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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

In this chapter the researcher will discuss about related to theories used in this study. There were several points of theories and previous studies which should be reviewed, such as reading comprehension: the review of relevant theories, the role of motivation in learning foreign language, relevant research, operational concept, the assumptions and the hypotheses.

1. Reading Comprehension: The Review of Relevant Theories

Reading is the most important skill in language learning. According to David Nunan (2003, p.68) “reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning”. It means that the participants or the readers transfer meaning from the text and give assessment from the text to understand the message communicated.

According to Colin Harrison (2004, p. 3) “reading is 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.

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On the other hand Johnson (2008, p.3) argued that there are four definition of the reading:

- a. Reading is the practice of using text to create meaning. It means that if there is no meaning being created, there is no reading taking place.
- b. Reading is a constantly developing skill. Like any skill, we get better at reading by practicing. Conversely, if we do not practice, we will not get better and our skills may deteriorate. It means that the more we practice in reading, the better our reading are.
- c. Reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the non visual information contained in our head to create meaning. In that way, what is in our head is just as important as what is on the page in the process of creating meaning (reading).
- d. Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It not necessary to know every word in order to read. It means in here we focus on the context of the sentence and paragraph to know the meaning, not for each word in the text.

Based on the definition of the reading above, reading is a crucial thing for the learners. It will help students to know and get information after reading a text.

Comprehension is the ability of readers to get meaning from text. The student's ability to understand the content materials will eventually affects

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their reading comprehension. According to John (2004) reading comprehension is the processes of constructing conceptual knowledge from a text. It means that reading comprehension is all works that required students to understand the meaning from the text.

According to Harrison (2004) reading comprehension is the part of reading that's beyond word recognition, it's about understanding what you read, and it develops gradually and 'naturally' as a reader becomes more fluent, more experienced and more confident. It's mean reading comprehension not only about understanding, but also can build confident to students self.

Paula (2014) argued that reading comprehension is situated within the text itself a developed understanding comes from the interaction between the text and the reader's response to it. The diverse perspectives that we bring to the task result in different interpretations of a text. Additionally, when the reader need comprehends the text, the reader should have a good response in reading to develop a good reading comprehension.

Based on the theories, it can be conclude that reading comprehension is a crucial skill that students should have. Reading comprehension not only about understanding the text, but also develop student's confident. By having good reading comprehension the students can improve their reading skill.



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2. Types of Reading

Then, good reader can identify by the reader know what the text talking about, making conclusion and taking information from the text. Dr. M.F. Patel Praveen M. Jain (2008) mentioned four types of reading, they are:

- a. Intensive Reading: Intensive reading is reading shorter text to get knowledge or analysis.
- b. Extensive Reading: Reading with lower level of difficulty than that for intensive reading.
- c. Aloud Reading: Reading aloud the text to know the student's words pronunciation.
- d. Silent Reading: Silent reading is the students read silently the text.. Silent reading is done to acquire a lot of information.

All components above can sign for students' reading performances are. To achieve these reading performance purposes we need to active in kind of text.

3. Principles of Teaching Reading

Reading is the activity of using text and the readers try to understand the meaning of it. Teaching reading comprehension is very important. The successful reading of the students, the students have to understand the text. It is important to apply reading skill to the student in order to student success as a good reader. According to David Nunan (2003) there are eight Principles for teaching reading:

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- a. Exploit the reader's background knowledge.
- b. Build a strong vocabulary base
- c. Teach for comprehension.
- d. Work on increasing reading rate
- e. Teach reading strategies.
- f. Encourage readers to transform strategies into skills.
- g. Build assessment and evaluation into your teaching.
- h. Strive for continuous improvement as a reading teacher.

According to Jeremy Harmer (1998) there are six principles the teaching of reading:

- a. Reading is not a passing skill.
- b. Students need to be engaged with what there are reading.
- c. Students should be encouraged to respond to the content of a reading text, not just to a language.
- d. Prediction is a major factor in reading.
- e. Match the task to the topic.
- f. Good teacher exploit reading texts to the full.

