

## **II. LITERATURE REVIEW**

This chapter provided explanation related to theories used in this study. There were several points of theories and previous studies which should be reviewed, such as the previous related researches, concept of motivation, classification of motivation, intrinsic motivation, extrinsic motivation, concept of reading, concept of reading comprehension, role of motivation in reading, advantages and disadvantages, theoretical assumption, and hypothesis.

### **2.1. Previous Related Researches**

Many researches have reported to expose the identification of student's achievement in learning English to make the teaching and learning process more effective. In this research, the researcher summarized the relevant previous researches to prove the originality of the research. The first research with the title is "a questionnaire measure of children's motivation for reading" has been conducted by Wigfield and Guthrie (1997). They concluded that scores on the Motivations for Reading Questionnaire (MRQ) have been shown to relate to children's reported reading frequency, and their performance on different standardized tests. It can be used in various ways in schools; for instance, to generate profiles of childrens motivations change over the course of a school year, or to see how boys and girls reading motivations differ.

The second research conducted by Ryan and Deci (2000) with the title is “Intrinsic and Extrinsic Motivations: Classic Definitions and New Direction”. They concluded that intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. However, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation. The relations of both classes of motives to basic human needs for autonomy, competence and relatedness are discussed. The third research has been guided by Ulper (2011) with the title is “The motivational factors for reading in terms of students” in his research he concluded that factors such as teachers, family members, friends, books, environment and activities had a diagnostic effect on students in terms of awakening their willingness to read. Those factors are effective more on primary school students than high school students.

From the previous related researches above, the researcher chose to compare between students’ who have intrinsic and extrinsic motivation in reading comprehension. This research had differences with previous finding above because the writer used comparative study to measure which one of motivation that influence in students’ reading comprehension. To conduct this study, researchers followed the steps as followed:

1. The researchers gave 50 items of questionnaire about motivation, consisting of 25 questionnaires for intrinsic motivation and 25 questionnaires for extrinsic motivation.

2. After giving the questionnaires, researcher categorize the students who have intrinsic motivation and extrinsic motivation by remembering their name.
3. The researcher grouped the students who have intrinsic motivation and extrinsic motivation, then gave reading comprehension test.
4. After step 3 above, researcher continued to analyze the data by using SPSS 16.0 computer program.

## **2.2. Concept of Motivation**

Motivation is the reason to do something in a particular way. Huit (2001) said that "Motivation refers to internal state (sometimes described as a need, desire or want) that serves to activate or energize behavior and give it direction". He also said that "Most motivation theorist assume that motivation is involved in the performance of all learned responses, that is a learned behavior will not occur unless it is energized by motivation". According to Hamachek (1944) "Motivation is associated with a need for achievement. According to him, there are three factors that cause motivation. Those are: (1) command that is given to somebody (2) task that is given to someone and asked to do it (3) successful or failure from doing task that given. The theoreticians concerned with motive state that people's beliefs in proficiency to be successful, their inner and outer motives, their goals, and social contamination play an important role in identifying how many and how much activity they will do (Baker & Wigfield, 1999; Wigfield & Guthrie, 1997). Motivation became an important aspect since if students have strong motivation, the learning process would be more effective and well.

In line with that explanation, Kato (2007) stated that motivation is one of important aspects in learning language. Theoretically, motivation is an inner power that determines successful learning activity (Oxford and Shearin, 1994). According to that explanation, Brown (1987) stated that motivation is commonly thought as an inner drive, impulse, emotion, or desire that moves one to a particular action. It can be assumed that motivation in this case is the positive power which stems from the desire to attain the goal reflected in the orientation for instance; learning English seriously in order to get a better achievement.

