CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning of language, students should understand all concepts; listening, reading, writing and speaking, Reading is one of the language skills that students should mastered. Reading is an individual's ability to understand text, which is influenced by his/her ability to process information, comprehend the meaning of the text, and integrate it with what they already know. According to Pang et al. (2003:6), reading is the way to understand about the text. Students may increase their knowledge and discover new facts by reading; also, if they read material often, they will understand all subjects. As a result, the phrase "reading is the window to the world " has been coined.

According Patel and Jain (2008:11), reading is an important activity in life with which one can update his or her knowledge. The ability to read a text in many forms will contribute a great advantage in our life such as gaining success in school, university, or other educational institutions. Reading is the act of interpreting printed and written words. Reading requires understanding or comprehending the means of the text. Besides, motivation is a great impact for someone in doing activities well. As a psychological aspect, motivation is not only able to divert someone's behavior, but also able to encourage him to do something, therefore he can let himself bound by a certain activity, as well as reading motivation. According to Snow (2002:11), comprehension is a process of simultaneously extracting and constructing meaning through interaction and

involvement with written language. It consists of three elements the reader, the text, and the activity the purpose of reading Moreover, motivation varies into intrinsic and extrinsic. Reading motivation also has intrinsic and extrinsic.

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 individual and they reflect to their behavior whether they have learned or not. A highly motivated student will try to gain new knowledge and skill. According to Brophy (2004:3), "motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially direction - directed 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. 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 skill are both important factors which help to encourage success and life - long learning for students. Motivation means to make somebody willing to feel enthusiastic, interest, 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 the motivation. It is also supported by Santrock (2008:438) who states that motivation involves the process that energize, direct and sustain behavior. In other words, motivation can be used by students to achieve the knowledge, comprehension, or skill.

However, students are difficult to have a motivation to understanding the reading comprehension. In addition, to be success full in reading, motivation is important factor. During the past few years, there has been a plethora of information introduced to people. While books have been continuously produced, there is also significant amount of information on the internet. According to Anne (2014:7), students 'motivation and the skill of reading are both essential factors, that help to promote student success and life - long learning. Motivation means to make somebody feel enthusiastic, interested, and committed to something. This affects and encourages people to do reading more often, motivates them to gain more knowledge to enrich their insight in this global area.

Therefore, the research conducted by Nyoman Tri Sukma Arsani (2021). The collected data were analyzed by using SPSS 22 with means of Pearson Product Moment Correlation Test and T-test. The result of the data showed that the significant value of Pearson product-moment correlation was 0.000and there was clearly revealed the alternative hypothesis was accepted. In other words, the research finding confirmed that there was a significant correlation between motivation and reading comprehension of the ninth grade students of SMPN 2 Mengwi in the academic year 2020/2021.

The research also conducted by Nuril Firdaus (2022). The data was analyzed by using statistical package for the social science (SPSS) with correlation formula. The result showed that there was a positive correlation between students' reading motivation and their reading comprehension ability because the coefficient correlation obtained showed on the table was 0.497. To get the df, 33 sample minus two (N-2) was 31. The r- critical by df 31 in the 0.05 level significance was 0.344.

Therefore the coefficient correlation obtained from the computation was significant because r observed was higher than the r critical (0.497 > 0.344).

Based on the description above, the researcher interested in investigating the significant correlation between motivation and reading comprehension. The researcher choose motivation and reading comprehension in this research because the researcher want to know how motivation affects the students reading comprehension, especially the eighth grade students of SMPN 1 Kediri in academic year 2022/2023. Based on the statement above, the researcher chose motivation and reading comprehension as the variable of the research. From those statements, the researcher stated to conduct the research entitled The Correlation between Motivation and Reading Comprehension of the Eight Grade Students of SMPN 1 Kediri In Academic Year 2022/2023.

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. 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 eighth grade students of SMPN 1 Kediri in academic year 2022/2023?

1.3   Objective of the Study

Objective of 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 could 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 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 eighth grade students of SMPN 1 Kediri in academic year 2022/2023.

1.4   Limitation of the Study

Motivation and reading comprehension are broad too and complex in study under investigation. Motivation and reading comprehension are two variables that are going to be investigated in this present research. Based on the problem identified above, the researcher intended to investigate the significant correlation between the two variables, motivation and reading comprehension. To avoid overlapping and confusion of the reader, the researcher limited the study only on finding the significant correlation between motivation and reading comprehension.

