

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Many Indonesian are realizing that it is beneficial to acquire ability in learning English which is considered an international language, they learn those languages as their second or third language in order to get more knowledge and to enlarge their way of thinking. For learning a foreign language they also learn the respective culture.

But most of them are frustrated since they find that learning English is not easy. Many factors affect the acquisition of learning English. It is the teacher's task to investigate those factors.

The teacher should also understand that the learner is the focal point of the learning process. Each learner is unique; he brings to the learning situation his hereditary equipment along with all that have happened in this life. He arrives in class with certain concepts about himself, others, and about the different elements making up the learning situation. The teacher must realize that the same learning task maybe perceived differently by each learner.

According to Kast and Rosenzweig in Pardee, “A motive is what prompts a person to act in a certain way or at least develop an inclination for specific behavior”. Yorks in Pardee says "Motivation can be defined as those forces within an individual that push or propel him to satisfy basic needs or wants".<sup>1</sup>

Motivation is one of the effective factors in language learning. Its role in learning has been the source of speculation for many years; however, many experiments and research that have been done suggest that scores on self-rating motivation are closely related to school attainment.

The students' motivation in learning English than also affect their marks for English. Motivation will become an indication for the learners in fulfilling their needs or achieving their goals. Their success of learning will be known from their scores in certain subjects.

Motivation is very important thing in learning English language. It is accepted for most fields of learning that motivation

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<sup>1</sup> Ronald L. Pardee, *Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation*, (New York: ERIC, 1990), p. 3.

is essential to achieve the success in learning and motivation it makes sense to try and develop understanding of learning.

Whatever people think of the teaching methods used or the reasons for the language learning, the teacher and students in these cases had a number of things on their side: they were highly motivated, they really wanted to learn and they had powerful reasons for doing so including, of course, a fear of failure.

Harmer (1998:8) explains famous research carried out in the second half of the twentieth century by Gardner and Lambert suggested that students who felt most warmly about a language and who wanted to integrate into the culture of its speakers were more highly motivated (and learnt more successfully) than those who were only learning language as a means to an end (e.g. getting a better job). In other words integrative motivation was more powerful than instrumental motivation. But whatever kind of motivation students have, it is clear that highly motivated students do better than ones without any motivation at all.<sup>2</sup>

Children's motivation to learn lies at the very core of achieving success in schooling. Given rapid technological

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<sup>2</sup> Jeremy Harmer, *How to Teach English*, (Britain: Longman, 1998), p. 8.

advances, an ever changing knowledge base, and shifting workplace needs, a continuing motivation to learn may well be the hallmark of individual accomplishment across the lifespan.

In general, motivated students:

1. Have positive attitudes toward school and describe school as satisfying
2. Persist on difficult tasks and cause few management problems
3. Process information in depth and excel in classroom learning experiences.<sup>3</sup>

Finally, an individual's interest in something indicates an activity he has come to enjoy and to approach with pleasure. Based on that statement, it is assumed that one who has an interest in learning English will good mark in reading comprehension since he enjoys learning it.

When a student enjoys learning English he will make an effort to find out more and more about this language. So, that he will improve his ability in comprehending English and will be successful in learning it.

“Reading is one the four language arts or language skills: listening skill, speaking skill, reading skill and writing skill.”<sup>4</sup>

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<sup>3</sup>Paul Eggen and Don Kauchak, *Educational Psychology Windows on Classroom*, (New jersey: Pearson Merrill Prentice Hall, 2004), p. 350.

<sup>4</sup>Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung : Angkasa, 1987), p. 1.

Reading is an important skill that has been mastered by people, especially by professionals such as, teacher, writer, and journalist. The students should have some reading skill so that learning activities will be done well.

There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything people can do to make reading easier for them must be good idea.

The good English teacher is needed to accompany students when learning English reading to get what our purpose before.