In psychology, Kleinginn & Kleinginna A (1981a) stated that motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction. Most motivation theorists assumed that motivation is involved in the performance of all learned responses; that was, a learned behavior would not occur unless it is energized. The major question among psychologists, in general, was whether motivation is a primary or secondary influence on behavior. That was, were changes in behavior better explained by principles of environmental/ecological influences, perception, memory, cognitive development, or emotion. Keller (1983) noted that “motivation refers to the choices people make as to what experiences or goals they will approach to avoid, and the degree of effort they will exert in that respect”. From another point of view, Narayanan (2006) defined motivation as the reason or reasons behind an actions or behaviors. According to Dornyei (2003) motivation consists of three stages: pre-actional stage, in which motivation needs to be generated, actional stage, in which motivation needs to be maintained and

protected, and post-actional, in which students evaluate the activity to which they are motivated. Williams and Burden (1997) also claimed that motivation results from a combination of different influences, some are internal and some are external. As it seems motivation did not have a particular definition. Different people define motivation from different views and it may be due to the existence of different contexts of language learning, but the most important thing is that motivation is a key to learning a language.

### **2.3. Classification of Motivation**

On the other hand, Gardner (1985) proposed two types of motivation: instrumental and integrative. He claimed that an integratively motivated learner showed interest in learning about the culture and the people of the target language, whereas an instrumentally motivated learner has more pragmatic considerations in his/her mind regarding L2 learning, such as obtaining a job, or gaining more money. Masgoret and Gardner (2003) define an integratively motivated learner as one who is motivated to learn the second language, has openness to identification with other language community and has favorable attitude toward the language situation. Shaw (1981) claimed that in parts of the world where English is learned as a foreign language, the integrative motivation plays a minor role in the popularity of English and since English is considered by many bonafide international or international language which is not inseparably connected to any particular countries.

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. It refers to the performance of an activity in order to attain some separable outcome, or to achieve some instrumental ends. Noels (2001) referred to intrinsic motivation into different categories, it can be IM-Knowledge (the pleasure of knowing new things), IM-Accomplishment (the pleasure of accomplishing goals), and IM-Stimulation (the pleasure sensed when doing the task). The extrinsic motivation has also classified along a continuum of three categories according to the extent to which the goals are self determined: external regulation, introjected regulation, and identified regulation. Noels demonstrated that intrinsic motivation is enhanced when teachers allow more autonomy to learners.

#### **2.4. Intrinsic Motivation**

Intrinsic motivation referred to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically motivated person will work on a math equation, for example because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case does the person work on the task because there is some

reward involved, such as a prize, a payment, or in the case of students, a grade. Intrinsic motivation does not mean, however, that a person will not seek rewards. It just means that such external rewards are not enough to keep a person motivated. An intrinsically motivated student, for example, may want to get a good grade on an assignment, but if the assignment is not interesting for that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project. Examples of behaviors that are the result of intrinsic motivation include:

- Participating in a sport because you find the activity enjoyable
- Solving a word puzzle because you find the challenge fun and interesting
- Playing a game because you find it exciting

In each of these instances, a person's behavior is motivated by an internal desire to participate in an activity for its own sake. Another example, a child has math homework. He does his homework for fun because he experiences pleasure in the discovery of new knowledge. The problem on his math homework is just as fun as playing a video game. In this case, his behavior is intrinsically and internally motivated.

According to Ryan and Deci (2000), intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward. Although reading motivation, particularly intrinsic motivation, is often predictive of such measures of success as achievement, comprehension in reading,

comfort with academics, and confidence in academic ability (Gottfried, 1985). According to Ushioda (2008) intrinsically motivated learners are likely to display much higher levels of involvement in learning, and use a wider range of problem solving strategies. Regarding the relationship between motivation and language skills, Lucas (2010) noted that students are intrinsically motivated to learn speaking and reading skills and that they are intrinsically motivated via knowledge and accomplishment. Wigfield and Guthrie (1997) showed that intrinsic motivation has a great influence not only in reading comprehension but in other aspects of reading, like reading breadth. Apple (2005) found that if Japanese students were already motivated enough to reading, the extensive reading program seemed unnecessary.

