

## **CHAPTER 2**

### **FRAME OF THEORIES**

This chapter deals with the review of previous research related to motivation in reading and the review of related literature which consists of the description about the concept of motivation, classification of motivation, concept of reading comprehension, type of reading, the relationship between the students' motivation and reading comprehension achievement and hypothesis.

#### **2.1. Review of Previous Research**

There have been several studies which have been carried relating to the topic under discussion, but it may be seen from different perspectives. For example, Rismars (2011) investigated the correlation of students' motivation and language learning strategies on their reading comprehension achievement at the second year students of SMAN 1 Bandar Lampung. The result showed that students' motivation and their language learning strategies had a positive and high correlation with their reading comprehension achievement.

In addition, by considering the type of motivation which influences the achievement, Chang (2005) in his thesis investigated the relationship between extrinsic or intrinsic motivation and language learning strategies among college

students of English in Taiwan. She found that the most frequently motivation was external motivation and internal motivation correlated highly with the four learning language strategies.

The other research which proves that motivation influences their achievement in language learning is conducted by Pei (2009). His study investigated the relationship between motivation and achievement. He states that instrumental motivation influences both high achievers and low achievers; while high achievers have greater integrative motivation than lower ones; interest plays an extremely important role in this study and high achievers have a strong sense of achievement. Moreover, Choosri (2011) investigated the relationship between motivation and students' English learning achievement in vocational certificate level Technical College Students. He explained that motivation had positive relationship with students' English learning achievement.

Therefore, motivation as psychological aspects plays an important role in order to improve the students' achievement. Motivation closely refers to the students' want to learn and their efforts including their learning strategies to solve their problem during teaching learning process. As the result, motivation influences their achievement. By considering those studies above, the researcher wants to investigate the differences reading achievement between students with high and low motivation.

## **2.2.Review of Related Literature**

This section contains some related literature under discussion such as concept of motivation in learning English, classification of motivation, questionnaire of reading motivation, concept of reading comprehension, types of reading, and the relationship between motivation and reading comprehension.

### **2.2.1. Concept of Motivation in Learning English**

In general, a will to do something is commonly called motivation. Motivation is closely related to students' needs or certain goals and their efforts to achieve it. In learning English, motivation is defined as the students' will to learn English according to their needs in order to achieve their goals. It means that the students with high motivation are those who have high-desire to participate actively in teaching learning process. According to Brown (1987: 114), motivation is an inner drive, impulse, emotion or desire that moves one to a particular action. In other words, motivation is commonly thought as an inner state of need or desire that activates an individual to do something to satisfy them. Someone will learn language if they feel they need to use language, so they have a will to learn language itself.

It is supported by Williams and Burden (1997) who states that motivation has been widely accepted by teachers and researchers as one of the key factors that influence the success of foreign language learning. In addition, Qin (2002) says that motivation is a very important factor which determines the success or failure in second language learning, for motivation can directly influence the frequency

of using learning strategies, willpower of learning, goal setting, and the persistence in learning. It can be said that people who have a motivation to learn language tend to have a definitely goals and enroll their energy intensively to reach those goals. They will have a reason to learn so that they learn seriously and persistently.

Qin (2003) also says that learning motivation influences the learners' autonomous learning ability and determines the learners' confidence in overcoming learning difficulty. These theories on motivation demonstrate that motivation is one of the crucial factors determining the success in language learning. Motivation influences their feeling and their preparation in learning English because they will think English is one of important subjects that should be learned. It means that if they have a motivation to learn English, they will enjoy learning it and planning as well as possible to improve their ability in learning English. As the result, they put great efforts to learn it and it will improve their language achievement. In other words, the motivated students tend to solve their faced problem in learning process. Therefore, when they already find out the solution, they will prepare it to perform their language ability confidently.

Moreover, Brown (2000: 160) states that it is easy in second language learning to claim that a learner was successful with the proper motivation. With similar views, Gardner (2006: 241) posits that students with higher levels of motivation will do better than students with lower levels. He further adds that if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to

achieve the goal, enjoys the activities, etc. Those current theories enforces that motivation plays an important role to determine their success in learning language by improving their achievement.

In addition, Gardner (1985) explored four other motivational orientations:

- (a) Reason for learning,
- (b) Desire to attain the learning goal,
- (c) Positive attitude toward the learning situation, and
- (d) Effortful behavior.

It can be said that motivation refers to the orientation in learning such as the students' reason for learning because of intrinsic and extrinsic factors. Therefore they have desire to achieve their goals and have positive attitude in learning by improving their effort to solve the faced problem.

