

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Reading is one of the language skills that must be mastered by students, so that teaching reading should be learned earlier since kindergarden until the higher education level. It is important for them when they communicate. And interaction in society written and orally. Petel and Jain(2008: 113) stated that reading is an important activity in life with which one can update his or her knowledge. In other words, reading skills is an important for academic success.

Reading is not only for students; it is for everyone who needs information in their daily lives. They can access information other than in books; it can be found in other written texts. Reading comprehension can be started in the early stages of elementary school. It can be initially introduced in advance for junior high school students with various kinds of texts. Then the student applies their knowledge to comprehend the text being read.

Based on Moore (2014), reading comprehension is a the complex interaction among automatic and strategic cognitive processes that enable the reader to create a mental representation of the text.

Reading is also one of the language skills that play an important role in a language or foreign language mastery. Reading is a conscious effort or knowledge, the most important academic language skill (Gilakjani, 2011), which has been preserved by mankind. In other words, this is an activity often done in parallel with the learning process to understand the essence of reading. Reading is interpreted as a thought process that requires a response from the reader, perhaps making generalizations drawing new conclusions, and planning successful steps based on what is read.

Reading is one of the most important skills in learning a foreign language ( Khaki, 2014). It has an important part in learning a foreign language including increasing the reader's understanding of literature, which fosters student mental and literacy development, and builds the learner's ability to become independent lifelong learners. According to Keer, Duran, and Topping (2015), one of the most important reading skills is reading comprehension because without understanding

the written text, the reader cannot move to step up to reach the level of creative reading.

Especially readers who understand the text are those who understand the written information and use them clearly in different contexts. (McNamara, 2007: 3). Furthermore, according to Tankersley (2003:90), reading comprehension is also the center of reading. That is why reading comprehension is the final stage that should be gained by the students as the essence of the reading activity. Without comprehension, reading is nothing because comprehension becomes the most important factor indicating how well students read.

Reading is the ability of an individual to recognize a visual form to associate the forms with the sound or meaning. The ability to read is crucial in contemporary society. People should have the ability to read the text in order to receive information given to them in this era. Therefore, the ability to read comprehension is important to help people in facing huge improvements in the era of information nowadays. Reading is very important for English learners because reading can enlarge their knowledge, vocabulary, and information (Harmer, 2001:82). From reading, English learners also can learn about foreign languages and people habits cultures. When students want to learn about a language, they have to learn about the customs and culture of the foreigners because it can help them to learn about a foreign language easily.

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. 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. Motivation is essential to the operation of organizations and classroom activities.

Motivation is a key factor to explaining the success or failure of any difficult activity. To be successful in reading, motivation is an important factor. According to Suhag et al. (2016:100), motivation has several effects on the learning and behavior of students: firstly, motivation leads behavior to specific goals.

Motivation sets specific goals that people strive for and, thus influences the choices of students. Motivation also increases the effort and energy to determine whether a student will pursue a task that is difficult with enthusiasm or lifeless attitude. Motivation will be an important factor effecting the learning and success of the students by affecting the initiation and continuity of the activities, increasing, the time of the students duties.

In order to understand a text and mastery reading on students must have motivation because motivation does not come itself but is most achieved through a process of reading experience. Harmer (2007: 98) states that motivation is essential to success. We have to have motivation if we want to be successful in doing something. Motivation means to make somebody willing to feel enthusiastic, interested, and committed to something. That is why, motivation is an important contributing factor in language learning because learning will be more effective and efficient if it is pushed by motivation. Motivation involves the process that energizes, directs and sustains behavior. In other words, motivation can help the students to get their knowledge, comprehension or skill. Without such motivation we will almost certainly fail to make the necessary effort.

## **1.2 Research Problem**

Concerning the description above, motivation and reading comprehension are important especially in learning English. Therefore, it is important to formulate the research question. A research problem is important to make the discussion clear and specific. Furthermore, the research was interested in finding out the significant correlation between motivation and reading comprehension of the eighth grade students. Thus, the research question of the present study can be formulated as follows: is there any correlation between students of SMP PGRI 7 Denpasar in the academic year 2022/2023?

## **1.3 Objective of the Study**

Based on the explanation mentioned above, the objectives of the study are: to find out if there is significant correlation between motivation and reading comprehension of the eighth grade students of SMP PGRI 7 Denpasar in academic year 2022/2023.

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

In this case, the research focused on the correlation between students' motivation and their reading comprehension of Eighth-Grades students of SMP PGRI 7 Denpasar in the academic year 2022/2023.

