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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Motivation

###### a. Definition of Motivation

Motivation is a factor that influences the behavior of someone toward the goal. According to McShane et al. (2007, p. 91) stated that motivation refers to the forces within a person that affect the direction, intensity, and persistence of voluntary behavior. Besides, Comer et al. (2013, p. 376) stated that motivation is an internal state or condition that directs behavior, and motivation as a condition that directs behavior usually towards a goal.

Motivation is also a desire that activates the behavior of someone to do something towards goal. Ubaedy, (2008, p. 25) Motivation is a desire or wish which activates the behavior. Motivation is the willingness of someone to do certain effort in order to reach the aims based on the condition. Motivation is something we think consistently to be or to have. So, if we have motivation for something, of course we will do our effort and work hard in order to get what we want or what we expect to achieve.

In learning a language, motivation can be defined as desire, willingness, reason, or aim that makes someone to do something (Coffer, 1964 cited in Chaer, 2003, p. 251). Besides, Gardner (2003

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cited in Amelia, 2016, p. 155) stated that motivation is a consistently strong predictor of successful language learning. Moreover, Gardner and Lambert (1972 cited in Amelia, 2016, p. 156) stated that motivation plays important role in language learning.

Brown (2000, p. 160) defined motivation completely based on three different perspectives:

- 1) From behavioristic perspective, motivation is seen very matter of fact terms. It is quite simply the anticipation of reward. Driven acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement. In this view, our acts are likely to be at the mercy of external forces.
- 2) In cognitive terms, motivation places much more emphasis on the individual's decision. Ausubel (1968 cited in Brown, 2000, p. 160-161) identified six needs undergirding the construct of motivation:
  - a) The need for exploration, for seeing “the other side of the mountain,” for probing the unknown;
  - b) The need for manipulation, for operating-to use skinner's term-on the environment and causing change;
  - c) The need for activity, for movement and exercise, both physical and mental;
  - d) The need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings;

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- e) The need for knowledge, the need to process and internalize the results of exploration, manipulation, activity, and simulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge;
  - f) Finally, the need for ego enhancement, for the self to be known and to be accepted and approved of by others
- 3) A constructivist view of motivation places even further emphasis on social context as well as individual personal choices. Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within cultural and social milieu and cannot be completely separated from the context.

Moreover, Brown (2000, p. 162) represents three views of motivation clearly.

**Table II.1**  
**Three Views of Motivation**

Behavioristic	Cognitive	Constructivist
Anticipation of reward	Driven by basic human needs (exploration, manipulation, etc).	Social context
Desire to receive positive reinforcement	Degree of effort expended	Community
External, individual forces in control	Internal, individual forces in control	Social status and security of group
		Internal, interactive forces in control

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Based on the explanation above, it can be concluded that motivation is the desire, reason, and willingness that lead someone to do something in catching the aim. It is crucial, because it is the foundation for fulfill the needs in all aspects of life.

**b. Types of Motivation**

According to Brown (2000, p. 162) stated that motivation is typically examined in terms of the intrinsic and extrinsic motives of the learner. Those who learn for their own self-perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

**1) Intrinsic Motivation**

Intrinsic motivation is a motivation that comes from the individual. Sardiman (2007, p. 89) stated that intrinsic motivation is active's motive not comes from outside but it is from inside to achieve the goals. In learning process, students who have intrinsic motivation will intrinsically do the task (Schunk, et al., 2008, p. 357). It is because they feel comfortable in doing the task.

Edward Deci (1975 cited in Brown, 2000, p. 64) defined intrinsic motivation:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because the lead to an extrinsic reward... intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self-determination.



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A mastery goal is defined in term of a focus on learning or mastering a task for self improvement, development of new skills, or trying to gain understanding (Ningrum and Matondang, 2017, p. 3637). Besides, the increase of intrinsic motivation is important that may affect students' thinking as Adelman (2006, p. 58) stated that increasing intrinsic motivation involves affecting a students' thoughts, feelings, and decisions.

## 2) Extrinsic Motivation

The motivation that comes from outside of the students is called extrinsic motivation. The students who have extrinsic motivation will extrinsically do the task, because they believe that their participations will give them positive feedback, such as a gift (Schunk, et al. 2008, p. 357). The students have to be stimulated by something such as a reward and punishment in order to make them learning something. Besides, Adelman (2006, p. 58) stated that people will do things to obtain rewards or avoid punishment, rewards and punishment that called as reinforcers, and both of them generally come from outside the person. Sardiman (2007, p. 90) states "Extrinsic motivation is an active motive that have function because of external factor."

