CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Nature of Motivation

Traditionally, reading is a complex process of comprehending the written symbols. However, reading can be easier to do if we do it as a pleasure. Reading could be enjoyable activity when it is carried out interestingly. Thus, besides the competences, motivation is also necessary in reading activity.

According to Yun Dai and Sternberg, they state that: "motivation is indicated by the intensity (or energy), direction, and persistence of a goal-directed behavior or action."[1] Students' motivation is students' desire and longing which can encourage students' activeness in learning process. According to Bomia et al in Brewster and Fager, motivation refers to: "a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process."[2] In other words, students will participate actively in learning process if they have strong motivation or willingness to learn.

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[1] David Yun Dai and Robert J. Sternberg, *Motivation, Emotion, and Cognition: Integrative Perspectives on Intellectual Functioning and Development*. (New Jersey: Lawrence Erlbaum Associates, Inc., 2004), p. 11.

[2]. Cori Brewster & Jennifer Fager. *Op. Cit*., 4.

Furthermore, Marshal in Afzan et al state that: "students' motivation as a force beneficial to the learner".[3] In addition, Ames in Afzan et al stated that: "motivation to learning is dependent on long-term, quality attachment in learning and pledge to the process of learning".[4] In other words, students' motivation can be defined as students' willingness, need and compulsion which encourage students to participate and to be successful in the process of learning.

Students' motivation is often divided into two categories, intrinsic motivation and extrinsic motivation. Intrinsic motivation is simply defined as motivation which is from within. Regarding the statement above, Dev states that: "a student who is intrinsically motivated . . . will not need any type of reward or incentive to initiate or complete a task".[5] It means, students who are motivated intrinsically will have interest or need from within to achieve their own goals in learning process.

In addition, Lepper in Afzal states that: "intrinsic motivation for own sake for the enjoyment it provides, the learning it permits, or the feeling of accomplishment it evokes".[6] In short, students who have been motivated intrinsically usually do not need

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[3] Hasan Afzal et al, *A Study of University Students' Motivation and Its Relationship with Their Academic Performance*. (International Journal of Business and Management. Vol. 5, 2007), p. 81.

[4] *Ibid*

[5] Cori Brewster & Jennifer Fager. *Op. Cit.*, p. 4.

[6] Hasan Afzal et al. *Op. Cit.*, p. 81.

reward or punishment to encourage them to accomplish their learning.

In contrast with intrinsic motivation, extrinsic motivation is caused by external factors of the students. Dev in Brewster and Fager states that: "A student can be described as extrinsically motivated when he or she engages in learning purely for the sake of attaining a reward or for avoiding some punishment"[7]. It means, the students will be motivated because they want to get the reward from the teacher or to avoid the punishment.

In conclusion, motivation is one of the crucial factors which influence students' outcome in learning process. Motivation is the power for students in their learning activities. So, students who are motivated will be able to overcome difficulties in learning and able to be successful in learning process.

2. **Reading Motivation**

As one of the language skills, reading should be developed by all people, especially for literate society. Nunan states that:" reading is viewed as a process of decoding written symbols, working from the smaller units (individual letters) to larger one (words, clauses, and sentences)"[8]. In other words, by reading, people can communicate one another through written text by decoding the written symbols to get the meaning.

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[7] Cori Brewster & Jennifer Fager. *Op. Cit*., p. 4.
[8] David Nunan, *Designing Tasks for Communicative Classroom*. (Cambridge: Cambridge University Press, 2001). p. 33.

One of some factors that can improve the success in reading is motivation. According to Bomia et al in Brewster and Fager, motivation refers to: "a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process."[9] In other words, motivation for readers is the fuel that will keep you going to read from the first paragraph until the end of the passage.

In general, reading motivation can be defined as willingness or interest of reading activities. Gambrell states that: "motivation to read can be defined as the likelihood of engaging in reading or choosing to read".[10] In other words, students who have high motivation in reading will have possibility to keep interested in reading.

Promoting motivation to read is a role of the teacher in classroom. There are many ways to increase students' motivation in reading. Therefore, Gambrell states that: "One way to enhance reading motivation and achievement is to help students find value and meaning in classroom reading tasks and activities."[11] It means, when students read a material which has relation to their personal lives, they will be more interested. For instance, teacher provides reading material appropriate to students' social background or students' experience.

