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CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Framework

Theoretical framework is viewed as the relevant theories related to references cited from various printed documents to provide the researcher and the readers with the alternative answer of the problem theoretically Syafi'i (2015). It means that theoretical framework explains how the researcher can develop her research project based on the theory through printed document.

1. Reading Comprehension

According to Richard (2010), reading is the process of getting meaning from printed material. Whereas Snow & Chair (2002, p.11) define “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. In short, reading is an interaction between a reader and a writer, but as the readers, students should understand about the information involved of the text that is delivered by the writer.

When reading a text, students need a comprehension in order to understand what they read. Some students can decode the words easily, but there is no skill in comprehending the full meaning of the sentences, the paragraphs even the whole text. In this case, students have to develop their own comprehension and have enough skills in decoding the words. As Tankersley (2003, p.92) said “readers must develop the understanding that reading is an interactive process involving both decoding and deriving

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meaning from those words". That is why for some readers, comprehension is always challenging.

Dealing with the statement above, Dorn & Carla (2005, p.7) noted "comprehending is an ongoing process that continues as long as the reader is thinking about the message". It means that they must be able to comprehend the reading materials which are given by the teacher continuously, if they are not, they should try more in order to get the message from the text.

According to Harmer (1998, p.68), "there are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many of them want to be able to read text in English either for their careers, for study purposes or simply for pleasure"

In accordance with all the experts above, the researcher concludes that reading is the activity in which the reader communicates with the author through a written text with a purpose. Actually, when the readers do such a reading, there will be a purpose why they read. It is supported by Murcia (2001) that we read for a variety of purposes, such as to search for information, for general comprehension, to learn new information, and to synthesize and evaluate information.

Perhaps most often, we read for general comprehension, the text that has been read and understood by the reader is called by comprehension. Furthermore, the way teacher treats them in reading also affects their reading comprehension, because if the teacher treats them with the way they



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are interested, they will not get bored, as a result the purpose of comprehending the text cannot be achieved.

a. Reading Texts

Since the researcher focuses her research on narrative text, she explains it more. However, it is necessary to the writer to discuss about several texts learned in Senior High School.

1) Spoof Text

Spoof is a text which purpose is to tell an event with a humorous twist (Sudarwati & Grace, 2006) since its purpose is to amuse with a humorous twist, definitely it must make the reader laugh. It can be a real life experience or it can be an imaginative.

2) Hortatory Exposition Text

According to Sudarwati & Grace (2006), hortatory exposition text is a text which its purpose is to persuade readers that they should do something to benefit others. From that theory, hortatory exposition text has its function to influence reader's thinking. So, it persuades them to be agreed with the ideas.

3) Narrative Text

Narrative text is one kind of the English texts that is taught in the second grade students of state senior high school, and it is the most difficult text for the students to comprehend. Because reading is not only read, but also they should try to comprehend it, so it is not an easy thing for students to comprehend the English text in narrative.

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The story that tells in narrative text always makes some students confused about the long text, because there many events that arise in that narrative paragraph, it is supported by Syafi'I (2014, p.51) "Narration is a story telling". So, not only problems of the event occurs in that story, but also all components in that story, begin from the character, the problems arises and the solution of the problem.

a) Purpose of narrative text

The purpose of narrative text is to entertain the reader with a story that deals with complication of problematical events which lead to a crisis and in turn finds a resolution (Sudarwati & Grace, 2006).

b) Generic structure of narrative text

There are three generic structures of narrative text according to Sudarwati & Grace (2006):

1) Orientation

In orientation, it tells about who were involved in the story and also when and where the story happened.

2) Complication

In complication, its problems begins followed by others problem.

3) Resolution

In resolution, it usually provides students about the solution of that problem.

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c) Language feature of narrative text

Here are some of language features of narrative text according to Sudarwati & Grace (2006):

- a) The use of nouns: travelers, bundles, tree, road, etc.
- b) The use of pronouns: they, their, its, it, etc.
- c) The use of time connectives and conjunctions: one day, a week, later, then, a long, long time ago, when, etc
- d) The use of adverbs and adverbial phrases: angrily, in horror, etc.
- e) The use of material processes (action verbs): arrived, ate, went, laughed, etc.
- f) The use of verbal processes (saying verbs): asked.
- g) The use of simple past tense

b. Assessing Reading

To know students reading comprehension is achieved, the teacher needs to assess the students after they finish reading the text. According to Brown (2004), assessment is an ongoing process that encompasses a much wider domain such as asking a question, offering a comment, trying out a new word or structure of students performance. It is a broad term that includes testing. In other words, all tests are assessment, but not all assessments are test.

