does not come by itself but must achieved through a process reading experienced. According Amundson (2015, 7) states that reading, and writing but reading comprehension are two main aspect successful readers. Motivation means to make somebody willing, to make somebody feel enthusiastic interested, and committed to something. Motivation is an important contributing factor in language learning because learning will be more effects and efficient if it is pushed by motivation. In other words, motivation can used by the students to achieve the knowledge, comprehension or skill.

Furthermore, Baily and Garratt (2002, 7) there are two types of motivation intrinsic motivation and extrinsic motivation. Meanwhile, Barkuokis, Tsorbatzoudis, Grouios, and Sideridis (2008, 22) state, intrinsic motivation refers

to the engagement in an activity for the pleasure and satisfaction of performing it. In contrast, Kistnasamy (2014, 7) states that extrinsic motivation is one of the most significant psychological concepts in education and can be indicated by the achievement of personal goals setting and developing an interest in the subject area: and reliance on external rewards and pressures. Both of motivations are very important to success in reading achievement.

In fact, students with high motivation to learn English will be better to prepare themselves to engage the process of teaching and learning in the classroom. Teachers or observer will be easy to recognize students with high motivation. Students with motivation will be prefer to read more books, ask many question, to do exercise, expose themselves to English language using, trying to use their English skill to communicate with other, or happily in the process teaching learning English. This problem is found the researcher when the researcher conducted teaching practice 7 at Junior High School in SMPN 2 Denpasar especially First grade students; the researcher has found some students problem to reading. For example, students with low motivation usually have no strong to engage in the process of teaching and learning English. Students with low motivation rarely ask question even though students do not understand. Students will have to be forced by teacher to read the book, do the exercise, of do task from teacher. Students with low motivation usually assume English subject as a difficult or even the most difficult subject to be learned. Therefore, the teacher as a guide, should tell the students to be successful in reading activities. By doing this, the students will get a strong motivation improving their skill in reading.

Based on the explanation, it means motivation plays an important role in improving the students' motivation in reading achievement. Therefore, the research formulates the title for this research "the correlation between motivation and reading achievement of the Seventh grade students of SMPN 2 Denpasar in academic year 2020/2021."

### **1.2. Research Problem**

Based on the background above, the researcher would like to identify the problem as follows: is there any significant correlation between motivation and reading achievement of seventh grade students of SMPN 2 Denpasar in academic year 2020/2021?

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

Based on the statement on the problem above, the objective of the study is to know the significant correlation between motivation and reading achievement for the seventh grade of SMPN 2 Denpasar in academic year 2020/2021.

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

The limitation of the study is very important to make a discussion that are too general. Therefore, the researcher limits the study on the correlation between motivation and reading achievement of the seventh grade students of SMPN 2 Denpasar in academic year 2020/2021. Accordingly, the research is focused on investigating motivation in which to know the students' reading achievement. Motivation, focuses on intrinsic of reading, extrinsic utility value of reading, importance of reading in English, reading efficacy which are considered as important aspect of motivated learners.

#### **1.5. Significance of the Study**

The researcher hopes that the result of this research can give information about the level of the student's motivation and reading achievement. The researcher expected that finding of can study can give many good contributions to the teaching-learning process in the school as follow:

1. Theoretically Contribution

The ultimate outcome of this study is expected to be input practicing and learning process especially for understanding between students' motivation and reading achievement and give additional information and knowledge the readers especially to the students and lectures in English Department want to read this paper



## 2. Practically Contribution

Practically, this study is expected to have contribution for;

a) For the teachers

The researcher hopes this study can give some suggestion for the teacher in teaching English in Junior High School to improve their study motivation and reading comprehension achievement.

b) For the researcher

The result of this study hope to give valuable information and knowledge to the researcher herself in her capacity as an English teacher, a students, and also a part of society. It is also hoped that the result of this study may give contribution to other researcher as the basic for them to do further studies.

c) For other

The researcher hopes this study will be useful as guidance of reference to the next researcher in knowing correlation between students' motivation in reading and their reading comprehension and it can give contribution to the society.