## **2.5. Extrinsic Motivation**

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation reflects the desire to do something because of external rewards such as awards, money, 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. Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley



face to something major like fame or fortune. For example, an extrinsically motivated person who dislikes math may work hard on a math equation because want the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class. Extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. An extrinsically motivated student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

The examples of behaviors that are the result of extrinsic motivation include:

- Studying because you want to get a good grade
- Cleaning your room to avoid being reprimanded by your parents
- Participating in a sport in order to win awards
- Competing in a contest in order to win a scholarship

In each of these examples, the behavior is motivated by a desire to gain a reward or avoid a negative outcome.

Another example, a child has English homework. He does not like English subject but he should do the task. He might be motivated to do it because he wants avoid the sanctions that his parents could give him in case he would not do it. The cause for action is here clearly external, and the homework is not done for its own sake but for the separate outcome of not getting sanctions. Here the child is extrinsically and externally motivated.

## **2.6. Concept of Reading**

Reading is one of the important skills that are needed by the students from elementary school up to the university. By reading, the students are able to get a lot of information based on what they are required in reading. Clark (1993) defined that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated. Afflerbach (2007) stated that reading is a dynamic and complex process that involves skill, strategies and prior knowledge. Moreover, Smith (1983) defined reading is a process of interpreting or understanding the text in terms of the question what the reader formulates about the text. It means that the reader would understand the text by making some questions in dealing with the context. Consequently, the reading process involved what the reader wants to know about the text by consulting questions appear in his mind. Actually, reading is an active process. It needs thought and the ability in making sense of the text that is being read. According to Milan (1998) there are some essential skills in reading, they are:

### **1. Comprehension and Retention**

The readers should be able to comprehend the text and memorize what they have read. The ways that can be used by the readers to build comprehension and retention are by determining the main idea of paragraphs and their purpose of reading, comprehending main idea and distinguishing between main ideas and supporting details.

## **2. Inferences and Conclusion**

In relating to make inferences, McWhorter (1989: 254) defined that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that we draw between what we observe and what we do not know. In making inferences the readers are required to “read between the lines” to make deductions based on the information given. It means that the reader need to know the meaning of a word by considering its context. The readers will be able to do this by making use of the context in which the word occurred, in other to give a rough idea of its meaning. In reading activity the readers should make inferences from what they are reading and also make conclusion toward the text has been read.

## **3. Critical Thinking and Analysis**

In this term, the readers should distinguish the text they are reading, whether it is the text of fact or opinion. Text of fact is a reading text which is written based on real occurrence or based on something happened. While a text of opinion is a reading text which is written based on someone’s point of view. So in reading, the readers should analyze whether the text they are reading is a text of fact or opinion, then they also should think critically whether the information or message in that reading text is important for them or not.

Based on the statement above, it can be concluded that comprehension is important in reading process. Reading with comprehension signifies not only understanding the surface meaning of the text but also understanding the purpose

or the main idea of reading text to get the message and information from what they have read.

## **2.7. Concept of Reading Comprehension**

Comprehension means relating to what we do not know or new information, to what we already know (Eskey, 1988). Therefore, in comprehending a text, the reader relates new information from the text to his previous knowledge that he has stored in his mind. Reading comprehension is a complex intellectual process involving a number of abilities. Two major abilities involve word meaning and verbal reasoning. Without words meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading (Brown, 1994). Then, Reading with comprehension one will recognize and the important point of the text besides understanding the surface meaning of the text.

Therefore, Reading comprehension is defined as the process by which a person derives meaning from print. It is complex, dynamic process that requires active engagement with the text and a conscious effort on the part of the reader to gain meaning from what is read. Caldwell (2008) stated that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is the crucial link to effective reading-a strong factor in our education and professional lives. Furthermore, Kamil (2011) stated that in reading comprehension, students tend to understand more when it is in the language they know better and when the text

they are reading deals with culturally recognition context. Schumm (2006) said that comprehension process involves an understading of words and how these words are used to created meaning. Comprehension entails three elements, there are: (1) the reader who is doing the comprehending; (2) the text that is to be comprehended; and (3) the activity in which comprehension is a part.

