

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

English is one of the languages that must be learned. There are four skills that must be learned such as writing, reading, speaking and listening. Reading is one of the skills that must be mastered because it is important in life. Through reading people are able to get knowledge, information, problem solution and pleasure in life. As one of the language skills, reading plays an important role in study. In addition, reading is very important because students can understand and get the meaning of the texts and books they get at school. So that students of school have to read and know knowledge well. Besides that, it can be said that Students need reading comprehension.

Reading comprehension is the capacity to read text, manner it, and recognize it is which means. Snow (2002, p.11) states that reading comprehension is the process of simultaneously extracting and building which means through interaction and involvement with written language. In Comprehension, there are three elements as the reader that is doing the comprehending, the text is to be comprehended and activity in which comprehension. Studying comprehension is needed by students in order to understand and know the meaning of the textual context contained in a text, and it is proven that students answer these questions easily without difficulty. However, the actual fact is that activities so that students understand reading may be difficult for students because of the low frequency of students' dependence on reading.

Some of the students have difficulty understanding the contents of the reading text given by the teacher. Factors that resulted within the students do now not understand is the shortage of student's motivation in reading so that students have problems in studying comprehension. The truth his students just read the textual content without understanding the reason of the entire textual content has been given.

Motivation is the key aspect that explains the achievement or failure of any hard activity. To read efficaciously, motivation is an important thing. Motivated students generally tend to do their great to provide greatly anticipated learning consequences and improve reading recognition. Naiman et al (in Ur 1991:275) says the most success students are not always those with smooth language, they may be individuals who exhibit certain common characteristics, maximum of which are related to motivation. Tremendously encouraged students will higher participate inside the college's getting to know manner. Exceedingly prompted college students are without problems recognized by way of instructors or observers. They examine greater books, ask more questions, exercise more, try and use their talents, and usually appearance happy in the classroom mastering process.

Motivation is meant to be one of the most important elements that educators address with a purpose to enhance learning (Williams & Williams, 2011). One of the maximum crucial factors that can influence reading comprehension is motivation. The significance of students' studying and their progress in language abilities, a whole lot of the time is dedicated to the development of reading skill. It has to be referred to that beginners attempt to develop their reading comprehension particularly the specific organization of students who don't have enough centers and are dependent on their teachers. From this assertion, student motivation is defined as a process wherein the learners' attention becomes centered on meeting their scholastic targets and their energies are directed toward realizing their instructional potential (Christophel, 1999; Lepper, Greene & Nisbett, 1973).

A research was conducted by Ikhsan (2018). The title of his research was "The Correlation between Student's Motivation and Reading Comprehension of Eighth Grade Students at State Junior High School N 4 Muaro Jambi". The objective of his study was to find out the correlation between students' motivation and their reading comprehension of the Eighth Grade Students at State Junior High School No 4 Muaro Jambi. The result of his study showed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In

other words, there was strong correlation between students' motivation in reading and their reading comprehension.

Another research was conducted by Manan (2017). He carried out a research entitled "The Correlation between Student's Motivation in Reading English Text Books and Their Achievement in Reading Comprehension". His research was conducted for the fifth grade students in a mid-Atlantic school. The objective of his research was to find out whether there is any positive and significant correlation between student's motivation in reading English textbook and their achievement in reading English. The result of his research showed that motivation in reading English text-book influenced students' achievement in reading comprehension.

Regarding the explanation and the research finding, it seemed that motivation played an important role in improving the students' motivation in reading comprehension. The researcher chose motivation and reading comprehension in this research because the researcher needed to know how motivation affects the students' reading comprehension, especially in the tenth grade students of SMAN 1 Abiansema in the academic year 2021/2022. Therefore, the researcher formulated research entitled "The Correlation between Students' Motivation and Reading Comprehension of the Tenth Grade Students of SMAN 1 Abiansema in Academic Year 2021/2022".

## **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 researcher was interested in finding out the significant correlation between motivation and reading comprehension of senior high school students. Thus, the research question of the present study can be formulated as follows: is there any correlation between students' motivation and reading comprehension of the tenth students of SMAN 1 Abiansema in the academic year 2021/2022?

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

The objective of the study is the goal of which the researcher plans to do or achieve after the study is carried out. By knowing the objective of the study, it will help the researcher to concern on the process of collecting the data in this research. The undertaking of any scientific investigation is certainly to answer the research question and find out scientific solution of the research problem. This present study was intended to answer the research problem that had been previously formulated and determined. Based on the research problem on the background, the objective of the study was to figure out whether there is any correlation between students' motivation and reading comprehension of the tenth grade students of SMAN 1 Abiansema in the 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 focused on finding the correlation between motivations and reading comprehension. This present study was administered for the tenth grade students of SMAN 1 Abiansema in the academic year 2021/2022. The researcher had limited the genre of the text of reading comprehension that was only descriptive paragraph about tourist destination and tourist attraction and that they had learned from their English teacher. The reading comprehension that was assessed was the ability to identify four aspects of reading which are general information, specific information, textual reference and textual meaning. Furthermore, the motivation aspects were focused in positive task orientation, ego involvement, need or achievement, high inspiration, goal orientation, perseverance, and tolerance of ambiguity.

