CHAPTER I
INTRODUCTION

A. Background of Information

According to Hunt, 2004, p. 137 (in Hermida, 2009), reading is a process shaped partly by the text, partly by the readers' background, and partly by the situation of the reading. Reading as an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. Stephenson and Harold (2009) said that "Reading is a part of the way we use language in daily life to gather information, comm unicate with others and also for enjoyment". By reading, the readers know kinds of information in the text. Talking about reading, we can not seperate it with comprehending a reading sources. Comprehension is one of the keys to get successful in reading. Without comprehension, reading will be useless. Because the goal of reading is to comprehend what we read. Clara Wong Kee, (in Murcia, 1991) states, "reading comprehension is a process of making sense of a written text". It means that students are required to have good interaction with the texts in order to get exact or close meaning of the text. So, reading comprehension can be told as the core of reading itself.

In reading comprehension, the reseacher used the narrative text in the research. The purpose of narrative text is to amuse the reader/listener with actual imaginary experience in difference ways (Sudarwati & Grace, 2006). The indicators of reading narrative text that should be mastered to the students are; identifying the topic of the text, identifying the meaning of the

text, identifying the goal of the text, etc. So that, narrative text is the text that tells something imaginative or something that is just a fantasy or tell a about the story in the past and the goal is only to entertain the reader. For example is the story about Putri Pinang Masak, The Cat and The Mouse, Snow White, Malin Kundang, etc. Narrative text is text that most of students like it. So many stories can be read by the students. Narrative text can be used to make the students more interested and motivated in reading, especially in reading text. In other hand, the teacher should increase the students' motivation in learning English especially to make them interested in reading by using narrative text.

Motivation is kind of internal drive which pushes someone to do somethings in order to achieve something (Harmer, 2001). Harmer explained that motivation motivates the person to reach the goal. A good motivation also has several aspects, such as pay attention to the material, encourage in leraning, interested in learning, always study hard, commitment of doing the tasks, have enthusiastic in learning and attendance list (Supriyadi, 2008). There are two kinds of motivation which are intrinsic motivation and extrinsic motivation. Intrinsic motivation is related to an internal wish to do something. Deci (in Oletic and Ilic, 2014) defines instrinsically motivated activities as: "the ones for which there is no apparent reward except the activity itself" (p.25). In other hand, extrinsic motivation is the motivation that student studies and learns for other reason or to receive a reward. So, motivation is one of the factors that causes the student's achievement in

learning. If the students' learning motivation is good, it means that the students' achievement also will be good.

In the end of the process of teaching and learning, there is an achievement that should be achieved by the students. By giving assessment/test the teacher knows the ability or the success of material that has been given. Accroding to Nawawi in Malik (2005), ''students' achievement is the success rate of students in the study of school subjects expressed as score, derived from the results of the test, and about the material that has been presented'' (p.67).

Islamic Senior High School is one of Senior High Schools in Sanglar, Tembilahan. In teaching and learning English especially in reading narrative text, the teacher uses textbook, and they teach based on the syllabus of national curriculum of English subject / Standard Based Curriculum (KTSP*). The Standard Minimum Score (KKM/Kriteria Ketuntasan Minimum)* for English subject (Writing, Speaking, Reading, and Listening) is 70. Most of students couldn't achieve KKM.

In fact, based on the writer's observation in Islamic Senior High School Sabilil Huda Sanglar, the writer found that there were many problems that happened in this school especially at second grade. The students were still difficult to get the standard minimum score in English especially in reading text. Even though they have been taught English for 2 hours a week in the 3th semester in this school. The problems will be increased if the

teacher cannot give a good solution. The problems can be seen from the following symptoms:

1. Most of students' learning motivation in English especially in reading text was good but their achievement in reading text was not good.
2. Most of students became passive when facing a reading text.
3. Most of students paid attention in teaching and learning process but they were still difficult when doing the task.
4. Most of students had lack of vocabulary.

Based the symptoms explained above, motivation should be present in each student. So, they can improve the quality of learning and good learning performance. There are several important roles of motivation in teaching and learning, are; a) determine the things that can be used as reinforcement learning, b) clarify learning objective to be achieved, c) determine the range of control over learning stimuli, d) determine the persistence of learning.

