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## CHAPTER I INTRODUCTION

### A. Background of Study

Reading is one of language skills which should be had by students. It is one of the ways to improve general language skills in learning English. According to Harrison (2004, p. 3), “reading not only increases our life skills and extends our knowledge, but also it goes much deeper”. Reading is a useful activity in which students should have this skill. Understanding is not an easy thing, we need to have techniques in order to get easy in comprehending the reading text. In addition, reading is an interactive process between what a reader already knows about given topic or subject, and what the writer writes.

According to Klingner (2007) reading comprehension is the complex processes of constructing meaning that include word reading, word and world knowledge, and fluency. Its mean reading comprehension is not only comprehend the text, but also reading comprehension is a complex process to understand and to get information from the text. In learning activities, motivation has very important role in learning especially in reading skill as english subject because the students reading comprehension might no be active if they did not have motivation to learn english through motivation. Jhon T. Guthrie (2004) said that motivation influences reading comprehension, highly motivated readers have feeling of involvement, stimulation or enjoyment during reading, and tend to possess knowledge in

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the dominant of their interest. In addition, someone who is highly motivated in reading will have a better reading comprehension. According to Deci and Ryan (1995), self determination theory is divided into two general types of motivation, one is intrinsic motivation which refers to motivation to engage in an activity, because it is enjoyable and satisfying to do, the other type of motivation is extrinsic motivation which is based on external rewards to the activity itself.

In order to accomplish students' needs toward reading, in Competency Based Curriculum (KTSP) provides reading as one of the skills in Mastering English that must be taught and learned in Junior High School. SMPN 34 Pekanbaru is one of the schools that also uses (KTSP). The basic competence stated in this syllabus for the second grade is the students are able to identify main idea of the text, the social function of the text, the generic structure of the text and able to identify language features of the text. In order to asses students' reading comprehension, the researcher used multiple choice. This technique was design by using four choices and the respondent choose one, it was based on the question. While, the table below shows the scoring rubric for assesing the students' reading comprehension:

**Table I.1**  
**The Scoring Rubric of Reading Comprehension**

No	Range	Description
1	80-100 (Very Good)	Students understand very well about the social function and generic structure; identify very well the topic, reference, information, and language features of the text; answer very well the questions.

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2	70-79 (Good)	Students understand well about the social function and generic structure; identify well the topic, reference, information, and language features of the text; answer well the questions.
3	60-69 (Enough)	Students understand well about the social function and generic structure; identify enough the topic, reference, information, and language features of the text; answer enough the questions.
4	50-59 (Less)	Students understand little about the social function and generic structure' identify little the topic, reference, information, and language features of the text; answer little the questions.
5	0-49 (Fail)	Students do not understand about the social function and generic structure; they do not identify the topic, reference, information, and language features of the text; theydo not answer the questions.

Based on the syllabus and school - based curriculum, the passing grade is 75 and categorized into good, it means the students understand well about the social function and generic structure; identify well the topic, reference, information, and language features of the text; answer well the questions.

However in fact, based on the interview with English teacher Dra. Suryani, and some students of SMPN 34 Pekanbaru that the researcher did on December 3<sup>th</sup> 2017, the researcher found that some of the students still had problems in their motivation to comprehend the text. It can be seen from the following phenomena:

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1. Some of students had intrinsic motivation but did not have a good reading comprehension.
2. Some of students had a good reading comprehension but did not have intrinsic motivation.
3. Some of students had extrinsic motivation but did not have a good reading comprehension.
4. Some of students had a good reading comprehension but did not have extrinsic motivation.
5. Some other students had intrinsic and extrinsic motivation but did not have a good reading comprehension.
6. Some other students had a good reading comprehension but did not have intrinsic and extrinsic motivation.

Based on the symptoms explained by the writer above, the writer is interested in conducting a research entitled: **“The Correlation Between Students’ Intrinsic And Extrinsic Motivation and Their Reading Comprehension of the Second Year at SMPN 34 Pekanbaru”**

**B. The Problems**

**1. The Identification of the Problems**

Based on the explanation above, the researcher identified the problem as follow:

- a. How are some of students have intrinsic motivation but do not have a good reading comprehension?
- b. How are some of students have a good reading comprehension but do not have intrinsic motivation?