Moreover, according to Gardner (1985), a highly motivated individual will:

- (a) enjoy learning the language, and
- (b) want to learn the language,
- (c) strive to learn the language.

The students who have high motivation tend to learn enjoyably and feel happy when they learn language. It affects their will to learn language and their efforts to do the best in learning.

Furthermore, motivation in learning language can be seen from several theories as follows:

### **1. Expectancy – Value Theory**

The cognitive notion of expectancy refers to the degree to which individuals anticipate that their performance in a task will result in success. Value refers to the relative attractiveness of succeeding or failing at a task (Wigfield & Tonks, 2002: 54) or to beliefs that individuals hold about the reasons they want to do an achievement task (Pintrich & Schunk, 2002: 408). It implies that normally people have their own expectancy before they do something; the students have an internal motive to learn language in certain way based on the expectation. Therefore, they will have a certain way to achieve their expectation.

### **2. Achievement Motivation Theories**

#### **a. Achievement Theories (Atkinson & Raynor, 1974)**

In general, people who have a high need for achievement tend to do the best for their own sake by initiating their achievement activities with high intensity and persisting in the face of failure. In addition, fear of failure will guide them to approaching the positive outcome by formulating the solution of their problem in learning process.

b. Goal-Theory: (Locke & Latham, 1994)

It has differentiated three separate types of goals: Mastery goals (also called learning goals) which focus on gaining competence or mastering a new set of knowledge or skills; Performance/normative goals (also called ego-involvement goals) which focus on achieving normative-based standards, doing better than others, or doing well without a lot of effort; Social goals which focus on relationships among people. In the context of school learning, the important goal is learning goals that contains how well they can get the knowledge and perform their ability from the material given during the learning process. After that, it reflects with their social ability in order to communicate and integrate with the society by using their knowledge.

**3. Self Determination Theory (Deci & Ryan, 2000)**

It is assumed that people will do something if they permit their determination by considering what is interesting, personally important and vitalizing.

According to Ryan and Deci (2000), the degree to which social contexts allow the satisfaction of these needs is believed to give rise to different types and qualities of motivation:

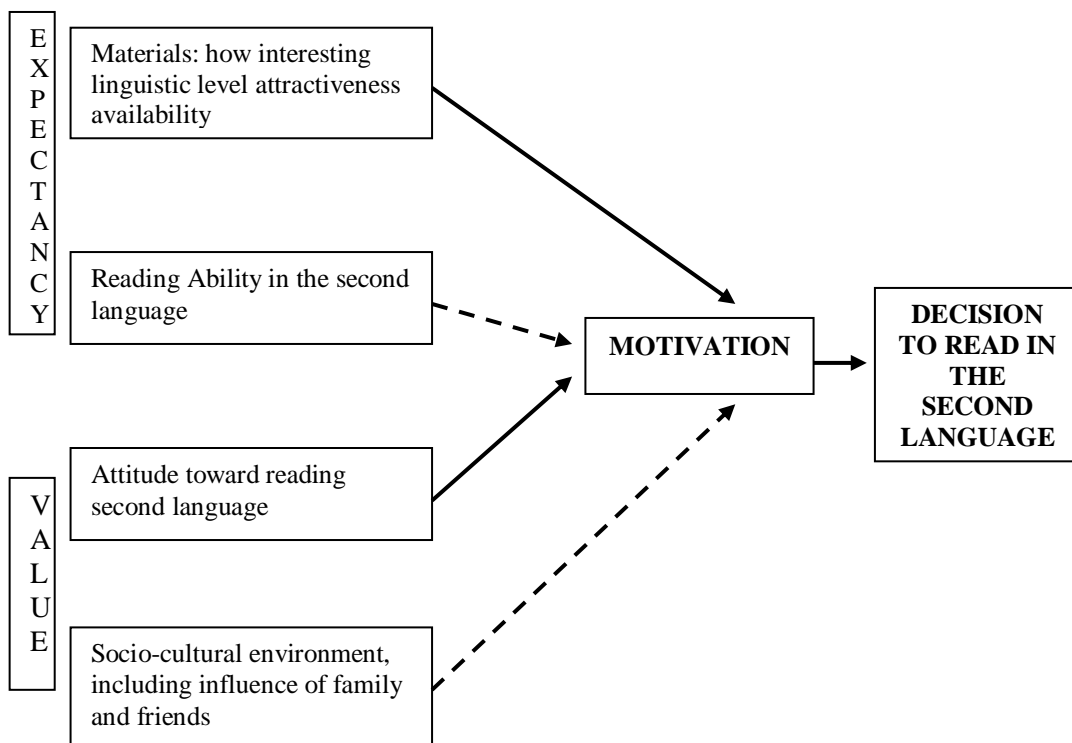
- The *need for competence* pertains to the need to experience opportunities to interact with the social environment, and show one's capacities confidently and effectively;

