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CHAPTER II REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Learning Motivation

In learning process, motivation is needed, because a person without motivation in learning is impossible to do learning activity. Someone who has the goal in the activity surely has motivation. Motivation is an encouragement contained in a person attempted to make better changes in behavior to fulfill the need. As a human, motivation is one of the goals that should exist within our self. In other words, someone does something because there is motivation that makes him or her to achieve something. Uno (2006) stated “Motivation is basic drive that makes a person to behave” (p.1).

In learning activity, the students also need motivation, they will learn enjoyably because they have it. There are several characteristics of motivation (Djamarah, 2014, p. 102), are: a) Diligent in doing the task, b) have spirit when doing the task, c) show the interesting in variety of the problems, d) work independently, e) bored with routine tasks or mechanist.

Wittaker in Baharuddin (2016, p.63) noted that learning may be defined as the process by which behavior originates or is altered through training or experience.

a. Kinds of Motivation

There are two factors that are shown in motivation, intrinsic motivation and extrinsic motivation.

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1) Intrinsic motivation

Intrinsic motivation is the passion and desire of success and an encouragement of learning need, and hope of ambitions (Uno, 2006, p.23). In other words, intrinsic motivation is motivation within students itself. The students learn with their own need, not from someone. They learn because they need, they act because they need, and they have something that they have to achieve. Santrock (2009, p.204) said, “Intrinsic motivation is doing something because to reach the goal itself”.

There are 4 kinds of intrinsic motivation in Santroc (2009, p.205), are: 1) self determination and personal chosen, 2) optimal experience and appreciation, 3) interest, 4) cognitive engagement and self responsibility. So, from the theory above, the students are motivated because they are given some choices. Researchers find out that the students’ intrinsic motivation in school tasks is increased when the students have chooices and chance to bear the responsibility (Grolnick et al., 2002; Stipek, 2002).

2) Extrinsic Motivation

Extrinsic motivation is motivation that comes from students outside. Extrinsic motivation is needed to make student want to learn. Called as extrinsic motivation if the students resides in some factors outside the learning situation (Djamarah, 2011, p. 15). Factors of extrinsic are a reward, the conducive environment, and interesting

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learning activity (Uno, 2006, p. 23). It can be concluded the students learn because there is something that make them interest in learning.

According to Santrock (2009), “Extrinsic motivation is doing something to reach another things (a way to achieve a goal)” (p.204). For example, the students study hard in examination because they want a good score in the lesson.

The students who are motivated in learning, they will try to learn well and diligently, and hope they get a good achievement. In this case, motivation to learn causes a person learn diligently. Otherwise, when the students are less or have no motivation to learn, they will be bored in learning and doing something else in learning process.

b. Kinds of Motivation in the School

In learning process, intrinsic and extrinsic motivation are needed. There are 11 ways to increase motivation in learning activity in the school (Sardiman, 2014, Pp. 92-95) as follows:

1) Give the Score

Most of students learn to achieve the high score / good score. Good score is as motivation and very important for the students.

2) Reward

Reward is also called as motivation, but not always.

3) Competition

Competition can be used as a tool to make student increase in learning.

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4) Ego-involvement

Make the students feel the importance of the task and receive it as challenge so they will study hard to solve it.

5) Give Formative Test

Students will study hard if they know there is an examination.

6) Know the Outcomes

By knowing the score of the test, or the test is satisfying, it makes students study hard more.

7) Praise

If the students are successful in exam, they should be given praise.

8) Punishment

Punishment as negative reinforcement, but if teacher uses it in right away, it can be as motivation.

9) Feeling to Learning

10) Interest

11) Avowed Goals

c. Techniques of Motivation in Learning

There are several techniques of motivation that can be used in learning:

1. Verbal Appreciation Statement

The statement like “very good”, “great”, and “fabulous”, besides to make the students fun, verbal statement has meaning interaction and personal experience directly between teacher and students.

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2. Use the Test Score as an Encouragement Success

Giving the test score is a way to increase the students learning motivation.

3. Raises of Curiosity

In this cases the teacher gives puzzles, contradiction, that make the students try hard to solve it.