## 1.6. Definition of Key Term

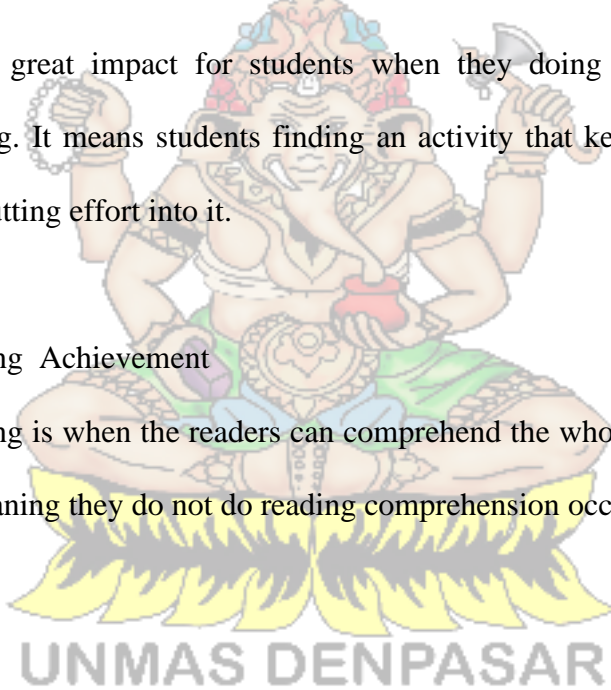
Definition of key term is very important to in conceive confusion when the reader understanding its meaning. Several terms are operationally determined by researcher in this study. Besides, there is a term for overly broad complex scientific research. Therefore, the readers should be operationally defined so give clear explanation. The key terms is defined operationally as follow:

### 1. Motivation

Motivation is defined as the students' motivation or eagerness in reading and a great impact for students when they doing activities especially reading. It means students finding an activity that keep students engaged and putting effort into it.

### 2. Reading Achievement

Reading is when the readers can comprehend the whole meaning in a text, it, meaning they do not do reading comprehension occurs.





## CHAPTER 11

### THEORETICAL AND EMPREICAL REVIEW

#### 2.1 Theoretical Review

In the chapter, some theories that related and support the present study will be reviewed. The theoretical frameworks in the study that are used as the discussion there are: (1) Reading achievement (2) Motivation. Based on the study its purposes, some theories are review as follows:

##### 2.1.1 Reading Achievement

Reading is a key skill that affects all others academic contents. One must be able to read proficiently to achieve success more readily in all other areas of instruction. There are a continual rise in expectations for reading more complex texts and while this is a substantial endeavor, it appears more difficult for the reluctant, unmotivated readers.

According to Carver (2000: 6), reading achievement is the focal point of the causal model and it is represented by the theoretical construct called efficiency level. (Carver, 2000) however, reading achievement has been measured by standardized reading comprehension text. These tests usually involve (a) reading passage that very difficult, (b) answering questions on each passage and (c) working under a time limit.

High reading achievement indicates their high reading comprehension. Carver (2000:44) state that anytime the reading achievement of students increases, it means students can comprehend all of the text they read efficiently.

According Dadzie (2008) cited in Dalila, reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development. This implies making meaning out of recorded information either printed or non-printed Bin the life of an individual. People read to difference reasons and purposes, some of which include for pleasure, leisure, relaxation, information and knowledge.

According Algarabel (2001, p.44), cited in Sriyulia, “achievement means thing that somebody has done successfully, especially using their own effort and skill.” It means that achievement is the result from what someone has done. Students’ reading achievement refers to what the students have learned, the knowledge, and skill they have acquired through experience in learning reading. Based on Conner’s study (2003), early language development affects later reading achievement. There are factors that influence the development of student’s reading achievement are family and community background.

Furthermore, according to Santrock (2011) in Isti (2014), achievement is the material that the student has learnt or what skills that the student has mastered. Meanwhile, Gronlund (1976: p, 331) state that achievement is something that students have learn. It means that achievement is a result of measurement and evaluation in learning for period of time. It cannot be achieved if the students do not learn before.

Centered on the above concept of achievement, read, and English, achievement in reading is the outcome that students get after they have adopted the score-signed learning process. Students involved in studying are typically highly motivated. They're really happy to do something. It will also make an attempt to intensively pursue the learning process, and not only in the classroom but also outside the school will learn the lesson as far as possible. They generally pay attention to what they are learning while learning English. So, much of the teacher offers them or gains the information from the books is easy to absorb. They still have criteria for the lesson and typically have a specific goal of doing what they wish to accomplish. They would, of course, be designed to do something in order to allow full effort to learn. Most of them want to see what they are going to discover. Students can master more data in long-term memory with strong encouragement. This encourages them to answer the test given. Finally, in English, it is possible for them to get decent outcomes.

In other words, the more interest and the more attentive they follow the lesson in English the better English learning achievement they will acquire. The researcher concluded there was a positive correlation between students' motivation and their achievement in reading.

### 2.1.2 Motivation

Motivation is often used to refer to the cause or the way of behavior. According to Charles N. Cofer (1972:2) Motivation is not such a thing that can be seen and touched, but we can see the effect from someone's action. It must be treated as a concept because it cannot be observed directly. Meanwhile, Arno F. Witting (1972:218), motivation is inferred from antecedent condition and consequent response.

Motivation is part of the closely related emotions with success. It can make us feel satisfaction or even greater than the success itself. Motivation has tremendous power in one's life. Motivation is to complete all of the driving impulses in humans that cause an individual to do something. Motivation is also considered as intention. Someone who intends to do something means that he/she is in a condition of motivation.

Every action that people do is based on a 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. A person who has no purpose is the same as no living.