This present research was administered for the eighth grade students of SMPN 1 Kediri in academic year 2022/2023. The researcher also limited the reading passage only on the material that they already learnt like descriptive text by declaring and questioning about descriptive people, and animal. The aspects of motivation on intrinsic motivation, such as environment, family, and teacher, are discussed. The second factor was internal motivation, which included things like need, interest, and goal - setting. This kind of research was trying to figure out

whether there is significant correlation between motivation and reading comprehension of the eighth grade students of SMPN 1 Kediri in academic year 2022/2023.

1.5   Significance of the Study

A scientific investigation was conducted to produce such findings which can be used properly as broad as possible. Moreover, this research was concerned on and reading finding the significance correlation between motivation comprehension of the eighth grade students of SMPN 1 Kediri in academic year 2022/2023. In this present study, the results were highly expected to provide meaningful and significant outcome of a research findings. In addition, this research was expected to have more advantages in term of theoretical as well as practical significant. Therefore, the findings of this research should be significant and should be both theoretical and practical important as follows:

Theoretically, 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 researcher. For students, the outcome of this study was expected to give information of the eighth 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 eighth grade students of SMPN 1 Kediri in academic year 2022/2023. 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 researches.

1.6 Definition of Key Terms

During the research, the researcher has 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 eighth grade students of SMPN 1 Kediri in academic year 2022/2023. In this research, the researcher used several specific key terms that are related to this study. Therefore, in order to make the readers clearly understand and avoiding misunderstanding of the investigation, the researcher should give some operational definition of key terms. In addition, the key terms that was used in this study are motivation and reading comprehension.

1. **Motivation**

   Operationally, in this present study, motivation can be defined as the factors that continually contributed and committed to attain the goal of the eighth grade students of SMPN 1 Kediri in academic year 2022/2023. This kind of motivation that has been done by the students was based on the characteristics of motivation namely; positive task orientation, ego

involvement, need for achievement, high aspiration, goal orientation, perseverance, and tolerance.

2. **Reading Comprehension**

Operationally, reading comprehension was defined as the ability of the eighth grade students SMPN 1 Kediri in academic year 2022/2023 to comprehend the information or content in reading texts namely descriptive 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.
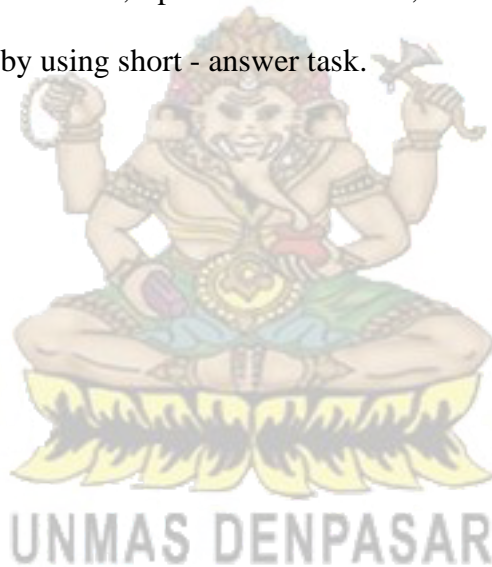
CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

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

2.1.1 Motivation

One of the factor that support students to study diligently and seriously is learn English motivation. However, not all of students have the same motivation especially in reading comprehension. According to Robert E. Slavin (2006:317), motivation is one of the critical components of learning. It means that motivation has important role in teaching learning process. Motivation was not only important in getting students to engage in academic activities. It was also important in determining how much students learn from the activities they perform or the information to which they are exposed. Motivation comes from the Latin "movere", which means to move.

Motivation was defined as an internal drive that activities behavior and gives it direction. The term motivation was concerned with the process that describe why and how human behavior was activated and direct. According to Uno (2007:72), motivation can be interpreted as internal and external encouragement in a person which was indicated by the existence of desires and interests, drives and needs, hopes and ideals. appreciation, and respect. Richard et al (2000:45) states that motivation has a significant role in learning process. Students who have higher motivation would get better opportunity to succeed in their learning activity than the lower one. Motivation was necessary but not sufficient condition for learning. If a person is not motivated, he or she will expand the psychology energy necessary to acquire responses, he or she avoid the learning situations that may produce the desired changes.

Motivation plays important role in language learning because it can affect the students learning, especially in learning English. It shows that motivation become 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 important of motivation in learning English cannot be separated. Thus, if the students have high level in learning English, it means their motivation in learning English is good as well.

Brophy (2004), states that motivation is theoretical construct used to explain the initiation, direction, intensity and persistence of behavior, especially, goal directed behavior. 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.