Brown (2004) has explained that there are some possible tasks teachers use in order to assess lexical and grammatical aspects of reading comprehension. They can be seen as follows:

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1) Multiple-choice

It is the most popular form in testing reading knowledge of vocabulary and grammar. Besides, it is also easy to be administered and scored rapidly. One of the types of multiple choice items can have a bit context, but it may provide as grammar and vocabulary check.

2) Matching tasks

Students should respond correctly in this task in which they match a correct format. Vocabulary is considered as the most appearing criterion in terms of matching procedure.

3) Editing tasks

This type is regarded as a test method to assess linguistic competence in reading because it provides editing for grammatical and rhetorical errors.

4) Picture-Cued Tasks

Pictures and photographs are widely used to assess ability at the selective level. There are some types of picture-cued method that may be used. First, students should be able to choose one of four pictures or photographs based on the text and passage that they read. Second, students are provided sentences and definitions in which each definition describes a labeled part of a diagram or picture. Students' task is to identify each labeled item.

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5) Gap-Filling Tasks

It is also known as “fill-in-the-blank” in which students are required to write a word or phrase. In an extent version of this task, students are required to make sentence completion items in which they read part of a sentence and write a phrase to complete the sentence.

From what is said above, it is clear that there are several tasks that may be used to assess students’ reading comprehension. These tasks are quite easy to be conducted by teachers because most of the procedures of all the tasks are simple and understandable enough.

2. Motivation in reading

There are many factors in educational word that can influence the students to be successful in learning activity especially in reading subject. One of its factors is an ability to motivate their selves, because if there is a motivation, it will make them feel enthusiastic to read, on the contrary if there is no motivation, it will dispirit their enthusiastic to read.

Pertaining to the idea, Cambria & Guthrie (2010, p.16) said that there are two sides of reading:

On one side are the skills which include phonemic awareness, phonics, word recognition, vocabulary, and simple comprehension. On the other side is the will to read. A good reader has both skill and will. In the “will” part, we are talking about motivation to read. This describes children’s enjoyments, their wants, and their behaviors surrounding reading.

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Based on the statement above, it can be concluded that if the students with the skill may be capable, but if the students without will, they cannot become readers, because their will power that can determine whether they read widely and frequently and grow into the students who enjoy and benefit from the literacy. So that the researcher thinks, as an educator we should care about motivation because it is the other half of reading.

Having a motivation in reading inside their selves is not enough without support from the other side. So, the role of the teacher in the subject of reading is needed. The role of the teacher in motivating his students is very important in part of language teaching. It is supported by Harmer (1998, p.52) states “clearly a major factor in the continuance of a student’s motivation is the teacher”. From that definition, it is clear that without the student’s motivation, it needs to be supported with the other sources of motivation, like the teacher. As the teacher, he or she has to make the students know and understand about the knowledge taught not only about that, but also the teacher should know how to make the teaching process in reading is interesting to them. The same point of view, Harmer (1998) stated the students continue to be intrinsically motivated if they interested both in the subject they are studying and in the activities the topics the teacher are presented with, so the teacher needs to provide them a variety of subjects and exercises to keep them engaged.

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In line with the statement Guthrie et al (2006, p.232) noted “when the students are engaged in reading, they comprehend better and have stronger reading outcomes than when they are not engaged”. So the more they are engaged in reading it will make their comprehending better than the one who are not.

As cited in Ciccarely & White (2006, p.344) “Motivation is what “moves” people to do the things they do”. If the students are motivated to learn especially in reading, they will be more active in the classroom and do such activity in reading in order to reach their goal of comprehending the text.

Based on those statements above, it will be concluded that motivation is a part that must be included in the teaching process. Without motivation, the students are not fully engaged in reading and do not fully achieve the purpose of their reading. It is not only important for the students to engage reading in the classroom activities but also it can determine the students to read from the activities in which they performed.

In term of reading, motivation to read has an important role due to reading activity. Edmunds & Bauserman (2006) stated that as an important factor in reading, the lack of motivation as the origin of the problems lot of teachers faced in the learning environment. It is known that reading motivation contributes to the students’ comprehension of

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they read and their reading success at school and its comprehension predict their achievement.