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Besides, Gardner and Lambert (1972 cited in Amelia, 2016, p. 156) distinguish two types of language learning motivation:

#### 1) Instrumental Motivation

Learners with instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college.

#### 2) Integratively Motivation

Learners with integratively motivation want to learn the language so that they can better understand and get to know the people who speak that language.

Based on the explanation above, the researcher can concluded that motivation can divide into two motivations generally namely: intrinsic and extrinsic motivation. Intrinsic motivation is an activity that comes from inside to achieve the goals, and extrinsic motivation is the motivation that comes from outside of students will stimulate their motivation. And in language learning, motivation is divided into two types namely: instrumental and integratively. Instrumental motivation means learning a language because of practical reason, and integratively motivation means learning a language because for a better comprehension.

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## 2. Motivation in Reading

### a. Motivation to Read

Reading is one of the most important and essential skills that must be practiced by students in learning English. It is one of skills used in getting and gaining knowledge. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Grabe and Stoller (2002, cited in Indrawati, 2014, p. 3) stated that reading is the ability to draw meaning from printed page and interpret this information appropriately. It means that comprehending and interpreting the information of the text are important. It implies that students need to learn a considerable amount of information from a text.

In reading comprehension, motivation is defined as a factor that leads students to have desire to read. Erman (2013, p. 9) stated that motivation in reading defines as factors that lead and drive students' behavior or desire to read. It means that motivation will make the students have a desire to read. Motivation is a process not a product. It is because motivation will drive someone to do something. In reading comprehension activity, the aim is to comprehend what the students read. According to Sardiman (2007, p. 43) stated that comprehension cannot be separated from one of the psychology elements, that is motivation. Motivation in reading comprehension is a crucial thing for the students, because it makes students comprehend the text. It is also a

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forcing cause of many activities in reading comprehension activity. It is because motivation will force them to comprehend what they read in reading comprehension activity. Motivation will also make students enjoy in their reading comprehension activity. Students who enjoy reading and devote time for reading every day, they will do more effort to understand. Students who have motivation will try to focus and enjoy in comprehending a text.

Motivation gives main contribution in determining students' success. Brown (2000, p. 160) stated that success in task is due simply to the fact that someone is motivated. Besides, Brown (2000, p. 160) also stated that a student will be successful with the proper motivation. It explains clearly that motivation is very crucial in learning process, especially in reading comprehension activity. In addition, Rahim (2007, p. 1) stated that children who doesn't understand about the important of reading comprehension will never be motivated to learn something. It means that before reading something, we will be motivated in reading if we know and realize that reading is important. Besides, Iskandarwassid et al. (2008, cited in Kaharu, p. 2) stated that reading comprehension would be more effectively if it is being supported by motivation. In this case, from these views, it can be concluded reading comprehension will be supported by motivation.

Based on the explanation above, it can be seen that motivation as the key in reading comprehension. In other words, motivation will



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lead someone to comprehend the text in reading comprehension activity.

#### b. Dimension of Reading Motivation

According to Wigfield and Guthrie (1997, p. 420-425) stated that there are eleven dimension in reading motivation:

##### 1. Social

Social aspect is kind of internal desire to connect with others through reading comprehension activity. Social dimension of reading sometimes can be a tool for someone to know how people around the reader can receive him or her based on the knowledge they got through reading activity.

##### 2. Compliance

Compliance means the readers have feeling that they need to fill their reading work.

##### 3. Efficacy

Efficacy refers to readers' beliefs about their ability and constancy in reading habits. In this point of view, students believe that they have a better ability in reading than any other materials.

##### 4. Curiosity

Curiosity refers to the desire to read and comprehend what they read.

##### 5. Involvement

Reading involvement refers to have feeling of engagement between the readers and their reading text. Mostly, the feeling of involvement

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appears because the reader itself really loves the reading comprehension activity.

#### 6. Recognition

Recognition related to the relationship with others, whether it is the teacher or the reader's friends. This dimension represents how other people recognize someone as good reader or not.

#### 7. Grades

The readers recognize that they need to read for increasing their reading level or reading grades.

#### 8. Challenge

Challenge means that the readers have feeling to face obstacle and challenge while their reading activity.

#### 9. Competition

Reading Competition means individual compete with others in reading activity. This dimension pushes someone to be a better reader than others around them.

#### 10. Importance

Importance means that the readers know and recognize the importance of their reading. The readers have feeling that it is important to be a good reader.

#### 11. Work Avoidance

Work avoidance means that the readers have their own reason for avoiding reading activity.

