

CHAPTER II

LITERATURE REVIEW

This chapter will discuss the review of related literature which is in line with this research which focuses on The Correlation Between Students' English Learning Motivation And Their Reading Comprehension Skill.

A. Motivation

1. Definition of Motivation

Motivation is an important factor in learning process, because motivation is an internal process that is one of the main factors that determines the success rate of student learning (Ryan & L, 2000, p. 45). In learning activity, motivation in any kind of dimensions plays an important role that influences the success of learning activity. Even thou it is important, but motivation is not the only factor on the successful of learning activity. Students who have higher motivation will get better opportunity to succeed in their learning activity than the lower one.

Motivation is necessary but not a sufficient condition for learning. If a person is not motivated, he or she will not expand the psychological energy necessary to acquire responses; he or she will avoid the learning situations that will produce the desired changes. But even though motivation holds an important role in learning activities, it is not the most important one because

teaching learning process will still happens even though with low motivation; it will only decrease learning achievement. Ur states that there are some others characteristics of motivated learners, those are:

- (a) Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.
- (b) Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own positive) self-image. Need or achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
- (c) High aspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
- (d) Goal orientation. The learner is very aware of the goals of learning, orof specific learning activities, and directs his or her efforts toward achieving.
- (e) Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress.
- (f) Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

2. Kinds of Motivation

Motivation is commonly thought of as an inner drive, impulse and emotion or desires that move one to a particular action. Motivation plays important role in language learning (Brown, 2004, p.152). Motivation can make someone has practical reason why he or she has to do something. Motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence.

(a) Intrinsic Motivation

Motivation that comes from the individual itself called as intrinsic motivation. "Intrinsic motivation comes from within the individual (Harmer, 2001, p. 51). It means that motivation is a desire which comes from inside to do something. Santrock said that intrinsic motivation involves the internal motivation to do something for its own sake (Santrock, 2004, p. 418). For example, another student may study hard for a test because he or she enjoys the content of the course. So, intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities. The statement above shown that

motivation will be active or has function and do not need to stimulate from outside, because every person has a drive to do something.

According to Berliner and Gage intrinsic motivation can be found in four components; interest, needs, hobby and goal (Gage & Berliner, 1984, p. 374). Those four components will be described as follows:

(1) Interest

Students with an interest on a subject tend to pay attention on it. They feel it makes a difference to them. They want to become a fully aware of its characters. Interest is the factor which determiners an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be success if they have high interest. Students enjoy dealing with the subject they learn because he or she believes it can lead them to success. In teaching learning process the teachers should not only transfer the knowledge to the students, but they should also increase their interest in learning in order that they want to learn harder. It could be conclude that interest is one of the component that can motivate someone in achieving something.

(2) Need

Need is a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing. It means that need is a circumstances in which something is necessary. In his book, Harmer stated the term “need” is used to denote some interfered common characteristics of the motivational basis for the behavior of an individual (Harmer, 2001, p. 259). It means that in observing individuals in different situation, we sometimes note consistencies in their behavior. Someone usually do anything they can due to their need, and the things they do refer to their independency.

(3) Hobby

Hobby is an activity or interest that is undertaken for pleasure or relaxation in one’s spare time. So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby usually did for pleasure during someone’s free time. That means hobby refers to like or pleasure doing something for wasting time.

(4) Goal

The researcher has said that motivation is closely bound up with a person's desire to achieve a goal. The learner is very aware of the goals of learning activities, and directs his or her efforts towards achieving them. All people have goal in their life. Before they do what they wanted to do they have decided a goal first. For the example; the students works hard for his or her paper because they wanted to achieve their goals. Almost all people have goals in every activity that they want to do in their daily life. Goal can lead someone to do or avoid something related to the goal itself.

In teaching and learning activity, the students have to know and decide their purposes in learning, because it can be a great motivation for them. If the students know the appropriate purposes, they will prepare everything that can help them to achieve everything they want.

(b) Extrinsic Motivation

Extrinsic motivation is kind of motivation that come from outside which also pushes someone to achieve the goal. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish

to learn for its own sake or interest in tasks (Harmer, 2001, p. 259). Extrinsic motivation will be active if there is stimulation from outside. An example: a student studying, because he or she knows that tomorrow there will be a test, by hoping that he or she could get a good value.

We can find many sources of motivation, but actually motivation only has two big sources, the first source comes from within the individual itself or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social pressure or punishment. Gage and Berliner stated that the extrinsic motivation comes from three basic elements, those are teachers, parents and environments. The concept of the three basic elements would be described as follows:

(1) Teachers

A major factor in continuing of a student's motivation is the teachers. Teachers have an important role in learning activity because they will be the students' parents as long as they stay at school. The teachers are not only a person who transfers the knowledge to the students, but also as a motivator who can support the students in learning activity. Teachers should not only give

the knowledge to the students but they should also increase the students' interest in learning in order to make the students study harder and have a higher motivation in learning.