The teacher can help to develop a positive toward reading and an interest in it, by creating lessons and situations that consider the students' personal needs, aspirations and attitudes. Pupils are motivated to read when the teacher focuses on their areas of greatest interest, matches the material to their levels of reading ability, displays a high regard for reading and makes the students aware of their success.<sup>5</sup>

Teaching English reading is quite challenging because reading has become a part of life, especially in the age of science of technology in which textbooks, magazines, newspaper and

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<sup>5</sup> Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability*, (New York: Longman, 1981), p. 531.

bulletins. Therefore, if a person does not read them, he will miss the latest information of science and technology.

Reading is important activity in many language classes, not only as a source of information and pleasurable activity, but also means of consolidating and extending one's knowledge of language. More and less student's knowledge inflected by how often and how long the student read.

The progress of the school can be seen through library condition. By it, the students will get many kinds of the knowledge from several sources. It is because of reading activity actually influences all subject.

Considering all the fact above, the writer is motivated to write this paper with topic **"STUDENTS' MOTIVATION IN LEARNING READING AND THEIR ACHIEVEMENT"** (A Correlational Study in the Second Grade of SMK Bismillah Padarincang)

## **B. The Limitation of Study**

Focusing on the topic of study, the writer limits the problem as follow:

1. The study: it is to know the students' motivation in learning Reading and their achievement
2. The subject of this study is the students of the Second Grade of SMK Bismillah Padarincang.
3. To limit The scope of this study, the researcher will focus more with:
  - a. The explanation of Students' motivation.
  - b. The explanation of the Students' reading skill.

Based on the background above, there is problem that can be identified. It is about a correlation between students' motivation in learning reading and their achievement.

### **C. The Statement of Problem**

According to the background, the writer identified problems as follows:

1. How is the Students' Motivation at the Second Grade of SMK Bismillah Padarincang?
2. How is the Students' Reading skill at the Second Grade of SMK Bismillah Padarincang?

3. How is the Correlation between Students' Motivation in Learning Reading and their Achievement at the Second Grade of SMK Bismillah Padarincang?

#### **D. The Purposes of Research**

Back to background of problem above, the purpose of this paper is to make description that can given the clear explanation about:

1. To know the students' motivation at SMK Bismillah Padarincang
2. To know the students' reading skill at SMK Bismillah Padarincang
3. To know the correlation between students' motivation in learning reading and their achievement at SMK Bismillah Padarincang.

#### **E. Hypothesis**

The writer is interested in conducting the research of the Correlation of Students' Motivation in Learning Reading and their Achievement. Based on the writers point of view there is significant correlation between students' motivation in learning



reading and their achievement. So, in this research the writer submits hypothesis as follows:

1.  $H_0: r_{xy} = 0$  (there is no significant correlation between variable x and variable y) the students' motivation in learning reading and their achievement.
2.  $H_a: r_{xy} \neq 0$  (there is significant correlation between variable x and variable y) the students' motivation in learning reading and their achievement.<sup>6</sup>

If the students' motivation is high, so they will have good achievement in reading. In contrary, if the students' motivation is low, so they will have a bad achievement in reading. It can be concluded that the students with high motivation in learning English (Reading) will be more successful than the students with low motivation or no motivation at all.

Therefore, the writer want to find out whether the above assumption can be trusted or if there is a significant correlation

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<sup>6</sup> Subana, dkk, *Statistik Pendidikan*, (Bandung: Pustaka Setia, 2005), p.124.

between students' motivation in learning reading and their achievement.

## **F. The Organization of Paper**

At this paper study, the writer devised to writing for five chapters:

The first chapter discussed about: introduction that conclude about the background of study, the limitation of study, the statement of Problems, the purposes of Research, hypothesis, and the organization of the paper.

The second chapter discussed about: Review of related theories that consist of the meaning of motivation, the sources of motivation, the meaning of reading, the kinds of reading and the purposes of reading.

The third chapter discusses about: place and time of the research, the method of research, population and sample, technique of data collecting and technique of data analysis.

The fourth chapter discusses about: The result of research that consist of description of the data analysis and hypothesis testing.

The fifth chapter about: Closing that consist of conclusions and suggestions that is completed by bibliography and appendix.