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Furthermore Watkins and Coffey (2004, p. 114-116) renewed the dimension of reading motivation into eight dimensions:

#### 1. Grades-Compliance

Grades-compliance is a combination factor of the compliance, grades and factors. This dimension represents performance concern and extrinsic sources of motivation. This dimension focuses on grades and compliance with reading work demands.

#### 2. Involvement

This factor is clearly related to the general involvement. "Reading involvement refers to the enjoyment involved with reading different kinds of texts, it is the feeling of engagement between the readers and their reading text". Mostly, the feeling of involvement appears because the reader itself really loves the reading comprehension activity.

#### 3. Social

This aspect is kind of internal desire to connect with others through reading comprehension activity. In addition, William states "dimensions of social in reading motivation is the relationships among academic achievement and social goals, social competence, and social responsibilities". Social dimension of reading sometimes can be a tool for someone to know how people around the reader can receive him or her based on the knowledge they got through reading activity.

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## 4. Competition

Reading Competition is concerned with an individual's attempt to out perform others in reading. This dimension pushes someone to be a better reader than others around them.

## 5. Reading Work Avoidance

This factor is the most clearly and consistently factor in term of motivation in reading comprehension. It is the factor that identified why reader are commonly avoids reading, and do not make reading as a habitual activity.

## 6. Curiosity

Watkins and Coffey stated “curiosity refers to the desire to learn about a certain idea, and is related to work on reading interest”. It means that curiosity is the desire to comprehend a text.

## 7. Recognition

Recognition related to the relationship with others, whether it is the teacher or the reader's friends. This dimension represents how other people recognize someone as good reader or not.

## 8. Efficacy

Efficacy refers to readers' beliefs about their ability and constancy in reading habits. In this point of view, students believe that they have a better ability in reading than any other materials.



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According to the statement above, the dimensions of reading can be concluded as eight main factors which can measure the students' motivation in reading comprehension. They are grade-compliance, involvement, social, competition, reading work avoidance, curiosity, recognition, and efficacy. The eight dimension by Watkins and Coffey (2004) was the indicators for motivation in reading comprehension of this research. Based on those dimensions of reading, students' motivation in reading comprehension can be found. The indicators was created into a questionnaire as Watkins and Coffey created questionnaires in order to measure student's motivation in reading comprehension, that commonly known as *Motivation for Reading Questionnaires (MRQ)*.

### 3. The Concept of Narrative Text

Narrative text is a text that entertains the readers with a various stories. Sudarwati (2006, p. 62) stated that narrative text is the text that use to amuse or entertain the readers with actual or imaginary experiences in difference ways. A narrative aims at showing a place where anything can happen to a character, usually unexpected, through the use of imagined or real life experiences (Blake Education, 1999, p. 4 cited in Amida, 2015, p. 13). Besides, Derewienka (1990, cited in Efriza, et al., 2013, p. 66) the basic purpose of narrative is to entertain, to gain and hold the readers' interest in a story. It means that narrative text tells about a story of a person or a main character based on imaginary or real life things

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happened. In addition, narrative text always deal some problem events which lead to the climax and then turn into a solution to the problem (Sudarwati, 2006, p. 62).

Mislaini (2015, p. 3) stated that on the Narrative Text, its structure is as follows:

1) Orientation

Namely the introduction of the form: a story about what (what is the story about), who theactors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings).

2) Complication or Problem

In this paragraph which became the core of the narrative t ext. Without any problems, this text is only one form of exposure to events that followed with another event. Problems that arise can be distinguished:

a) Natural Conflict

Namely the problems that arise because of the perpetrator stories dealing with the forces ofnature.

b) Social Conflict

Namely the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.

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#### c) Psychological Conflict

Namely the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

#### 3) Resolution

The problem can be solved. In Narrative text, any problems that appear to be solved, can be closed with a happy ending (happy ending) or not slightly ended tragically, the sad (sad ending).

#### 4) Re-Orientation (Just for Optional).

Besides, Sudarwati (2006, p. 62) stated that narrative text has three text organizations of generic structure. They are:

##### 1) Orientation

The orientation is the first stage which inform the readers about who were involved in the story, when and where the story happens. It can be concluded that in orientation, the readers will be introduced to the characters in narrative text.

##### 2) Complication

The complication is the second stage in narrative text. This is the part of text which makes the story interesting where the problems arises followed by other problems. Many of the complications illustrate problematic issues that people face, and they aim to show that they can be resolved.

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### 3) Resolution

The resolution is the third basic stage in a narrative, where the problems or complications are resolved.. It means that in this stage, the readers will find the solution of problems in narrative text.