(2) Parents

Students who are encouraged by their parents will try new things and try to give high performance to get reward from their parents. As a result they will get better achievement. According to Harmer "Parents' attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial" (Harmer, 2001, p. 75). The role of parent, especially learning activity is really crucial, because they are the main role model for their children.

(3) Environment

A student who has higher motivation in learning and though by a qualified teacher is not always guaranteed to study or get success well, but there is still other factor that can motivate student in order to study hard that is environment.

To sum up, there are two kinds of motivation in learning activity. Those come from the internal drives of

students which called as intrinsic motivation and the other one are motivation that come from external which called as external motivation. Both of those motivations play an important role in learning.

3. Learning Motivation

Learning is the act, process or experience of gaining knowledge or skill. Knowledge or skill gained through schooling or study. There are many definitions of learning:

- (a) Learning is shown by a change in behaviour as a result of experience.
- (b) Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.
- (c) Learning is a change in performance as a result of practice (M, 1986, p. 22).

From those definitions above, the writer can conclude that learning is a change of behaviour or performance by doing activities, such as reading, listening, and imitating to get knowledge, so the learners have to practice regularly of learning activities.

One of factors of learning is motivation. Motivation is hidden power which is coming from inside and outside of the learners which drives them to do something benefit to get the desire changes. The learners will be success if they have

motivation, motivation to know what will be learnt and to understand why they learn, so the learners can have or gain information and get knowledge from what they have learnt.

Learning motivation is the desire or drive which comes from inside and outside to learn language, especially English through a process which is done by learners to take a change of behaviour as a result of experience and to get knowledge.

Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get better opportunity to succeed in their learning activities than the lower one.

B. Reading

1. Definition of Reading

Reading is an activity for someone to review his/her knowledge, and also it is an important tool for determining a person's success in learning. When the students write something, students can read before. According to reading is not just decoding from a foreign language to a mother tongue but also some people think reading is a process of transferring letters, from print page to sounds (Alqarni, 2015). It means that reading is a process to get information which efficiently from understanding of the written text.

Reading is the activity of understanding the printed matters. The main purpose of reading is to understand what the writer tried to express through printed matters. Spears states reading as a process that begins with decoding words; it is deciphering the letters that make up individual words. Reading is more than just processing the letters and sounds, because the real meaning of a text lies in the relationship the words have with each other, and it is a process to understand that relationship (Spears, 2006).

The reading activity is not only the activity to understand what the writer tried to show about what he or she has written, it is also the communication process between the writer and the reader. In this case, the writer tried to communicate with the reader through printed text. Harris and Smith defined reading as a form of communication. Information and ideas are exchanged between writer and reader in the act of communicating. The writer expresses his thoughts on paper with language, using whatever skills and style he has developed personally. The reader attempts to retrieve meaning from the printed page (Harris & Smith, 1980).

Indeed, reading is the activity to build a simple idea of huge information. "Reading is the process by which we identify individual words from their printed and written

forms, and by which we combine these words into simple ideas or prepositions, in order to be able to form a mental model of a text based upon inferences that take us beyond the information given” (Underwood & Batt, 1996). Through reading, the reader intended to build a schema related to the information he or she get, so he or she has a different point of view about anything. Through reading activity, someone can be an open minded person; because he or she got a lot of information from the text they read and construct a new main set in their mind.

This opinion also supported by Taboada and Buehl who described the meaning of reading as the process of constructing meaning in the reader’s mind through interaction and involvement with written text (Taboada & Buehl, 2012). It is more about comprehending the texts; a reader must be an active participant who engages to a problem solving process where thinking is influenced by the text and reader’s knowledge.

From the definitions above, the writer assumes reading is an activity that the reader does to get information and writer’s idea from textual sources. Reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means

that reading is the process to understand the text content and to get information meaningfully.

2. Types of Reading

According to Brown several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks (Brown, 2004: 189). The four types are:

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbol. Bottom up processing is implied.

b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. stimuli include sentences, brief paragraph, and simple charts and graphs. Brief responses are intended as well.

c. Interactive Reading

Interactive reading types are stretches of language of several paragraphs to one page or more in which the

reader must, in a psycholinguistics sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in turn is the product of that interaction.

Based on Patel (2008: 119) there are few characteristics of intensive reading.

- (1) This reading helps learner to develop active vocabulary.
- (2) Teacher play main role in this reading.
- (3) Linguistic items are developed.
- (4) This reading aims at active use of language.
- (5) Intensive reading is reading aloud.
- (6) Speech habit are emphasized and accent, stress, intonation and rhythm can be corrected

d. Extensive Reading

According to Patel extensive reading is teach the student to read directly and fluently in the target language without the aid of the teacher (F & Jain, 2008: 119). Extensive reading applies to texts of more than a page, up to and including professional articles, essay, technical reports, short stories, and books. (It should be noted that reading research commonly refers to “extensive reading” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here is the

definition messaged a little in order to encompass any text longer than a page).