1. The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities, motivation and various types of knowledge.

2. The text that is to be comprehended

The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. Texts can be difficult o easy, depending on the factors inherent in the text. When too many of these factors are not matched to a readers' knowledge and experience, the text may be too difficult for optimal comprehension to occur.

3. The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. The consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge a reader has. Another consequence of reading activities is finding out how to do something.

Reading comprehension is important because it is a matter of identifying letters in order to recognize words to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers' own

background knowledge about the text they read will have difficulties in comprehending the text (Smith, 1983). Reading the words of a composition is one thing, but comprehension is the vital point for the reader. Reading the words has no benefit if the reader does not comprehend what is being read. If the reader can read the words but they do not understand what they read, they are not really reading. Thus, comprehension is fundamentally relating the new to the already known. Reading involves more than recognition, which is without comprehension, no reading takes place. Readers use a variety of reading strategies to assist with decoding to translate symbols into sounds or visual representations of speech and comprehension. Readers integrate the words they have read into their existing framework of knowledge or schema on their brain. Reading comprehension is a function of the nature of the text itself and of the extent to which the reader possesses, uses, and integrates pertinent background knowledge or schemata. Schemata can be loosely defined as patterns which represent the way experience and knowledge are organized in the mind. Rumelhart (1980) put forward the concept of schema theory basically as a theory of how knowledge is mentally represented in the mind and used. Schema plays an important role in reading comprehension.

Psychologists have generally distinguished three kinds of processing: bottom-up model, top-down model and interactive model.

- a. Bottom-up model of reading process holds the view that reading is a process of building symbols into words, words into sentences and sentences into the overall meaning, which reflects traditional attitudes toward

reading. The point of view of bottom-up model is the accuracy in understanding linguistic units is very significant and the lower-level processing skills in reading are important.

- b. Top-down model emphasizes the use of readers' real world knowledge in memory. Goodman (1967) stated in Sutarsyah (2013) "The goal of reading is constructing meaning in response to text; it requires interactive use of graphitic, syntactic, and semantic cues to construct meaning." Readers do not read every word, but see through the text in order to be able to guess the meaning of the words or phrases. Top-down processing occurs as the system makes general predictions based on higher level and general schemata.
- c. Interactive reading processing, both bottom-up and top-down processing should be occurring at all levels simultaneously stated by Rumelhart (1980) in Sutarsyah (2013). Readers may employ bottom-up process as a base for comprehending a text and then turn to top-down process to execute high-level interpretation of the content of the text. Prediction of the content will be confirmed, revised or rejected through further data analysis. Interactive model of reading process is the combination of bottom-up and top-down models, and thus absorbs their merits and avoids the limitations to a great extent.

From the statements above, it can be concluded that in reading it is not enough for readers to understand a set of words in a sentence only. The reader also must be

able to comprehend the reading text in order to get the message and information from what they have read.

## **2.8. Aspects of Reading**

According to Nuttall (1982) there are five aspects of reading, which the students should understand to comprehend a text well, they are determining main idea, finding specific information, reference, inference, and vocabulary. Therefore, in order to make the students able to understand about the text, they should master the five aspect of reading comprehension.

### **1. Main Idea**

Finding the main idea of a paragraph is one of the most important specific comprehension skills. The main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In the other words, that is what the author wants a reader to know about. Therefore, the main idea is the important idea that the author develops throughout the paragraph.

### **2. Specific Information**

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect statistics and quotation.

### **3. Reference**

References are words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find the meaning in the text.



#### **4. Inference**

An inference is an educational guess or prediction about something unknown based on available facts and information. The reader will be able to do this by making use of the context in which the word occurred in order to give him an idea of the meaning.

#### **5. Vocabulary**

Vocabulary is stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to product utterances for reading.

According to five aspects of reading comprehension by Nuttall (1982) above, that are determining main idea, finding specific information, reference, inference, and vocabulary. This research will use these aspects to measure the students' comprehension an English text.

