

II. FRAME OF THEORIES

This chapter consists of the notion of motivation, the roles of motivation, the concept of motivation in learning English, the notion of reading, the concept of reading comprehension, the relationship between students' motivation and their reading comprehension achievement, theoretical assumption and the hypothesis.

2.1. The Notion of Motivation

Huit (2001:1) says 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 says 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 David McClelland (1985) in Hamacheck (1994:276), “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 from him. Moreover, according to Atkinson and Raynor (1978) in Hamachek (1994:276) said “motivation stems from a need to avoid failure”.

Thus, motivation seems as a power that activates the students' performance to achieve the goal and to avoid failure in order to be successful. It is stated in Oxford and Shearin (1994:12) that "motivation is an inner power that determines successful learning activity".

And Yufrizal (2001:150) states that "motivation is very important in language learning as in other field of human learning". In other words, motivation as an inner power is very important in language learning because it might make language learning activity run smoothly and this might affect the students' ability to be successful. However, motivation in this study will focus on motivation in studying English as second language which might be stated as a power that comes from inside or outside in which it pushed the students to study. The existence of motivation in studying might make the students study seriously and continuously then they will get better achievement. By contrast, the students who do not study as the result of lack motivation might get low achievement in studying English.

According to Abin Samsidin in Sadewo (2009:32) learning motivation consist of some aspects, they are: (1) learning duration, that is how long someone is able to use the time to do an activity (2) activity frequency, that is how often an activity is done in a period (3) persistency, that is the continuity at the purpose of the activity (4) perseverance, that is the ability in facing hindrance and difficulty (5) devotion, that is sacrifice to achieve the aim (6) aspiration level, that is the target that will be achieved with the activity that will be done (7) qualification level, that is achievement which is achieved from the activity, and (8) attitude, that is the target of learning activity.

As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devoted considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving goal. That is, motivation is defined by three components: desire to achieve the goals, effort extended in this direction and satisfaction with the task. One would expect that these three attributes would be correlated with one another, but it is possible that they might not be, in some circumstances. Consider, for example, a classroom situation with a stern and severe teacher. It is conceivable that even individuals who are not truly motivated to learn the material may be shown to display considerable effort in class.

Moreover, Gardner and Lambert (1972) in Yufrizal (2001:278) describe two types of motivation as follows: integrative motivation and instrumental motivation.

A learner with integrative motivation has a genuine interest in the second language community. He wants to learn their language in order to communicate with them more satisfactorily and to gain closer contact with their culture. For example, when one studies English in order to be able to communicate with the native society because he wants to move and live in a place where English is used as their first language.

By contrast, a learner with instrumental motivation is more interested in how the second language can be useful instrument towards furthering other goals, such as gaining a necessary qualification or improving employment.

For example, when one studies English because the place where he works at or he wants to work at obliged him to be qualified in English.

For studying we really need a motivation. Learning achievement will be optimal if there is motivation. The higher motivation which students have, the higher his learning will be success. So, learning motivation is a very supporting factor of students' English ability. If the students have the desire to be success, so that students will be diligent to study. That desire also pushes the students to choose important and relevant activity to fulfill his desire and will ignore the activity which is not relevant with his purpose.

Motivation can be stimulus for someone to do an act that is a change of power in someone self which is signed by emerging feeling and reaction to achieve the purpose through ability in deciding the act that want to be reached. Then, Slameto (1995:136) stated that motivation is the situation of internal organism (whether it is human or animal) which moves him to do something. In this definition, motivation means giving energy to behave directed.

Nanang (2009:28) states that to measure motivation can be seen from: (1) learning duration, how long the time that students used to study (2) attitude toward learning that is the tendency of student behavior to study (3) frequency, how often learning process is done (4) consistency, the continuity of students toward the achievement (5) the diligent in learning and the ability in solving the problem

(6) loyalty, the faithfulness and braveness to invest the cost, energy and thought optimally (7) vision in learning, learning target which is creative, effective and enjoyable (8) achievement that is produced.

From the experts opinion about the notion of motivation, learning motivation is activator energy whether internal or external in students in learning process to make the change of attitude through every effort with some indicators, there are: (1) learning duration (2) attitude toward learning (3) frequency (4) consistency (5) the diligent in learning (6) devotion (7) aspiration level (8) qualification level.