Based on Patel there are few characteristics of intensive reading (F & Jain, 2008: 120).

- (1) It helps learner to develop to active vocabulary.
- (2) Extensive reading is silent reading.
- (3) In extensive reading the subject matter is emphasized.
- (4) In the extensive reading the learners play main role because they have to ask for measures.
- (5) In extensive reading the idea can be developed.
- (6) The aim of extensive reading is to enrich learners' knowledge.
- (7) Through extensive reading the good reading habit can be developed. Anderson, et al, (1984) classified onto three types namely, oral reading, silent reading, and efficient reading.

(a) Oral Reading

In oral reading, a reader vocalizes the printed words one by one. Thus a reader who does oral reading must have good pronunciation; oral reading is used when a reader is learning to combine words with meaning. Oral reading can be dividing into group reading and individual reading. Reading in group is done with a

whole group altogether reading loudly usually by imitating the teacher. This type intends to check pronunciation and intonation of the students one by one.

(b) Silent Reading

Silent reading does not mean that a teacher read without sound. A reader may sound in response to words but there is no need to say out each word. A reader, in silent reading only says the words in his mind. Thus, the main aim in silent reading understands without any references to pronunciation, stress, or intonation.

(c) Efficient Reading

Efficient reading includes both intensive and extensive reading. Intensive reading refers to the work done by the students in class. A student may do intensive reading when he is studying for an examination. The students do extensive reading for the purpose of not to remember detail for an examination, but for getting general information and ideas as well. Efficient reading involves two components, getting work done and doing the work in the shortest time.

3. Reading Comprehension

Reading comprehension is defined as the level of understanding of a text or message. This understanding comes

from the interaction between the words that are written and how they trigger knowledge outside the text or message. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read (Adams, 1994).

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors (Woolley, 2011).

Reading comprehension is a special kind of readers comprehends by actively constructing meaning internally from interacting with the material that is read (Alexander, 1977: 160). Successful comprehension involves the readers discovering the meaning to achieve particular purpose set for, or by, him. It may be finding particular piece of information, solving a problem

through reading, working to understand an idea, or following a set of direction.

According to Smith and Johnson states that reading comprehension means the understanding, evaluating utilizing of information and gained through the interaction between reader and author (Smith & Johnson, 1980). Reading comprehension means understanding what has or have been read.

a. Level of Comprehension

According to Kennedy, the skill of comprehension are grouped under three major divisions of reading: literal reading, inferential reading, and critical reading (Kennedy, 1981, p. 24).

(1) Literal Comprehension

Literal read refers to the ideas and fact that are directly stated on the printed page. Literal read places much emphasis on what and writer says. It requests ability to locate specific facts, to identify happenings they are described directly, to answer to question based on given facts, to classify or categorize information given and to summarize the details expressed in a selection.

(2) Inferential Comprehension

Inferential read is referred as “read between lines”. It means that students want to get inferences,

imply meaning, and from the reading material one must read between lines.

(3) Critical Comprehension

Critical reading requires higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active creative looking for false statement by making judgment. It means questioning, comparing and evaluating.

b. Level of Processing

Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds. This theory was first identified by Fergus I. M. Craik and Robert S. Lockhart (Cain & Oakhill, 2009).

4. Indicators of Reading Comprehension

Reading comprehension is a complex process that need better concentration, skill, and comprehend. Jeremy Harmer stated there are some reading skills which are affected by purposes in reading, they are as follows:

- (a) Identifying the topic: good readers are able to pick up the topic of a written text very quickly. With the help of their own schemata they quickly get an idea of what is being talked about. This ability allows the readers to process the text more effectively as it progress.
- (b) Predicting and guessing: readers sometimes guess in order to try and understand what is being written about, especially if they have first identified the topic. Sometimes they look forward, trying to predict what is coming; sometimes they make assumption or guess the content from their initial glance or half-reading.
- (c) Reading for general understanding: it means, not stopping for every word, not analyzing everything that the writer includes in the text. A term commonly used in discussion about reading is skimming (which means running the eyes over a text to get a quick idea of the gist of a text). In gist reading, the reader has made a choice not to attend to every detail, but to use the processing powers to get more of a top-down view of what is going on. Gist reading is also known as skimming.
- (d) Reading for specific information: in discussion about reading this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want specific

details. In this case, we almost ignore all the other information until we come to the specific information until we come to the specific item we are looking for.