#### **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. It is because the significance of the study is important in conducting research. This research was concerned with finding the correlation between motivation and reading comprehension of the eighth-grade students of SMP PGRI 7 Denpasar in academic year 2022/2023. In this present study, the results were highly expected to provide meaningful and significant outcome of a research findings. Moreover, the researcher expected that this research would bring more advantages. 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 was also expected to give a new list of some studies about correlational study which had been conducted before by others or readers to get new information about it. Therefore, this research was expected to be reference for the researchers especially for 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 many people, especially for teachers, students, and other researcher. For the English teacher, it was expected to give information that can be

used a a consideration to get better results for the students being taught in SMP PGRI 7 Denpasar. 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. And for the other researcher, the findings of this research were hope can be used as reference of correlational study to finding out the correlation between and reading comprehension.

### **1.6 Definition of the Study**

There are some terms used in this present study untitled The Correlation Between Student's Motivation and Reading Comprehension of the Eighth Grade Students of SMP PGRI 7 Denpasar in the academic year 2022/2023 were defined operationally to avoid misunderstandings on the part of the readers and provide a clear insight about what is all about some definition of the key term a give as follow:

#### **1. Motivation**

Motivation is operationally defined as the psychological drive of the eighth grade students of SMP PGRI 7 Denpasar in the academic year 2022/2023 which has focused on the aspects of positive task orientation, ego-involvement, need for achievement, high aspiration, goal orientation, perseverance, tolerance of ambiguity.

#### **2. Reading Comprehension**

Operationally, reading comprehension is defined as the ability of the eighth grade students SMP PGRI 7 Denpasar in academic year 2022/2023 to comprehend the information or content in reading text's that the students have already learnt at the school. The focus of comprehension is in understanding reading text aspecially to identify general infirmation, specific infromation, textual meaning, and textual references by using short-answer task.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

A theoretical review is a review of the theories that are related to the conducted study. Furthermore, it was used to support and build this study. In this chapter, the researcher describes the prominent points which include theoretical reviews which are related literature to this study. The theory is defined as a set of interrelated concepts that presents a systematic view by relations for the purpose of explaining and predicting the phenomena. This present study needs to be supported by theories that which have already been given by the expert. There are several sources from several kinds of literature that are related to and support this present study. The present study dealt with the correlation between students' motivation and reading comprehension. There were some important points to be explained and discussed based on the relevant theoretical reviews that were used by the researcher. The theoretical reviews included students' motivation and reading comprehension.

##### **2.1.1 Motivation**

Motivation is one of the key factors that influence the success of learning, without motivation students cannot put their learning achievement well. Motivation appears when someone has a huge desire to achieve and usually comes from inside. For example, someone students because he or she will be number one; means that he or she has a motive to be a better student than others Harmer (2001:84) said that "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something". It means that motivation is a person's desire to make the necessary effort to achieve a goal. Lai defines motivation as the attribute that moves us to do or not to do something, motivation is the reason for underlying behavior (Lai, 2011: 4).

Motivation is an internal desire that refers to deriving behaviour which pushes someone to do things in order to achieve goals and directs the individual activities. Motivation cannot be touched but can feel and long-term influence on people. (Dörnyei & Ushioda, 2013) quoted that motivation is responsible for why

people decide to do something, how long they are willing to sustain the activity and how hard they will pursue it". It means that motivation is an activity to do something how long and hard the activity to follow it. (Mihandoost, Elias, Sharifah & Mahmud, 2011) states that motivation for reading is a crucial entity for successfully engaging in the reading process because it is the element that activates and maintains students' engagement throughout the entire reading process. To increase reading comprehension, we must be active readers. Moreover, motivation is a part of human conditioning and it is possible to affect motivational levels. It is good news because it can empower someone to achieve their dream.

### **2.1.2 Reading Comprehension**

Reading is often regarded as a twofold process: the first thing involved in reading is to identify and recognize the written symbols (words); the next step is to straighten the way for perception and internalization of the meaning. Comprehension is defined as reading text with understanding. It is the process of making sense of words, sentences, and connected speech. Rice (2009:2) suggests that comprehension is not an outcome in itself. It is rather a process through which a reader interacts with a text to construct meaning.