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 basis 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.

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. (Borophy (2004 : 99).

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 which can bring someone to a successful

and optimal learning, motivation has several characteristics which later can be easier to categorize the 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.

a. Positive Task Orientation: the learners are willing to tackle task and challenge, and have confidence in his or her success.

b. Ego - Involvement: the learners find it important to succeed in learning in order to maintain and promote his or her own (positive) self - image.

c. Need for Achievement: The learners have a need to achieve, to overcome difficulties and succeed in what she or he sets out to do.

d. High Aspiration: The learners are ambitious, go for demanding challenges, high proficiency, and top grades.

e. 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.

f. Perseverance: The learners consistently invest a high level effort in learning. And is not discouraged by setback or apparent lack of progress.

g. Tolerance of ambiguity: The learners are not disturbed or frustrated by situation involving a temporary lack of understanding or confusing. He or she can live with this patiently in the confidence that understanding will come later.

2.1.2 Reading Comprehension

Reading is an essential for everyone in order to cope with new knowledge and insight in this rapid changing world. This is reasonable due to the fact that the fast-

growing information is recorded and issued through media, such as television, internet, radio, magazine, etc. Moreover, reading is one of the important language skills that must be mastered by the students. The significance of reading is going to bring a big change for human life, especially for the learner or students. This statement was supported by Mikulecky (2007:1), the more you read, the better you will read. Reading can improve our knowledge, by reading we can know more about the information, beside of that by reading we can improve the another language skill.

There are several experts ' definition 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, 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 in term of several aspects; namely vocabularies, 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 willingness to read and to know what they want to get from their reading. As readers, students are formation they get from the required not only read but also connect the new 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 form connected text. Reading is not only an activity to read aloud but also 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.

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. Another definition comes from Blachowicz (2008), who defines reading comprehension is making sense of

what is read. It means the students who have good background knowledge in reading it self 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.

2.2   Empirical Review

The empirical review is the review of relevant research conducted in which it reviews the previous research relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous study results and clarify and define the study's concepts. In conducting this study, the researcher wanted to know about the correlation between motivation and reading comprehension. There were two other researchers that showed the correlation between motivation and reading comprehension. The researcher used those studies as a basic consideration to conduct this study. The empirical reviews were as follows:

The first research was conducted by Seli Marsela (2017) in her correctional research entitled "The Correlation between Reading Motivation and Reading Comprehension Achievement of the Eleventh Grade Students Of SMAN 2 Palembang". In this study, she wants to know is there any relation between reading motivation and reading comprehension achievement. The result showed (0.665), it is considered as high correlation . It means that reading motivation as motivator, as advocate in economy, as monitor, and as models is sufficient to support the students 'reading comprehension achievement. Moreover, based on the research results using the instruments of questionnaire and reading comprehension test. The results showed that there was a correlation between reading motivation and reading comprehension.

Additionally, the strength of the previous study was in its research findings. The findings of the previous researches showed that there was a correlation between two variables: reading motivation and reading comprehension. In previous study used questionnaires to collect the data. However, in questionnaire there are only three aspect without theory that the researcher wants to analysis. However, in the present study, the researcher also used questionnaire to measure the students ' motivation in their reading motivation, in the present study the researcher seven aspect of motivation was adapted based on the motivational aspects of Naimat et.al in Ur (1991 : 275) Moreover, it will allow the students clearly know more about the aspect of motivation . The second research was conducted by Ikhsan (2018) in her correctional research entitled " The Correlation between Students Motivations and Reading Comprehension of the Eighth Grade Students of SMPN 4 Muaro Jambi ". The objective of this study was to find out if there is a significant

correlation between students 'motivation and reading comprehension. In addition this research has been already composed based on good test components which emphasized the purposes of giving more important points. The research findings showed that there is correlation between students motivation and reading.

Additionally, 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 comprehension . right answer . However, the researcher using multiple choice when collecting the data. In the present study the researcher would like to finding the data by short answer task According to Brown (2004,206), multiple choice items are difficult to construct and validate. Multiple choice have a high guessing that make unable to measure comprehensively. However, in the present study the 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.

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 evidence. To answer the research problem in this study, the researcher assumed that there was a correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between the two variables being studied. It stated that the results were not due to change and that they were significant in terms of supporting the theory

being investigated. In this present study, the hypothesis is stated as follows: there is significant correlation between motivation and reading comprehension of the eight grade students of SMPN 1 Kediri in academic year 2022/2023.