

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the writer will present the review of related theories that consists of three parts namely: motivation, vocabulary and reading skill.

A. Learning Motivation

This section discusses about the definition of learning motivation, type of motivation, and factors affecting of motivation.

1. The Definition of Learning Motivation

Motivation plays a significant role in several theories of human goals. Motivation is a basic power of humans to development and learning. Motivation is one of the key of success in students' learning process. As mentioned by Hayikaleng, Nair & Krishnasamy (2016), motivation is considered as an important component to make students success in their English learning. By getting motivation, students will be spirited in learning process, so they will be motivated to study English well.

Students' motivation can be seen from their behavior in learning process. Students who have high motivation to learn are diligently on the task, in the face of diversity show interest in a variety of problems, prefer to work independently, and not get bored in doing the task (Bakar, 2014). Learning motivation is all of inner and psychological

drive which pushes students to study and learn. Students who are motivated to learn something use higher cognitive process in learning about it and absorb and retain more from it. They also prefer to transfer their learning to new situation.

Previous research (Alizadeh, 2016) showed that teachers should be aware of significance of motivation in learners' language learning and through some ways for help learners increasing their motivation. Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106). From explain above, these definitions show that motivation is one of influential stimulating factor in teaching-learning situations that drives learners to struggle to their goals.

2. Types of Motivation

The teacher's relations to their students can influence whether the students will want to try to develop and learn more. The student can trust the teacher, respects him or her and that the communication well is the Importance factors for look the quality of the relations between the student and the teacher (Mihalas, et al., 2009). Therefore, teachers should support their students to figure out the motivation and also to search for their own motivational processes.

Motivation is defined as hypotheses construct used to describe the internal and external forces that produce initiation, direction, intensity

and persistence of behavior. (Vallerand & Thrill, 1993) Self-determination theory (SDT) is one of theory of human motivation that humans needed to fulfill the following three basic psychological needs – autonomy, competence and relatedness. Based on Self-determination theory, learners may be driven to learn by internal and external. Generally, there are two types of motivation; intrinsic and extrinsic motivation:

1.) Intrinsic Motivation

The stimulus in internal person: it can be biological, emotional, spiritual, or social. Hayikaleng, Nair & Krishnasamy (2016) stated that intrinsic motivation in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take part. Person might be motivated by enjoyment of the learning activity or desire to make themselves feel better. It can be conclude that intrinsic motivation is created by an individual's self-influenced personal factors that are needs, interest, and enjoyment (Niemic & Ryan, 2009). So this shows that learners can create motivation by their self.

2.) Extrinsic Motivation

Extrinsic motivation refers to a performance which an individual performs in order to gain reward such as good grades or to increase salary, or alternatively to avoid from punishment

(Hayikaleng, Nair & Krishnasamy; 2016). Supported by Matt and Dale (2002), extrinsic motivators include parental expectations of other trusted role models, learning potential of a course of study, and good grades. They also argued that extrinsic motivators more readily produce behavior changes and typically involve relatively little effort or preparation. The writer added that efforts at applying extrinsic motivators often do not require extensive knowledge of individual students.

Brown (2007:169) from Ausubel (1968, pp. 368-379) identified six needs undergirding the detail construct of motivation from the type motivation above:

- 1) The need for exploration: for probing the unknown
- 2) The need for manipulation: for operating on the environment and causing change
- 3) The need for activity: for movement and exercise, both physical and mental
- 4) The need for stimulation: stimulation by the environment, by other people, or by ideas, thoughts, and feelings
- 5) The need for knowledge: the need to process the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge

- 6) The need for ego enhancement: for the self to be known, accepted and approved by others.

3. Factors Affecting Motivation

Therefore, there are some factors that influence students' motivation. According to Gracia in Tuan H.I, Chin – Chin and Shyang – Horng Shieh (2005), “there are variety of motivation factors, such as self – perception of ability, effort, intrinsic goal orientation and learning strategies”. Therefore, there are six factors that influence students' motivation. Those are:

1. Self-efficacy

Students believe in their own ability to perform well in tasks.

