CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Motivation is an important contributing factor in language learning because learning will be more effective and efficient if it is pushed by motivation (Santrock, 2008, 451). It means that Students who have high motivation will try to get new knowledge and skill. According to Suhag et al. (2016:100) motivation has several effects on the learning and behavior of students: motivation leads behavior to specific goals. Motivation sets specific goals that people strive for and, thus, influences the choices of students.

In addition, motivation also plays an important role in teaching learning process. Students may face problems in Reading Comprehension of the text. They need a high motivation in order to keep trying to solve the problem in reading. Reading is one of language skills that is the most important skill for foreign language learners because they have little exposure language outside the classroom and most of the information in English comes through reading. In addition, someone who is highly motivated in reading will have a better reading comprehension, while someone who has a low motivation will decrease their reading comprehension.

Based on the explanations above, the researcher is interested in conducting the study entitled "The Correlation between Learning Motivation and Reading

Comprehension of the Eighth Grade Student of SMPN 2 Tegallalang in Academic year 2021/2022".

1.2 Research Problem

Based on what has been described in the background of the study above, the researcher held research on the correlation between Learning Motivation and Reading Comprehension of the Eighth Grade Student of SMPN 2 Tegallalang in academic year 2021/2022. Thus, the research question of the present study can be formulated as follows: is there any correlation between Learning Motivation and Reading Comprehension of the Eighth Grade Student of SMPN 2 Tegallalang in academic 2021/2022?

1.3 Objective of The Study

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 figure out whether there is any correlation between learning motivation and reading comprehension of the eighthh grade students of SMPN 2 Tegallalang in academic year 2021/2022.

1.4 Limitation of The Study

Recognizing the fact that motivation and reading comprehension was too broad and complex to be dealt in a correctional study. The researcher needed to narrow down the area of the study. To avoid overlapping and confusion of the reader, the researcher was focus on the text of reading comprehension that was

only descriptive paragraph about person for eighth grade students of SMPN 2 Tegallalang in academic year 2021/2022.

1.5 Significance of The Study

The result of the present study is definitely expected to theoretical and practical which is conducted to the eighth grade student of SMPN 2 Tegallalang in academic year 2021/2022. Moreover, the significance of the present study was expected to provide both theoretical as well as follows:

1.5.1 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 the correlational study to investigate the correlation between motivation and reading comprehension.

1.5.2 Practically

this study is expected to have contribution for;

a). For the teachers

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

b). For the researcher

This present study were expected to become a reference which can help future researcher to improve and develop their research which is related to the correlation between learning motivation and reading comprehension especially in descriptive text. The finding of this research may have some weakness that can be refined by the other researchers in the next research to make it much better.

c). For Others

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

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 learning motivation and reading comprehension of the eighth grade students of SMPN 2 Tegallalang in academic year 2021/2022. Thus, the key terms in this present study was learning motivation and reading comprehension. In other to avoid misunderstanding and confusion on the parts of the readers concerning the key terms significantly used in the context of the present study, the researcher needs to operationally define the following terms:

1.6.1 Learning Motivation

Motivation is an important factor in learning process, because motivation is an internal process that is one of the main factors that determines the success rate of student learning (Levpuscek & Zupancic, 2008 as cited in Riswanto & Aryani 2017: 43).

1.6.2 Reading Comprehension

Reading comprehension is defined as the process of making meaning by coordinating a number of complex processes that involve language, word reading, word knowledge, and fluency (Chain, Oakhill, & Bryant, 2004; Paris, 2005 as cited in Ahmadi 2017: 3).

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories relate to the study. This is used to support and built the present study to be more firm 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 review. Some of the viewpoints were as follow:

2.1.1 Learning Motivation

Motivation is one of the psychology, factors influence students in learning process. Motivation appears when someone has a huge desire to achieve and usully come from inside. For the example, someone study hard because he or she

wanted to be number one; it means that he or she has a motive to be a better students than others Harmer (2001, p. 84) said that "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something"

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 characteristic which later can be easier to categorize the characteristics of someone who has motivation. Naiman et al (in Ur 1991:275) states that the most successful learnes are not necessarily those to whom a language comes very 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 has 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 or achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

d. High inspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

e. 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.

f. Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setback or aren't 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.

2.1.2 Reading Comprehension

Reading comprehension is not a skill or ability that can be developed once and for all at any level or instruction. It needs process that begins from early childhood and continues as long as they still reading. Pang (2003:6) states that reading is defined ad understanding written texts. He says that reading consists recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making meaning of words, sentences, and connected text. To understand the written texts, the reader has to know more vocabularies, grammatical knowledge and experience with texts.

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 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.

Linse and Nunan (2005:71) state reading comprehension refers to reading for meaning, understanding and entertainment. Reading comprehension involves high order thinking skills and more complex than specific words. The thing that is needed to be taught to the students is to get the meaning or the information of the text. It can be specific or general information of the text that they have read. Thus, it will prove the students comprehend the text or not. Moreover, teaching the students about extual reference and textual meaning is important aspects of reading. Textual meaning can be found by thinking the word which has another meaning based on the content of the text while textual reference can be found based on the pronoun of the text. In conclusion, there are four aspects that should be mastered by the students in reading comprehension. They are general information, specific information, textual meaning and textual reference.

