

CHAPTER I

INTRODUCTION

A. Background of Study

Indonesian people's interest in reading is very concerning, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is an avid reader. UNESCO says Indonesia is second from the bottom in terms of world literacy, meaning that interest in reading is very low.¹ According to Snow, Reading is not only a technical skill but also an activity that forms understanding and knowledge. Reading is a sophisticated cognitive process in which meaning is deduced through symbol decoding.² Reading involves more than simply word recognition; it also involves comprehending the context and relationships between words to gain knowledge and insight. Reading comprehension skills are very important for students' second language learning. In this case, vocabulary also plays an important role to help students understand the text and reduce students' confusion when faced with new words.³

Motivation plays a central role in increasing interest and engagement in reading. Students who are self-motivated or externally motivated tend to be more engaged in reading. Low motivation to read in Indonesia, as reported by

¹ Evita, Devega. *TEKNOLOGI Masyarakat Indonesia: Malas Baca Tapi Cerewet di Medsos*. 11 15, 2023.

² Snow, Catherine E. *Reading for understanding : toward an R & D program in reading comprehension*. (Santa Monica, California: Rand, 2002). 32

³ Nation, I. S. P. *Learning Vocabulary in Another Language*. (Cambridge, 2013). 20

UNESCO, hinders deep reading comprehension skills. To increase reading motivation in the digital age, it is important to provide interesting and relevant reading materials and support students with a conducive environment. We can leverage technology by offering e-books, learning apps, and captivating online reading platforms. With a holistic approach that combines motivation, technology, and environmental support, we can develop better reading skills, support deeper comprehension, effective second language learning, and higher academic achievement in this digital age.

In addition, motivation also has an important role in reading comprehension skills. According to Deci and Ryan, Motivation is an external or internal force that makes a person driven to achieve his goals. Intrinsic motivation is the most self-determined, or autonomous, form of motivation.⁴ While Extrinsic motivation refers to the forms of regulation that underlie activities that are performed as a means to an end. In the context of reading, motivation can come from intrinsic interest in the reading or extrinsic interest from the teacher or academic grade.⁵

Based on research at SMPN 1 Cilegon, it was revealed that students' low reading comprehension is caused by the perception that reading is boring. As a result, their interest in reading is low and they are only interested in interesting

⁴ Deci, Edward L, and Richard M. Ryan. "Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions." *Contemporary Educational Psychology* 60, (January, 2020): 3.

⁵ Ibid. p. 3

reading, such as comics and novels. Students find it easier to understand novels and comics than texts presented by the teacher. This is due to the lack of motivation in students, the absence of motivation in students causes the low reading comprehension ability of students because there is no goal they want to achieve. Their difficulties in reading are also caused by their inability to understand English texts and key concepts in language learning. Lack of vocabulary is a major obstacle in reading comprehension; students often have to open a dictionary, which is time-consuming and disrupts the learning process. As a result, 7.32% of students have low text comprehension skills. Lack of vocabulary and boredom in reading become obstacles for students to achieve good comprehension skills. Gunobgunob-Mirasol highlighted the significant impact of vocabulary size on reading comprehension. Students who have a large vocabulary will find it easier to understand texts, as they can recognize and understand more words.⁶

A previous study by Pilli Parliyah and Tanty Khotimah with the title “The Correlation Between Students’ Motivation and Reading Comprehension of The First Year Students of Smpn 1 Cisarua Bandung Barat” The objective of this study is to know the correlation between students’ motivation and their achievement in reading comprehension. The research used quantitative method

⁶ Gunobgunob, Mirasol Rosalyn. "Vocabulary Size, Reading Motivation, Reading Attitudes and Reading Comprehension among Filipino College Learners of English ." *International Journal of Evaluation and Research in Education* 8, no. 1 (March, 2019): 64-70.

and correlational research as design. The population of the study was the seventh-grade students of Junior High School 1 Cisarua, Kabupaten Bandung Barat in academic year 2017/2018 with total number 395 students and the sample in this study is 32 students. There is a significant correlation between reading motivation and reading motivation. The result can be interpreted that students' motivation had strong effect to reading comprehension skill.⁷

The researcher chose this title because the researcher wanted to know the relationship between student motivation and students' reading comprehension ability, in previous studies using the correlation method, so the researcher wanted to examine the relationship between motivation and reading comprehension using the ex post facto method in junior high school students.

Based on the explanation above, researcher want to find out the correlation between motivation and students' reading comprehension ability at SMPN 1 Cilegon.

B. Identification of The Problem

From the research background above, the identification of problem is:

1. The students have interest to read a book but they reading comprehension still low.
2. The students' vocabularies are few.
3. The student feels bored when reading.

⁷ Parliyah, Pilli, and Khotimah Tanti. "The Correlation Between Students' Motivation and Reading Comprehension of The First Year Students of Smpn 1 Cisarua Bandung Barat." 2020.

4. The student has low motivation

C. Scope and Limitation of Problem

In this study, the researcher will focus on the main problem as described in the background section. The researcher will find out the relationship between student motivation and students' reading comprehension ability. The research on the relationship between students' motivation and reading comprehension ability at SMPN 1 Cilegon focuses on the school students as the main participants. The main characteristics observed are students' motivation and reading comprehension ability. Questionnaires will be used to examine students' motivation, as well as test results from the school to examine reading comprehension to determine their comprehension ability. Using ex post facto design to test both variables. This study focuses on factors that influence and those that inhibit motivation as well as strategies in adding reading ability and motivation. This study has the potential to explain the relationship between reading desire and comprehension ability in junior high school students, which can inform teaching methods and curriculum development.

D. Formulation of Problem

Based on the above description about the background of the problem, the identification of problem and the limitation of problem, the research problems that can be formulated: Is there any correlation between students' motivation and students' reading comprehension ability at SMPN 1 Cilegon?

E. Objective of Study

The researcher determines the research objective based on the formulation of problem: To find out the correlation between students' motivation and students' reading comprehension ability at SMPN 1 Cilegon.

F. Significance of Study

Researchers hope that this research can be useful in society at large, especially for the needs of teaching and learning in English education. Researchers divide the significance of research both theoretically and practically.

a. Theoretically

Theoretically, this research will be useful as a reference for developing knowledge about the Reading interest and Reading Comprehension Ability.

b. Practical

Practically, the results of this study are expected to provide meaning for teachers and students

1. For students

This research it is expected that students can add their interest in reading so that their reading comprehension skills can increase.

2. For teachers

After teachers know that there is a correlation between students' interest in reading and reading comprehension skills, it is hoped that teachers can find methods to increase students' interest in reading.

G. Writing Organization

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, it is including of Background of The Study, Identification of The Problem, Scope and Limitation of Problem, Formulation of Problem, Objective of Study, Significance of Study and Writing Organization.

Chapter II Theoretical Framework, this chapter contains theoretical basis is review Reading Comprehension, Motivation, Previous Study, Theoretical Frame Work, and Hypothesis

Chapter III Research Methodology, it is including of Research Design, Research Instrument, Place, Participant, Data Collection Technique and Data Analysis Technique.

Chapter IV Research Finding and Discussion.

Chapter V Conclusion and Suggestion.