# CHAPTER I

# INTRODUCTION

This chapter consists the background of the study, the reason why the writer choose this title, the assumptions, the scope and limitation, the hypothesis statement, the research question, the objective of the study, the significance of study, the research methodology, the research design, and the definition of terminology.

## 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. Motivation can determine the success or failure in second language learning because motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting, and the achievement in learning. Therefore, motivation would explain why students ignore or achieve learning English.

Haycraft (2001:6) states that motivation can be summed up, briefly, as the student’s desire and need to learn the driving force that makes him work hard, pay attention, and so on. The motivation here can be described as the power that makes students study hard. If the students have reasons to do something, they will learn more rapidly and effectively. So the motivation may come from the students themselves or even may be from their environments which encourage them to do so.

In line with Hayracft, according to Seymour and Walsh (2006) in Ahmadi, M.R (2017), motivation affects learners’ reading comprehension activities. While it has a significant role in language learning, many do not know its great importance in reading comprehension. Motivation affects the development of students reading comprehension. Students who have motivation usually want to understand text content fully and process information deeply.

Further, Adams (1990) said that reading is one of the basic ways of acquiring information in our society and in academic setting in particular (in Ningrum and Matondang 2017). Basically, reading is needed for everything really, obviously in education, just like reading the newspaper, or reading a book or in everyday life will need it. In Indonesia, motivation of students is lack in reading. Students should motivate to read.

According to Ahmadi and Hairul (2012) in Ahmadi (2013), reading comprehension is a difficult process because students should be able to read the written words and decode the vocabularies and recognize the meanings of the texts. In relation with that statement, Woolley (2011:15) said that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding what is described in the text rather than to obtain meaning from isolated words or sentences. English language learning showed that reading comprehension is the main factor which should be focused on English language teaching. Therefore, reading comprehension is one of the main important elements in English language learning for all students because it provides the basis for a substantial amount of learning in education.

In syllabus and lesson plans that the writer used, there are three genres that should be explained in the second semester of the second grade of junior high school. They are descriptive text, recount text, and narrative text. So, in choosing the text, the writer focused on one of the genres. It was narrative text to reach the goal of reading comprehension. It was also suitable with the lesson plan and the syllabus that is used in the school that the writer was chosen.

The material on the syllabus and lesson plans that should be explained is about narrative text. It is focused on one type of narrative text that is fable. Thus, the writer chose local content as the text to reach the basic competence that is to understand social functions, generic structures, and language features of text and to comprehend the meaning of the text.

There are three previous studies related to this study. The first previous was conducted by Ahmadi, M.R (2013) which aimed to find to out the data “the relationship between students’ reading motivation and reading comprehension”. The subject of the study was English classes students of University of Science Malaysia. The result of this study showed that reading motivation had a significant positive effect on the English reading comprehension.

The second previous study was conducted by Ningrum, S., and Matondang, S.A (2017) which aimed to find out the data about “the correlation between students’ motivation and achievement in reading comprehension”. The subject of that study was the second year students of Senior High School Nurul Hasanah Tembung, Deli Serdang Indonesia in academic year 2015/2016 with total number 119 students distributed into 3 classes and the sample of this research is 30 students. This study used a quantitative method; instruments for data collection were the correlation between to know students’ motivation and the reading comprehension test. The result of this study showed that there was a significant correlation between students’ motivation and their achievement in reading because the correlation was 0.78 or high correlation.

The third previous study was conducted by Ahmadi, M.R (2017) which aimed to find out the data “the impact of motivation on reading comprehension”. The subject of that study was EFL learners of Shaid Beheshti University who had different motivation in their reading comprehension. The result of this study showed that reading motivation had a considerably positive effect on reading comprehension activities.

The evidence as reported in the previous studies above reflects that there are still needs to do further studies concerning learning motivation and reading comprehension. Therefore, the writer concludes that learning motivation has correlation with reading comprehension.

Richard (2008:4) in Muljanto (2009:3-4) said that on each learning activities, teachers must want to students can be active and comunicative because it can be reliazed if their students acknowledge three types of practice in communicative competence. The first is mechanical practice if students can practise some activities like reading a text without understanding what they read. The second is meaningful practice when students try to make and choose an activity like reading a text they understand. And the third is communicative practice when students face some activities in a real contects and they can do it.

But, based on the writer’s experiences in teaching English, the writer found that there were many students show up in classroom without having developed a motivation to learn. They usually manifest themselves in their behavior. The writer found the problem faced by the students was they lacked of motivation. Many students ignored the teacher, mostly they played hand phone when the teacher was teaching. But some of them still paid attention to the teacher. Many students became passive when faced with reading text. In this case the writer tries to find out “THE CORRELATION BETWEEN LEARNING MOTIVATION AND READING COMPREHENSION” (A Correlation Study at the Second Grade Students in one of Islamic Junior High Schools in Garut).

## 1.2 The Reason for Choosing the Topic

From the teaching experience, the writer found many students who could not read English text well, because they did not have learning motivation. The problems related to this study are as follows:

1. The writer realizes that learning motivation is very important.
2. The writer realizes that many students get difficulty in reading comprehension.