According to Nation (2009) there are four principles of teaching reading. They are explained as below:

- a. Meaning-Focused Input: This strand of principles has three issues. First, the activities in reading should be done for a range of reading purposes. These purposes consist of reading to search for information, reading to learn, reading for fun, reading to integrate information, reading to

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critique text, and reading to write. Second, a teacher should design a reading lesson that suits with his or her students' language proficiency level. And the last, reading should be used as a way of developing language proficiency and developing reading sub skills.

- b. **Meaning-Focused Output:** Meaning-focused output principle emphasized how reading can be related to other language skills. A teacher should design activities that do not only involve reading skills, but also involve the others language skills (listening, speaking, and writing). It is because each skill is connected with each other.
- c. **Language-Focused Learning:** There are four issues which are emphasized in this strand of principle. The first issue is that a teacher should help students to develop the skills and knowledge needed for effective reading. The lesson should work on the subs kills of reading and the features needed to read, including phonemic awareness activities, phonics, vocabulary learning using word cards and grammar study. The reading strategies should be mastered by the teacher. Moreover, activities that integrate a range of strategies should also be given to students. Finally, students should be introduced with a various text structure, such as narrative or descriptive.
- d. **Fluency Development:** Fluency development principal has three crucial issues. First, a teacher should help and persuade students to develop their fluency in reading. Second, a teacher should give extensive reading

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activities. Third, the reading process should engage and encourage students' enjoyment and enthusiasm.

Based on the explained above, by understanding the principles of teaching reading can help a teacher design and practice a reading lesson and will be useful as consideration in teaching reading in order to make learning process to be efficient and effective to achieve the goal of the lesson.

4. Level of Reading Comprehension

To understand the way the learners reading, it is the best way to know first about the level of reading. According Linda J. Dorn and Carla Soffos (2005 , p.14) there two levels of comprehension, they are :

- a. Surface level: The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text.
- b. Deep level: The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view.

5. Process of Reading Comprehension

According to Janette K. Klingner, Sharon Vaughn, and Alison Boardman (2007) there are some process that involved in teaching reading comprehension to the student that gets difficulties specially, as follow:

- a. Cognitive process: cognitive processes refers to the reader uses these different strategies fluidly, going back and forth from focusing on

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specific chunks of text, as with micro processing, to stepping back and reflecting about what has been read, as with meta cognition.

- b. Micro processes: Micro processing refers to the reader's initial chunking of idea units within. "Chunking" involves grouping words into phrases or clusters of words that carry individual sentences meaning, and requires an understanding of syntax as well as vocabulary.
- c. Integrative Processes: The process of understanding and inferring processing more than the individual meaning units within sentences that making connections across sentences. the relationships among clauses is referred to as integrative processing
- d. Elaborative Processes: Elaborative Processes when the readers tap into their prior knowledge and make inferences beyond points described explicitly in the text. The readers make inferences that may or may not correspond with those intended by the author.
- e. Metacognitive Processes: The metacognitive processes the reader uses are those involved monitoring understanding, selecting what to remember, and regulating the strategies used when reading.

6. Assessing of Reading Comprehension

According to Brown (2004, p.4) Assessment is an ongoing process that encompasses a much wider domain. Different skill has different assessment. Reading comprehension assessment has different purposes. One of these is

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to compare students' comprehension levels to those of students in a norming sample.

According Brown (2004) there are five basic types of reading performance to assess reading, they are:

- a. Perceptive: It is the level that is talking about the letters, words, punctuation and other graphic symbols or Bottom-up processing is implied. Assessment this level can be by reading aloud, written Response, multiple-choice, picture-cued items.
- b. Selective: This category, the students can give brief response from the text in one paragraph that is intended as well. Assessment this level can be by Multiple-Choice (for Form-Focused Criteria), Matching Tasks, Editing Tasks, Picture-Cued Tasks, Gap-Filling Task
- c. Interactive: It is a type of reading that stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact the text. Assessment this level can be by cloze tasks, impromptu reading plus comprehension questions, short-answer tasks, editing (longer text), scanning, ordering tasks.
- d. Extensive: It is the highest level; the reader has to comprehend text such as; articles, essays, technical reports, short stories, skimming tasks, summarizing and responding, note-taking and outlining.