- The *need for relatedness* implies a need to feel that one belongs with, is cared for, respected by, and connected to significant others (e.g., a teacher, a family) who are disseminating goals such as classroom values;
- The *need for autonomy* involves a sense of unpressured willingness to engage in an activity. It is not to be confused with the need for independence. It is assumed that people will do something if they permit their determination by considering what is interesting, personally important and vitalizing.

In addition, based on this theory, motivation in learning language is divided into two major categories: intrinsic and extrinsic motivation.

In addition, Day and Bamford (1998: 27) state that people do what they expect to accomplish successfully and tend to avoid what they expect they cannot accomplish. It means that people want to read a difficult book if they put a high value on the results of their efforts. The figure below shows that there are 4 main variables that should be considered when the teachers want to motivate the students' willingness to read a second language. It divides into 2 points: Expectancy and Value. Expectancy refers to the materials and reading ability. Value refers to attitude and socio-cultural environment. It can be said that readers will have a motivation to read if the book provided their interest topic that reflects their attitude toward reading and it is supported by their reading ability and their environment.





**Figure 1. Model of major variables of motivation in decision to read in second language (Day et al (1998: 28)).**

Thus, motivation relates to the learners need and their desire to achieve their certain goals, so that they have a positive attitude such as enjoy learning English and have a great effort such as motivational intensity to learn and their confidence to solve their faced problem during the learning process in order to achieve their goals; in this case, the language achievement.

In addition, Heckhausen and Kuhl (1985) developed Theory of Action Control that tells about how motivation can influences one wants to do something and that one wants to do it is one thing, but its actual implementation and successful completion is another. The key components of action control model are ‘intention’, which is defined as an activated plan to which the actor has committed herself or himself and the set of processes in charge of “action” maintenance, that

is, the active use of action control strategies to protect dynamic (i.e. ongoing) behavioral intentions. An activated plan with support from the motivation memory system becomes what Kuhl (1987, p. 284) calls a “dynamic plan”, which means that the executional process has been instigated. From this point on the motivation system carries out a new, chiefly maintenance role, that is, it keeps sustaining (i.e. energizing) the pursuit of the intention and also protecting it against the detrimental effects of competing plans. Once the plan has been completed, the motivation system is turned off. If the execution of the plan is unsuccessful, an attempt is made to abandon the plan.

They also proposed Process Model of L2 Motivation that contains two dimensions: *Action Sequence* and *Motivational Influences*. The first dimension represents the behavioral process whereby initial wishes, hopes, and desires are first transformed into goals, then into intentions, leading eventually to action and, hopefully, to the accomplishment of the goals, after which the process is submitted to final evaluation. The second dimension of the model, *Motivational Influences*, includes all the energy sources and motivational forces that underlie and fuel the behavioral process.

It can be said that the students, who have motivation in learning English, will have an intentions to pay attention more in their learning. Therefore, it will influence their action and lead them to learn intensively about the language such as trying an appropriate learning strategies to overcome their difficulties during learning process, participating actively in the class, doing their homework as best as they

can, having much more time to learn or going library to broaden their, etc in order to get the certain goals, the language achievement.

Furthermore, separating various levels of motivation, Bandura (1991) provided the following definition: Motivation is a general construct linked to a system of regulatory mechanisms that are commonly ascribed both directive and activating functions. At the generic level it encompasses the diverse classes of events that move one to action. Level of motivation is typically indexed in terms of choice of courses of action and intensity and persistence of effort. Attempts to explain the motivational sources of behavior therefore primarily aim at clarifying the determinants and intervening mechanisms that govern the selection, activation, and sustained direction of behavior toward certain goals. (p. 69).

Referring to the reading comprehension skill, the motivation also plays an important role in order to do the best in reading. In the beginning, the students who have high motivation tend to have a will in reading so that it will lead them to read many books that interest them to spent their time, as the result they will have a broader knowledge than the low one. Next, if they faced the problem during teaching learning process, they will have a great effort to solve their problem such as trying many learning strategies or trying to find out the media that will help them in overcoming their problem. As the result, motivation relates to not only the learning intensity that make them will have more time to learn enjoy, but also the language performance (self-confidence) that influences their achievement.

