

I. INTRODUCTION

This chapter discusses about: background of the problem, research question, the objective of the research, the uses of the research, the scope of the research and definition of terms.

1.1. Background of the Problem

Reading is difficult language skill to master because there are many aspects involve in it, that is determining main idea, inference, reference, finding detail information, vocabulary and generic structure. It is said that the students are expected to have skills in English mainly reading skill. However, students still find difficulties in their reading lesson. Research by Yunita, 2004 showed that SMA students experienced serious difficulties in their reading test.

Based on School-Based Curriculum/ Kurikulum Tingkat Satuan Pendidikan (Depdiknas: 2006), the students are expected to be able to comprehend the meaning of short functional text and essay in form of narrative, spoof and hortatory exposition in the contexts of daily life and to access the knowledge. It is further stated in curriculum on reading comprehension that English also function as a means of international communication. Therefore, it is obvious that reading is essential in language class not only as a means of getting information and pleasure but also as a means of extending one's knowledge.

Moreover, reading is very useful for the students in any level since they deal with text everyday and because reading is also becoming primary skill in the teaching learning process.

As Widyamarta (1992:137) says, “reading is a key in learning. Moreover, he (1992:137) also says that, “reading is the most complete, the easiest, and the most modern learning source”. Reading is no matter how well a student may know a language, she/he cannot read in that language with good comprehension if the subject of the text in one she/he does not know and therefore can have no real interest in. Reading is about comprehending words, sentences, and entire texts involve more than just relying on one’s linguistic knowledge.

However, the ability of SMA students in comprehending a reading text, as the writer’s experience when doing PPL, was unsatisfactory in the sense that they still found difficulties in comprehending a text or answering the questions of the text. Every 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.

Motivation is also important in reading skill in English subject because the students’ reading comprehension might not be active if they do not have motivation to learn English through reading. One who has strong motivation might take a part in reading. They might practice to read then might often train him to make sense of the idea of the text in which it might lead to his better reading comprehension.

On the contrary, one who have no motivation might not practice to read then he might rarely train himself to make sense the idea of the text in which it might influence his reading comprehension achievement. It can be inferred that one might read as a result of motivation which push him to read.

Even though motivation in reading is very important, however it is almost never touched in the previous research in English Departement of Lampung University. Learning will be more effective and efficient if it is pushed by motivation. One who has strong motivation might take a part in studying. Without motivation, one does not want to study and this will influence his achievement. Motivation determines how big the effort will be done. As Sardiman (1994:75) says in his book, "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".

That's why the writer is interested on investigating motivation in reading. The data gained from the writer's senior (Yunita, 2004) about the relation between students' reading motivation and their reading ability in learning English states that there is significant relation. This fact led the writer's curiosity in students' motivation in reading whether it is has significant influence in their reading achievement or not. Much research has indicated that when teachers make students interested in reading, usually they are more likely to read. In this case, the teacher motivates the students to read. It is true in reading that the students must have a purpose and a motivation to learn.

David L. Shepherd (1978) in Simanjuntak says that a student who does not read because of lack of motivation does not get the practice he needs in reading skills. Basically, in order to be successful, the students 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.

In short, reading is an effective medium which may be used to follow new issue in the world. This fact leads the writer's curiosity in students' motivation which might affect their reading comprehension achievement. The higher the students' motivation is the better the students' reading comprehension might be. The reading comprehension achievement will be optimal if there is a motivation to read.

In reference to the situation described previously, the writer is interested in carrying out a research on the influence of students' motivation and their reading comprehension achievement. This research used regression linear analysis to predict the influence of students' motivation and their reading comprehension achievement.

1.2. Research Question

Dealing with the issues presented in the background, the research question in this research is:

Is there any significant influence of students' motivation and their reading comprehension achievement?

1.3. Objectives

The objective of this research is:

To know whether there is significant influence between students' motivation and their reading comprehension achievement.

1.4. Uses of the Research

The uses of this research are as follow:

1. Theoretically

1.1 As the answer of the writer's curiosity on the influence of students' motivation and their reading comprehension achievement in English subject.

1.2 As prove of the theory which states that motivation is very important aspect in learning language.

2. Practically

2.1 As information for all teachers and students on how students' motivation influence to students' reading comprehension achievement in learning English.

2.2 As information for other researcher who are interested in investigating students' motivation and its influence to reading comprehension achievement.

1.5. Scope of the Research

This study is a quantitative research which was focused on finding out the result of students' reading comprehension achievement in which it may be affected by their motivation. It analyzed the influence of students' motivation and their reading comprehension achievement. This research was conducted at SMA Negeri 1 Lampung Selatan.

The subjects of the research were the students of second year of Senior High School. The writer chooses the second year students because it was assumed that they have had an experience of learning English in their school at least one year. They have been taught how to determine main idea, finding detail information, inference, reference, and generic structure. There were two variables in this research: students' motivation considered as independent variable while result on their reading comprehension achievement as dependent variable.

In this research, the researcher focused on intrinsic and extrinsic motivation since both of them play an important part in order to make the students master their English and get the best achievement. The reading test was focused on narrative and descriptive texts that are suitable with the syllabus and based on the School Based Curriculum / KTSP 2006. The materials were taken from English Curriculum for Senior High School students' handbook. The data of students' motivation was gained from questionnaire while the reading comprehension achievement data was taken from the reading comprehension test.

1.6 Definition of Terms

There are some terms used by the writer and to make it clearly, the writer will give some definition as follow:

1. Motivation means positive impulse toward the language learning in order to attain the goal of foreign language learning which consist of
(1) intergrative motivation that identified with positif attitudes toward the target language group and the potential for integrating into that group or at least an interest in meeting and interacting with members of the target language group and (2) instrumental motivation which refers to more fuctional reasons for learning a language, for example, to get a better job or promotion, or to pass a required examination.
2. Reading comprehension is a skill in which deals with the ability to understand the content of a text. Comprehension processes is working when the readers organize and access knowledge. Relating to motivation, reading might be more optimally done if one has a certain motivation in which it may lead to a better reading comprehension.