According to Janette K. Klingers (2007,p.17) there are eight types of reading comprehension assessment:

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- a. Norm-referenced tests: Published tests administered under standardized conditions (e.g., with computerized answer sheets, timed), students' scores are compared with those of a normative sample.
- b. Criterion-referenced tests: Students' test scores are compared with predetermined criterion levels that indicate mastery of a skill or content, informal reading inventories are a type of criterion-referenced test.
- c. Curriculum-based assessment: Tests are based on the actual curriculum used in the classroom, and students are assessed regularly and their progress monitored.
- d. Curriculum-based measurement: Students are assessed frequently with standard, brief tests; scores are monitored over time to assess progress.
- e. Interviews and questionnaires: Students respond orally or in writing to a list of questions designed to assess their understanding of the reading process and their knowledge of reading strategies.
- f. Observations: Examiners observe students' reading behaviors, using checklists, anecdotal records, or ethnographic note taking.
- g. Retelling: Students are prompted to retell or reconstruct what they remember about what they have just finished reading.
- h. Think-aloud: Students are prompted to voice their thoughts before, during, and after reading.

All types of reading comprehension assessment can help teachers to assess student's reading comprehension.

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7. Factors of Students' Reading Comprehension

There are some factors that influence the students in reading comprehension. Paula J. Clarke, Emma Truelove, Charles Hulme and Margaret J. Snowling (2014, p.15) stated that there are four factors that influence reading comprehension:

- e. **Language Skills:** Language skills can be divided into four areas: phonology (the sounds of the words), semantics (the meaning of the words), grammar (the structure of words and sentences) and pragmatics (the social use of language).
- f. **Understanding the Meaning of Words:** understanding of individual word meanings is closely related to their ability to understand connected text. Understanding word meanings is often measured by a child's ability to define vocabulary items.
- g. **Working Memory:** working memory' refers to the ability to hold information in mind while simultaneously performing other attentionally demanding activities.
- h. **Working with Text:** there are two high-level skills that are related to working directly with text, Inference and comprehension monitoring. The first, Making Inferences is the ability to draw an inference and thereby link pieces of information together in a text. The second, Monitoring Understanding is the processes continuously monitor to understanding and feed the information back into the reading process.

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According to Catherine Snow, Chair (2002, p.13) that there are four factors influencing the reading comprehension:

- a. The Reader: To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).
- b. The Text: The features of text have a large effect on comprehension. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged.
- c. The Activity: Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity
- d. The Context: One important set of reading activities occurs in the context of instruction. Understanding how the reader's purpose for reading and operations are shaped by instruction, and how short- and long-term consequences are influenced by instruction, constitutes a major issue within the research agenda we propose.

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B. The Role of Motivation in Learning Foreign Language

There are various definitions of motivation from many psychologists. We have to comprehend about what the motivation is in order to know and understand it. At its most basic level, according to Harmer (2007, p. 98) “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something”. While Brown (2007, p. 170) stated that “Motivation is something that can, like self-esteem, be global, situational, or task oriented. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner”.

According to Brown (2000, p. 72) “Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit”.

1. A Behavioristic Definition

A behaviorist would define motivation as “the anticipation of reinforcement”. Here psychologist like Skinner or Waston would stress the role of rewards (and perhaps punishments) in motivating behavior. In Skinner’s operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist.

2. Cognitive Definition

A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole

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picture, the difference lies in the sources of motivation and in the power of self-reward.

Based on the explanation above, the researcher can conclude that motivation is the desire and effort which drive people to do anything act to achieve the goal. Motivation is an essential factor in learning because it has an influence toward students' success or failure as language learners, so the teacher must develop an understanding of the motivation in learning

3. Types of Motivation

According to Deci and Ryan (1995) motivation is divided into two general types of motivation, one is intrinsic motivation and the other type of motivation is extrinsic. Those two types will be described as follows:

a. 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. 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. 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.