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[9] Cori Brewster & Jennifer Fager, *Op. Cit,* p. 4.
[10] Linda B. Gambrell. *Op. Cit*. p. 172.
[11] *Ibid*., p. 173.

Furthermore, Grambell states that: "students are more motivated to read when they have access to a wide range of reading materials"[12]. It is essential for teacher to be creative and innovative in choosing reading materials for students. There are various reading materials that can be used for students. Reading materials includes books from several genres and text types or authentic materials such as magazines, newspaper, or text from online sources.

According to Baker and Wigfield, there are three broad categories in reading motivation[13]:

1. Competence and efficacy beliefs:

   a. Self efficacy, the belief that one can be successful in reading.

      According to Samantha, "self efficacy is a student's notion of his or her strengths and abilities."[14] It means that when the students have high self-efficacy for the tasks, they feel those themselves, as able to accomplish a given task. In addition, the students who have self-efficacy means that they have self-confidence in learning process.

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[12] *Ibid*

[13] Linda Baker, and Allan Wigfield, *Dimensions of Children's Motivation for Reading and Their Relations to Reading Activity and Reading Achievement.* Reading Research Quarterly. (International Reading Association. Vol. 34, 1999), pp. 2-3.

[14] Samantha, T. Ves, "To Read or not to Read: Motivating High School Seniors", pp. 7 (Retrieved on April 17, 2014). https://www.smcm.edu/educationstudies/pdf/rising-tide/volume-4/Samantha-Ives-MRP.pdf

    b. Challenge, the willingness to take on difficult reading material. It other words, challenge means the desire to assimilate the complex ideas in a text.

    c. Work avoidance, the desire to read reading activities.

2. Concern the purposes and goals that students have for reading, whether intrinsic or extrinsic. Dhanapala states that: "Intrinsic reading motivation refers to engaging in an activity which provides satisfaction, enjoyment, interest or challenge to that activity itself"[15]. Furthermore, she states that: "extrinsic reading motivation refers to the participating in an activity because of external pressures, demands, or rewards."[16] The intrinsic (learning) goals are:

    a. Curiosity, the desire to read about a particular topic of interest.

    b. Involvement, the enjoyment experience from reading certain kinds of literacy or informational texts.

    c. Importance, the belief that reading is valuable.

The extrinsic (performance) goals are:

    a. Recognition, the pleasure in receiving a tangible form of recognition for success in reading.

    b. Grades the desire to be favorably evaluated by the teacher.

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[15] Kusumi Vasantha Dhanapala, "*Motivation and L2 Reading Behaviours of University Students in Japan and Sri Lanka*, Volume. 14, No. 1, (2008), pp.2

[16] *Ibid*

c. Competition, the desire to outperform others in reading.

3. Addresses social aspects of reading.

a. Social, sharing of the meanings gained from reading with others. It means that social reading is the process of sharing the meanings gained from reading with peers or family.

b. Compliance, reading to meet the expectations of others. It means that compliance is the desire to read to meet an external goal or requirement.

In brief, reading motivation for readers also becomes the energy that will keep them going to read from the first word until the end of the passage. The passage can be from various reading materials. It is essential for teacher to be creative and innovative in choosing reading materials for students.

3. Reading Materials

Teaching learning materials play an important role in the classroom. Using the appropriate materials in teaching learning process can increase students' motivation and achievement. In line with this statement, Hsiao-Chen states that: "many researchers point out that materials correlate with learner motivation and that

authentic materials motivate learners".[17] In other words, reading materials that teachers use in the classroom should be able to increase learner's reading motivation.

There are two kinds of reading materials: authentic and non-authentic materials. Authentic and non-authentic materials are materials which can be used in language teaching and learning, especially for reading.

a. Authentic material

Conventionally, authentic materials can be defined as real materials because the materials are for social purpose and not for teaching purpose. According to Harmer, he says in Lancouchová that: "authentic texts are ´real´ texts designed not for language students, but for the speakers of the language in question."[18] Based on the definition above, authentic materials can be defined as materials which are used for real communicative purpose or daily live function.