4. Make Early in Learning Easier for Students

By giving a reward early in learning makes the students enthusiast in previous learning.

5. Use Familiar Material as an Example in Learning Process

6. Use Simulation and Games

It makes the students remember about the material that has been done.

7. Clarifying Learning Objectives to be Achieved

If learning objective is clear, so the students direct effort to achieve it.

8. Make a Good Competition Among Students

This situation gives students chance to measure their knowledge and as the principle of the individual's desire to always be better than others.

9. Developing a Competition with Their self

By giving the tasks, the students can compare their success in completing the task.

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10. Provide a Positive Example

d. Principles in Learning Motivation

To make motivation optimaly in the classroom, the principles of learning motivation should be explained in learning activity. There are several principles in learning (Djamarah, 2011, p.152):

- a. Motivation as drive in learning activity
- b. Intrinsic motivation earlier than extrinsic motivation in learning
- c. Give motivation as praise better than punishment
- d. Motivation has relationship with need in learning
- e. Motivation can increase optimism in learning
- f. Motivation expresses an achievement in learning

2. The Nature of Reading

Reading is a process undertaken to reduce uncertainty about meanings of a text conveyed. Nunan (2003) in Syahputra (2014, p. 87) stated that reading is a set of skills that involves making sense and deriving meaning from the printed word. So, reading is the practice of using the text to create the meaning. An aim of most language teaching programmes should be to develop the students' reading competence.

Reading is the process of getting the information, so many information we can get by reading in the text or reading is also as an activity with a purpose. Reading comprehension is the process of constructing the meaning by coordinating a number of complex processes

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that include word reading, word and world knowledge, and fluency (Kingler, 2007) in Syahputra (2014).

So, reading comprehension is an interaction between the writer and the reader. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012).

a) Types of Reading

Depending on the purposes of reading, it also can be classified into two types of activities, they are as follows:

1. Intensive Reading

Intensive reading is reading shorter texts to extract specific information. Intensive study of reading texts can be means of increasing learners' knowledge of language features and their control of reading strategies

2. Extensive Reading

Extensive reading is a form of learning from meaning focused input or reading longer texts, usually for pleasure. During extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning language features of the text (Syahputra, 2014, p. 95).

According to Graham Stanley, extensive reading involves the students reading long texts or large quantities for general understanding, with the intention of enjoying the texts. It means that

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students are given freedom or choose their own topic which they think is interesting to be discussed (short stories, novels, tales, etc). The students, in extensive reading, usually are asked to write a summary after reading an article / passage.

b) The Purpose of Reading

Commonly, every people in the world have purpose when they make something. Reading also has some purposes. As we know that reading is one of the ways in getting information which is presented in written form. By reading and mastering English, a person can gain information from all over the world.

According to Steward and Clark (1985) in Afriani (2007), the aim of teaching is to develop students' comprehension about written form. It is an active thinking process that depends on that comprehension skill, actively involves and interacts with the text to get the message out. Because, the reason for reading is to understand other peoples ideas. There are four purposes of reading:

a. Reading for pleasure

It is not absorbing every detail when reading for pleasure, to remember all facts or to read critically, the student may read material rapidly, such as reading novel, bibliography, and many magazines articles.

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b. Reading for specific information

When hunting information such as name or date within reading material, the student should skip and skim in order to make the best use of the reading time. Skipping means jumping over large portion of material that is not needed to serve his reading purpose. Skimming means moving his eyes rapidly down a page of type, stopping to read only significant fact and phrases.

c. Reading for copying and checking

Many students do a great deal with this kind of reading. Every semester assignment and typing works must be checked. It requires reading. This reading needs more concentration and attention, that error may be detected and corrected.

d. Reading for absorbing information

Reading for absorbing information is always required by students, whether the reading material is from textbook or from source material. The students must read for meaning, so that they will remember what they read.

From the elaboration of the reading purposes about, writer can conclude that there are two main purposes of reading: the first is for getting information, and the second is for pleasure or interest.