2. Active learning strategies

Students take a method of learning in using a variety of strategies to involved learning process based on their previous understanding.

3. Science learning value

The value of science learning is to acquire problem-solving competency, experience the inquiry activity, stimulate the student thinking, and find the relevance of science with daily life. If they can perceive these important values, they will be motivated to learn science.

4. Performance goal

The students' goals are to compete with other students and get attention from the teacher during learning process.

5. Achievement goal

Students feel pride as they increase their competence and achievement during science learning.

6. Learning environment stimulation

Learning environment surrounding students in the class, such as curriculum, teachers' teaching, and pupil interaction influenced students' motivation in science learning.

From the definition above, the writer decides the indicators of students' motivation as follows: the need for exploration, the need for manipulation, the need for activity, the need for simulation, the need for knowledge is the needs, the need for ego enhancement.

B. Vocabulary

In the vocabulary section discusses about the concept of vocabulary and vocabulary in context.

1. The Concept of Vocabulary Mastery

There are many definitions of vocabulary according to some experts. Mastering a lot of vocabularies is very important for second or foreign language learners. Without mastering it, foreign language learners will get some difficulties in developing their four language skills. Procter (2001) stated that mastery is learning or understanding something completely and having no difficulty in using it. From the

definition, it comes to the conclusion that mastery means the competency to understand and apply something learn.

Learning a foreign language cannot be separated from vocabulary. It means that in learning a new language people have to collect vocabulary. Vocabulary plays important role in language learning. Vocabulary is also basic skill for learning reading, speaking, writing and listening subject. According to Richards and Renandya (2002: 255), vocabulary is a main component of language proficiency and provides much of the basic for how learners speak, listen, read and write.

Vocabulary mastery is being an essential part of English. It is more than grammar, particularly in the early stage when students are motivated to learn the basic words. Vocabulary mastery may prove the way to measure depth of vocabulary knowledge (Schmitt and Mc Charty, 1997). Finally, it can conclude that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

2. Vocabulary in Context

In this section, it will be explain these are word classification, word meaning, and word formation.

a. Words classification

Thornbury (2002:3) states that “English words are divided into eight different word classes, i.e.: noun, verb, adjective, adverb, pronoun, prepositions, conjunction, and determiner.” But in this research, the researcher only used noun, verb, adjective, and adverb in the test of vocabulary.

According to Wierzbicka (2000) is that one defines word classes on a language-particular basis, and then the word class that includes most words for things and persons is called `noun`, the word class that includes most words for actions and processes is called `verb`, the word class that includes most words for properties is called `adjective`, and the word class that includes most words for description is called `adverb`.

1) Nouns

In many languages, nouns have affixes indicating number (singular, plural, dual), case (e.g., nominative, accusative, ergative, dative), possess or person, number (`my`, `your`, `his`, etc.), and definiteness.

2) Verbs

In many languages, verbs have affixes indicating tense (present, past, future), aspect (imperfective, perfective, progressive), mood (indicative, imperative, optative, subjunctive, etc.), polarity (affirmative, negative), valence-changing operations

(passive causative, see Valiancy and Argument Structure in Syntax), and the person or number of subject and object(s).

3) Adjectives

In a fair number of languages, adjectives have affixes indicating comparison (comparative degree, superlative degree, equate degree), and in a few languages, adjectives are in acted for agreement with the noun they modify.

4) Adverbs

In The function of adverbs is as a modifier of verb; form close modifiers of single word, prepositional phrases or clauses, or modifiers of the entire sentence.

b. Words meaning

There are two types of meaning. Those are: Denotation and Connotation. Denotation or referential is a meaning that deals with the words as signs or symbol and it is stated as in dictionary and or meaning of word communication of thought in some references. Besides, connotation or connotative is the emotional reaction engendered in the reader by a word.

There are various meaning relationships, those are:

- 1) Synonyms: Synonyms are items that mean the same or nearly the same.

For example:

- Bright, clever, and smart = intelligent.
- Famous = well – known

- 2) Antonyms: Antonyms are items that mean the opposite.