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

Practically, the results of the present study were expected to be useful for English teachers, students, and other researchers. For the English teachers, it was expected to give information that can be used as a consideration to get better

results for the students being taught in SMAN 1 Abiansema. 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 problems in reading comprehension. The last is for other researchers, this present study was expected to become a reference which can help future researcher to improve and develop their research which is related to the correlation between motivation and reading comprehension 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.

### **1.6 Definition of the Key Term**

Definition of key terms was important to be defined in order to give a clear understanding of the topic. Moreover, in order to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needed to give a clear operational definition of the key terms used in the present study. Additionally, the definitions of key terms were also intended to make them clear in comprehending this study and give limitation to the terms of research conducted. Thus, the definitions of the key terms that were used in the present study were motivation and reading comprehension. The key terms which were used in the present study were clearly and concisely clarified as follows:

#### **1. Motivation**

In this study, motivation can be defined as the factors that continually contributed and committed to attain the goal of the tenth grade students of SMAN 1 Abiansema in the academic year 2020/2021. The aspects of the factors were positive task orientation, ego involvement, need for achievement, high aspiration, goal orientation, perseverance and tolerance.

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

Reading Comprehension can be defined as the ability of the tenth grade students of SMAN 1 Abiansema in the academic year 2021/2022 to comprehend the information or content in a descriptive paragraph about a tourist destination and tourist attraction that the students have learned at

school. The focus of comprehending the paragraph was 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**

The theoretical review is a review of the theories that are related to the conducted study. Furthermore, it is 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 present study dealt with the correlation between motivation and reading comprehension. The present study was conducted based on the following theoretical frameworks that were taken from the experts. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The theoretical reviews included students' motivation and reading comprehension.

##### **2.1.1 Motivation**

Motivation is a part of the emotions that each human has, motivation is one of the reasons a person does something that comes from human wondering, and motivation has a which means that may offer satisfaction once they do what they need. That is one of the keys to achievement in human beings. According to Brown (2001:72) motivation is an inner drive or stimulus, which can be like self-esteem, be worldwide, or project orientated. Motivation is the quantity to which you make picks approximately goals to pursue and the effort you will devote to that pursuit. Gaining knowledge of a foreign language requires a number of some of these levels of motivation. Cambria and Guthrie (2010: 16) says that, are the values, ideals, and behaviors surrounding analyzing for a person. A few productive values and ideals might also lead to excitement, but different values might also result in determining difficult work.

Cambria and Guthrie (2010: 16) states that motivations confer interest, dedication, and confidence. An interested student reads due to the fact student enjoys it; a committed student reads due to the fact scholar believes it's miles crucial, and a confident pupil reads because students can do it. If studying is

achieved with a motivation that could bring about students growing with a feel of trust and pleasure then know-how in reading will work properly. Naiman et al (in Ur 1991:275) state that the maximum a success learners aren't always those to whom a language comes very easily, they are folks who show positive regular traits, most of them virtually related to motivation. Students with high motivation can be better to put together themselves to engage the mastering manner at school. Notably inspired college students could have better consequences of their getting to know than the low inspired students. The students with excessive motivation in studying will have a larger attempt to attain their goal than the scholars with low studying motivation. An intrinsically motivated pupil studies because scholar wants to look at. The cloth is thrilling, difficult and worthwhile, and the pupil receives a few type of delight from mastering. An extrinsically influenced pupil studies and learns for other reasons.

Furthermore, Harmer (2001:20) explains in his book that motivation is divided into two, intrinsic and extrinsic motivation. Intrinsic motivation, at the different hand, is the type of motivation that is generated by means of what occurs inside the study room; this could be the teacher's strategies, the sports that scholars take part in, or the notion of their success or failure. Each intrinsic and extrinsic motivation may be treated as stimulation, booster, and action director. Those are the keys to motivation in each activity. In a learning activity, motivation of any kind plays an important role in influencing the success of the learning activity. While important, motivation is not the only factor in educational success. Dornyei (2001: 1) states that motivation plays an important role in the learning process. High-motivated students have a greater chance of academic success than low-motivated students. Motivation is necessary, but not a sufficient condition for learning. An unmotivated person will not accumulate the psychological energy needed to find answers. He or she will avoid learning situations that will lead to the desired change. Although motivation plays an important role in learning activities, even if motivation is low, the learning process continues to occur and is therefore of the least importance. This will only reduce academic performance.