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c) Models of Reading

- a. Bottom up models : refer to decoding of individual linguistic units on the printed page, working one's way up from smaller to larger units to obtain meaning and to modify one's prior knowledge (carrell 1988).
- b. Top down models begin with the reader's hypotheses and predictions about the text and his or her attempts to confirm them by working down to the smallest units of the printed text.

d) Reading Narrative Text

Narrative text is the text to amuse the reader / listeners with actual or imaginary experience in different ways (Surdawati & Grace, 2007, p.52). In other hand, narrative text is the text used to make the students interested in learning English especially in reading text. Actually, the children or teenager or students like story very much.

Text organization of narrative text are; orientation (who were involved in the story, when and where), complication (a problem arises and followed by other problems), and resolution (provide solution to the problem).

Language features of narrative text are; the use of noun phrases (e.g. a beautiful princess), the use of connectives (e.g. first, before that, then, finally), the use of adverbial phrases of time and place (e.g. in the garden, two days ago), the use of simple past tense (he walked away from the village), the use of action verbs (e.g. sleep, walk, wake up), the

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use of saying verb (e.g. say, tell, ask), the use of thinking verbs, feeling verbs, verbs of senses (e.g. she felt hungry, she thought she was clever).

e) Teaching Reading

Reading is a very complex process involving many physical, intellectual and emotional reactions. The physical variable i.e., visual perception (perceptual skill) is a prerequisite of accurate and rapid reading. However, many people, including several professional teachers, think that reading merely involves the ability to sound the words printed on a page.

Teaching reading basically aims:

1. Development of reading skills; study skills; comprehension skills.
2. Introduction (or practice) of an important/ new genre, e.g. poem, flowchart, etc.
3. Creation of a new interest or a chasing in on current interest so that pupils will read more.
4. The ironing out of old (bad) habits, e.g. word by word reading.
5. The development of flexible reading strategies, e.g. skimming for obtaining an overview and reading intensively to obtain an accurate picture of what is being described.

f) Effective Reading Lessons: Before, During and After Reading

When teaching reading you need to decide on your intended learning outcomes for reading and select appropriate texts in terms of motivating and interesting content and the level of difficulty of the text.

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Once you have done this you need to select or design suitable activities to help students achieve the learning outcomes.

These activities are suitable for whole class, small group and individual instruction.

a. Before Reading Activities

Preparing students for what they are going to read can make comprehension much easier. The preparatory activities below aim to help students understand the kind of text they will read and the overall meaning of the text. To do this, the activities activate background knowledge, draw on students' experiences, develop interest, encourage students to make predictions and teach essential vocabulary for an understanding of the text. The following activities provide just a few examples which may offer you some ideas for designing your own activities:

- 1) Brainstorm learner's feelings / experiences of ideas/themes linked to the story in some way
- 2) Introduce essential vocabulary using visuals, sketches and realia
- 3) Discussion
- 4) Focused questions to check understanding of key concepts
- 5) Prediction activities using key vocabulary, visuals, realia
- 6) Sequencing pictures
- 7) Sequencing a series of key words

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b. While Reading Activities

The main aim of these activities is to help students develop reading strategies that effective readers use while reading. This involves focusing on the micro-skills of reading such as skimming or reading for gist, using prediction skills, reading for the main ideas, reading in detail, scanning for specific information, using reference skills, and inferring the meaning of unfamiliar words.

a) Reading for gist

When we read for the gist we skim the text quickly to get a general idea of what the text is about. The following activities should be completed in a very short space of time; 30 seconds to one minute depending on the length and level of difficulty of the text. They aim to help students decide if they want to or need to read a text or to show students that understanding a few words is sometimes sufficient to get an idea of what the message contains:

- 1) Choose the appropriate title/headline for the text
- 2) Choose the best picture for the text
- 3) Do you think it's a true story?/Is it a happy or sad story problem?
- 4) Which of the class predictions was right/closest

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b) Reading for main ideas

When we read for the main ideas we read the text carefully enough to identify the main points of information without being concerned about the details. The following activities aim to encourage students to identify the main points in a text:

- a. Answer true/false questions
- b. Answer multiple choice questions
- c. Predict the endin
- d. Sequence the pictures/check before reading sequencing
- e. Sequence events
- f. Summarizing a text

c) Reading in detail

When we read in detail we read carefully and sometimes more slowly to make sure that we have understood the meanings of the text. The following activities aim to show students that careful reading is sometimes required and to equip them with strategies for understanding important details in a text:

- a. Identify the following vocabulary/realia sequence them
- b. Follow written instructions
- c. Complete a cloze activity
- d. Categorizing texts
- e. Skeleton texts
- f. Retelling the story

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- g. Working out the meaning of unfamiliar words, for example by matching synonyms; tracing vocabulary chains; identifying word collocations.

c. After Reading Activities

The main aim of after reading activities is to give students the opportunity to react to the text in a personal way and to go beyond the text itself:

1. Offering personal opinions about the text
2. Completing the sentences
3. Choosing characters from a set of visuals.
4. Telling the story from another perspective; another character, another observer, with a change of attitude etc
5. Retell/comprehend the story in another language form e.g. written narrative form, newspaper story that link to particular characters
6. Read similar texts independently and silently. An effective way to encourage such reading is through the use of a reading 'corner' or areas in the room where children can read independently.
7. Another extremely effective strategy to encourage ongoing reading is to ensure children are in a 'print saturated' environment in the classroom where they have to use their reading skills in real contexts e.g. reading the daily schedule, reading class 'rules', or sharing poems or stories written by others.

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g) Principle in Assessing Reading

Based on Brown's (2004) in Ikaningrum (2013, 74), there are several types of reading performance that are typically identified and these will serve as organizers of various assessment task.

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom up processing is implied. Assessment of basic reading skills may be carried out in a number of different ways:

1. Reading aloud

The test-taker sees separate letters, words, and/or short sentences and read them aloud one by one. Since the assessment is reading comprehension, any recognizable oral approximation of the target response is considered correct.

2. Written Response

The same stimuli are presented and the taker's task is to reproduce the probe in writing.

3. Multiple Choice

Multiple choice responses are not only a matter of choosing one of four or five possible answers. Other formats for low levels of reading include same/different, circle the answer, true/false, choose the letter and matching.

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4. Picture – Cued Items

Test-takers are shown a picture, such as the one on the next page, along with written text and are given one of a number of possible tasks to perform.

b. Selective

In order to ascertain ones' reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language. The certain typical tasks that are used as follow: picture-cued task, brief paragraphs and simple charts and graphs. A combination of bottom up and top down processing may be used.

1. Multiple Choice

This format is one of the popular methods of testing a reading knowledge of vocabulary and grammar. The reasons because of practicality; it is easy to administer and can be scored quickly.

2. Matching Tasks

Matching is an appropriate format. The test-taker's task is simply to respond correctly.

3. Editing Tasks

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in English.

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4. Picture-Cued Tasks

Picture and photographs may be equally well utilized for examining ability at the selective level.

5. Gap-Filling Tasks

Gap-filling can be also said as fill in the blank items. The test taker's response is to write a word or phrase.

c. Interactive

Reading is a process of negotiating meaning. The reader brings to the text a set of schemata for understanding it and intake is the product of interaction. Some typical genres included are anecdotes, short narratives and descriptions. Besides, questionnaires, memos, announcements, directions, recipes are also included in this category. Top down processing is typical tasks, although some instances of bottom up performance may be necessary.

1. Cloze Tasks

Cloze Task is the ability to fill in gaps in an incomplete image (visual, auditory or cognitive) and supply omitted details.

2. Impromptu Reading Plus Comprehension Questions

The most common technique for assessing reading is read a passage and answers some questions technique.

3. Short Answer Tasks

A popular alternative to multiple choice questions following reading passages is the age-old short-answer format.

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4. Editing

In editing tasks, there are several advantages gained in the longer format. They are authenticity is increased, the task simulates proofreading one's own essay, the task designer can draw up specification for a number and rhetorical categories that match the content of the courses.