For example:

- Rich is antonym of poor.
- Cheap is opposite of expensive
- Big is opposite of small

- 3) Hyponyms: Hyponyms are items that serve as specific examples of a general concept.

For example: Dog, lion, and mouse are hyponyms of animal.

- 4) Co-hyponyms or co-ordinated: other items that are the same kind of things.

For examples: Red, blue, green, and brown are co-ordinates.

- 5) Superordinate: Superordinate is a general concepts that cover specific item.

For example: Animal is superordinate of dog, lion, and mouse.

- 6) Definition: Definition is a recognition test type in which the test takers need to know the description of the word.

For example:

- House is a building which people, usually one family...
- Mood is the way you feel at a particular time.

c. Words formation

Word formation is the product of a new word. According to Yule (2006: 53-59) defines word formation processes as a way of forming and creating new words from the use of old words. From the statement, it means that there many types of word formation processes. There are agglutination, back-formation, blending, clipping, back-formation, acronym, compounding. The mechanisms of word formation are:

1) Agglutination

Agglutination is the process of forming new words from existing ones by adding affixes to them.

For example: shame + less + ness = shamelessness.

2) Back-formation

Back-formation is removing seeming affixes from existing words.

For example: Forming, edit from editor.

3) Blending

Blending is a word formed by joining parts of two or more older words.

For example: Smog -> comes from smoke and fog.

There are two mechanisms of word blending:

- a. Acronym: A word formed from initial letters of the words in a phrase.

For example: laser -> Light Amplified by Stimulated Emission of Radiation.

- b. Clipping: taking part of an existing word.

For example: Forming, add from advertisement.

4) Compound

Compound is a formation of word by stringing together older words.

For example: Earthquake.

In this study, vocabulary is total number of words in a language including single items and phrases or chunk of several words that people use in their communication that contains the types of meaning and kinds of words. The vocabulary test is in form of multiple choices and it focused on word meaning, word classification, and word formation

C. Reading skill

This section discusses about the definition of reading, kind of reading, the purpose of reading and factors affecting reading.

1. The Definition of Reading

Reading is one of the crucial language skills. As stated by Laddoo (2007) reading forces the reader's brain cells to work, it will make the reader keep sharper and smarter. By reading, people may enrich a lot of

information. Supported by Willis (2008) who states that someone can find the information he/she needs with specific information by reading.

Based on the definitions, Reading is the process of receiving information in language from the medium of text. The researcher concludes that reading must develop, so the reader can catch and also understand the meaning of the text.

2. Kind of Reading

According to Patel and Praveen (2008), there are some kinds of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

- a) Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary existing in poem, poetry, novel or other source.

For example:

The students focus on linguistic or semantic details of a reading and focus on structure details such as grammar.

- b) Extensive Reading is type of reading involves learners reading texts for enjoyment and to develop general reading skills.

For example:

The students read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.

- c) Aloud readings are reading by using loud voice and clearly.

For example: Reading poetry, dialogue, and other type of text.

- d) Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or through to comprehend the texts.

For example: The students reading a text by heart.

3. The Purpose of Reading

Grabe William and L. Fredrika (2002), said that the category of purpose for reading includes are; reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.

- a. Reading to search for simple information

Reading to search for simple information is common used for reading ability. It is used so often in reading tasks that is probably best seen as type of reading ability.

- b. Reading to skim quickly

Reading to skim quickly is common part of many reading task. It involves, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a significant amount of information from a text. Its purpose requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

d. Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

e. Reading to write and reading to critique texts

Reading to write and reading to critique texts are task variants of reading to integrate information. Both require abilities to select and critique information from a text.

f. Reading for general comprehension

Reading for general comprehension is the ability to process text and understand the meaning of the text.

Based on explanations above, it can be concluded that purposes of reading are the people in general, not only for students. Reading can

help people to keep informed on many aspects such as the social, political, and economical problems.