Based on the explanation above, the writer was interested in conducting a research entitled **"The Correlation between Students' Learning Motivation and Their English Learning Achievement in Reading Narrative Text at Eleventh Grade of Islamic Senior High School Sabilil Huda Sanglar - Tembilahan".**

B. The Problem

1. Identification of the Problem

Based on the background above, it is clear that most of the students at Eleventh Grade of Islamic senior high school Sabilil Huda sanglar need motivation in reading text, and most of them can not get a good achievement in reading. The problems are identified into the following identifications:

a. What were the factors that make most of students learning motivation in English especially in reading text was good but their achievement in reading text was not good?

b. What caused most of students became passive when facing a reading text?

c. What were the factors that most of students paid attention in teaching and learning process but they were still difficult when doing the task?

d. What caused most of students had lack of vocabulary?

2. Limitation of the Problem

After identifiying the problems of this research, the researcher was necessary to limit and focus her research problems on The Correlation between Students' Learning Motivation and Their English Learning Achievement in Reading Narrative Text at Eleventh Grade of Islamic Senior High School Sabilil Huda Sanglar – Tembilahan.

3. Formulation of the Problem

Based on the problem limited above, the problems are formulated into following reseach questions:

a. How is Students' Learning Motivation at Eleventh Grade of Islamic Senior High School Sabilil Huda Sanglar - Tembilahan?

b. How is Students' English Learning Achievement in Reading Narrative Text at Eleventh Grade of Islamic Senior High School Sabilil Huda Sanglar - Tembilahan?

c. Is there any significant Correlation between Students' Learning Motivation and Their English Learning Achievement in Reading Narrative Text at Eleventh Grade of Islamic Senior High School Sabilil Huda Sanglar - Tembilahan?

C. The Objectives and Significance of the Research

1. The Objective of the Research

The researcher carries out this research for several objectives as stated bellow:

a. To get information about the Students' Learning Motivation at Eleventh Grade of Islamic Senior High School Sabilil Huda Sanglar – Tembilahan.

b. To get information about the Students' English Learning Achievement in Reading Narrative Text at Eleventh Grade of Islamic Senior High School Sabilil Huda Sanglar – Tembilahan.

c. To get information about the significant Correlation between Students' Learning Motivation and Their English Learning Achievement in Reading Narrative Text at Eleventh Grade of Islamic Senior High School Sabilil Huda Sanglar – Tembilahan.

2. The Significance of the Research

1. Hopefully, this research is able to benefit the writer as a novice researcher in learning how to conduct a research.

2. These research findings are also useful and valuable information for both students and teachers of English at Eleventh Grade of Islamic Senior High School Sabilil Huda to be the future focus of teaching and learning English.

3. Besides, these research findings are also expected to be valuable information for those who are concerned in the field of teaching and learning English as a Foreign Language.

4. Finally, these research findings are also expected to be practical and theoretical information to the development of theories on language teaching in general.

D. Reason for Choosing the Title

There are some reasons why the writer is interested in conducting her research. This research is motivated by following reasons:

1. The title of this research is relevant to the writer's status as a student of English Study Program.

2. The title of this research is not yet investigated by other previous researchers.

3. The location of this research facilitates the writer for conducting the research.

E. Definition of the Term

There are so many terms involving in this research. In order to avoid misunderstanding toward the terms used, the following terms are necessarily defined as follows:

1. Correlation

Richards and Partner mentioned this term (2002, p.128), correlation is a measure of the strength of the relationship or association between two or more sets of data. In other words, the term correlation refers to the design of her research to correlate two different variables (independent variable and dependent variable). Independent variable (X) refers to students' learning motivation. While dependent variable (Y) refers to learning English achievement in reading narrative text at eleventh grade of Islamic Senior High School Sabill Huda.

2. Learning Motivation

Uno (2013, p.23) stated that learning motivation is internal and external drive to students who are learning to hold a behavior change. So that motivation is as drive to make a person want to do something.

3. Achievement

Achievement is obtained by the students after learning activities (Djamarah and Zain, 2006). Achievement is the students' outcomes after following teaching and learning activities.

4. Reading

Neil Anderson points out "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning".

5. Narrative Text

Narrative text is the text to amuse or to entertain the readers/listeners with actual or imaginary experience in different ways (Sudarwati & Grace, 2006, p. 152). Narrative text is one kind of texts that tells the story in the past and make the students more interested in reading.