5. Scanning

Scanning is a strategy used by all readers to find relevant information in a text. It is a kind of reading a text quickly, going through a text to find a particular piece of information.

6. Ordering Tasks

This is also called strip story technique. That is assembling little strip of paper with a sentence on it into a story.

7. Information Transfer

This is a technique to comprehend charts, maps, graphs, calendars, diagrams, etc.

d. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books. These reading activities are usually done outside classroom hour. Top down processing is assumed for most extensive tasks.

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1. Skimming Tasks

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Assessment of skimming strategies is usually straightforward.

2. Summarizing and Responding

One of the most common means of assessing extensive reading is to ask the test-taker to write a summary of a text.

3. Note-Taking and Outlining

Reader's comprehension of extensive texts can be assessed through an evaluation of a process of note taking and/ or outlining.

3. Definition of Learning Achievement

Arikunto (2008, p. 269) stated that learning achievement is a level of achievement that has been achieved by the students towards the goals set by each field of study after following the teaching program in a certain time. In other hand, achievement is important thing to measure how far our effort and skill can be reached. It is as a result of our activity which we have done, especially in learning.

Learning achievement can be determined by measurement or assessment. According to Suryabrata (2005) in Hamdu and Agustine(2011), students' achievement can be measured by giving specific tasks, ask a few questions relating to specific subject, giving the test to the students after following the subject, and giving formative test (p. 83).

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Based on the theories above, it was explained that students' achievement is the students' ability levels in learning activity. There are many factors that influence student's learning achievement, such as, students' behavior in learning, teacher, teaching and learning process in the classroom, environment, etc. The students will be successful in learning if they have achievement, so, learning achievement is important because it can determine student's success in learning with effort and skill.

a. Learning English Achievement in reading Narrative Text

Learning English Achievement in reading narrative text means that students' learning outcomes that are achieved in learning English especially in reading narrative text by using test as a tool to measure the students success in learning, it can be oral test or written test.

b. Factors that Influence Learning Achievement

Every activity that we do absolutely has factors that influence it either motivate or demotivates factors. Like as others activities, learning achievement is also influenced by some factors.

Factors that influence learning achievement can be divided into two general group, these are internal and external factors (Rane, 2010, para 4-6).

1. Internal Factor

Internal factors consist of two general groups, these are physiological factors and psychological factors.

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a. Physical Factors

There are two kinds of physiological condition. The first is general physiology condition. This condition influences students learning process. Students who have good health condition will increase their learning capacity.

The second is particular physiology condition that is related to the function of five senses in learning process especially sight and hearing, and also another physical defect will disturb students concentration in learning process.

b. Psychological factors

There are two types of psychological factors, these are cognitive and non-cognitive variable. Cognitive variable consist of talent and intelligence. While non-cognitive variable consists of interest, motivation and students maturity.

a) Intelligence

According to David Wechsler, intelligence is people's ability to think and act in order and also handle and master the environment effectively. Intelligence factor is related to IQ. Every people have different IQ level. Someone who has IQ 110-140 is categorized as smart people, and people who have IQ over 140 are categorized as genius people. This category has potency to finish under graduated. Someone who has IQ less than 90 is categorized as dullard and has many difficulties in learning.

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This factor has big influence for students learning achievement.

b) Talent

Every people have different talent and someone will learn something that is appropriate with his/her talent. Someone will be easier to learn something based on his/her talent.

c) Interest

Students who don't have interest to a subject will appear difficulties in learning. Interest occurs from students learning needed become support for them to do learning process.

d) Motivation

Motivation pushes someone to get good achievement and reaches the success or gets something that becomes his/her goal and someone's participation in a project.

Motivation as internal factor has function to occur, becomes a basic and directs learning process. Motivation can determine the way to reach the goal, so learning success is as big as motivation. Someone who has big motivation will study hard, doesn't give up, and always read books to increase his/her achievement.

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e) Students Maturity

Maturity factor has important role for students' development either physical or spiritual to reach a good cognitive, affective and psychomotor development.

2. External factor

External factor is factors that come from students' environment.