2.2. The Roles of Motivation

Motivation is an essential condition of learning. For example, the students locks himself in his bedroom, spend hours to study to face his examination. Motivation is correlated with aims or objectives. The aim of the students who studies hard is for passing his exam. It can be said that motivation influences somebody to act.

According to Sardirman (1994:85) there are three roles of motivation, they are:

1. Pushing human to do something. Motivation is as activator or motor which escape energy. In this case, motivation is activator motor from every activity that will be done.
2. Determining the destination of behavior that is toward the goal that would be achieved. Thus, motivation can give the destination and the activity that has to be done based on the objectives.

3. Selecting the action, which is determining what is suitable actions that have to do to achieve the goal, by eliminating the action which are useless for that goal. A students who will face the exam and hope to pass the exam, must be studying and will not spend his time to play card or read comics because those are not suitable with his goals.

Soekamto in Sadewo (2009:40) states that the roles of motivation are:

- (1) Providing optimal condition for studying
- (2) Activating students spirit for learning
- (3) Awaking the students to study
- (4) Binding students attention to process of learning
- (5) Helping the students in order to be able and want to find and choose the way or behavior which is suitable to support the aim of study achievement or his life purpose in a long period

Hamacheck (1994:276) states that:

There are three important roles of motivation

- (1) Energizing us (i.e., turning the key and starting the motivational engine).
- (2) Directing us (i.e., pointing us in a particular direction).
- (3) Helping us to select behavior most appropriate for achieving our goals.

Thus, it can be inferred that motivation pushes one to do something. In terms of reading, the first function of motivation might push one to read. Then the second function of motivation might make one to be more concern on his reading purpose.

For example his reading purpose is to find a pleasure; he might only pay attention to the text which consists of pleasure. Then the last function of motivation might reflect of how he deals with the text or how he trains himself to be able to make sense the idea of the text easily.

Another function of motivation is as the stimulus to do efforts to reach the achievement. Somebody do an effort because of motivation. For teachers, the roles of motivation are very important in the learning process, because motivation can give spirit, willingness and awareness to increase their student's achievement. The way teacher motivate their students can be giving praise, advice, reward, giving English story books and helping students in doing task. It can make student loves reading and learning. The willingness that come from inside is like an energy which can push and drive the activity to study hard.

Motivation is important aspect in reading because it pushes students to read. Moreover, motivation is also useful to force the students to achieve their goals. In terms of reading, the students' goal is to make sense of the idea of the text or to extract the implicit and explicit information from the text, by having strong motivation one will read, then he will be used to training himself to make sense of the idea of the text easily and this will affect his reading comprehension achievement.

By having strong motivation to read, they will read and will try to achieve their reading purpose. And this will direct them to be able to make sense of the idea of the text, which is known as their reading comprehension achievement.

The existence of good motivation in studying will show a good achievement.

Thus, it can be inferred that motivation pushes someone to do something.

2.3. The Concept of Motivation in Learning English

According to Gardner and Lambert in Littewood (1991), motivation in learning English is divided into two parts. The first is integrative motivation that identified with positive 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. The second is instrumental motivation; this refers to more functional reasons for learning a language, for example, to get a better job or promotion, or to pass a required examination.

Hammer in Marsono (2005) mentions that the motivation itself is some kinds of internal drive that encourages somebody to pursue of action. It seems to be the case that we receive a goal that sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach the goal. Language learners who are motivated also perceive short term goals; for example, the students should be made to realize the urge to pass their school examination. Long-term goals may have something to do with their wish to get a better job or to continue their further study in some English speaking countries. Motivation is essential in language teaching. Students should be motivated in such a way that they should enjoy learning from the beginning they are introduced to it. They are protected from being embarrassed through their active participation in the classroom activities. They should feel the study the real language.

Motivation in learning English is also divided into intrinsic and extrinsic motivation. Intrinsic motivation is a motivation as incentives, which originates within the behavior itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 1999). If the reasons of studying English are for his enjoyment himself and his knowledge himself, it is called intrinsic motivation. 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 not because of studying is enjoyable.

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 does not interest that student, the possibility of a good grade is not enough to maintain that students' motivation to put any effort into the project.

Caroline Bainbridge also states 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 rewards.