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- c. How are some of students have extrinsic motivation but do not have a good reading comprehension?
- d. How are some of students have a good reading comprehension but do not have extrinsic motivation?
- e. How are some other students have intrinsic and extrinsic motivation but do not have a god reading comprehension?
- f. How are some other students have a good reading comprehension but do not have intrinsic and extrinsic motivation?

## 2. The Limitation of the Problems

Based on the identification of the problems above, many problems happened to the students. The researcher needs to limit the problems of the research in order to focus on the topic. In this case, the problem is limited to reading comprehension. There are many purpose of reading comprehension. Reading comprehension be able to indetification the meaning of the text and be able to construct the meaning of text. But in this research, the research just focuses on the students' skill reading comprehension to identification the meaning of the text. In which, the researcher will find out the correlation between students' intrinsic and extrinsic motivation and reading comprehension at the second of SMPN 34 Pekanbaru.

### 1.2.1 The Formulation of the Problem

Based on the problems described above, thus, the writer presents the formulation of problems in the following research questions:

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- a. How is the correlation between students' intrinsic motivation and their reading comprehension at the second year of SMPN 34 Pekanbaru?
- b. How is the correlation between students' extrinsic motivation and their reading comprehension at the second year of SMPN 34 Pekanbaru?
- c. Is there any significant correlation between students' intrinsic and extrinsic motivation and their reading comprehension at the second year of SMPN 34 Pekanbaru?
- d. Is there any significant influence between students' intrinsic and extrinsic and their reading comprehension at the second year of SMPN 34 Pekanbaru ?

### **C. The Objectives and Significance of the Research**

#### **1. The Objectives of the Research**

Concerning with the problem statements, this study has some objectives described as follows:

- a. To obtain whether there is a significant correlation between students' intrinsic motivation and their reading comprehension at the second year of SMPN 34 Pekanbaru.
- b. To find out whether there is a significant correlation between students' extrinsic motivation and their reading comprehension at the second year of SMPN 34 Pekanbaru.

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- c. To find out whether there is a significant correlation between students' intrinsic and extrinsic motivation and their reading comprehension at the second year of SMPN 34 Pekanbaru.
- d. To find out whether there is a significant influence between students' intrinsic and extrinsic motivation and their reading comprehension at the second year of SMPN 34 Pekanbaru

**2. The Significance of the Research**

- a. Theoretically, the writer can get a lot of information that can be very useful to enlarge knowledge, especially about intrinsic and extrinsic students' motivation on reading comprehension.
- b. To provide some information about the importance of mastering all of the important aspects in the process of reading comprehension in order to make the students improve their reading skills.
- c. For the students as well as English teachers about their weaknesses in reading comprehension, so they will find solutions in order to master it.

**3. The Definition of Key Terms**

In order to simplify the process of designing and the application of research and to avoid misunderstanding and misinterpretation about the meaning of the terms used in this research, the researcher provides the following definitions:

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## 1. Correlation

According to Oxford Learner's Pocket Dictionary 4<sup>th</sup> Edition, Correlation is connection between two things in which one thing changes as the other does. As in the title of this research and the purpose of the research, the writer wants to know about the connection between students' intrinsic and their reading comprehension and than the connection between students' extrinsic motivation and their reading comprehension at a state of junior high school in SMPN 34 Pekanbaru.

## 2. Intrinsic Motivation

Intrinsic motivation referred to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades. According to Ryan and Deci (2000), intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward.

## 3. Extrinsic Motivation

Extrinsic motivation is kind of motivation that come from outside which also pushes someone to achieve the goal. According Frank liz (2009) extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Extrinsic motivation will be active if there is stimulation from outside. An example: a student studying, because he or she knows that

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tomorrow there will be a test, by hoping that he or she could get a good value.

#### **4. Reading Comprehension**

Reading comprehension is an activity to reading particular text, not only read the text, but also the readers can understand the text and the information. Comprehension skills help the learner to understand the meaning of words in isolation and in context. According to Catherine Snow (2002, p.11) Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In addition, Reading comprehension is the ability of the reader to understanding the meaning and the information in the written language.