According to Alderman (2004: 4) explain motivation as belief about the respective contribution of effort and ability to performance and achievement in school. Moreover, someone needs such a challenge to increase their motivation.

Motivation challenges are described from two framework that are interweaved. The first perspective comes from motivation researcher on the role of beliefs about effort and ability as they relate to school performance. The second perspective reflects motivational inequality as it affects academic achievement. Alderman (2004: 4). However, most school act to undermine and individual sense of self-worth because students become convinced that ability is the primary element to achieve. Yet, a lack of ability is the primary reason for failure. There are challenges of motivation as follows, 1) the ethnic differences fount that makes teacher underestimate students' aspiration and this turn affected the types of education they provide to students, and 2) the essence of challenging curriculum in many school with predominantly low-income and minority populations.

Furthermore, according Nasation (2010:73) Motivation is an effort to provide condition so that someone will do something. This condition will bring him to his goal. He tends to do anything till he gets what he wants. Therefore, according Ngalim Purwanto (2010:60) Motivation is a conscious effort to move, to direct, and to keep someone's behavior so he is forced in order to achieve goal. He knows what his goals are then consciously he do effort till he achieve goals. The purpose of motivation is to awaken and keep desirability in doing activities toward goal till it is achieved. Motivation also can be said as a drive when someone is in unwell.

Syaiful Bahri Djamarah (2008:149) explain in his book that motivation is divided in two, Intrinsic and Extrinsic motivation. Intrinsic motivation is a drive that is active without any simulation from outside because every individual has he drive to do something. Intrinsic motivation is driven by an interest or enjoyment in the task itself, and exists pressures or desire for reward.

Individual who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes. Therefore, intrinsic motivation is essential and fundamental because it can make individual do things happily and sincerely without any intention to get reward or worry of punishment.

Intrinsic motivation can be long-lasting and self-sustaining. Effort to build this kind of motivation are also typically effort at promoting student learning. Such efforts often focus on the subject rather than reward or punishment.

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation occurs and be active because there is an external stimulation. Therefore, Djamarah (2008:151) motivation does not link to an activity; it refers to the performance of an activity in order to attain a desired outcome or to anticipate punishment. Students who study hard to get a good mark as one example of extrinsic motivation.

Extrinsic motivation comes from influence outside of the individual. Usually extrinsic motivation is used to attain outcomes that a person would not get from intrinsic motivation is a competition because it encourages the performer to win and the beat others, not simply to enjoy the intrinsic reward of the activity.

However, Motivation has some functions individual activities. Djamarah (2008; 157) divided in to three functions. First function is motivation as an encouragement. It means that motivation effects what attitude that should be taken by students in helping them to satisfy to satisfy their need and courage.



The next function is motivation as an activator. Psychologist encouragement products students' attitude in learning then that attitude in learning will bear psychology movement or action. So, if the students have motivation on themselves, they will do or act as reflection of their motivation.

And the other function is motivation as a director. Students that have motivation usually can select which one of the action should be done and should be left. Everything that helps them to achieve their goals will be done and everything that bothers them will be avoided. So, motivation helps to direct them to true action.

Based on the explanation of function of motivation, we can see that the function are related to each other. First, motivation impulses students to achieve their goals. Then, from that encouragement, they will do some actions to achieve their goals and finally, from some action that they will face, they will select whatever action that will help them to get their purposes.

## **2.2 Empirical Review**

Empirical review is the review of relevant researches that had been conducted before by other researchers. The related study which are used as references are explained in down below:

The first relevant study was conducted by Isti Farhata (2014) entitle "the relationship between Students' Reading Motivation in English and their Reading achievement "at ninth grade of SMP Islam Al-Hasanah. From this research, the researcher was to know and describe a positive relationship between reading motivation of ninth grade students of SMP Islam AL-Hasanah with their reading

achievement. After this researcher was conducted, the result show that there is a positive correlation between relationship reading motivation and reading achievement.

The second researcher is from Nur Ikhsan (2018), entitled “The Correlation between Students ‘Motivation and Reading Comprehension of Eight Grade Students at State Junior High School N 4 Muaro Jambi. The purpose of this research to find out whether there is any correlation between students’ motivation and reading achievement. Based on the conclusion her thesis, the result showed the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is reject. Where it means there is strong correlation between students’ motivation and reading achievement.

The result studies above show that the correlation between motivation and student’ reading achievement are difference depending on where the study took place and sample of the study. The first previous study was use reported text and procedure text. Then second previous study use descriptive text. Furthermore, in this study, it expected to strengthen the evidence the correlation between motivation and reading achievement. The researcher use descriptive text as reading passage in reading text. Then the researcher is used short answer text to test to test reading achievement. Thus, this study is expected to get good result same as previous studies.

### 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. The hypothesis was stated as follows: there is a positive correlation between students' motivation and their achievement in reading English of the seventh grade students of SMPN 5 Denpasar in the academic year 2020/2021.