Slavin (2009: 297) argues that motivation is important not only in engaging students in academic activities, but also in determining how much they



will learn from the activities they perform or the information they receive. Motivation can be determined by effort and willingness to take action or learn. This means that high-motivated students are different from low-motivated students. Motivation is essential to achieving good learning outcomes. So, motivation and training work well and produce good results. According to B.F. Skinner (in Halakeri, 2019), school learning motivations include excitement, persistence, support, and direction of desired behavior. Also, motivation is a kind of intrinsic outgrowth that makes someone do things to do something. Lack of motivation as an important component of reading is the cause of a problem many teachers face in learning environments. Reading motivation is known to contribute to students' reading comprehension and success in school. Accepted, starting from the outside and inside. Motives may vary according to individual needs. Ausubel (1968: 368-379) has 6 needs reduced to motives. They; (1) exploration, (2) manipulation, (3) activity, (4) stimulation, (5) knowledge, (6) self-reinforcement.

Motivation that is an important requirement that can lead a person to success, gain and greatest learning, which has numerous traits that make it smooth to classify a person with motivation. Naiman et al (in Ur 1991:275) state that the most successful inexperienced persons are not always the ones to whom a language comes very without problems, The most successful learners are those who exhibit certain typical traits, most of whom are clearly motivational. Student motivation has seven characteristics:

- a. Positive task orientation. The learner is willing to address responsibilities and challenges and has confidence in his or her fulfillment.
- b. Ego-involvement. The learner unearths it essential to succeed in studying that allows you to preserve and promote his or her very own effective self-picture.
- c. Need or achievement. The learner has a need to reap, to overcome difficulties and reach what he or she sets out to do.
- d. High inspiration. The learner is ambitious, is going for annoying challenges, excessive talent, pinnacle grades.

- e. Goal orientation. The learner is very privy to the desires of mastering, or of precise gaining knowledge of sports, and directs his or her efforts closer to accomplishing them.
- f. Perseverance. The learner constantly invests a high stage of effort in learning and isn't always discouraged by setback or aren't loss of progress.
- g. Tolerance of ambiguity. The learner isn't disturbed or frustrated by way of situations related to a brief lack of expertise or confusion. He or she will be able to stay with these patiently, in the confidence that information will come later.

From the above definitions, researchers can conclude that motivation for learning activities drives students to complete learning tasks in their own learning and that they can learn from the activity. Learners' attitudes toward language, language communities, learning tasks, and motivations for learning a language that is influenced by their learning stamina can affect their level of learning and learning outcomes. In this study, researchers focus on the characteristics of student activism based on Naiman et al. (Ur, 1991: 275).

### **2.1.2 Reading Comprehension**

Reading is one of an ability that has to be understood Pang (2003: 6) says that, reading includes two related approaches that is word recognition and comprehension. Phrase reputation refers to the technique of perceiving how written symbols correspond to at least one's spoken language. Comprehension is the technique of creating a feeling of phrases, sentences, and connected textual content. Readers normally make use of heritage know-how, vocabulary, grammatical understanding, enjoy with text and other strategies to assist them to understand written text. According to Nunan (2003:68), reading is a fluent system of readers combining information from textual content and their very own heritage knowledge to build that means. He additionally stated that the intention of reading is comprehension. It is able to be stated that in studying sports, the readers can get the records from analyzing, then the information may be processed together with

their background understanding. The final result of that combining facts is the reader's information may be progressed. The development of their know-how may be in term of numerous aspects which includes; vocabularies, shape and grammar, cultures, and other things that the readers may additionally get from the reading. But, the principal motive of analyzing is comprehension or to get which means of the textual content. Without comprehension studying is vain, the reader can't get the means, and cannot apprehend what is the textual content about.

According to McNamara (2007: 3), reading comprehension is an interactive process between authors and readers, and expression and acceptance of meaning are the main goals of both. This is how the reader tries to get the message, the method, or the intended meaning from the author. The reader tries to create the meaning intended by the author. The reader can understand the message and understand the meaning of the author. Writers express their thoughts, thoughts and feelings in words. Readers understand that the textual material they read is influenced by comprehension strategies and techniques. According to Klingners (2007: 2), reading comprehension is the process of constructing meaning by coordinating a series of complex processes that include reading words, knowing words and the world, and fluency. It refers to the ability to interpret words and understand the meaning and relationships between ideas conveyed in the text. He summarized the teacher's reading instruction into a three-step process: mention, practice, and grade. In other words, the teacher states the skills students would like to use, then allows them to practice those skills using a workbook or worksheet, and finally evaluates their successful use of those skills.

Healy (2002: 3) states that reading comprehension is the understanding of what is being read and the construction of meaning in the text. Reading every action, the visual data on the page is combined with the non-visual information hidden in your head to create meaning. Thus, what exists in the minds of students is the same meaningfulness as contained in a page in the process of generating meaning. Therefore, the data must be provided after reading. The explanatory text is the end of the lesson and should be accepted by students as the core of their reading activity.