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 wants the reward for completing it. In the case of a student, the rewards 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 motivation 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 his possibility of a good grade will be enough to keep the students motivated in order for him or her to put forth the effort to do well on a task. From all statements above, the researcher agrees that motivation means positive impulse towards the language learning in order to attain the goal of foreign language learning.

2.4. The Notion of Reading

Reading can be said as the window of knowledge in which people are able to know much information they can not get completely from other skills such as listening, speaking, or writing. It might be said that through speaking with others and listening to the radio or television, someone will get knowledge or information; however, the amount of the information will not be as perfect as when she or he does reading.

There are many definitions of reading. Eskay in Simanjuntak (1986) says that there is not yet a completely valid explanation of reading, but, however imperfect the definition constitutes a necessary first step. Nuttal (1982:13) says that reading is the meaningful interpretation of printed or written verbal symbols.

Furthermore, Dubin, Fraida and Eskey (1985:27) say that reading is the ability to make sense of written or printed symbols to guide recovery information from his or her human memory and subsequently use the written message.

In addition, Finocchiaro (1967:4) defines reading as the ability which depends on the accuracy and speed of graphemic perception, that is, perception of written symbols, control of language relationship structure, knowledge of vocabulary items and lexical combinations, awareness of redundancy, the ability to use contextual clues, and the recognition of cultural allusions. Further, Mackay (1975: 19) gives the definition that reading is an active process. The reader forms a preliminary expectation about the material, and then selects the fewest, most productive cues necessary to confirm or reject that expectation.

This is a sampling process in which the readers take advantage of his knowledge of vocabulary, syntax and semantic. In other words, reading skill is basically getting information from the text including information of graphonic, of syntax which is the rules of grammar and the arrangement of words into phrases and of phrases into sentences and of semantic which is the meaning of words and sentences. (Poulston).

2.5. The Concept of Reading Comprehension

The aim of reading process is to get the understanding or meaning which is trying to be informed by the writer to the reader. The reader tries to interpret word per word, sentence per sentence based on its context and clues (i.e. punctuation) given by the writer on the text. In the process of getting idea of the text, the reader uses his skills to recognize the language or genre of the text and activates his previous knowledge to be linked to the information given through the text, which can extend his knowledge to be used for further learning.

Thus, certain techniques is needed in the process of reading, that is involving his skills, knowledge of the word meaning and experience or background knowledge to anticipate the author's ideas. A text itself, demands the reader to use his skills to identify the structure of the sentences, the meaning of the word contextually, and use their linguistic knowledge to comprehend the text. The ability to understand the content of a text is an essential thing in reading activity.

Simanjuntak (1989:4) says that, “The first point to be made about reading process is reading comprehension and knowledge is the basic element for comprehension.” It means that reading comprehension is related to the reader’s background knowledge and the information stated in the text.

Background knowledge has important role to be related to the information given in comprehending the text. By using his previous knowledge, which relates with the title or theme of the text, the reader tries to understand the content of the text. Eskay in Simanjuntak (1988:22) says that comprehension means relating what we do not know, or new information, to what we already know. Moreover, she says that reading comprehension of any kind depends on the knowledge.

The language material for reading must be comprehensive for the students based on their level. Every student should be given appropriate material specifically to his own needs; so the teachers shall choose material that suits of the class. To measure the students’ comprehension, there are some criteria that must be fulfilled: (1) Determining main idea; the main idea is not explicitly stated in any sentences. Instead, it is left to the reader to infer, or reason out. In the other words, the main idea is the most important idea that the author develops through out the paragraph (2) Inference; an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observe or known and what he does not know (3) References; are words or phrases used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases.

It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text (4) Finding detail information; this is the ability how to find the details information which affect the meaning. It is supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation (5) Vocabulary; is the stock of word used by the people or even person.

Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading. Vocabulary can also be said as the ability to identify the synonyms and antonyms, compound word and their components and grammatical categories (6) Generic Structure; this is the ability to identification of paragraph and composition organization.