## 1.3 The Assumptions

In this study the writer assumes that the students in second grade in one of Islamic junior high schools in Garut are based on following assumptions:

1. The students get difficulty in reading comprehension.
2. Learning motivation can develop reading comprehension.

## 1.4 The Scope and Limitation

There are many ways to motivate students in learning process. This study focuses on learning motivation to reach the goals of reading comprehension by using questionnaire and test that uses narrative text.

The population of this study is the students in one of Islamic junior high schools in Garut enrolled in 2018/2019 academic year. There are 174 students as population. The writer focuses on the second grade students. There is one class which becomes the sample of this study, which are 25 students of VIII-A. They are taken to be sample because curriculum that the school used is appropriate to be related to the issues as the study.

## The Hypothesis Statement

According to Bailey, K.D (1978) the hypothesis has several functions. The first, it enhances the objectivity and purpose of a research work. The second, it provides a research with focus and tells a researcher the specific scope of a research problem to investigate. The third, it helps a researcher in prioritizing data collection, hence providing focus on the study, and the last, it enables the formulation of theory for a researcher to specifically conclude what is true and what is not. In addition, hypothesis has two possibilities; it may be right or wrong. So it should be proved.

The study decides to analyze two variables. Those are about learning motivation as independent variable with symbol X, and reading comprehension as dependent variable with symbol Y. If the hypothesis is written in a certain formula, it will appear as follow:

**Ho**: There is no significant correlation between learning motivation and reading comprehension.

**Ha**: There is a significant correlation between learning motivation and reading comprehension.

## The Research Question

Based on the background above, there is a problem that will be investigated that is:

“Is there any significant correlation between learning motivation and reading comprehension?”

## The Objective of the Study

Based on the research question above, it can be deduced that objective of study is to find out the correlation between learning motivation and reading comprehension.

## 1.8 The Significance of Study

There are some values that can be provided by the future result of the study. It can be used as a source for the writer, students, English teacher, and other researcher.

1. For the writer, she would be able to finish her paper, as the requirements for the *sarjana pendidikan* degree. This paper also hopefully could improve the writer’s knowledge about the correlation between learning motivation and reading comprehension.
2. For students, the students are hoped more aware on the factors that can influence their skill especially reading comprehension. They should increase their skill on their reading by doing some activities to support it.
3. For English teachers**,** this study would give some advantages to the English teachers, to develop the learning and teaching a language in school. Of course, they could give some activities that would be encourage the students to do what they should do and develop their motivation to reach their goals on learning, especially in reading activities.
4. For other researchers, this study would also give some advantages to further study. Hopefully, they had an effort to develop this study as a reference and empirical evidence.

## 1.9 The Research Methodology

This study will use correlation method. While, the main data of the study is quantitative that will be obtained by using questionnaire and test. This method is used to find out the relation between learning motivation and reading comprehension. The data will be obtained from the result of the questionnaire for learning motivation score and test for reading comprehension scores. Therefore, the study will use a statistical analysis SPSS (Statistical Product Service Solution) version 17.0.

In this study the writer uses a correlation method with the purposes to know the similarities and the differences and to find the relationship between two variables. According to the method use in this study, Arikunto (2013:313) in *Procedure Penelitian* says that:

“*Apabila penelitian komparasi bertujuan untuk mengetahui kesamaan dan perbedaan, maka penelitian korelasi bertujuan untuk menemukan ada dan tidaknya hubungan dan apabila ada, berapa eratnya hubungan serta berarti atau tidak hubungan itu”*

It can be concludes that correlation study is used to find out the significant relationship among variables. The result of the study shows how far and how deeply the effect of learning motivation as the independent variable and reading comprehension as the dependent variable.

## The Research Design

In conducting the study, the writer used steps of research as follows on the Figure 1.1.

The first step in quantitative research design, which is related to reading comprehension, is using correlation design. All the activities are aimed to find out the correlation between learning motivation and reading comprehension. The second step is collecting data. To gain the data needed, the writer will use two types of instruments: a questionnaires, and reading test. The writer uses questionnaire to measure the learning motivation and reading test to measure reading comprehension. The third step is data analysis. The data will be analyzed by using a statistical analysis, namely Pearson Product Moment. The fourth step is test the hypothesis. The writer will test the hypothesis which consists of Ho: that means there is no significant correlation between learning motivation and reading comprehension; and Ha: that means there is a correlation between learning motivation and reading comprehension. The last step is discussion of the findings. The writer will discuss the data findings to make sure what will be the result of study.

Figure 1.1 The Research Design of Quantitative Method

**Quantitative Research Design**

* Correlational Design

**Collecting Data**

* Learning Motivation (Questionnaires)
* Reading Comprehension (Test)

**Data Analysis**

**Test the Hypothesis**

**Discussion of the Findings**

(Adopted from Creswell, 2012)

## 1.11 The Definition of Terminology

To avoid misunderstanding concerning the use of terminology in the title of this study, the writer feels it necessary to explain each terminology used.

1. Reading comprehension is a difficult process because students should be able to read the written words and decode the vocabularies and recognize the meanings of the texts (Ahmadi and Hairul, 2012 in Ahmadi 2013)
2. Motivation is commonly thought of as an inner drive, impluse, emotion, or desire that moves one to a particular action (Brown, 1980:112)
3. Instrumental motivation is motivation to acquire a language as a mean for attaining instrumental and practical goals (Brown, 1980:114)
4. Integrative motivation is a desire of learning a language for reason of understanding related to communicating with people of the culture who speak it (Brown, 1980:114)