

CHAPTER 1

INTRODUCTION

This chapter deals with the background of problem, identification of the problems, limitation of the problems, formulation of problems, objectives of the research, uses of the research theoretically and practically, scope of the research, and definition of term used in this research.

1.1. Background of the Problem

Reading is one of the language skills that is related to the understanding of the written text in the way of communication between the writer and the reader. It means that readers try to comprehend the text by understanding not only the meaning but also the purpose of the text in order to get ideas/information by accumulating the cognitive factors and the psychological factors. In the classroom context, students must be able to comprehend the reading materials that are written in the textbooks. Based on the Guidelines of SMP Curriculum of English graduates of Junior High School are expected to read and comprehend the text in order to get knowledge and understand the material.

In addition, based on the observation, the junior high school students should pass the final examination that relates to reading aspects especially reading comprehension. Therefore, the teachers should give more emphasis on this skill.

Based on the observation and interview with an English teacher in SMPN 1 Gedung Aji, it was found out that the students could not comprehend the reading text so that they did not pass the standard quality of the school (KKM). There are many factors that may make them difficult to read their handbook and comprehend it; one of them is students' lack of interest and motivation. In this case, the students feel bored with reading activities in the classroom. Although they know that reading is one of the skills in learning language and they are aware that reading has an important role to make them know more about knowledge or information about the world, some of them do not try to apply this reason for reading.

In this case, teachers, who have a responsibility to make the students want to learn, already tried to create and apply some various methods or media to increase their ability and make the teaching learning process becomes more effective and easier. They hope that by applying the appropriate method the students have high-desire to learn English and make them more active in the class by getting knowledge and using language for communication such as enjoying the teaching learning process, reading many resources related with the material by reading a book or going to the library, discussing the material with their friend, etc. But, in fact, it is not the same as the ideal expectation; the students do not feel enthusiastic with the teaching learning process especially in reading because they

lack interest and motivation to learn. In other words, motivation may have an important role to improve students' performance in the learning process especially in reading comprehension achievement.

Motivation is one of the psychological aspects that influence the language achievement. Motivation leads the students to learn more to achieve certain goals. In reality, in the class, there are motivated and unmotivated students. The students who have motivation tend to have great efforts in learning English. They have a will and they feel to enjoy learning process. So, if they face the difficulties in learning such as getting low score in reading test, misspelling in their pronunciation and so on, they tend to find out the solution to solve this problem because they have a will to achieve a certain goals. They also tend to perform their ability confidently in language and influence their achievement. Conversely, the unmotivated students tend to learn English in a pinch. They feel forced in learning English not because their interest and motivation. As the result, they did not have efforts more to improve their language ability so that it effects their achievement.

Motivation also relates to the learning intensity. It means that if the students have a will to learn, they tend to improve their ability and knowledge more such as by having a more time to learn English, doing their homework well, feeling enthusiasm to read another textbooks referring the material, or discussing the materials with their friend, so that they can be easier to participate in learning process in the class. Therefore, it can be assumed that motivation influences their language achievement.

Therefore, by considering the explanation above, the researcher tried to investigate whether students with high motivation are different from low' ones in reading comprehension achievement.

1.2. Identification of the Problems

Based on the background discussed above, the writer would like to identify the problems that may cause the problem under discussion as follows:

1. The teaching learning process especially in reading class activity did not run well.
2. Some of the students tend to be a passive learner without participating actively.
3. The materials used by the teacher are not appropriate with the students.
4. The method used by the teacher is not appropriate with the students.
5. Students cannot comprehend the reading text well.
6. Students did not pass the standard score of the school (KKM).
7. Students do not feel enthusiastic with the teaching learning process especially in reading activity.
8. Students' reading motivation is still low.
9. There are motivated and unmotivated students in the class
10. Students' reading comprehension achievement is varied.

1.3.Limitation of the Problems

Based on the identification of problems especially problems that may happen in the classroom during the teaching learning process, the writer focuses on the differences between students with high and low motivation in their reading comprehension achievement.

1.4. Formulation of the Problems

Based on the limitation of the problem above, the writer would like to formulate the research problems as follows:

- a. Is there any significant difference between the students with high motivation and low motivation in reading comprehension achievement?
- b. Do students who have high motivation have better reading comprehension achievement than the low' ones?

1.5.Objectives of the research

Based on the formulation of problems above, the objectives of this research are:

- a. to find out whether or not there is a difference between the students with high motivation and those with low motivation in reading comprehension achievement
- b. to investigate whether or not students who have high motivation have better reading comprehension achievement than the low' ones

1.6.Uses of the research

By conducting this study, the writer hopes that the results may give the following contributions:

Theoretically, the results of this research are expected to be useful in order to verify some theories related to the students' motivation in learning English and theories of reading comprehension.

Practically, the results of this research may contribute:

- to support further research about the motivation and reading comprehension;
- to answer the writer's curiosity on the differences in reading achievement based on students' motivation; and
- to make the teacher of EFL more concerned about their motivation in learning English in order to improve the students' reading comprehension.

1.7.Scope of the research

This research is focused on the students' motivation i.e. high and low motivation which has better achievement in reading comprehension achievement. It is a quantitative research that was already conducted at SMPN 1 Gedung Aji, Tulang Bawang in the second grade of 2012/2013 academic year. The students' motivation, as independent variable, is measured by using used MRQ (Motivation for Reading Questionnaire) as suggested by Guthrie and Wigfield (2004) consists of 11 constructs of reading motivation; reading efficacy, reading challenge,

reading curiosity, reading involvement, importance of reading, reading work avoidance, competition in reading, recognition for reading, reading for grades, social reasons for reading, and compliance. Reading achievement as a dependent variable is measured by using test of reading comprehension. The test is focused on the narrative and recount text based on the 2006 curriculum of English for Junior High School.

1.8. Definition of Terms

Reading is one of the language skills related to the understanding of the written text in the way of communication between the writer and the reader. In other words, reading is a process of comprehending the text not only understanding the meaning but also understanding the purpose of the text in order to get ideas/information.

Motivation is high-desire to learn English and make the students more active in class by getting knowledge and using language for communication such as enjoying the teaching learning process, reading many resources related to the materials by reading a book or going to the library, and discussing the material with their friend.