External factor can be divided into some kinds such as:

a. Family

Family is center of main education for students. Some aspects that are included in this factor are:

1) Parents education

In the family every people or student needs attention from her/his parents to reach her/his learning achievement. Parents will determine whether students can reach high learning achievement or not. Parents' care is shown by affection, advices, etc.

2) Relationship between parents and children

In the family, there must be a good relationship between parents and children. It will occur peacefulness, composure and tranquility. It can create good learning condition so students learning achievement can be created well

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3) Economic condition

Economic level that is categorized as poor family makes parents not prepare enough learning tools for their children and even makes students not get a good education place. It will become inhibitor for children to learn well and increase learning achievement.

4) Home condition

Home condition that is very crowded makes children not learn well. Their concentration will be disturbed by the noise so they will feel too hard to study.

b. School

1) Teacher

Teacher is one of school environmental factors who has important role to increase students' learning achievement. Teacher is a subject in education who has duty to transfer the knowledge to the students. So, a teacher has to be able to master the topic that will be transferred and can explain it well and control class condition.

2) Learning media

The lack of learning media makes the learning process become ineffective especially practicum subject. The lack of laboratory tools will lead to students' difficulties in learning, so

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teacher uses lecturing method that makes student become passive and it is possible to hamper students' learning achievement.

3) Infrastructure

The condition of infrastructure refers to class room. The room has to be comfortable to learn so that students can concentrate in learning. The classroom that is not comfortable for example dark or sultry will break students concentrate so the learning process will not run well.

4) Curriculum

“Curriculum that can fulfill society demand is good and balanced curriculum. The curriculum also has to be able to develop all of students' behavioral aspect, beside students' need as society.” Slameto, 2003:93)

5) School time and discipline

The best time for learning process is in the morning because students' condition is still optimal in the morning. If learning process is in the afternoon, students' condition is not optimal anymore to learn. Besides that, discipline also gives influence to students learning achievement.

c. Social and mass media

1) Mass media such as: cinema, newspaper, magazine, radio, and TV. These things will hamper learning process if students spend so much time for those things, so they forget to study.

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2) Social condition such as peer, neighbor and activity in society. These three factors have big influence in students' learning achievement, for example, students follow so many organizations, it will make students ignore their study.

c. Learning Achievement Evaluation Approach

Santrock (2009) stated that "students' achievement can be assessed by comparing them with the other students' achievement or with standard of achievement that have been predetermined" (p. 387).

a. Norm - Referenced Grading

Assessment system is based on a comparison of a student's achievement with another student's achievement in the classroom or from other classes and other students. With a system like this, students get high score because of better achievement than their classmates and students' scored is low because of poor performance.

b. Criterion – Referenced Grading

Assessment system is based comparison with a predetermined standard. Assessment with criterion – referenced refers to absolute ratings. Criterion – referenced is based on the proportion of points obtained in the test or the level of mastery that is achieved in achievement skill and fulfill all of the criteria that had been predetermined.

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d. The Minimum Limit of Learning Achievement

The minimum limit of achievement in learning is always associated with disclosures effort to learn. There are several measurement norms level of students success after following teaching and learning activity, norm scale figures start from 0-10, or 10-100 and norms learning achievement is by using symbol letter A, B, C, D, and E.

Table II.1.
Comparison of Numbers, Letters and Predicates

Symbols of Number			Letter	Predicated
8 – 10	80 – 100	3,1 – 4	A	Very Good
7 - 7,9	70 – 79	2,1 – 3	B	Good
6 - 6,9	60 – 69	1,1 – 2	C	Fair
5 - 5,9	50 – 59	1	D	Poor
0 - 0,49	0 – 49	0	E	Failed

Source: Muhibbin Syah (2006)

e. Achievement Test

An achievement test is a test of developed skill or knowledge (Zulkifli, 2016, p. 24). The most common type of achievement test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction. In other hand, achievement test is to measure the student's ability within a classroom lesson, unit, and even total curriculum.

High achievement scores usually indicate a mastery of grade-level material, and the readiness for advance instruction. Low achievement scores can indicate the need for remediation or repeating a course grade.

