

CHAPTER II

LITERATURE REVIEW

This chapter presents the following subtopics: (1) the concept of Motivation, (2) the concept of Reading, (3) the concept of Reading Motivation, (4) Motivation theories related to Reading Achievement and (5) previous related study.

2.1 The Concept of Motivation

2.1.1 The Definition of Motivation

Motivation is a process within a person that raises energy or enthusiasm to achieve something. According to Dornyei (2001) motivation refers to a conceptual, abstract theory that we use to describe why individuals think and behave as they do. One of the most fundamental aspects of the human mind is linked to motivation, and most teachers and researchers believe that it plays a very important role in assessing the success of failure in any learning situation (p.1-2). Furthermore, motivation is a convenient way to speak about a phenomenon that is commonly seen as a very significant human trait, but which is also incredibly complex (p.6). what these antecedents are, as human action has two fundamental dimensions, direction and magnitude (intensity), is the key question in motivational psychology. Motivation by definition concerns both of these it is responsible for: a) the choice of particular actions, b). the effort expended on it and the persistence with it.

Additionally, Brophy (2004) state that motives are hypothetical structures used to describe why individuals are doing things. For example,

by going to a restaurant (strategy) to get food (goal), an individual responds to hunger (motive). In situations that involve deliberate learning of cognitive material, motivations, aims and strategies may be difficult to discern since optimal sources of motivations to learn and optimal strategies for achieving learning appear to occur together. The definition of student motivation is used in the classroom sense to clarify the degree to which students spend time and effort in different pursuits, which may be the ones their teachers want (p.3-4). In conclusion, motivation explains why people decide to do something, how hard they are going to persevere it and how long they are able to continue the operation.

2.1.2 The Types of Motivation

This study there are two types of motivation intrinsic and extrinsic. Arnold (2000, p.14) intrinsic motivation refers to learning itself having its own reward, it means the learners are willingly and voluntary (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they are no negative impacts in having intrinsic motivation. Elton (1988) intrinsic motivation on the other hand enables a person to work independently and enthusiastically. Hence, intrinsic motivation is students do the tasks their own desire.

Some researchers explain about extrinsic motivation. Santrock (2001, p.397) claims that extrinsic motivation involves external incentives such as rewards and punishment. Furthermore, Wimolmas (2012) also state that extrinsic motivation is based on external outcomes such as rewards and punishment. The motivation could bring a negative impact to the students,

because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When a student's learning is because he is promised rewards or because he wants the rewards, he will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when those rewards are taken away, or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer. Therefore, extrinsic motivation are rewards and punishment used as an excuse by students to do something such as doing assignments.

2.2 The Concept of Reading

Reading is an activity with a purpose, a individual can read in order to obtain information or to check established knowledge or to criticize a writer's ideas or writing style. A person may also read for pleasure or to improve the knowledge of the language to be read. According to Walter (1979) reading is what the reader does from literary sources to receive the meaning he wants. Meanwhile, Bond and Wagner (1969) the analysis of meaning to read as the method of obtaining and understanding, analyzing by writers and authors.

Reading is a very complicated operation. It needs to be focused, Reading is a visual thing. The printed words must create concrete units of thought, not only must readers recognize and understand the objects in front of them, but they must also perceive what they read in the context of their own history, correlate it with prior knowledge, and ventures in these terms

of perception, decision, interpretation and conclusion (Habibullah, 2012, p.223). Pointedly, reading is a complex activity because it requires an in-depth understanding.

Reading is essential for learning new information, seeing how language is used, correcting spellings, improving fluency, and so on. Reading in a second or foreign language has two main abstractive definitions. Ridder (2002) stated that reading in a foreign language also plays a significant role in the process of learning other skills such as vocabulary, grammar and fluency. Reading is essential for learning new information, seeing how language is used, correcting spellings, improving fluency, and so on. Reading in a second or foreign language has two main abstractive definitions. However, reading embraces complex processes that vary according to tasks, purposes and language abilities Grabe and Stoller (2001). In conclusion, reading is an important skill for English language learners.

2.3 The Concept of Reading Motivation

In the field of education, reading motivation is the motivating urge to read an area of interest. According to Pang, Muaka, Bernhardt, and Kamil, (2003) a reader read a text to grasp its context and to use that information. The object of reading is closely linked to the desire of a person to read, to learn, to find knowledge, to be entertained, to individuals or as religious practice (p. 15). Guthrie, Wigfield & Percevich (2010) they used phrase engaged readers: first, cognitive maturity is the most apparent trait, referring to understanding abilities and cognitive techniques for learning from texts.

Second, motivation is a characteristic of the committed reader. Third, committed readers are motivated by awareness. The final, dedicated reader in learning is socially interactive (p. 3).

In addition, Wigfield, Guthrie, & Perceovich (2010) state that used background knowledge during reading becomes standard with the text, has intrinsic and extrinsic motivation to read successfully. More students involved in the process of reading and displaning the better understand them about possible text (p. 5). Hence, motivation to read as the personal interest, value, and beliefs of the subjects, methods and result of reading are individual.

There is several aspect of reading motivation from Wigfield & Guthrie (1997). These can be described in more detail as follows:

- a. Reading Efficacy, is one's belief in one's ability read it.
- b. Reading Challenge, is a person's ability to face challenges to read.
- c. Reading Curiosity, is a person's feeling to learn about the world around him and gain conceptual knowledge through reading.
- d. Reading Involvement, is a someone's desire to be absorbed in a reading. This is influenced in choosing the type of reading.
- e. Importance of Reading, interest are the feelings someone needs to read or how far a person feels reading is an activity urgent.