### **2.9. Role of Motivation in Reading**

Reading process, in a sense, is to recognize sound, syllable, words, to convert it into sound and it is reporting process in a systematic form, in a gradual structure that textual components require one another such as sentence, word, syllable, and sound. In another sense, reading process is a reader's ex-trapolation process about sentences and words in the text by activating his/her background knowledge at a higher level in the direction of instructions of the text (Alderson, 2000). Motivation has very important role in reading process. It is known that reading motivation contributes to students' comprehension what they read and their

reaching success at school. Nevertheless, reading motive has a determining effect on students concerning how much they will read (Wigfield & Guthrie, 1997).

## **2.10. Advantages / Disadvantages of Intrinsic and Extrinsic Motivation in Reading**

In line with the explanation previously, here were some advantages and also disadvantages of this research:

### **1. Advantages/Disadvantages of Intrinsic Motivation in Reading**

By knowing the intrinsic motivation in reading, here are some advantages, such as teacher knows the types of reading material that can make students have motivation to read. Students who are intrinsically motivated may enjoy challenging work, and may think in greater depth about ideas. Students enjoy to do the task because they want to. Intrinsic motivation can be long-lasting and self sustaining which typically promote learning and focuses on the subject rather than rewards or punishments. Intrinsic motivation also had some disadvantages such as, efforts at fostering intrinsic motivation can be slow to affect behavior and can require special and lengthy preparation. Students are individuals, so a variety of approaches may be needed to motivate different students. It is often helpful to know what interests one's students in order to connect these interests with the subject matter. This requires getting to know one's students. Also, it helps if the instructor is interested in the subject.

## **2. Advantages/Disadvantages of Extrinsic Motivation in Reading**

Extrinsic motivation more readily produces behavior changes and typically involve relatively little effort or preparation. Generally applicable to all individuals in the group. May consist of tangible or intangible rewards in reading. If the students do not like to read, they will read by their extrinsic motivation because they want to get best score then increasing their achievement. Those are the advantages of extrinsic motivation in reading.

Beside that, there are some disadvantages related to this research. Extrinsic motivation often does not work over the long term; once the rewards or punishments are removed, students tend to lose their motivation. In the classroom setting, students who are extrinsically motivated tend to apply only the minimum behavioral and cognitive effort needed to execute the task at hand. It also can distract students from learning the subject at hand, only learning the minimal amount necessary to achieve desired rewards or avoid punishment.

### **2.11. Theoretical Assumption**

Based on the literature review above, the researcher assumed that the students who have intrinsic and extrinsic motivation have significant differences in their reading comprehension. The differences were influenced by their motivation. The researcher focused on intrinsic and extrinsic motivation. Intrinsic motivation is a motivation as incentives, which originates within the behavior itself. Intrinsic motivation as the reasons for enjoyment and gain knowledge in learning English especially in reading. On the other hand, extrinsic motivation stems from positive

or negative reinforcement which is external to the behavior itself rather than inherent in it, for instance studying to get good scores most because of studying is enjoyable. If the learners have motivation in learning English by reading texts for example, they may comprehend a reading text more easily and may become effective readers. Thus, it may improve their reading comprehension.

### **2.12. Hypothesis**

Based on theoretical assumption, the hypotheses proposed in this research can be formulated as follows:

1. (H<sub>0</sub>) Null hypothesis : There is no significant difference between students who have intrinsic and extrinsic motivation in reading comprehension at SMAN 7 Bandar Lampung.  
 (H<sub>1</sub>) Alternative hypothesis : There is a significant difference between students who have intrinsic and extrinsic motivation in reading comprehension at SMAN 7 Bandar Lampung.
2. (H<sub>0</sub>) Null hypothesis : Group of students with extrinsic motivation achieve better reading comprehension.  
 (H<sub>1</sub>) Alternative hypothesis : Group of students with intrinsic motivation achieve better reading comprehension.

The explanation of research has been discussed. It was including the previous related researches, concept of motivation, classification of motivation, intrinsic

motivation, extrinsic motivation, concept of reading, concept of reading comprehension, role of motivation in reading, advantages and disadvantages, theoretical assumption, and hypothesis. The next chapter would deal with methodology of this research.