In addition, Rogers & Medley in Mousavi state that: "authentic materials are also defined as oral and written language materials used in daily situations by native speakers of

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[17] Yu Hsiao-Chen, *A Case Study in the Application of Authentic Material Texts: Findings after Using the New York Times Monday Weekly on the United Daily News.* (Canadian Social Science. Vol.2 No. 4, 2006), p. 23.

[18] Barbora Lancouchová, *Using Magazines and Newspapers in ELT with Interpersonal and Intrapersonal Types of Students.* (Unpublished, 2006). p. 7.

the language".[19] In other words, authentic materials are materials used for daily live function.

Correlating to motivation, Freeman et al. states that: "many writers claim that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials"[20]. It means authentic materials are good for teaching reading because they can motivate the learners.

In short, using authentic materials can increase learners' reading motivation because it may provide learners with the various genuine texts they need. Furthermore, authentic materials are usually more interesting and motivating for student.

b. **Types of Authentic Material**

According to Gebhard in Oura, there are four types of authentic materials EFL-ESL in which teachers can use. They are as follows[21]:

1) Authentic Listening Materials

2) Authentic Visual Materials

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[19] Seyyed Ahmad Mousavi, *The Effect of Authentic Versus Non-authentic Aural Materials on EFL Learners' Listening Comprehension.* (Canadian Center of Science and Education, 2012), p. 21.

[20] Matthew Peacock. *The Effect of Authentic Materials on the Motivation of EFL Learners.* ELT Journal. (Oxford: Oxford University Press Vol. 51, 1997), p. 144.

[21] Gail K. Oura, *Authentic Task-Based Materials: Bringing the Real World into the Classroom.* Pp. 67-68. (Retrieved on May 30th, 2013). http://www.esoluk.co.uk/calling/pdf/Authentic_Task_Based_Materials.pdf.

3) Authentic Printed Materials

4) Realia (Real world-objects) Used in EFL-ESL Classrooms.

Type of authentic materials teacher uses in teaching reading is authentic printed materials. Furthermore, Gebhard in Oura gives examples for authentic printed materials:

Authentic Printed Materials -- newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules[22].

In short, there are various types of authentic material used in the classroom in reading activity such as newspapers, magazine, lyrics to songs, restaurant menus, or cereal boxes.

c. **Characteristics of Authentic Materials**

There are some characteristics of authentic materials. Biber in Maroko states that authentic materials have the following characteristics:

First is that they are objective as opposed to intuitive. Second, when adopted as a teaching resource, authentic texts allow for verification of classroom facts. Third, authentic materials are pedagogic in that as teaching

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[22] *Ibid.*, p. 68.

materials, they bring variety of learning methodology to the classroom, thereby enhancing learner motivation[23].

From explanation above, it can be concluded that authentic materials have three characteristics: authentic materials are objective, corresponding to the facts that students learn in the classroom, and be able to bring variety of learning methodology to the classroom.

d. Non-authentic materials

In contrast with authentic materials, non-authentic materials can be defined as materials which are not used for real communicative purpose. According to Lancouchová: "a non-authentic text in language teaching terms is one that has been written especially for language students".[24] In other words, the passages teacher uses are from the textbook.

In conclusion, non-authentic materials are materials in which materials are created by the authors to illustrate or practice new linguistic items. It means, non-authentic materials are created especially for teaching learning process. Teacher can take reading materials from textbooks.

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[23] Geoffrey M Maroko. *The Authentic Materials Approach in the Teaching of Functional Writing in the Classroom*. The New Decade and (2nd) FL Teaching. (Matsuyama: The initial phase Rudolf Reinelt Research Laboratory EU, 2010), p. 6.

[24] Barbora Lancouchová. *Op. Cit.,* p. 8.

e. Characteristics of Non-Authentic Materials

The characteristics of non-authentic materials are contrary to authentic materials. From the definitions before, we can see that there are some characteristics of non-authentic materials below:

a) The materials that teacher uses are for teaching language purpose.

b) The materials that teacher uses are from workbook or text book.

c) The scope of the material that teacher uses is narrow and the text type is not varied.

d) The materials that teacher uses are sometimes monotonous of learning methodology to the classroom.

In brief, non authentic materials have four characteristics: non authentic materials are for teaching language purpose, taken from textbook, not varied in text type, and sometimes monotonous in leaning methodology.

