

I. INTRODUCTION

This chapter will explain about the background of the research, the research question, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Research

Being successful in teaching English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. Reading dominates the teaching materials in almost English textbooks where there are some types of reading text that should be read by the students. In order to gain knowledge of the sources people needs to read it, only people with good English proficiency may deal with the sources. Each students get equal chance to learn English in a class, but their achievements, particularly in reading considerably differ from each other. This might be due to some factors, one of which is motivation. Gardner (1985) defined motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”. From another point of view, Narayanan (2006) defined motivation as the reason or reasons behind an actions or behaviors. As it seems motivation does not have a particular definition. Different people define motivation from different views.

According to Deci and Ryan (1995) self determination theory is divided into two general types of motivation, one is intrinsic motivation which refers to motivation to engage in an activity, because it is enjoyable and satisfying to do, the other type of motivation is extrinsic motivation which is based on external rewards to the activity itself. As Sardiman (1994) said, In teaching learning process, motivation can be said as the whole of activator power in students self which cause learning activity which guarantee the teaching learning process and give the direction to learning activity, so that the aims that is required by the learning subject can be achieved. "Students with mastery goals are intrinsically motivated to strive to develop competence by learning as much as they can about a subject, focusing on their development of skills and competence relative to the task" (Cocks and Watts, 2004).

Motivation has very important role in learning especially in reading skills in English subject, because the students' reading comprehension might not be active if they did not have motivation to learn English through reading. As Widyamartaya (1992) stated, reading is a key in learning. Further, he also stated that, "reading is the most complete, easiest, and the most modern learning sources". Reading is a receptive skill - through it we receive information. But the complex process of reading also required the skills of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skills in that we are both receiving information and transmitting it (even if only to ourselves). To achieve the purpose of reading, which is to get general or detail information from the text,

the students should to comprehend the text in order to understand the information effectively.

Basically, in order to be successful they should do some improvement by themselves. One of the ways to improve their quality is eagerly to read because through reading they may get new information, compare, and relate old information with new one and do intellectual activities. Many students approached assignments as something to get through without understanding the relevance of those assignments to their lives. For far more students, the content of the textbook, article, or trade book is too difficult or too irrelevant to their experience, and encountering the information on the page is not sufficient for understanding. These students need to talk, write, and connect the content to what they already know to make sense of the material on the page. Other students did not see the relevance of the assigned reading to their lives and were not interested in putting forth the effort to complete the task. However, many of these same students were able to persevere with difficult reading if they were interested in the subject, if they could be motivated and supported to engage with the task.

Students who did not enjoy independent reading did not achieve the same successful academically or in life that those who like to read do (Grams, 2003). As teachers we need to make sure that we build comprehension levels with those students who struggle with reading. According to Shinn, Walker, and Stoner (2002), “early academic experiences that consistently end in failure can easily decrease students’ motivation to engage in the hard work reading requires”.

In general, one of the ways in an effort to increase knowledge in order to master the information and technological development is reading. Based on all explanation above, the researcher was interested in carrying out a research on a comparative study between students who have intrinsic and extrinsic motivation in reading comprehension at SMAN 7 Bandar Lampung.

1.2. Research Questions

In line with the background stated previously, the problem are formulated as follows.

1. Is there any significant difference between students who have intrinsic and extrinsic motivation in reading comprehension at SMAN 7 Bandar Lampung?
2. Which group of students with intrinsic and extrinsic motivation achieve better reading comprehension?

1.3. Objectives of the Research

By relating to the research questions, the objective of the research are.

1. to find out whether there is significant difference between between students who have intrinsic and extrinsic motivation in reading comprehension at SMAN 7 Bandar Lampung.
2. to find out which group of students with intrinsic and extrinsic motivation achieve better reading comprehension.

1.4. Uses of the Research

In relation to the research problems and objectives, the findings of the research may be beneficial not only theoretically but also practically, as follows:

1.4.1. Theoretically

The result of this research was expected to be useful reference for the English language teaching particularly for teaching reading. For the other researchers, this may become a trigger for them to go to further investigation on similar matter.

1.4.2. Practically

The result of this research was expected to provide positive contribution to the teachers, especially in teaching reading. The teacher have to know the ability of the students and the factors to motivate students in reading.

1.5. Scope of the Research

This study was a quantitative research which focused on finding out the result of students' reading comprehension in which it may be affected by their intrinsic and extrinsic motivation. This research will be conducted at the second grade of SMAN 7 Bandar Lampung. The subjects of the research were the students of second year of Senior High School. The writer chose the second year students because they were assumed to have an experience of learning English in their senior high school at least one year. There were three variables in this research: students' intrinsic motivation, students' extrinsic motivation considered as independent variable while result on their reading comprehension as dependent variable. In this research, the researcher focused on intrinsic and extrinsic

motivation in order to make the students master English and got the best competence in reading comprehension.

1.6. Definition of Terms

There were some terms will be used by the researcher and to make it clear, the researcher gave the definition as follows:

1. Reading Comprehension

Reading comprehension is the ability to read text, process it and understand the meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend the text.

2. Intrinsic Motivation

Intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward. People who are intrinsically motivated, they enjoy an activity, course or skill development only for the satisfaction of learning and having fun, and they are determined to strive inwardly in order to be competent.

3. Extrinsic Motivation

Extrinsic motivation reflects the desire to do something because of external rewards such as awards, money, fame, and praise. People who are extrinsically motivated may not enjoy certain activities. They may only

wish to engage in certain activities because they wish to receive some external reward.

This chapter already reviewed introduction of the research. Including the explanations about the background of research, research questions, objectives of the research, uses, scope, and definition of terms were discussed in order to provide an insight to this research. The next chapter would deal with literature review of this research.