Reading comprehension is a complex skill that requires an activity interaction between text elements and the reader. The reader is an active participant in a text or the people who read the text and he makes sense of how ideas based on the text relate to one another by interpretative interaction between what the reader gleans and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading. In addition, reading is the process of receiving and interpreting information from the text (William Grabe, 2009:14). Reading is not only about reading the text but in reading the reader has to know and understand what they read, they can get the information clearly if they understand what they read. So the reader has to connect the text, and comprehend to understand and get the meaning of the text.

So reading is an active process that involves making sense and deriving meaning from a print of the written word as a means of understanding what has been read. Nunan (2003: 68), said that reading is a fluent process of readers combining information from a text and their background to build meaning, he also said that the goal of reading is comprehension. It can be said that in reading activities, the readers can get the information from reading, then the information can 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 terms of several aspects such as; vocabulary, structure and grammar, cultures, and other things that the readers may get from the reading.

The main purpose of reading is comprehension or to get the meaning of the text, without comprehension reading is useless, the reader cannot get the meaning, and cannot understand what is the about. According to Snow (2003: 11), explains reading 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.

## **2.2 Empirical Review**

Empirical review refers to the guide of the research that is used for the present research which is taken from the research study in the past. To build the strength of this present study, the researcher provides similar studies which had been conducted by other researchers in the past. These studies use similar variable with this present study those are motivation and reading. Those both researches were conducted for the sample purpose which is to find the correlation between two variables; motivation and reading. Therefore in this part, the researcher reviewed some researchers that had applied the method in this present study. They is a review for showing relevant research that related to the present research. In addition, empirical review can be used as references in conducting the present study which is in the same field. In conducting this study, the researcher wanted to make a correlation between motivation and reading comprehension. Several researches have been done related to this study which discussed about the correlation between

motivation and reading comprehension. The related study which were used a references were described in order below.

The first research was conducted by Manan (2017). He carried out a research entitled “The Correlation between Students’ Motivation and Reading English Text Books and Their Achievement in Reading Comprehension”.his research was conducted for the eleventh- grade students in a Walisongo State Islamic School. The objective of his research was to find out whether there is any possitive and significant correlation between students’ motivation and reading English text book and their achievement in reading English. The result of his research that motivation in reading English text books can influenced students achievement in reading comprehension. The research used questionnaire and multiple choice tests to determine students’ reading achievement. Less effective because students will be able to guess the answer correctly. The calculation result is about 0.7056 which means that it highly correlated.

The second research was conducted by Ikhsan (2018) entitled “The Correlation between Students’ Motivation and Reading Comprehension of the Eighth Grade Students at SMP Negeri 4 Muaro Jambi “The objective of the study is to see the correlation between students motivation and reading comprehension of the Eighth Grade students at SMP Negeri 4 Muora Jambi, whether there is any correlation motivation aand reading comprehension. The researcher used questionnaires and reading comprehension tests based on reading indicators to assess the students’ reading comprehension. In the test, the researcher assessed not only students’ reading comprehension but also their other skills in English competence. This kind of test is not reliable with the research problem that has been carried out by the researcher. The questionnaire of the result obtained were devided into 3 sub group of Students Motivation. Based on likert scale there are 10 students or 40% have high motivation, 13 students or 52% have a average motivation, 2 students or 8% students who have low motivation.

The research above gained the same result in findings the whether or not significant correlation between motivation and reading comprehension and it supports by many theories from the expert. Both researchers found there was a significant correlation between motivation and reading comprehension.

In addition, the two research did not use the appropriate test for reading comprehension. The first researcher used questionnaire and multiple choice tests to determined students reading achievement. Less effective because students will be able to guess the answer correctly. The second researcher used questionnaires and reading comprehension. In the tests, the researcher assesses not only students reading comprehension but also their other skills in English competence. This kind of test is not only reliable with the research problem that has been carried out by the researcher. Consequently, in this study the research used short answer assignment to assess students must know well what they have read because they must construct their answer correctly.

### **2.3 Hypothesis**

The hypothesis is a prediction of what will be found as the outcome of the research project and it is typically focused on the relationship between two different variables studied in the research. According to Singh (2006:54), hypothesis is defined as a tentative solution to a problem. Thus the hypothesis is a guide for the research in exploring the desired data. To answer the research problem in this study, the researchers assumed that there is correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between the two variables being studied. The study states that the results have not changed and are significant in terms of supporting the theory under investigation. In this present study, the hypothesis is stated as follows: there is a significant Correlation between Motivation and Reading Comprehension of the Eighth-Grade Students of SMP PGRI 7 Denpasar in the academic year 2022/2023.