People generally read something because they want to or have a desire to do so and purpose to achieve. Someone who has a motivation in reading means that he or she felt the enjoyment of reading activity. The same concept of reading motivation stated by Guthrie & Cambria (2010) that reading motivation can be defined as the enjoyment and internal derives of reading activities for one's sake. It consists of text interaction for enjoyment to satisfy curiosity and to gain new challenging to broad readers' knowledge. While someone already finds the feeling of enjoyment in reading, he or she will do that reading activity regularly and automatically comprehend better.

Motivation in reading, especially for the students became the factor of how much information and comprehension someone will get after he or she read a text. "Reading motivation has a determining effect on students concerning how much they will read" (Guthrie & Wigfield, 2000, p.403). Based on those statements, motivation in reading not only predicts students' comprehension, but it also predicts how many students will read and how much time will spare.

The motivation of reading itself is affected by lots of factors, and those factors depend of the reader's personal reason in deciding their reading purposes. Those purposes could be the desire to seek knowledge, the pleasure of reading activity, or the enjoyment of learning the

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languages. Students usually increase their motivation in reading if they love the content of the book and environment that support them. Meanwhile, students will decrease their motivation if they could not find the enjoyment of reading and support from environment. Edmunds & Bauserman (2006) said that “social life including friends and parents, students’ freedom to choose their own book to read and also difficulty of books level is essential factors affecting reading motivation”.

Based on the explanation above, the researcher concludes that reading motivation is a kind of internal derives that pushes someone to read, it could come from internal or external. Reading motivation that come from internal causes by the reader’s personal desire to find information or maybe only for pleasure. While reading motivation comes from external derives, it may be caused by reader’s social life.

a. Self Construct

Here are some definitions of self construct according to Neill (2015):

1. Self-esteem

Self-esteem refers to general feelings of self-worth or self-value.

2. Self-efficacy

Self-efficacy is believed in one capacity to succeed at tasks.

General self-efficacy is belief in one’s general capacity to handle

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tasks. Specific self-efficacy refers to belief about one's ability to perform specific tasks.

3. Self-confidence

Self-confidence refers to belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy.

4. Self-concept

Self-concept is the nature and organization of beliefs about one's self. Self-concept is theorized to be multidimensional. For example, people have separate belief about physical, emotional, social, etc. aspects of themselves.

b. Motivation to read

According to Cambria & Guthrie (2010, p. 16-18) talking about motivation to read, it refers to interest, confidence and dedication.

1. Interest

When we think of motivation our mind first turns to interest. Motivation is enjoying book, being excited about an author, or being delighted by new information. Motivation comes in two forms, namely situational and enduring.

Situational interest is fascination with a detail in here and now: a picture in a book, a link in a Website, a funny comment by a character, or an amazing fact about animals will all excite situational interest. Situational interest can become enduring if it

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recurs with teacher (or other) continuing support. But the situational motivation is not sufficient to assure the full maturation of intrinsic motivation. One of four goals in school is to foster intrinsic motivation, the enjoyment and fulfillment in reading.

2. Confidence

Confidence refers to belief in your capacity, is tied intimately to success. A student who reads one page fluently thinks he can read the next page in the same book proficiently. A student who reads fluently and understands well is also sure of himself as a reader. Conversely, students who struggle begin to doubt their abilities. They expect to do poorly in reading, writing, and talking about text.

Believing they are worse than they really are, they stop trying completely. Retreating from all text interactions, they reduce their own opportunity to do what they want to do more than anything to be a good reader. Their low confidence undermines them even further in a cycle of doubt and failure. By middle school, breaking this cycle is a formidable challenge for teachers. For many students, a trusting relationship with their teacher makes all the difference in building confidence.

3. Dedication

Every student has the potential to be dedicated. Skill may be hard for some students to develop, but dedication is related to

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will. It is up to a student to decide whether to be dedicated or not.

Students are either avoidant, dedicated, or somewhere in between the two. Essentially, dedicated students persist, plan, and place a priority on their reading. These are three key signs of dedication in students.

c. Dimensions of reading motivation

Motivation in reading is affected by the reason of why someone does or avoids the reading activity. According to Watkins & Coffey (2004), reading motivation consist of eight main dimensions; those are grades compliance, involvement, social, competition, reading work avoidance, curiosity, recognition, and efficacy. Here are the explanations:

1) Grades-Compliance

Grades-compliance is combination factor of the compliance, grades and recognition 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, but focused on the specific reason to enjoying mystery stories. Reading involvement refers to the enjoyment involved with reading different kinds of texts; it is the feeling of engagement between the

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readers and their text. Mostly, the feeling of involvement appears because the reader itself really loves the reading activity.