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4. Learning Motivation and Achievement

Learning motivation and achievement have symbiotic relationship. Both of them cannot be separated. Djamarah (2011) stated that “The strangeness or weaknesses of learning motivation in a person also affect the success of learning activity” (p. 201). It is also supported by Sardiman (2014). “With their diligent effort especially mainly based on the motivation, a person in learning will reach a good achievement” (p.86). So, someone cannot get a good achievement without motivation in learning.

We know that motivation is very important for a person. Because, it drives a person to reach / achieve the goals. If the students always have motivation in learning activity, they will be easy to get a good achievement. Motivation also increases the interest of a person in any activity in daily life. The person who has motivation is not easy to give up. So, a teacher should give motivation to the students to make teaching and learning more interesting.

B. Relevant Research

The first research that is taken by writer in this research is a research that was conducted by Murniasih (2013), the title is The Correlation between Students’ Motivation in Reading and Their reading Speed at the Second Semester of Department of English Education State Islamic University of Syarif Hidayatullah Jakarta. The objective of this research was to see the

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correlation between students' motivation in reading and their reading speed. From the calculation by using *Pearson's Product Moment* formula, it was obtained that the value of "r" product moment (r_{xy}) or "r" observation (r_o) was 0,64. The degree of freedom (df) was 28. The level of significance of 5% was 0.304, and the level of significance of 1% was 0.393. It means that the hypothesis r_o was bigger than r_t ($0.64 > 0.304$ and $0.64 < 0.393$). The result of hypothesis of this research was: alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected, it means there is correlation between students' motivation in reading and their reading speed.

Second is a research conducted by Radinal Mukhtar (2015), the title is *The Correlation between The Students' Learning Motivation and Their Art Learning Achievement at Tenth Grade Students of SMA PIRI 1 Yogyakarta*. The aims of this research were to know; 1) the students' learning motivation at Tenth Grade students of SMA PIRI 1 Yogyakarta, 2) Art learning achievement in music subject at tenth grade students of SMA Piri Yogyakarta, and 3) the correlation between students' learning motivation and their art learning achievement at tenth grade students of SMA Piri 1 Yogyakarta. In this research, the reseacher used questionnaire and test. After conducting the research, the reseacher found that, 1) the mean of learning motivation was 60.77 or categorized into good level, 2) the mean of art learning achievement was 80.77 or categorized into very good level, and 3) there was a possitive correlation and a significant correlation between students learning motivation and their art learning achivement. It showed by the value of r_o was bigger than r_{table} ($0.492 > 0.288$) and the significant value

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was 0.000, it means that <0.05 ($0.000 < 0.005$). The data showed that the r_{xy} was smaller than t_{table} ; r_{xy} was 0.271 and t_{table} was 0.312. It can be inferred that the Null Hypothesis was accepted, which states that there is no significant correlation between students' learning motivation and their achievement in English.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding.

This research deals with two variables, the students' learning motivation as independent variable symbolized by X, and achievement in reading narrative text as dependent variable symbolized by Y. the data were taken by using questionnaire and test.

The indicators of students' learning motivation are as follows:

- 1) The students show their interest in learning,
- 2) The students always study hard,
- 3) The students are diligent when doing the task,
- 4) There is a reward in learning,
- 5) There is the conducive environment.

The indicators of students' achievement in reading narrative text are as follow:

- 1) The students are able to identify the meaning of word or sentence of the text.

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- 2) The students are able to identify setting in a story.
- 3) The students are able to identify the language features of the text.
- 4) The students are able to identify the goal of the text.
- 5) The students are able to identify the generic structure of the text.

D. The Assumption and Hypothesis

a. The Assumption

Before stating the hypothesis as a temporary answer to the problem, the writer would like to present some assumptions as follows:

1. If the students have good motivation in learning, their English learning achievement in reading narrative text will be high.
2. If the students have low motivation in learning, their English learning achievement in reading narrative text also will be low.

b. The Hypothesis

a. Null hypothesis (Ho)

There is no 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.

b. Alternative hypothesis (Ha)

There is a 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.