Motivation also relates to the students' attitude about the teacher and the environment in learning; the students will have a positive think about the teacher, therefore, when the teacher explains the reading materials or delivers the strategies of answering reading questions, they will pay attention more which will be applied by them.

### **2.2.2. Classification of Motivation**

Motivation is an important concept in psycholinguistics. There are many theories about the classification of motivation. According to Deci and Ryan (1985), motivation can be divided into two basic types:

#### **a. Intrinsic Motivation**

Intrinsic motivation reflects the desire to do something because it is enjoyable. It can be said that intrinsic motivation refers to internal factors of people; they do it because of themselves. It may not be influenced by praise or awards. For example, the students enjoy writing a narrative text because they like to write it as their hobby, some of them interest with reading a fiction text because they are curious with the topic and want to know the content of the text.

#### **b. Extrinsic Motivation**

Extrinsic motivation reflects the desire to do something because of external rewards such as awards, money, and praise. People can not enjoy with their activities because extrinsic factors like get a rewards are their motivation. There are many possible extrinsic motivation examples; the students will do

the best for writing a narrative text if they get a good score from the teacher and the senior high students will chose a certain major because of the salary or certain available qualification.

Gardner and Lambert (1972) classify motivation into two categories based on two different kinds of attitudes:

### **1. Instrumental Motivation**

Instrumental motivation refers to motivation to acquire language as a means for getting instrumental goals such as furthering carrier, reading technical material, and translation. It means that instrumental motivation reflects to the learner's desire to learn a language for utilitarian purposes.

### **2. Integrative motivation**

Integrative motivation is used when a learners wishes to integrate himself within the culture of L2 group, to identify himself with and become a part of that society. It means that integrative motivation refers to the desire to learn a language to integrate successfully into the target language community. Therefore, a learner is integratively motivated when he/she learns a language because he/she wants to know more of the culture and values of the foreign language group... to make contact with the speakers of the languages... to live in the country concerned (Wilkins, 1972: 184).

There are many theories that reveal the kind of motivation. Based on the explanation above, in general, there are two classifications of motivation

according to the point of views; from inside and outside. Ryan and Deci (1985) tend to focus on the origin of stimuli factors; external and internal. External factors refer to stimuli given by others to lead them to learn such as rewards, praises etc. On other hand, internal factors refer to their own willing and expectancy to learn such as they will enjoy read a certain book which contains their interest topic.

Whereas, the type of motivation presented by Gardner and Lambert (1972) tends to focus on the learner attitude toward language i.e. instrumental and integrative. Instrumental motivation aims to external desire which influences their attitude and effort to learn language; it means that implicitly the learners have an expectancy which guides them to learn language in order to achieve certain external desire in the future such as fulfilling the job requirement, getting good score in English achievement and so on. In the contrary, integrative motivation is more concern with the internal desire which reflects their attitudes toward language such as they only fulfill their hobbies with pleasure in reading certain topic or they want to know the culture and values of language in order to integrate with the society. Therefore, those types of motivation have a similar assumption implicitly; there are two factors that influence the learner motivation i.e. inside and outside.

### **2.2.3. Level of Motivation**

In the classroom, there are students who have high and low motivation. The high motivation students tend to have great efforts and ways as the result of their expectation in reading. It means that they will have an internal motive to learn language in order to get their own expectation. In other words, the low motivated

students did not have great efforts in a way to achieve their expectation; therefore, they tend to learn language as usual without trying to do the best in learning.

In addition, according to achievement theories (Atkinson & Raynor, 1974), the high motivated students refer to their language performance in order to show their ability and to get the certain achievement that they want. It means that they have awareness to attain learning goals; their performance and their achievement. Therefore, it also refers to the learning intensity and the effort by trial error. In other words, they will have a persistence to formulate the solution of their problem so that it influences their performance and their achievement.

Moreover, based on self determination theory (Deci & Ryan, 2000), the students who have high motivation in the classroom tend to have unpressured willingness to learn, so that they will learn language based on their own desire without feeling forcedly. Conversely, the low motivated students feel a pressured willingness to learn, therefore, they can not enjoy the learning process.