(e) Reading for detailed information: sometimes, we read in order to understand everything we are reading in detail. We read in concentrated way to everything that is written.

(f) Interpreting text: readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writers implying or suggesting. Readers gets more from reading text than the words alone suggest because, as active participants, readers use their schemata together with their knowledge of the world expand the pictures that have been given.

5. Kinds of Reading Techniques

There are three reading technique that are commonly known. They are scanning, skimming, and survey reading (Postman & D, 1985).

(a) Scanning

Scanning is closely related to skimming, but when a reader scans, he already has a purpose in mind, Scanning means searching for particular information. He suggests three steps when a reader scans: Read the questions, keep the key words of the questions in mind, and scan until a

reader finds the answer to the questions. Stop and write the answer to the question.

(b) Skimming

Skimming should be used when a reader wants to cover large amounts of materials quickly and don't intend to read the material completely at a later time. Skimming is used to get in general impression of the material and not for a high level as comprehension. Skimming can be a very valuable reading and aid when it is used properly.

(c) Survey Reading

Before reading we must analyze what we want to analyze. We need to survey the material that we will learn by looking into the scheme, the outline of the book and looking the title of the chapter in the book, fast and accurately.

C. Reading For Motivation

Motivation for reading is viewed as one link between engagement in reading and reading achievement. Some researcher believe that by increasing the student's competence in reading and by increasing the belief in reading abilities, the motivation to read will also increase. Based on Guthrie, Wigfield, Metsala, & Cox (1999) as cited in Mihandoost (2011: 18) by increasing the motivation, it can increase reading activity and in

turn, increase knowledge and academic success. Wigfield, John, Guthrie, and Karen in Marsela (2017: 12) also says, that motivation in reading questionnaire (MRQ) can be used by English reading teacher in order to know students' alteration in reading activities that might be accorded during the year. It means we can know how far motivation reading students'. There are some aspect in motivation for reading questionnaire (MRQ). They are reading efficacy, reading curiosity, reading involvement, importance of reading, reading work avoidance, reading challenge, competition in reading, recognition for reading, reading grade, social reason for reading and compliance (Wigfield, Guthrie & McGough, 1996: 12).

D. Reviews of Related Studies

There are some researchers who have conducted researches that related with this topic as follows:

The first research was conducted by Aswar Anas (Anas, 2014). The research entitled "The Correlation Between Students' Motivation In English and Their Reading Comprehension". The research shows that correlation between students' motivation and their reading comprehension in terms of literal comprehension dealing with main ideas and supporting details at The Eighth Grade of SMP Negeri 3 Minasatene Pangkep in the 2014/2015 academic year. The findings of this research indicated that the students' motivation in English and their

Reading Comprehension in terms of literal comprehension have significant correlation. It was proved by the mean score of the students' motivation in English was 77,88 that classified as high and the mean score of the students' reading comprehension was 67,97 that classified as good. Then the researcher analyzed and counted them both into product moment correlation to see the correlation. It found that the correlation level between them was 0,418 that classified as moderate and it was higher than r table, that was 0,381. From these findings, so the researcher concluded that there is a significant correlation between students' motivation in English and their Reading Comprehension.

The second research was conducted by Mohammad Khoirul Manan (Manan, 2017). The research entitled "The Correlation between Students' Motivation in Reading English Textbooks and Their Achievement in Reading Comprehension" This research aimed to find out the correlation between students' motivation in reading English textbooks and their achievement in reading comprehension. This research used correlation method and quantitative approach. The instruments of this research were questionnaire and test. The questionnaire was to measure students' motivation in reading English textbooks, and the test was to measure their reading comprehension. From the analysis of the data, it showed the results that the quality of students' motivation in reading English textbooks was

medium with mean score 93,0476 in range 88-97, and the quality of students' reading comprehension was medium as well, with mean score 64,167 in range 58-70. The result also showed that there was positive significant correlation between students' motivation in reading English textbooks and their achievement in reading comprehension, with $r = 0,7056$ is bigger than $r_{table 5\%} = 0,304$.

Another research was conducted by Murniasih (Murniasih, 2013). The researcher is entitled "The Correlation Between Students' Motivation in Reading and Their Reading Speed". The researcher was carried out to find the correlation between students' reading motivation and their reading speed. It use quantitative method. It took place at ELT Department Education and Their Training Faculty of Syarif Hidayatullah State Islamic University. The result of the research showed that there is correlation between students' motivation in reading and their reading speed. The statistical data shows that it is 0,64 score taken with Pearson Product Moment formula. The similarity between this research and the writer's research was that this research used motivation in reading as the concentration of one of the variables.

Based on previous research, it can be a good reference for the writer in doing her research. She will compare the result of the research to the writer's research, the writer's research itself will focused

on finding out the correlation between Students' English Learning Motivation And Their Reading Comprehension Skill.