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CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is one of the English receptive skills that should be mastered by the students. If students have mastered this skill, they will be able to comprehend the English text well. According to Patel & Jain (2008, p.113), "Reading means to understand the meaning of printed words i.e. written symbol". It means that in reading they do not only read symbol by symbol of the text, but they should understand about the information that they have read; because it can help them to achieve their goal to comprehend the text.

To make successful comprehension in reading English text, the students should have reading skills. But, it is not an easy thing because to make them read, it needs support that is called by motivation. As Murcia (2001, p.199) said that "motivation is another key to successful in reading". It can be concluded that if the students are motivated, they will be doing such a thing in reading that they think it can achieve their goal of comprehending.

According to Dornyei & Ushioda (2011), they said that motivation is what moves a person to make certain choices, to engage in action, to expend effort and persist in action. Whereas, Richard (2010) stated that motivation can be divided into two: they are intrinsic and extrinsic. Intrinsic motivation is enjoyment of language learning itself in which they are learning because of their willingness while extrinsic motivation is driven by external factors such as parental pressure, societal expectations, academic requirements, or other

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sources of rewards and punishments in which there are many factors that can build their motivation to learning including their parents, teachers and academic requirements.

In short, motivation is the important part in reading, because motivation can determine success and failure of students in reading. Motivational students usually do such activity in reading and its activity will be going continuously if students have motivation. Both of motivation should be included in teaching and learning process for the subject of reading to support students to read. If they are motivated in reading, and do the activity in reading continuously, it can help them to comprehend reading an English text. So, the more motivated they read, the better comprehending they will get and also they can upgrade their knowledge through reading.

State Senior High School 1 Kateman is one of the schools in Sungai Guntung. As a formal institution, this school also provides English subject, especially for the reading skill. State Senior High School 1 Kateman is one of the schools that applies school based curriculum as its guidance in teaching and learning process. In State Senior High School 1 Kateman, English is taught twice a week with time duration 90 minutes.

According to SBC of State Senior High School 1 Kateman, in a subject of reading, the second grade students are expected to have a comprehension in understanding the meaning of various functional text and simple essay in the form of narrative, spoof and hortatory exposition (Syllabus of English, 2006). In the indicator, the students are expected to have a comprehension in

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identifying the setting of the text, identifying the purpose of the text, identifying meaning of vocabulary of the text, identifying language feature of the text and identifying generic structure of the text.

Regarding with the idea above, it is clear that many aspects of reading need to be mastered by all students in the school. If they are not able to master those aspects, the teaching and learning process in reading will not run effectively.

Based on the interview by the researcher to the teacher of English, the teacher did some activities in reading to his students, it found that some of his students still had many difficulties in comprehending their reading, only few of them could answer the question related to the indicators expected. It also proved by their score of reading. The students passing grade was 70. Yet, some of the students could not reach the students' passing grade at the school although many efforts had been done in term of teaching reading. Besides, there were some students who still had low motivation in reading. It had been shown from students' attitude and behaviors, such as some of the students were not engaged in reading, they were not interested in reading the text, and some of them avoided reading the text. Besides, they gave up easily when facing difficulties. Thus, those problems can be seen into the symptoms below:

- a. Some of the students could not identify meaning of the text
- b. Some of the students were not interested in reading the text
- c. Some of the students could not identify the generic structure of the text
- d. Some of the students were not engaged in reading the text

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- e. Some of the students could not identify the purpose of the text
- f. Some of the students avoided reading the text

From the factors above, the researcher saw that it is important for the researcher to conduct a research under entitled **“The relationship between students’ motivation in reading and their reading comprehension at the second grade of State Senior High School 1 Kateman”**.

B. Problem

1. Identification of the problem

Based on the background of the problems above, it is clear that some of the students at the second grade of State Senior High School 1 Kateman still have a low motivation and face the difficulties in reading. To make the problems of this research clearer, the problems of this research are identified as follows:

- a. What were the causes that the students were not able to identify meaning of the text?
- b. What were the causes that some of the students were not interested in reading the text?
- c. What were the causes that some of the students were not able to identify the generic structure of the text?
- d. What were reasons that some of the students did not engaged in reading the text?
- e. Why could some of the students not identify the purpose of the text?
- f. Why did some of the students avoid reading the text?

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2. Limitation of the problem

Based on the identification of the problem, it is obvious that there were many problems in this research. The researcher needs to limit the problems in order to pay more attention to the specific problem. The researcher will focus the problem of the research to be investigated on the relationship between students' motivation in reading English and their reading comprehension of narrative text.

3. Formulation of the problem

The problems of this research can be formulated in the following questions:

- a. How is students' motivation in reading at the second grade of State Senior High School 1 Kateman?
- b. How is students' reading comprehension at the second grade of State Senior High School 1 Kateman?
- c. Is there any significant correlation between students' motivation in reading and their reading comprehension at the second grade of State Senior High School 1 Kateman?

C. Objective and significant of the research

1. Objective of the research

- a. To have the information about students' motivation in reading at the second grade of State Senior High School 1 Kateman.
- b. To have the information about students reading comprehension at the second grade of State Senior High School 1 Kateman.

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- c. To know if there is a correlation between learning motivation in reading and their reading comprehension at the second grade of State Senior High School 1 Kateman.

2. Significance of the research

- a. Hopefully, this research is able to benefit the researcher as a novice research in learning how to conduct a research.
- b. This research finding is expected to be useful, and valuable for both students and teacher of State Senior High School 1 Kateman.
- c. This research finding is expected to be the practical and theoretical information to the development of the theories in language teaching in general.
- d. Finally, to fulfill one of the requirements for the researcher to complete her undergraduate degree program at English Education Department of Education and Teachers Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

D. Reasons for choosing the title

1. The title of the research is relevant to the researchers' status as a student of English Education Department.
2. The title of the research is not yet investigated by the other previous researcher.

E. Definition of term

To avoid misunderstanding and misinterpreting on the terms in this research, it is necessary to explain them:

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1. Relationship

Relationship is one of the ex post facto designs, namely correlational research. According to Creswell (2012, p.338), “Correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently”. In this research, correlation means the relationship between motivation in reading and their reading comprehension.

2. Motivation in Reading

Motivation is what moves a person to make certain choices, to engage in action, to expend effort and persist in action (Dornyei & Ushioda, 2011). In this research, motivation means students’ motivation that can cause students’ to read.

3. Reading Comprehension

As Israel & Duffy (2009) said that reading comprehension is a function of the interaction between two factors such as the ability in decoding the words and language comprehension. In this research, reading comprehension means students’ comprehension in reading narrative text.