3) Social

Social dimension of reading is a factor reflecting aspects of reading. This aspect is kind of internal desire to connect with others through reading activity. In addition, William states “dimension of social in reading motivation is the relationships among academic achievement and social goals, social competence, and social responsibilities” (Lai, 2003, p.110-111). Social dimension of reading sometimes can be a tool for someone to know how people around the reader can receive based on the knowledge they got through reading activity.

4) Competition

Reading competition is concerned with an individual's attempt to outperform others in reading. Dimension of competition in reading 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. It is the factor that identified why reader commonly avoids reading, and do not make reading as a habitual activity.

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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 desires to know a text. Commonly, curiosity comes from someone’s internal motivation to find information or reading for pleasure.

7) Recognition

Reading recognition is related to tangible forms of recognition such as teacher or peer approval in reading. 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 reader’s 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.

According to the above statements, the dimensions of reading can be concluded as eight main factors which can measure the student’s motivation in reading. According to those dimensions of reading, factors that motivate students to read can be found. Based on the eight theoretical dimensions of reading motivation, Watkins& Coffey (2004, p.113) created 32 questionnaires in order



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to measure learner's motivation to read, that are commonly known as *Motivation for Reading Questionnaires (MRQ)*.

d. Rules of engagement

There are some rules of engagement in reading according to Gambrell (2011):

1) Students are more motivated to read when the reading task and activities are relevant to their lives

The tips for helping students become more aware of the relevance of reading task and activities are have the students keep a reading diary of what they read during self-selected reading time. Encourage them to reflect on what they have read and write for 3 minutes about how the material connects to their own lives. This technique can be used for information as well as narrative text and in content area of reading lessons as well.

2) Students are more motivated to read when they have access to a wide range of reading materials

There is no doubt that reading aloud to students is a powerful and important way to motivate them to engage in reading for pleasure. Most teachers read books aloud to the students on a regular, if not daily, basis. In addition, to the teacher read-aloud, considering doing a weekly “teacher book selling session” in which it does a quick sharing of about 10 to 12 books—piquing children’s interest and curiosity about the books. Doing so will significantly increase the number of books that students know about, and

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students are far likely to choose a book that they know something about.

3) Students are more motivated to read when they have ample opportunities to engage in sustained reading

Some students who have low motivation to read do not read over the summer months when they are out of school. These students need to develop and build the habit of sustaining their engagement with text. At the beginning of the school year, instead of starting off with a period of 20 or 30 minutes of self-selected reading time, start with a shorter period of time—10 minutes, for example. Gradually increase reading time over a period of several weeks until students are able to sustain their engagement in reading for longer periods of time.

4) Students are more motivated to read when they have opportunities to make choices about what they read and how they engage in and complete literacy tasks

Struggling readers often make poor choices about texts to read for pleasure, most often selecting books that are too difficult. These students need help in learning how to choose appropriate reading materials. During teacher-student conference, teacher can support these students by selecting four or five books related to the students' interest that are the appropriate reading level and letting these students select which of these books they want to read. This is called bounded choice because students still get to choose what

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they want to read; however, the range of materials is narrowed to text at the appropriate reading level.

5) Students are more motivated to read when they have opportunities to socially interact with others about the text they are reading

After selected reading time, take 3 or 4 minutes for students to turn to a partner to do a “quick share” about what they have just read. Set a timer so that each partner gets a minute to a minute and a half to talk and then let the other partner have a turn. The only rules is that students must talk about what they have just finished reading.

6) Students are more motivated to read when they have opportunities to be successful with challenging texts

All students want to be viewed as reading challenging text. That is why so many struggling readers select texts that are far too difficult for their pleasure reading, instead of labeling classroom bookshelves as “Easy”, “Average”, “Difficult”, designate the bookshelves as “hard”, “Harder”, and “Hardest”—students do not mind selecting a book designate as “Hard”, whereas they are more likely to avoid books labeled “Easy”. This technique also works well for designating leveled learning stations.

