

CHAPTER I

INTRODUCTION

This chapter discusses some of dealing with introduction of this study. It consists of background of study, statements of the problem, objective of the study, significance of the study, variable of the study, hypothesis, scope and limitation, operational definition of key terms, and framework of discussion. Each point is presented as follows.

A. Background of the Study

English is a popular language over the world.¹ It is almost used by every country in the world as a specific term in every line of activity, such as education, economic, politic, technology, health line, trade, etc. It is mother tongue of nearly 320 million people and another 200 million people use it as second language.² Thus, it is important to mastery to everybody as a requirement to get success life in the mobilization era through finding the new beneficial information and to avoid the backward condition. It is also very useful to establish international relation for communication purpose and for the exchange of views with different countries of the world.³ Therefore, English is also called as the international language.

¹ Endang Fauziati, *Teaching of English As a Foreign Language (TEFL)*, Surakarta: Muhammadiyah University Press, 2002, p. 169.

² M. F. Patel and Praveen M. Jain, *English Language Teaching*, Jaipur: Sunrise Publishers and Distributors, 2008, p. 6.

³ *Ibid.*

In addition, English also considers as library language which The Kothari Commission suggests that English be studied as a library language with the aim of getting the knowledge of science and technology, commerce and trade by reading standard books in English.⁴ Then, the importance of English as a library language is described by the Radha-Krishnan commission in the following words, “English however must continue to be studied. It is a language which is rich in literature, humanistic, scientific and technical. If under sentimental we give up English, we could cut ourselves from the living stream of ever growing knowledge.”⁵

Moreover, English has the important role for Indonesia as the developing country as an access to learn more new things such as new ideas, research findings, and experiments, from the developed country which English is their native language.⁶ To open the access widely for the soecity of Indonesia to mastery English, the government makes the educational curriculum consideres that English as the first foreign language to be taught at elementary school as a local content, at secondary schools as a compulsory subject, and at university as an additional subject for the Non-English Department level or as a medium of subject for the English Department level.⁷ So, it can be inferred that the students who want to enter at university have already studied English in general for at least

⁴ *Ibid.*, p. 9.

⁵ *Ibid.*

⁶ Endang Fauziati, *Teaching of English*, p. 188.

⁷ *Ibid.*

six years. It is expected that the students can mastery English well which includes four language skills (reading, writing, listening, and speaking).

Reading as one of the four language skills is an important activity in life with which one can update knowledge.⁸ It is also an important tool for academic success.⁹ Therefore, it is expected that the students have to be able to mastery it to expand their knowledge. This skill considers more important than speaking and writing skill.¹⁰ Through reading a lot of source can give much contribution to students for achieving their purpose in learning. Thus, reading becomes a basic skill in foreign language learning process which equips students by meaningful input, including vocabulary and grammar.¹¹ So, it can help the students to develop their English language proficiency.

Reading is also considered as the most important skill in Islam which the first verses of the Al-Qur'an that were revealed to Prophet Muhammad (peace and blessings be upon him) stressed this very real need for reading.¹² "Read! In the Name of your Lord, Who has created (all that exists), Has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous,

⁸ M. F. Patel and Praveen M. Jain, *English Language Teaching*, p. 113.

⁹ *Ibid.*

¹⁰ *Ibid.*

¹¹ Isna Indriati, "Web-based Graded Readers for Extensive Reading", in Bambang Yudi Cahyono (eds.), *Techniques and Strategies to Enhance English Language Learning*, Malang: State University of Malang Press, 2011, p. 107.

¹² The Brunei Times. *Importance of Reading in Islam*. <http://www.bt.com.bn/files/digital/Islamia/Issue88/SP05Mar.1.pdf> (online October 1, 2012).

Who has taught (the writing) by the pen” (QS. Al-Alaq/96: 1-4).¹³ Thus, as a good Moslem, reading has to be routine activity to find more knowledge.

Furthermore, the benefit of reading can only be reached by the comprehension of the text or the written. It is caused that reading involves not only as a decoding process which refer to the process of saying printed words into a representation similar to oral language either silently or aloud but also as a comprehension process which refer to the process of understanding written language.¹⁴ Thus, in learning process, the students are expected not only read the English text appropriately but also comprehend it.

Unfortunately, Since English in Indonesia is a foreign language, most students at any levels of education get difficulty in reading English texts.¹⁵ Many research results indicated that the ability of Indonesian students to read English texts was very low.¹⁶ The fact infers that most students who want to enter at university still face some difficulties in reading comprehension of English text, although they have studied English for at least six years. In other hand, they really need to read and comprehend textbook, article, and journals which are mostly written in English as an access to gain scientific knowledge, even less the students who want to enter in English Department of university which English as the

¹³ *Ibid.*

¹⁴ Muhammad Mukhroji, “The Teaching of Reading: A Theoretical Review”, in Bambang Yudi Cahyono (eds.), *Techniques and Strategies to Enhance English Language Learning*, Malang: State University of Malang Press, 2011, p. 57.