4. Factors affecting Reading

According to Dennis (2008), some factors that affect reading comprehension skills are complexity of the reading text, environmental influences, anxiety during reading, interest and motivation, decoding or word recognition, and medical problems. In the following section, these factors are elaborated in detail:

a) The complexity of the text

This factor is influenced by the readers' strength. Oral abilities have a significant part in identifying how skilled a reader because learners hear words and obtain a lot of vocabulary.

b) Environmental influences

The environmental conditions that impact the learners who try to read a passage, if learners are in an unsafe place, they find it difficult to focus on their reading. Readers will lose their concentration in understanding a text when there is a noise condition.

c) The anxiety during reading

Class, work, or homework situations can put more pressure on readers when they are reading than reading for enjoyment. Some learners react positively to examinations while others are overwhelmed

by the pressure on their reading activity. Learners who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor reading ability of the reading task.

d) Interest and motivation

According to Dennis (2008), learners' interest and motivation are very important in developing reading skill. If readers find the reading material monotonous, they will have a lot of problems in concentrating during their reading process. However, if the reading material is interesting for learners they can easily understand it and can remember it clearly. Teachers should motivate learners through providing interesting reading materials.

e) Decoding or word recognition

Readers who have problems in decoding and recognizing words read slowly and it more difficult to understand the meaning of passages than those readers without decoding problems. Persons who have enough vocabulary can clarify the meaning of passages faster than those readers who should guess the meaning of unfamiliar words.

f) The medical problems

According to Hollowell (2013), poor reading skill may be related to the medical difficulty that does not get addressed until the child is older. She emphasized that learner with speech and hearing difficulties

are less likely to take part in oral reading and class discussions. These are the two activities that help learners improve their reading skill.

D. Previous Studies of Learning Motivation, Vocabulary and Reading skill

Motivation is one of the most importance factors that influences in learning. Motivation influenced the students to development of learning second language, because motivated students want to understand the text content fully and information deeply. Students with high motivation to learn English will be better prepare themselves to contribute teaching process and learning process in the classroom. Whereas students with low motivation, it will have no enthusiasm to follow teaching and learning English process in the classroom. Reading is one of skill that students must master. Not only read the text, but students need to understand some information from the text deeply. So, students with high motivation are students with high reading motivation too.

Vocabulary is base important part in learning language. Vocabulary is the total number of the words are includes single item and phrase that people use to communicate. In reading, students will have difficult vocabulary and must understand their meaning to know the content in the text. No matter if students not mastering in grammar to successful in learning English, the researcher believes that students' vocabulary is high, so the students' of reading skill will be high too.

Reading themselves can influence from motivation and vocabulary. Motivation makes students want to read. Besides, vocabulary makes students understand the content of text easily. Therefore, the researcher believes that there is a significant correlation between students' learning motivation, vocabulary mastery and reading skill.

In this study, motivation in the learning process of students has shown various results. The variation of the result on the topic was shown through three factors in students' motivation in learning English by Rocio (2015), Frida, Joko & Handoko (2012), and Nemi, Urai & Zainal (2016).

First, Rocio (2015) argued students' motivation to successful learning in English subject. The subject of the research was all EFL students in primary and secondary education in Spain. The result shows that motivation in student appearance by two factors; those are from students' daily habit and students' interest.

Second, Frida, Joko & Handoko (2012) investigated a correlation between learning motivation and vocabulary mastery and reading competence. The subject of the research was the second grade students at SMP Negeri 4 Surakarta academic year 2011-2012. The result from this study shown that easy way to know high motivated or low motivated students are from their effort and their willing in doing the activities.

Third, Nemi, urai & zainal (2016) were survey about students' motivation in learning English. The participants of the study were third

grade students on SMP Negeri 2 Pontianak in academic year 2014/2015. The finding suggested that the students' had high level of motivation from their intrinsic motivation.

Every study above has their different approaches to know the students' motivation in learning English. Such as students got their motivation from some factors, there are intrinsic motivation, extrinsic motivation, task value, students' interest, and their daily habit.

From the explanation, the researcher would like to conclude that the learning motivation of the students was influence their vocabulary mastery and their reading skill. This can be realized by encouraging students to read more and more texts. Reading will add students' vocabulary mastery. Students should be provided to read interesting texts. So, motivation is the key of successful students to get their ability especially in learning English.