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7) Students are more motivated to read when classroom incentive reflect the value and importance of reading

Students, like adult like to read books and materials that are new and up to date. Although there is always a place for a classic in any classroom library, there are probably a fair number of books that should be hulled from the shelves. I like to think of the classroom library as being similar to many a teacher's clothes closet. How many of us looked into a closet filled to a capacity with clothes and said, "I can't find a thing to wear!" when children are searching for the classroom library shelves for something to read, they often can't find a book of interest because the shelves are filled with old and outdated book.

If the teacher can receive permission to give a way these old and outdate books, they will become magic in the hand of your students. Labeled these books with colored tape or put them on a special shelf. When you have approximately 40 books on the shelf, pick a special day and tell the students that they can pick any book from the shelf that they would like for their home library.

3. The relationship between motivation in reading and reading comprehension

In learning activity, especially for the subject of reading, motivation is extremely needed. Both of intrinsic and extrinsic motivation should be included in the process of reading. So, it is not only the willingness of the students, because not all students have their

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willingness to read. So, in here the external factors like teacher in the school are needed.

As stated by Guthrie & Wigfield (2000) that reading motivation can determine students' on how much they will read. Whereas, Cambria & Guthrie (2010) state that reading skill includes phonemic awareness, phonics, word recognition, vocabulary, and simple comprehension.

From those theories, it is clear that if reading motivation affects the students' reading, if the students read, automatically it will include the components of reading skill, such as phonemic awareness, phonics, word recognitions, vocabulary and simple comprehension. So the if students get the motivation from their reading, they will read it, while they read it they will try to comprehend it.

Clearly, motivation in reading a text plays important role and it becomes a key to achieve student' comprehension in reading English text. The most important motivation is the motivations that comes from individual itself, because intrinsically students like reading and do it continuously, not because of reward or anything. It is also stated by Guthrie et al (2006, p.232)"when the students are engaged in reading, they comprehend better and have stronger reading outcomes than when they are not engaged". So the more they are engaged in reading it will make their comprehension better than the one who are not and if the students don't have that motivation, the goal of comprehending a text of reading is not achieved.



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In the process of reading, students usually have many problems, it is because there is no motivation inside their selves and even there is no support from people around them. It deals with Murcia (2001, p.199) that “motivation is another key to be successful in reading”. So, the teacher needs to consider how to motivate students to engage in reading.

B. Relevant Research

There are some relevant researches which have relevancy to this research.

The first title is “The Correlation between Reading Motivation and Reading Comprehension of the Second Year Students of Islamic Senior High School at Muslimun Bandar Seikijang District Pelalawan Regency” that was conducted by Richa Yusvidasanti (2012). She used questionnaire of reading motivation and test of reading comprehension. The finding indicated that the category of reading motivation and reading comprehension was high; it can be seen from the data showed 0.716. She concluded that there was a significant correlation between reading motivation and reading comprehension.

The second title is “The Correlation between Students’ Motivation in Writing English and Their Vocabulary Mastery at Tri Bhakti Senior High School Pekanbaru” that was conducted by Rismayanti (2015). She used questionnaire for the motivation in writing English and test for vocabulary mastery. The finding indicated that the category of motivation in writing English and vocabulary mastery was strong; it could be seen from the data



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showed 0.9321. She concluded that there was a significant correlation between students' motivation in writing English and their vocabulary mastery.

C. Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to motivation in reading and variable Y refers to reading comprehension.

The indicators of variable X are:

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

The indicators of variable Y are:

1. The students have an ability to identify setting of narrative text
2. The students have an ability to identify purpose of narrative text
3. The students have an ability to identify meaning of vocabulary of narrative text
4. The students have an ability to identify language feature of narrative text.



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5. The students have an ability to identify generic structure of narrative text

D. Assumption and Hypothesis

1. Assumption

In accordance with the problems, motivation in reading tends to be the most influential variable toward reading comprehension. Then, the writer would like to indicate assumptions of the research as follows:

- a. The higher students' motivation in reading the better reading comprehension the students can get.
- b. The lower students' motivation in reading the worse reading comprehension the students can get.

2. Hypothesis

a. Null Hypothesis (Ho)

There is no significant relationship between students' motivation in reading and their reading comprehension at the second grade of State Senior High School 1 Kateman.

b. Alternative Hypothesis (Ha)

There is a significant relationship between students' motivation in reading and their reading comprehension at the second grade of State Senior High School 1 Kateman.