Based on the explanation above, it can be conclude that narrative text is a text that use for entertaining the readers with actual or imaginary experiences in difference ways. The social function of narrative text is for entertaining the readers and giving information about the text. Narrative text has three generic structures. The generic structure by Suwardati (2006, p. 62) was the indicators of narrative text for this research. They are orientation for introducing the participants, complication for appearing the problems, and resolution for the problem solving.

### 4. The Assessment of Motivation in Reading Comprehension of Narrative Text

The purpose of assessing the students' motivation in reading comprehension of narrative text is to find out the students' motivation in comprehending narrative text.

According to Sardiman (2007, p. 43) stated that motivation in reading comprehension is a crucial thing for the students, because it makes students comprehend the text. Besides, Rahim (2007, p. 1) stated that children who doesn't understand about the important of reading comprehension will never be motivated to learn something. It means that



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before reading something, we will be motivated in reading if we know and realize that reading is important.

Motivation will also make students enjoy in their reading comprehension activity. Students who enjoy reading and devote time for reading every day, they will do more effort to understand. Motivated students will try to focus and enjoy in comprehending a text.

According Wigfield and Guthrie (1997, p. 420-425) stated that there are eleven dimensions of reading motivation. They are efficacy, challenge, curiosity, involvement, importance, work avoidance, competition, recognition, grades, social, and compliance.

From the theories of Watkins and Coffey (2004, p. 114-116) it can be concluded that motivation assessment for reading comprehension. The eight dimension of motivation in reading comprehension are:

#### a) Grades-Compliance

Grades-compliance is a combination factor of the compliance, grades and factors. This dimension represents performance concern and extrinsic sources of motivation. This dimension focuses on grades and compliance with reading work demands.

#### b) Involvement

This factor is clearly related to the general involvement. "Reading involvement refers to the enjoyment involved with reading different

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kinds of texts, it is the feeling of engagement between the readers and their reading text”.

#### c) Social

This aspect is kind of internal desire to connect with others through reading comprehension activity. Social dimension of reading sometimes can be a tool for someone to know how people around the reader can receive him or her based on the knowledge they got through reading activity.

#### d) Competition

Reading Competition is concerned with an individual's attempt to outperform others in reading. This dimension pushes someone to be a better reader than others around them.

#### e) Reading Work Avoidance

This factor is the most clearly and consistently factor in term of motivation in reading comprehension. It is the factor that identified why reader are commonly avoids reading, and do not make reading as a habitual activity.

#### f) Curiosity

Watkins and Coffey stated “curiosity refers to the desire to learn about a certain idea, and is related to work on reading interest”. It means that curiosity is the desire to comprehend a text.

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#### g) Recognition

Recognition related to the relationship with others, whether it is the teacher or the reader's friends. This dimension represents how other people recognize someone as good reader or not.

#### h) Efficacy

Efficacy refers to readers' beliefs about their ability and constancy in reading habits. In this point of view, students believe that they have a better ability in reading than any other materials.

Furthermore, Blake Education (1999, p. 4 cited in Amida, 2015, p. 13) stated that a narrative is the text that aims at showing a place where anything can happen to a character, usually unexpected, through the use of imagined or real life experiences. Besides, Derewienka (1990, cited in Efriza, et al., 2013, p. 66) the basic purpose of narrative is to entertain, to gain and hold the readers' interest in a story. Mislaini (2015, p. 3) stated that there are four generic structure of narrative text. They are orientation, complication, resolution, and reorientation.

Sudarwati (2006, p. 62) stated that there are three components of narrative text. They are:

#### 1) Orientation

The orientation is the first stage which inform the readers about who were involved in the story, when and where the story happens.

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## 2) Complication

The complication is the second stage in narrative text. This is the part of text which makes the story interesting where the problems arises followed by other problems. Many of the complications illustrate problematic issues that people face, and they aim to show that they can be resolved.

## 3) Resolution

The resolution is the third basic stage in a narrative, where the problems or complications are resolved. It means that in this stage, the readers will find the solution of problems in narrative text.

In this research, the researcher combined indicators of motivation in reading comprehension with indicators of narrative text. The combination of motivation in reading comprehension and narrative text indicators had been 11 (eleven) indicators. It divides into motivation in reading comprehension indicators, those are grade-compliance, involvement, social, competition, reading work avoidance, curiosity, recognition, and efficacy. And the indicators of narrative text, those are orientation, complication, and resolution. In conclusion, the students should be able to comprehend narrative text well and have motivation in reading comprehension in order to improve their ability in reading comprehension of narrative text.