The major problem in reading for students will simply be the gap between what they know and what the author knows in relation to the language and the content of written text. In addition, John Munby (1979) in Simanjuntak, classifies the main areas of comprehension gap as follows:

1. Misunderstanding the plain sense. The students fail to understand the sense of the passage even it easy to understand and clearly expressed.
2. Wrong inference. The students fail to reach an opinion based on available information to arrive at a conclusion.
3. Reading into the text that is actually there, stated or implied.
4. Assumption, usually based on personal opinion. The readers make the assumption which is based on personal opinion, but is not proved.

5. Misplaced aesthetic response (i.e. falling for a 'flashy' phrase). The readers fail to place the artistic response concerned with beauty.
6. Misinterpreting the tone (or emotional level) of the text.
7. Failing to understand figurative usage. The readers fail to understand the word or phrase used for vivid or dramatic effect. For example, "I did not mean she really has her head in the sand." It is just a figure of speech.
8. Failing to follow relationship of thought. It deals with the problem of assigning proper meanings to lexical cohesion markers which signal certain logical relationships between parts of the text as a coherent piece of discourse.
9. Failing to distinguish between the general idea (for main point), and supporting detail. The reader cannot identify main ideas, and cannot distinguish generalizations from specific.
10. Failing to see the force of modifying words. The readers do not understand and realize that the modifying words have a force or power of meaning.
11. Failing to see grammatical relationships between words or groups of words.
12. Failing to take the grammatical meaning of words. The readers do not always acquire the full range of meanings that a given word may have, he may always assign a single meaning to that word and he may therefore misinterpret that word when it appears in a context where a different meaning is called for.

Those problems might have happened since the students are not aware of the patterns of English; they cannot identify the main ideas, and distinguish generalizations from specific. They suffer lack of vocabulary, they are not used to reading independently, and they do not have the appropriate mental set, in the sense of a special kind of reading readiness, Simanjuntak (1988:11).

The students who wants to be able to read fluently, has to develop her/his reading skill all over time with a lot of practice. This statement goes with Eskay's (1989) that once a reading material appropriates to the level and interests of the material that student reads, the better and the more quickly his/her reading skills will develop.

2.6. The Relationship between Students' Motivation and Their Reading Comprehension Achievement

As mention in the previous pages, one of the students' factors towards their reading comprehension achievement is motivation to read. Motivation determines the effort will be done. The willingness in reading is more important than every effective way in improving their reading comprehension.

This is supported by Bamford (1998:27) who says that "unless students have a motivation they will be able to read a book with understanding, they will most likely not begin the undertaking". In other words, by having strong motivation in studying English one might read his English book.

And this will affect the students reading comprehension. It can be assumed that by having motivation, the students might engage and do more practice in reading. Therefore, by practicing reading, they might be used to reading various texts in which it might train them using their knowledge actively to construct new understanding from text.

As the researcher has said before, when teachers make students interested in reading, usually they are more likely to read. In this case, the teacher motivates the students to read. Talking about motivation, for teachers, it is very important to take into account the real needs and desire of students. In the real world, people who read for intellectual profit or pleasure. The content of whatever they have chosen to read will be useful to them, or will help them to understand better. For students, academic goals like 'passing the course' provides something like a real world motivation for reading. To revive the students' motivation in reading, the teacher should be able to create, to foster and to maintain motivation.

To improve learners' motivation in teaching reading, reading teachers need to help the students relax with reading and to reconsider the strategies they use. Teacher may discuss with students how they read in English, what they think the best way to read, and the problems they have in reading. Teacher also needs to consider the passage or the text, whether it is familiar or interest or not.

Students will be more motivated to read the passage with familiar with them. In short, they are used to training themselves to use effective ways that facilitate understanding the text. Then, it might lead to a better comprehension in which it might also lead to better reading ability.

It seems that motivation may effect the students' reading comprehension achievement. The more they read, the more they might train themselves to make sense of the text. And, the more they make sense the idea of the text, the better their reading comprehension. Therefore, the writer assumes that the higher the students' motivation is, the better their reading comprehension might be.

2.7. Theoretical Assumption

In accordance with the theories previously presented, the writer assumes that to master reading needs a strong willing. It can be produced from the students themselves or from outsider which are known as intrinsic and extrinsic motivation. 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 influence their reading comprehension achievement.

2.8. The Hypothesis

In relation to the previous frame of theories, the hypothesis which is proposed to be formulated is that "There is significant influence of students' motivation and their reading comprehension achievement".