B. Relevant Research

There are many relevant researches to this research. According to Syafi'i: "relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our

research".[25] Dealing with this research, the researcher took some relevant researches which had been investigated by previous researchers concerning about the area of reading.

One of the relevant researches is from Purnawati. She conducted the research to find the effect of using authentic materials toward students' interest in reading at the second year at state Senior High School 1 Ukui District Pelalawan Regency. It was an experimental research. In her research, she found that there was a significant effect of using authentic materials toward students' interest in reading at the second year of state Senior high School 1 Ukui district, Pelalawan.[26]

Another relevant research is from Matthew Peacock. He conducted a research entitled the effect of authentic materials on the motivation of EFL learners. It was a classroom research project to investigate whether authentic materials increased the classroom motivation of learners. In his research, he found that authentic materials significantly increased learner on-task behavior.[27]

In this research, the researcher found out whether there is any significant difference on reading motivation between using authentic and non-authentic materials text of the eleventh grade students at State Senior High School 2 Pekanbaru.

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[25] M. Syafi'i. S, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI, 2007), p. 122.

[26] Purnawati, *The Effect of Using Authentic Materials toward Students' Interest in Reading at the Second Year at State Senior High School 1 Ukui District Pelalawan Regency*, (Pekanbaru: Unpublished, 2011).

[27] Matthew Peacock. *The Effect of Authentic Materials on the Motivation of EFL Learners*. ELT Journal. (Oxford: Oxford University Press Vol. 51, 1997).

C. Operational Concept

To clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. This research is comparative research which focuses on gaining the significant difference between using authentic and non-authentic materials on reading motivation of the eleventh grade students at Senior High School 2 Pekanbaru.

Therefore, in analyzing the problem in this research, there are two variables used. Independent variable is divided into two groups (X1 and X2). They are using authentic materials and using non-authentic materials. Dependent variable is the reading motivation at the eleventh grade students of Senior High School 2 Pekanbaru. To measure each variable, the researcher works based on the following indicators:

1) The use of authentic materials in reading motivation as the independent variable is symbolized by "X1". The indicators are from the characteristics.

    The indicators are:

    a. The materials that teacher uses are for real communication purpose.

    b. The materials that teacher uses are used in daily situations by native speaker.

    c. The scope of the material that teacher uses is large and the text type is varied.

       d. The materials the teacher uses contain facts.

       e. The materials the teacher uses contain real information.

       f. The materials that teacher uses bring variety of learning methodology to the classroom.

2) The use of non-authentic materials in reading motivation as the independent variable is symbolized by "X2". The indicators are:

       a. The materials that teacher uses are for teaching language purpose.

       b. The materials that teacher uses are from workbook or text book.

       c. The scope of the material that teacher uses is narrow and the text type is not varied.

       d. The materials that teacher uses sometimes monotone of learning methodology to the classroom.

3) The students' reading motivation as the dependent variable is symbolized by "y".

The indicators are:

       a. Students have belief to be successful in reading. (Self efficacy)

       b. Students have the willingness to take on difficult reading material. (Challenge)

       c. Students have the desire to read about a particular topic. (Curiosity)

d. Students are able to enjoy in reading certain kinds of literacy or informational texts. (Involvement)

e. Students have belief that reading is valuable. (Importance)

f. Students have a pleasure in receiving a definite form of recognition for success in reading. (Recognition)

g. Students have desire to be favorably evaluated by the teacher. (Grades)

h. Students have desire to outperform others in reading. (Competition)

i. Students are able to construct and share the meanings gained from reading with friends or family. (Social)

j. Students are able to meet the expectation of others in reading. (Compliance)

D. The Assumption and the Hypothesis

1. Assumption

Before formulating the hypothesis as temporary answers of problems, the researcher would like to present the researcher's assumption as follows:

a. The researcher assumes that students' reading motivation is various.

b. The researcher assumes that teaching reading by using authentic materials can help increase students' reading motivation.

2. Hypotheses

The hypotheses in this research are:

Ha: There is a significant difference of students' reading motivation between using authentic materials and non-authentic materials of eleventh grade at State Senior High School 2 Pekanbaru.

Ho: There is no significant difference of students' reading motivation between using authentic materials and non-authentic materials of eleventh grade at State Senior High School 2 Pekanbaru.