Ushioda (2008) stated that intrinsically motivated learners are likely to display much higher levels of involvement in learning, and use a wider

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range of problem solving strategies. Regarding the relationship between motivation and language skills, Lucas (2010) noted that students are intrinsically motivated to learn peaking and reading skills and that they are intrinsically motivated via knowledge and accomplishment. Wigfield and Guthrie (1997) showed that intrinsic motivation has a great influence not only in reading comprehension but in other aspects of reading, like reading breadth.

According to Berliner (1984, p. 374) “intrinsic motivation can be found in four components; interest, needs, hobby and goal”. Those four components will be described as follows:

a) Interest

Students with an interest on a subject tend to pay attention on it. They feel it makes a difference to them. They want to become a fully aware of its characters. Interest is the factor which determiners an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be success if they have high interest. Students enjoy dealing with the subject they learn because he or she believes it can lead them to success. In teaching learning process the teachers should not only transfer the knowledge to the students, but they should also increase their interest in learning in order that they want to learn harder. According to Stone and Nielson (1983, p. 165) on personal there is a positive interest that will

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increase the character of success. It could be conclude that interest is one of the components that can motivate someone in achieving something.

b) Need

Need is a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing. It means that need is a circumstances in which something is necessary. In his book, Harmer (1989, p. 259) stated the term “need” is used to denote some interfered common characteristics of the motivational basis for the behavior of an individual. It means that in observing individuals in different situation, we sometimes note consistencies in their behavior. Someone usually do anything they can due to their need, and the things they do refer to their independency.

c) Hobby

According to Frank Liz (2009) hobby is an activity or interest that is undertaken for pleasure or relaxation in one’s spare time. So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby usually did for pleasure during someone’s free time. That means hobby refers to like or pleasure doing something for wasting time.

d) Goal

The writer has said that motivation is closely bound up with a person’s desire to achieve a goal. The learner is very aware of the goals of learning

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activities, and directs his or her efforts towards achieving them. All people have a goal in their life. Before they do what they wanted to do, they have decided a goal first. For the example; the students works hard for his or her paper because they wanted to achieve their goals. Almost all people have goals in every activity that they want to do in their daily life. Goal can lead someone to do or avoid something related to the goal itself. In teaching and learning activity, the students have to know and decide their purposes in learning, because it can be a great motivation for them. If the students know the appropriate purposes, they will prepare everything that can help them to achieve everything they want.

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

We can find many sources of motivation, but actually motivation only has two big sources, the first source comes from within the individual itself or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side of and give some influences to the

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individual like give incentives, social pressure or punishment. Gage and Berliner (1984, p. 441) stated that “the extrinsic motivation comes from three basic elements, those are teachers, parents and environments”. The concept of the three basic elements would be described as follows:

a) Teachers

A major factor in continuing of a student’s motivation is the teachers. Teachers have an important role in learning activity because they will be the students’ parents as long as they stay at school. The teachers are not only a person who transfers the knowledge to the students, but also as a motivator who can support the students in learning activity. Teachers should not only give the knowledge to the students but they should also increase the students’ interest in learning in order to make the students study harder and have a higher motivation in learning.

b) Parents

Students who are encouraged by their parents will try new things and try to give high performance to get reward from their parents. As a result they will get better achievement. According to Harmer (1989, p. 51-52) “parents’ attitude to language learning will be greatly affected by the influence of people who are close to them”. The attitude of parents and older siblings will be crucial. The role of parent, especially learning activity is really crucial, because they are the main role model for their children.

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c) Environment

A student who has higher motivation in learning and though by a qualifier teacher is not always guaranteed to study or get success well, but there is still other factor that can motivate student in order to study hard that is environment. There are two kinds of environment which can influence the students in learning; home environment and classroom environment. So, there are two kinds of motivation in learning activity. Those comes from the internal derives of students which called as intrinsic motivation and the other one are motivation that come from external which called as eternal motivation. Both of those motivations play an important role in learning.