- f. Reading work avoidance, is the behavior someone reads to avoid other jobs.
- g. Competition in Reading, is the desire to be superior among friends and writing on top of something above.
- h. Recognition for Reading is the desire to be recognized by many people and a positive response from reading activities.
- i. Reading from grades, is someone's reading behavior because he wants to get a grade or score in academic achievement.
- j. Social reason for Reading, are the influence received or the culture that applies in the surrounding environment will affect a person's reading behavior.
- k. Compliance in reading motivation is how much initiative someone to read.

2.4 Motivation Theories Related to Reading and Achievement

2.4.1 Autonomy

Autonomy allows students greater freedom and it is the choice that motives them. The relationship between autonomy and motivation is explained by Ryan & Deci (as cited in Brophy,2004) encourage learners to function as autonomous learners. Research based on the theory of self-determination suggest that a wide pattern of desirable correlates is associated with autonomous types of student motivation, while regulated forms are associated with a broad pattern of undesirable correlates.

For example, children are asked to choose between external, introjected, defined, and intrinsic motives as explanations for their involvement in school activities. They find that, by blaming the teacher or the school, externally supervised students displayed less interest, value, and commitment at school and tended to disown responsibility for failures. By amplifying fear and self-criticisms, they responded to failure. Identified students displayed higher levels of engagement in effort, school satisfaction, and positive coping than introjected or externally managed students. Finally, the highest levels of interest, enjoyment, trust, and effort are demonstrated by students who are intrinsically motivated.

2.4.2 Stimulation

Using stimulating approaches, materials, and other resources, or by linking reading material to further stimulating activities is seen as one of the important ways to increase intrinsic motivation in students. Situational interest encourages the long-term development of personal interest in reading. Schraw & Lehman (2001) stated that these techniques are particularly promising because teachers have more influence of situational interest than individual interest and because research has shown that stimulated situational interest encourages learning and often leads to individual interest growth.

Furthermore, Guthrie et al (2006) examined the influences of stimulating tasks on both reading motivation and subsequent comprehension. The tasks included hands-on scientific observations and carrying out experiments for the purpose of increasing situational interest.

At the same time, the students were provided with books on the same topics and teachers were given guidance on how to satisfy any curiosities arising from the tasks. It was found that students with a high number of stimulating activities subsequently improved their understanding of reading.

Additionally, Brophy (2004) argue that strategies to stimulate the desire of students to learn refer not only to their success (testing or assignment work) but also to their processing of information while learning (attending classes, reading for comprehension, understanding explanations, putting things into their own words). Therefore, promoting encouragement to learn means encouraging students as they are studying touse thoughtful information processing and skill-building techniques.

2.4.3 Interest

To make the students increase reading motivation, students should be provided with plenty of reading material that would be of great interest to them as well as the time to read them. According to Ainley (2006) Interest is an affective state, which arises from well-developed individual interests or situational stimuli, and combines feelings with motivation and cognition. Madany (2010) state that if students are given material that is of interest to them, and it is also compatible with their cognitive competency, they are more likely to commit greater attention and dedication. finally, interest is a situation arises from individual itslef, which can increase motivation in reading.

2.5 Previous Related Study

The previous related study described. The first previous study was written by Dakhi & Damanik (2018). The aims of this study was to explore what type of motivation that students had in reading class. This study qualitative a survey. The result of this study showed that reading curiosity was the highest domain of the students' motivation and social reason for reading is the lowest one . The similarity between the previous study and this present study, the purpose of both of study were. 1). The purpose of both of study was to know the type of student' motivation in reading English text. 2). The data of both study were using MRQ (motivation reading questionnaires) from Wiegfield & Guthrie, 1997. Meanwhile, the differences of these studies was to collect data using questionnaires and interview as another method. While in this study to collect data using questionnaire only.

The second is Marhama (2013), the objectives were to describe how the motivation of students in reading English text. This study was qualitative case study. The result showed students' intrinsic motivation is the highest and students' extrinsic motivation is the lowest. The survey covers the intrinsic aspect of motivation such as enjoyable, challenging, interest, and it also covers the extrinsic aspect of motivation such as for getting high score, for getting praises, and for finishing assignment. The similarity between previous study and this present study was to find out student motivation in reading English text. Meanwhile, the differences of these studies was the participants in the previous study student at English

Department. While in this study the participant will be students at junior high school in Palembang.

The third, related study is investigated by kusumaningputri (2014) who investigated on learners' motivation in reading classroom where English is a foreign language. This study was quantitative and qualitative method. The participants of the study 68 university students from East java, their age ranges between 18-20, they are from different academic years 34 freshmen, 22 sophomores and 12 juniors. The result of this study showed were student motivation intrinsically to and structural complexity and are extrinsically motivated to be better reader study if they receive enough exposure from their teachers, like assignment as teachers is people other than friends that they can showcase their reading result. The similarity between previous study and this present study was to know the type of motivation in reading and also used the MRQ (motivation reading questionnaires). Meanwhile, the differences of these studies. This study using descriptive survey and the previous study was mix method (quantitative and qualitative).

The four, survey on reading motivation of undergraduate students by pangestika (2018). The purpose of this study was to map the first year students motivation in foreign reading. This study quantitative survey. The similarity between the previous study and this present study, the purpose of both of study was survey about reading motivation in English. Meanwhile, the differences of these studies was the participants undergraduate students. While, in this study the participants of junior high school.

The last, reading motivation in students of English as a foreign language by Gridi (2005). The study aimed was investigated reading motivation in second year students of English as a foreign language at the teacher' training school of Constantine (ENS). This study used quantitative survey. The similarity between the previous study and this present study that the purpose of both of study was to know reading motivation. Meanwhile, the differences of these studies was the participants in second year students of English as a foreign language. While, in this study the participants of junior high school.