

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research such as background of the study, problem of the study, objective of the study, hypothesis, scope and limitation of the study, significance of the study and definition of key terms.

A. Background of the Study

English is one of the international languages that many people use to communicate across national boundaries. In other words, being fluent in English facilitates international communication for business, politics, and education (Dewi, Muthia, Larasati, Safitri, & Yuni, 2018). As a result, English is crucial to everything. People also believe that they won't be able to compete in the development and succeeding eras if they don't comprehend English.

Every age group in Indonesia has embraced the use of English. From kindergarten to senior high school, it is a subject. At the school, it is hoped that the children would be able to learn and appreciate the language's meaning. In actuality, only young children can comprehend, like, and understand English.

In English, Studying the four fundamental abilities is an integral part of learning a foreign language, which is an integrated process. It can be used to identify the four major skills of hearing, speaking, reading, and writing, according to Harmer (Harmer, 1983: 16). The

students in junior high and senior high school must take an English language course and be involved in the teaching learning process in the class. Those are the fundamental language skills, specifically in the process of teaching and learning English in schools. Reading is the only one of the four fundamental talents on which the researcher has concentrated because it is the most crucial and helpful skill for humans (F & Jain, 2008: 113). Reading is both a review exercise for previously learned material and a crucial assessment tool for learning progress. Students have the option of reading prior to writing.

Reading, according to Alqarni (2015), involves more than just decoding from a foreign language into one's mother tongue. Some individuals believe that reading involves translating letters from print to sounds. It implies that reading is a method for effectively obtaining information from a written text. One can gain a lot of knowledge, enjoy themselves, learn new things, and solve issues by reading. Therefore, it is crucial to comprehend the reading.

The ability to understand the world is also necessary for reading success. Understanding or being able to comprehend the text's means is necessary for reading. According to Grellet (1999), comprehension is defined as "extracting the necessary information from a written text as efficiently as feasible." Reading allows readers to comprehend the writer's point as well. Howel defines reading comprehension as the process of fusing information from a paragraph

with prior knowledge to create meaning (Postman & D, 1985, p. 82). As a result, in order to fully understand the text's contents and gain a wealth of knowledge, readers must identify its main ideas. This is because reading is meant to help people learn and grasp concepts. This is evident in the way that people learn and teach.

The learner must be motivated to learn English in order to comprehend texts and develop reading comprehension skills. Since motivation is an internal process that is one of the key factors determining the success rate of student learning, it is a crucial component of the learning process (Ryan & L, 2000). Highly motivated students are more likely to voluntarily coordinate their responsibilities with the teacher in the various classroom learning processes.

The statement "The youngster knows that he wants things and learns that he can do something to achieve them, that his wanting is the purpose for his behavior" is based on Bryce (Hudgins, 1981: 218) in Chram (1968). The importance of motivation for reading can also be emphasized because highly motivated pupils are more likely to comprehend more of their subject matter or lesson.

Based on the background above, the students are at the Eighth Grade of Junior High School (SMPN) 1 Ngasem as well. They have problem in difficult reading comprehension skill and the important of motivation to learn English for student. In this case, the

researcher tries to find out: “The Correlation Between Students’ English Learning Motivation And Their Reading Comprehension Skill”.

B. Problem of The Study

Based on the background of the study above, the problem of this study is “Is there any correlation between Students’ English Learning Motivation and Their Reading Comprehension Skill at the Eighth Grade of SMP Negeri 1 Ngasem?”

C. Objective of the Study

Based on the research problem above, objective of the study is “To know whether there is a significant correlation between Students’ English Learning Motivation and Their Reading Comprehension Skill at the Eighth Grade students of SMP Negeri1 Ngasem.”

D. Hypothesis

Based on the research problem and objective, the hypothesis can be formulated as follows:

1. *H_A* (Alternative Hypothesis)

There is significant correlation between students’ English Learning Motivation and Their Reading Comprehension Skill at the Eighth Grade students of SMP Negeri1 Ngasem.

2. *H₀* (Null Hypothesis)

There is no significant correlation between students' English Learning Motivation and Their Reading Comprehension Skill at the Eighth Grade students of SMP Negeri1 Ngasem.

E. Scope and Limitation of The Study

The scope of this study is to find and explain the effect of students' English learning motivation and their reading comprehension skill. In order to limit the problem of this study, the researcher focuses in eight grade of SMPN. 1 Ngasem who study of English as their course.

This study also has some limitations; the limitation are this study only do research from eight grade of SMPN 1 Ngasem who study of English as their course. Therefore, this study did not to know the relationship and effect of students' English learning motivation and their reading comprehension skill of students who do not include as sample. The next limitation is about this study 32 only relate the effect of students' English learning motivation and their reading comprehension skill of all object in general term. In other word, this study has no explaining the effect of each student in detail.

F. Significance of The Study

The result of this study is expected to be used for:

1. Students: The students can reach good understanding of subject based on situation of the class that supports teaching learning process. And the result, to improve their reading comprehension skill.
2. Teachers: To give an input in order that he or she can improve the students' ability in reading comprehension skill an English text and to motivate the students to learn an English more.
3. Researcher: The result of this research can be used as references for the next researcher and it is also hoped to motivate the writer of becoming a professional teacher in the future.

G. Definition of Key Terms

1. Motivation

Motivation is an internal process that is one of the key factors determining the success rate of student learning, it is a crucial component of the learning process.

2. Reading Comprehension

Reading comprehension as the process of fusing information from a paragraph with prior knowledge to create meaning. As a result, in order to fully understand the text's contents and gain a wealth of knowledge, readers must identify its main ideas.