C. The Relevant Research

According to Syafi'i (2007, p.103), "relevant research is required to observe some previous researches conducted by other research in which they are relevant to our research". It means in order to conduct this research, the writer needs to take and observe some relevant researches. Syafi'i (2007) mentions that research will guide the writer to select and determine the fix designs of the research.

This research has relevance with other research, a research from Cahyati Sri Wulandari on 2013. She conducted a research which entitled "the comparative analysis between intrinsic and extrinsic motivation in reading comprehension at the second grade of MTs Muhammadiyah 1 Ciputat". She tried to find out the comparative between students motivation



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and their reading comprehension. The subject of this study was students of three class which consisted of 120 students. The data took 30 samples. She used ex post facto research to collect data of the students. The result showed that there was a strong comparative between the students' motivation and their reading comprehension at second grade of MTs Muhammadiyah Ciputat.

In 2014, Andriasyah conducted a research which entitled the comparison between visual and kinesthetic students' learning style on reading comprehension at the second grade of SMA 2 Mei Ciputat. He tried to find out comparison between learning style and reading comprehension second grade of of SMA 2 Mei Ciputat in academic year 2013/2014. The subject of this study was students of science and social class which consisted of 71 students. The data took 41 samples. She used simple random sampling to collect data of the students. The result showed that there was a strong comparison between the students' learning style and their reading comprehension at second grade of SMA 2 Mei Ciputat.

The previous studies above explained that there was a positive comparison between students' motivation and reading comprehension. In this research, the researcher also examined the comparison between intrinsic and extrinsic students' motivation and reading comprehension.

D. Operational Concept

Syafi'i (2015, p.103) stated that "operational concept is acquired from related theoretical concept on all of the variables used in which this concept

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should be applied in an academic writing practically and empirically”. It means that operational concept is the concept used to give an explanation of theoretical framework in order to avoid misunderstanding and misinterpretation of the research. The explanation is to describe the concept used by the writer. The operational concept is needed to avoid misinterpreting about the thesis content by other readers. The main technical terms of the special sense that exist are necessarily operated in this research.

In this research, the researcher identified three variables. The first variable was intrinsic motivation and second variable was extrinsic motivation, both of them were classified as independent variable because it was assumed those of motivation has an tendency toward students’ reading comprehension. The third variable was students’ reading comprehension. Students’ reading comprehension was classified as dependent variable because it was assumed that students’ reading comprehension was influenced by intrinsic and extrinsic motivation.

According to Ryan and Deci (2000) there are three indicators of intrinsic motivation (X_1) and extrinsic motivation X_2 it can be seen as follows:

1. Indicator of intrinsic motivation (X_1) :

- a. Interest
- b. Enjoyment
- c. Challenge

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2. Indicator of extrinsic motivation (X₂):

- a. Outward
- b. Duty
- c. Reward

The indicator of reading comprehension (variable Y) is taken from the aims of reading comprehension academic reading to Alderson (2000), those are follows:

- a. The students' ability to find details and fact in texts.
- b. The students' ability to find main idea n texts.
- c. The students' ability to recognising a writer's purpose in the texts.
- d. The students' ability to identify the generic structure of texts.

E. The Assumptions and The Hypotheses**1. The Assumptions**

- a. The intrinsic and extrinsic students' motivation and their reading comprehension are various.
- b. Many factors that can influence intrinsic and extrinsic students' motivation and their reading comprehension.
- c. The better intrinsic and extrinsic students' motivation, the better students' reading comprehension will be.

2. The Hypotheses

- a. H₀: There is no significant difference in correlation between students' intrinsic and extrinsic motivation and their reading comprehension at the first year of SMPN 34 Pekanbaru.

- b. H_a : There is a significant difference in correlation between students' intrinsic and extrinsic motivation and their reading comprehension at the first year of SMPN 34 Pekanbaru.

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