Linse and Nunan (2005:71) state reading comprehension refers to

reading for that means, understanding and amusement. Studying comprehension involves high order questioning abilities and extra complicated than unique words. The component that is needed to learn to the scholars is to get the meaning or the records of the text. It can be particular or widespread information of the text that they have read. For this reason, it's going to prove the students recognize the textual content or now not. Moreover, teaching the scholars about textual reference and textual meaning is also crucial factor in analyzing. Textual which means may be found by questioning the word which has some other meaning based totally at the content of the text whilst textual reference can be determined primarily based at the pronoun of the textual content. In conclusion, there are four factors that have to be mastered with the aid of the students in studying comprehension. They are general information, specific information, textual meaning and textual reference.

### **2.1.3 Descriptive Paragraph**

A paragraph is a collection of sentences supported by using a few supporting information consisting of one most important idea and aims to make it less complicated for the reader to understand the meaning conveyed by means of the writer. In line with Savage and Shafei (2007:34), a descriptive paragraph is a paragraph which describes someone, place, or factor so that the reader can photograph it in his or her mind. Furthermore, Savage and Mayer (2005:37) said that sight, odor and taste are utilized in phrases to construct a photograph for the reader in descriptive writing with something this is described can be felt through the reader clearer.

According to Fiderer (2002: 17), a descriptive paragraph offers a clear picture of person, area, item, activities, or idea. Info for descriptive paragraph come from the author's senses. Those are smell, flavor, contact, hearing, and sight. A descriptive paragraph is characterized by sensory details, which enchantment to the physical senses, and info that enchantment to a reader's emotional, bodily, or highbrow sensibilities. Figuring out the reason, considering the target market, developing a dominant impact, the use of descriptive language, and organizing the outline is the rhetorical picks to be considered whilst using a

description. An outline is usually organized spatially however also can be chronological or emphatic. The point of interest of a description is the scene. Description makes use of gear which include denotative language, connotative language, figurative language, metaphor, and simile to reach at a dominant affect. A descriptive paragraph is a paragraph that describes something in info.

Oshima and Hogue (2007:196) stated that paragraph composition within the paragraph which includes layout, punctuation and mechanics, contents, employer, grammar, and sentence systems. In the format consist of title of the paragraph, punctuation and mechanic consist of spelling and the use of punctuation correctly, content consists of the main idea of a paragraph, organization consists of generic structure of descriptive paragraph, grammar and sentence structure consist of grammatical usage.

## 2.2 Empirical Review

Empirical review is the review of the relevant researches that have been conducted; in which it reviews the previous research that is relevant to 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 studies which were used as references were described in chronological order below.

The first 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 comprehension achievement of eleventh grade students of MAN 2 Palembang. The result of the



study showed that there was a significant correlation between reading motivation and reading comprehension.

The second 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 eighth grade students in Junior High School No. 6 Aceh by using purposive sampling. Farida used a questionnaire to collect data for the students’ motivation while paper test for the reading achievement.

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 skills in English competency like listening comprehension and language form & meaning. As the result, in the present study the researcher will use a 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.

### 2.3 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 ( $H_a$ ): there is a significant correlation between motivation and reading comprehension.
2. Null Hypothesis ( $H_0$ ): there is no significant correlation between motivation and reading comprehension.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

Research design is commonly defined as the way of thinking and doing preparing to complete and achieve the goal of research. Creswell (2008:151) expressed that the correlation research design is a system in quantitative research wherein specialists measure the level of affiliation. Hence, this examination comprised of two factors; dependent variable and independent variable. Correlation study is one in which there is no independent variable. Correlation research produces indexes that show both the direction and the strength of relationships among variables, taking into account the entire range of these variables. This index is called a correlation coefficient.

In this research, the researcher concerned about two variables; they were students' motivation as an independent variable (X) and reading comprehension as an dependent one (Y). The students' motivation here is defined as the skill in motivation in oneself and one's power abilities and related concepts. Besides that, the reading comprehension defined as the students' ability in reading with considering the answer short answer test.

Besides that, the motivation behind remedial exploration is to decide connections between factors or to utilize these connections to make forecasts. Subsequently, correlation examination requires the assortment of information to quantify and decide if any critical relationship exists between at least two quantifiable factors or not. Information is accumulated from various factors and correlation measurable procedures are then applied to the information.

This present study which dealt the correlation between motivation and reading comprehension of the tenth grade students of SMAN 1 Abiansema in Academic Year 2021/2022 used correlation study as the research design. This research was one of the research designs where the researcher assessed the students' motivation through a motivation questionnaire and for reading comprehension through short-answer task. The reason of choosing this method was that the researcher wants to