Moreover, reading skill is one of the language skills that cannot be separated from the role of psychology in an effort to understand the reading. In line with description of Baker and Brown (1990), that the reader ability is associated with psychology of language teaching. They describe that the reader actually have metacognition capabilities that are often not realized or known by readers/themselves. This metacognition plays an important role in understanding reading material.

2.1.3 Descriptive Paragraph

Paragraph is a group of sentences that consist of a single main idea and supported by some supporting details and aims to facilitate the reader in understanding the meaning that is conveyed by the author. According to Oshima and Hogue (2007:2), a paragraph is a group of related statements that a writer

develops about a subject. He added that a paragraph can be as short as one sentence or as long as ten sentences. Descriptive paragraph is a paragraph which express or describes place, thing, and person that appeals the readers' senses (sight, hear, taste, smell and touch) in vivid detail that the reader can easily visualize the described place, thing. and person or can feel that they involve the experience.

Based on Fiderer (2002: 17), descriptive paragraph gives a clear picture of person, place, object, events, or idea. Details for descriptive paragraph come from the writer's senses. Those are smell, taste, touch, hearing, and sight. Descriptive paragraph is characterized by sensory details, which appeal to the physical senses, and details that appeal to a reader's emotional, physical, or intellectual sensibilities. Determining the purpose, considering the audience, creating a dominant impression, using descriptive language, and organizing the description are the rhetorical choices to be considered when using a description. A description is usually arranged spatially but can also be chronological or emphatic. The focus of a description is the scene. Description uses tools such as denotative language, connotative language, figurative language, metaphor, and simile to arrive at a dominant impression.

Moreover, Oshima and Hogue (2007:3) state that a paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea of the topic. The rest of the sentences in the paragraph support the point. That meant descriptive paragraph has a topic to be discusses and tell the main idea. Moreover, the other sentences in the descriptive paragraph called supporting sentence. It gives more information about topic, specific details and explanation. Then the last sentence is conclusion sentence to close the

paragraph. The writers put some descriptive sentences to make the readers easy to understand. Therefore, it can be concluded that a well written paragraph is a group of sentences that consists of specific points or ideas that are structure into the topic sentence, supporting sentence and conclusion.

According to Zemach ad Islam (2005:9) a paragraph is defined as a group of about six until twelve sentences that has one topic. In addition, a good text has some sentences that refer to the topic. Moreover, to make a new text, the writers should have a new idea, related to the topic. Moreover, to make a new text, the writers should have a new idea. Moreover, a text can give information, tell opinion and explain something, or even tell a short story. Therefore, when the writers arrange sentences appropriately, the readers can easily understand what the paragraph explanations will tell about the paragraph is easy to understand.

2.2 Empirical Review

Empirical review is the review of the relevant researches that have been conducted; in which it reviews 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). She carried out an ex-post facto research entitled "Motivation and Its Relationship with Reading

Achievement". Her research was conducted for the eighthh grade students in Junior High School No. 6 Acch by using purposive sampling. The research was aimed to investigate whether gender influences extrinsic motivation to read and to indentify 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 comprehension achievement. Farida 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 the students.

The second research was conducted by Marsela (2017). The title of her ex-post facto research was "The Correlation Between Reading Motivation and Reading Comprehension Achievement of the Eleventh Grade Students of MAN 2 Palembang". The objective of her research was to find out whether there is a significant correlation between reading motivation and reading comprehension achievement of the eleventh grade students of MAN 2 Palembang and to find out whether reading motivation significantly influences reading comprchension achievement of eleventh grade students of MAN 2 Palembang. The result of the study showed that there was a significant correlation between reading motivation and reading comprehension. For collecting the data for students' motivation Marsela used reading motivation questionnaire by Allan Wigfield, John T. Guthriea, and Karen Megough (1994) and TOELF test for reading comprehension

Both of the researchers find there was a significant correlation between motivation and reading comprehension. Moreover, both of the researchers did not

use an appropriate test for the reading comprehension. The first researcher used multiple choice tests to know students reading achievement. It was not really effective because the students can guess the answer. The second researcher used TOELF Junior Standard Test to assess the reading comprehension of the students. In her test, the researcher was not only assessing the students reading comprehension but also their other skill in English competency like listening comprehension and language form & meaning. This kind of test was not reliable with the research problem that has been conducted by the researcher. As the result, in the present study the researcher will use short answer task to assess the reading comprehension of the students. By using short answer task, the students have to know well what they have read because they have to construct their answer.

2.1 Hypothesis

According to Singh (2006:54) hypothesis is defined as a tentative solution for the problem. Based on the theoretical and empirical above, the writer formulated the hypothesis of this research: there is a correlation between intrinsic motivation and reading comprehension. The statistical hypothesis is formulated as follows:

1. Alternative Hypothesis (Ha): there is a significant correlation between learning motivation and reading comprehension.

2. Null Hypothesis (Ho): there is no significant correlation between learning motivation and reading comprehension.