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The indicators of motivation in reading comprehension of narrative text are both motivation in reading comprehension and narrative components as follows:

**Table II.2**  
**Indicators of Reading Comprehension of Narrative Text**

Variable	Indicators
Motivation in Reading Comprehension of Narrative Text	<ol style="list-style-type: none"> <li>1. Grade- Compliance</li> <li>2. Invovlement</li> <li>3. Social</li> <li>4. Competition</li> <li>5. Reading Work Avoidance</li> <li>6. Curiosity</li> <li>7. Recognition</li> <li>8. Efficacy</li> <li>9. Orientation</li> <li>10. Complication</li> <li>11. Resolution</li> </ol>

## B. Relevant Research

Reviewing some previous researches conducted by other researchers is intended to keep the originality of previous research. The following are some reseaches in references to this research. First, a research conducted by Salikin et.al (2017) entitled “*The Indonesian EFL Learners’ Motivation in Reading*”. This research was categorized into mixed method research. The focus of this research was to examine the Indonesian EFL learners’

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motivation in reading activity. The researcher used questionnaire of MRQ and interview to measure students' motivation in reading activity. From this research, the data obtained from the questionnaire were taken by distributing MREQ (the Motivation for Reading in English Questionnaire) proposed by Komiyama (2013) into 42 freshmen. The result is presented in the percentage based on Likert Scale model ranging from 'very different from me', presented by number "1", to "a lot of like me" that is presented by number "4". The items in the table indicate the question statements of the MREQ. The result of this research was the experiences of the EFL learner influence their intrinsic motivation in reading English Text. Thus, it can be concluded that students' experiences in reading will influence their reading motivation.

Second, a research conducted by Murniasih (2013) entitled "*The Correlation Between Students' Motivation in Reading and Their Reading Speed*". This research was categorized into correlational design research. The focus of this research was to see the correlation between students' motivation in reading and their reading speed. The researcher used questionnaire of MRQ (Motivation for Reading Questionnaire) to measure students' motivation in reading, and test to measure students' ability in reading speed. The result of this research was there is a strong enough correlation between students' motivation in reading and their reading speed. It can be seen from the result of  $r_o$  is 0.64 with the degree of freedom (df) is 28. The result of  $r_t$  on the table of the degree of significance 5% = 0.304 and in 1% = 0.393. So  $r_o > r_t$  (0.304 < 0.64 > 0.393). The result means that students' motivation in

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reading is positively correlated with their reading speed. So, it can be concluded that students' reading motivation will influence their reading speed ability.

Third, a research conducted by Kasyulita and Ratnasari (2016) entitled "An Analysis Students' Motivation in Reading Procedure Text at the First Grade of SMAN 1 Rambah Samo". This research was categorized into descriptive qualitative research. The researcher used questionnaire as the instruments. The questionnaire was used to collect the data of students' motivation in reading skill. This research focussed on analyzing students' motivation in reading skill, especially motivation in reading procedure text. In analyzing the data, the researcher used percentage formula and range score to know the presentation of students' motivation in reading procedure text. The result of this research was the motivation of students reading procedure text was in good category. It was indicated the average of questionnaire students' score was above, it showed that from 21 students in reading procedure text, 11 students (56-57%), 8 students who got (40-55%) and it is categorized as enough, 1 student (21-39%) got bad, and nobody students got excellent and very bad categories. Good motivation of the students based on the finding, the motivation of students reading procedure text in good category.

Dealing with the explanation above, this research concluded that this research is different from the previous researches. First, the researches above have same variable that is students' motivation in reading comprehension. On the other hand, this research has only one variable, and it focuses on female

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students' motivation in reading comprehension. Second, the previous researches focussed on English text generally, and the last one focussed on procedure text, while this research focuses on narrative text. Third, the previous researches used questionnaire, interview, and test as the instruments, while this research is only use questionnaire in measuring female students' motivation in comprehending narrative text.

### **Operational Concept**

Operational concept is a concept consists of some indicators that guide the researcher to measure some related aspects of variable of the research. It should be interpreted into particular words in order to be easier measured. There was only one variable in this research; that was female students' motivation in comprehending narrative text.

The indicators of female students' motivation in comprehending narrative text as independent variable (Watkins and Coffey, 2004; Suwardati, 2006):

- 1) The female students are required in grade-compliance.
- 2) The female students are involved in reading activity.
- 3) The female students have social reason for reading.
- 4) The female students have competition for reading.
- 5) The female students have a reason in avoiding reading.
- 6) The female students have curiosity in reading.
- 7) The female students need recognizing in reading.
- 8) The female students have efficacy in reading.



- 9) The female students are able to identify the orientation of narrative text.
- 10) The female students are able to identify the complication of narrative text
- 11) The female students are able to identify the resolution of narrative text.

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