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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is a crucial part of English language skills and categorized as the language that needs to be mastered by students in learning English as a foreign language. Hadi (2006) states that:

For most Indonesian students, reading becomes the first stepping stone to develop proficiency in the language. Their English reading ability is still unsatisfactory since their mastery of other areas which are also influential in developing reading ability—vocabulary, grammar, and comprehension of schema/script building—cannot give enough support to unlock meaning from the printed words. (p.64).

Reading is a process to get the understanding about the text. The readers use their background knowledge in reading process. As the language skill, reading is a skill which involves not only pronunciation of the English words but also the ability to understand texts. Reading skill is emphasized in the teaching of English because it helps the development of other skills, and this should become the concern of English teachers. Therefore, a teacher should encourage his/her students to make reading as their habit and make them accustomed to reading in their classroom activities.

In Indonesia, English is taught as a foreign language. Reading is one of the learning skills which has an important role in guiding students toward successful language learning, especially in learning a foreign language. In other words, “reading may appear to be a language skill of high

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priority to develop in teaching English as a foreign language. (Hadi, 2006, p.65). Besides, Chang (2010) states that for many foreign language learners, reading may be formed to obtain meaning from a text, from which vocabulary and grammatical structure are required at the same time.

Meanwhile, in order to develop students' reading comprehension, the school-based curriculum provides reading as one of the skills in English mastery that must be taught and learned in Islamic Junior High School. Based on BSNP (2006, p.128), the goals of teaching reading can be seen as follows:

1. Responding meaning in a simple and short functional written text accurately, fluently, and acceptably enabling them to interact in daily contexts.
2. Responding meaning and rhetorical steps in a simple short essay accurately, fluently, and acceptably enabling them to interact in daily contexts.

MTs M(Madrasah Tsanawiyah Muhammadiyah) Penyasawan is a junior high school. As a formal school, this junior high school provides English to the students, especially for reading skills. This school uses Curriculum KTSP as guidance in teaching and learning process. English is taught twice a week and the criteria of minimum passing grade in this lesson is 75. The students in learning reading comprehension (narrative texts) should be able to identify the specific information, generic structures, language features, communicative purposes and references clearly. It is

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known that English lesson is given over the students to get the better achievement. But in fact, some of the students still get difficulties in learning English.

Based on the researcher's preliminary study at Islamic Junior High School Muhammadiyah Penyasawan, there is an indication that some of the eight grade students have problems in learning English, especially in learning reading. The teacher has done a lot of efforts to improve students' reading comprehension of English texts.

The lack of reading comprehension became a major problem for students in learning English. it could be seen from students' reading practice score that is sometimes lower than the passing grade. Students should be aware that reading comprehension is really needed, because most of the English lessons used text and written words, even their English tests required this skill. Secondly, some of the students had no self-confidence with their ability in reading English. Some of the students did not persist in doing the task in learning English. And last, they kept asking their friend instead of reading and trying to understand a text by themselves.

Despite the importance of reading comprehension for students, Motivation is an important aspect to a successful reading in the second language. Every student has different motivation. The success of English language students involves intrinsic motivation as a basic behavior to get the success in learning English. Intrinsic motivation comes from the desire to

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perform and achieve something. It is done by the pleasure to do things that would be achieved.

Intrinsic motivation refers to internal desire to perform an action because it is enjoyable and satisfying. Ryan & Deci(2000, p.56) stated that intrinsic motivation is defined as doing an activity for its inherent satisfactions rather than for some separable consequences. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.

The problems illustrated above indicate that it is necessary to conduct a research project entitled **“The Correlation between Students’ Intrinsic Motivation and Their Reading Comprehension at MTs M Penyasawan”**.

B. The Problem

1. Identification of the problems

- a. The students’ reading practice score is sometimes lower than the passing grade
- b. The students have no self-confidence.
- c. The students do not persist in doing the task in learning English
- d. The students keep asking their friends instead of reading and trying to understand a text by themselves.

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2. The Limitation of the problems

Motivation has two types, intrinsic and extrinsic motivation. Due to the limited time and other resources that the writer has, the problem investigated in this research is focused on students' intrinsic motivation which does not include extrinsic motivation and reading comprehension which focused focus on identifying does not constructing. So, the researcher focuses on the correlation between students' intrinsic motivation and their reading comprehension.

3. The Formulation of the problems

This research is focused on the correlation between intrinsic motivation and reading comprehension. Therefore, the problems of this study are formulated into the following questions.

The major research question is:

- a. Is there any significant correlation between students' intrinsic motivation and their reading comprehension?

In addition, this research has two minor research questions, namely:

- b. How is the students' intrinsic motivation at MTs M Penyasawan?
- c. How is the students' reading comprehension at MTs M Penyasawan

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C. The Objective and Significance of the Research

1. Objective of the research

Based on the formulation of the problem, the objectives of the research can be presented as follows:

- a. To find out the significant correlation between students' intrinsic motivation and their reading comprehension at MTs M Penyasawan.
- b. To find out the students' intrinsic motivation at MTs M Penyasawan.
- c. To find out the students' reading comprehension at MTs M Penyasawan.

2. Significance of the research

- a. It is hoped that this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. This research gives crucial information to the students and teacher about the correlation between students' intrinsic motivation and reading comprehension in learning English, and it can improve their ability in learning English at MTs M Penyasawan.
- c. Finally, these research findings are also expected to be meaningful inputs for both practical and theoretical development of TEFL and TESL in general.

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D. The Definition of key Terms

1. Correlation

Gay and Airisian (2000: p.312) stated that “correlational research involves collecting data to determine whether and to what degree a relationship exists between two or more variables”.

2. Intrinsic Motivation

Intrinsic motivation refers to internal desire to perform an action because it is enjoyable and satisfying. Ryan & Deci, (2000, p.56) stated that intrinsic motivation is defined as doing an activity for its inherent satisfactions rather than for some separable consequences. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.

3. Reading comprehension

Reading and comprehension are highly interrelated. Reading comprehension will be called as a reading comprehension only if the reader is able to comprehend or understand the meaning of written words.

Thus, reading comprehension is an interactive process between reader and writer in which the ability to understand is very important to convey writers' message or information. Jannette (2007 : p.2) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word knowledge and fluency.

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4. Narrative Text

According to Richards & Schmidt (2010), narrative is written or oral account of a real or fictional story. They also mentioned that the purpose of narrative is to tell a story or to entertain. Thus, narrative text is a text which tells a real or fictional story to entertain readers.

E. The Reason for Choosing the Title

The reasons why researcher is interested in carrying out this research are:

1. This topic needs to be discussed because the researcher wants know the correlation between students' intrinsic motivation and their reading comprehension.
2. This research is very important to do because it is one of the requirements of academic demands.
3. The title of this research is relevant to the researcher's status as a student of English Education Department.