Therefore, the high motivation is one of the factors that cause successful learning, but the later process of creating successful learning which can develop and train the motivation may be under teacher's control. It means that what they think of the teacher and what they think of the course heavily affect their lesson, for example, the choice of teaching materials and the information content should be able to correspond the students' motivation. (Cook: 1991)

#### 2.2.4. Questionnaire of Reading Motivation

There are 11 constructs of reading motivation that were originally developed by Wigfield and Guthrie (2004) to assess different aspects of student's reading motivation by considering help of motivational interviews with students, classroom reading instruction observations, and alignment with motivational theory.

1. Reading Efficacy	}	Competence and Reading Efficiency
2. Reading Challenge		
3. Reading Work Avoidance		
4. Reading Involvement	}	Achievement Values and Goals
5. Importance of Reading		(Intrinsic Motivation)
6. Reading Curiosity		
7. Competition in Reading	}	Achievement Values and Goals
8. Recognition for Reading		(Extrinsic Motivation)
9. Reading for Grades		
10. Social Reasons for Reading	}	Social Aspects of Reading
11. Compliance		



The first category concerns an individual's sense of efficacy. It consists of 3 criteria; Reading Efficacy, Reading Challenge and Reading Work Avoidance.

1. The notion of Reading Efficacy refers to their beliefs about their ability that can be successful in reading
2. The notion of Reading Challenge refers to the satisfaction of understanding complicated ideas in a text; it means that the learner have a willingness to take on the difficult text.
3. The notion of Work Avoidance refers to aspects of reading the informer dislike or their desire to avoid reading activities.

The second category is derived from theories of intrinsic and extrinsic motivation, achievement goal orientation, and achievement values, and is further sub-categorized into two parts. The first is mostly concerned with intrinsic motivation, and the second with extrinsic motivation and performance goal orientation (Ames, 1992; Nicholls, Cheung, Lauer & Patachnick, 1989).

The former that contains an intrinsic motivation entails Reading Curiosity, Reading Involvement, and the Importance of Reading.

1. Reading Curiosity refers to the desire to learn about a certain idea, and is related to work on reading interest (Renninger, 1992; Schiegele, 1996)
2. Reading Involvement refers to the enjoyment involved with reading different kinds of texts, and, thus, corresponds to Schallert and Reed's work (1997)

3. Importance of Reading refers to subjective task value about reading that is grounded in Wigfield and Eccles' (1992) work.

The second sub-category which determines an external motivation includes Competition in Reading, Reading Recognition, and Reading for Grades.

1. Reading Competition is concerned with an individual's attempt to outperform others in reading,
2. Reading Recognition is related with tangible forms of recognition such as teacher or peer approval for success in reading,
3. Reading for Grades is associated mainly with the teacher's evaluation of learners' reading performance.

The last category consists of Social Reasons for Reading and Reading Compliance, based on the assumption that reading can be a social activity in a way that children often read in social settings and, thus, read to achieve social goals.

1. Social Reasons for Reading are concerned with the process in which children share the meanings of the text with significant others
2. Reading Compliance refers to the kind of reading required by the teacher or others' expectation

### **2.2.5. Concept of Reading Comprehension**

According to Goodman and Smith as cited in Suparman (2005), reading is an active process of deriving meaning. Nuttal (1982) in Hariyanti (2009: 7) also says

reading is defined as the meaningful interpretation of printed or written verbal symbols. Grabe (1997) also states that reading is an interaction between reader and text; reading requires efficient knowledge of world and a given topic also an efficient knowledge of the language. It means that the readers try to process the reading passage in their brain accumulated with the background knowledge and the meaning of the vocabulary and making sense of the ideas to get some information or message in. Therefore, reading is concern not only with understanding the meaning but also interpreting and attributing the interpretation about the meaning in the text.

Bernhardt (1991) says that reading consists of two rubrics: cognitive and social. In the cognitive perspective, reading is a process that act on information like a computer program; so the internal interpretation of duplicate is not a duplicate if the input text, the comprehension of the text was accepted when “if...*then*” statements; as a result of reading the passage, understanding the meaning by making sense of the text, interpreting the meaning to become the term of “problem solving”, already completed by the readers. Besides that, in the social perspective, reading performs a socializing function which is reader acculturates and makes them belong to the group. It means that reading certain textbooks make them know about other social and culture values especially the culture of the text comes. It can facilitate the readers to interpret the real meaning of the text by considering the social aspect. In addition, people who have broad knowledge can interact and socialize easier with other people in environment than the limited one.

The main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. It means that the readers not only know or understand the meaning of the word in the text but also comprehend the main idea of the text and its purposes. Chundong & Dai (1996: 48) says that the ability of reading is actually referring to the ability of reading comprehension. Comprehension is what most people think reading is. This is because comprehension is the main reason why we read. Reading comprehension refers to understanding what a text is all about. It is more than just understanding words in isolation. It is putting them together and using prior knowledge to develop meaning or knowing the purpose of the text. Reading comprehension is the most complex aspect of reading which requires the reader to draw upon general thinking skills so that the readers involves actively to understand the text by asking and answering the questions based on text or summarizing what they have read.

In addition, there are the reading aspects that should be considered in measuring reading comprehension: (1) Determining main idea; the main idea refers to the author develops through out the paragraph. It is not always explicitly sated in the sentences, so that the readers should be able to comprehend the text and think out the text. (2) Inference; it refers to the prediction about something unknown based on the available facts and information in the text by using the readers' logical thinking. (3) References; it contains words or phrases used as a signal to know other meaning referring the words provided in the text in order to avoid unnecessary repletion of words or phrases. (4) Finding detail information; in order to comprehend all about the text, the readers should be able to find the details or

specific information which affects the meaning by giving definition, examples, facts, the process of comparison or analogy etc. (5) Vocabulary; it plays an important role to understanding the meaning of the text by identifying the synonyms, antonyms, compound words and their components, and also grammatical category.

### **2.2.6. Types of Reading**

Types of reading can be classified into two types of activities based on the purposes of reading: intensive and extensive reading.

#### **a. Extensive reading**

Hafiz and Tudor (1989: 5) claim that the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2.

According to Hedge (2003: 567), extensive reading varies according to students' motivation and school resources. Then, the teacher has to find the correct material to meet the students, needs. Extensive reading is an individual activity that can be not only in class but also at home. It helps students to find their way to be independent. Learners can be allowed to select their own reading materials according to their interests and level of language they have.

Hedge describes the advantages of extensive use in the following lines:

Learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning (Hedge, 2003: 204-205).

It can be said that extensive reading is a reading activities to fulfill their enjoyment independently to read and it can be done not only in formal situation like in the school but also in the home. In other words, extensive reading refers to read a book for pleasure. The readers will get the value from the materials what they read such as understanding text in general or getting new information, knowledge, and motivation in reading.

#### **b. Intensive Reading**

Intensive reading is associated with short texts used to make students explore the meaning and get familiar with the writing mechanism. However, Hedge states that it is only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials. (Hedge, 2003: 202)

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. This reading is done to carry out to get specific information.

### **2.2.5. The Relationship between Motivation and Reading Comprehension**

Reading is one of skills of language learning that aims to get idea/ information from the text by accumulating cognitive factors like understanding the meaning of the text and comprehend main idea based on their ability and their background knowledge and psychological factors like motivation, attitude etc. Motivation is defined as an inner desire to do something to achieve the certain goals. The readers want to read a certain reading passage if they feel they need or will to read it. In other words, the students will read the material in learning English if they feel enjoy or need to read it.

According to Qin (2003) says that learning motivation influences the learners' autonomous learning ability, and determines the learners' confidence in overcoming learning difficulty. Moreover, Brown (2000) also states that the students will get a high achievement with proper motivation. It means that those students who have a high motivation in learning English especially in reading comprehension tend to perform their ability confidently and try to solve their problem faced during the teaching learning process. Therefore, it can influence their language performance and achievement indirectly.

### **2.3. Theoretical Assumptions**

In the classroom, there are motivated and unmotivated students. The motivated students tend to have a will to learn and solve their learning problem during the teaching learning process such as find out the difficult words or their meaning. Conversely, the unmotivated students tend to feel forcedly in learning, therefore,

they do not have a will to learn and solve their faced problem in learning. In addition, motivation also refers to learning intensity of the students. It means that the motivated students tend to have a longer time to learn than the unmotivated ones. Therefore, it can influence their learning achievement especially in reading comprehension achievement.

Moreover, it is also supported by Brown (2000) that the students will get a high achievement with proper motivation. In other words, motivation as a desire of people to do something influences their achievement. Therefore, the writer assumes that students with high motivation will perform better in reading comprehension and they will get better achievement than the low' ones.

#### **2.4. Hypothesis**

By concerning the theories and the assumption above, the research formulated the hypothesis as follow:

H<sub>0</sub> there is no significant difference between students who have high motivation and the students who have low motivation in reading comprehension achievement.

H<sub>1</sub> there is a significant difference between students who have high motivation and the students who have low motivation in reading comprehension achievement.