¹⁵ Eny Syatriana, “Developing a Model of Teaching Reading Comprehension for EFL Students,” *TEFLIN Journal*, Vol. 21, No. 1, February 2010, p. 28.

¹⁶ *Ibid.*

medium of instruction. Hence, the reading skill is to be the most important and it should be developed in the students to a high degree so they will be able to read all reference material, general and technical written in English.¹⁷

In other case, motivation which relates to word in psychology is called as something which has a very important role in determining success or failure in any learning situation.¹⁸ It seems that motivation will give effect of foreign language learning process result of students. Thus, the students who have motivation will produce great energy to learn and certainly they will find good result (success). On the contrary, the students who do not have motivation will learn foreign language without energy and they will find bad result (failure). Motivation also provides the necessary encouragement for learning.¹⁹ Therefore, it is important to be had by the students in learning the foreign language.

Moreover, motivation is defined as the process of activating, maintaining and directing behavior toward a particular goal.²⁰ So, it relates the reason that the students do learning as the goal's existence. It is appropriately with the state of Gardner that motivation is "the combination of effort plus desire to achieve the

¹⁷ M. F. Patel and Praveen M. Jain, *English Language Teaching*, p. 10.

¹⁸ Zoltan Dornyei, *Motivational in the Language Classroom*, Cambridge: Cambridge University Press, 2002, p. 2.

¹⁹ M. F. Patel and Praveen M. Jain, *English Language Teaching*, p. 15.

²⁰ "Motivation," *Key Psychological Processes*, Module –II, p. 138.

goal of learning the language”.²¹ Thus, learning motivation can be developed through raising the goal of foreign language learning by the students.

In relation the students’ goal in English learning of learning motivation in the social dimension, Gardner’s theory has clarified that integrative and instrumental motivation are two components in motivation as the interplay components.²² Integrative motivation refers to the interest in learning about the culture and the people of the target language, and instrumental motivation refers to the more pragmatic considerations in students’ mind regarding language learning, such as obtaining a job or earning more money.²³

In the study which is done by Fyans and Maerh shows that motivation is the best prediction of learning achievement than the background of family and the condition of school.²⁴ And so forth, there is an assumption that someone who has desire, impetus, or purpose within oneself to be achieved in second or foreign language learning tends to be more success than someone who learn it without desire, impetus, or purpose.²⁵ It can be inferred that motivation indeed has great influence to the students’ result or students’ achievement in language learning. Thus, if the students motives to learn English, it will increase their proficiency of

²¹ Quoted from Tahir Ghafoor Malik in, “Role of L2 Motivation and the Performance of Intermediate Students in English (L2) Exams in Pakistan,” *Language in India: Strength for Today and Bright Hope for Tomorrow*, Vol. 10, 7 July 2010, p. 38.

²² Zoltan Dornyei, “Motivation and Motivating in the Foreign Language Classroom,” *The Modern Language Journal*, Vol. 78, No. 3, Autumn, 1994, p. 274.

²³ Zahra Vaezi, “Language Learning Motivation among Iranian Undergraduate Students,” *World Applied Sciences Journal*, Vol. 5, No. 1, 2008, p. 54.

²⁴ Eveline Siregar and Hartini Nara, *Teori Belajar dan Pembelajaran*, Bogor: Ghalia Indonesia, 2010, p. 51-52.

²⁵ Abdul Chaer, *Psikolinguistik: Kajian Teoretik*, Jakarta: PT. Rineka Cipta, 2003, p. 251.

it, especially reading comprehension of English text as one of language skills and the learning activity of English learning.

From the explanations above, the writer was interested in conducting a research about the correlation between the students' English learning motivation and students' reading comprehension of English text in the first semester students of English Department of STAIN Palangka Raya. The interest appeared for some reasons, they were, firstly, the freshman students have studied English at least six years in the school, so the writer wants to know how were their English learning motivation and their reading comprehension of English text. Secondly, in the first, second, third, and fourth semester of English Program of STAIN Palangka Raya usually applied 'Reading Comprehension' as compulsory subject, so through the correlation research between the learning motivation and reading comprehension of students in the first semester, it could be prediction in the future how the learning motivation affect the growing of reading comprehension. Thus, the prediction was good enough to be useful to 'Reading Comprehension' lecturer.

In addition, there were some previous studies which had done by Sheri Coates Broussard at first and third grade in mid-size, southern city, showed that motivation relates the higher grades. And study by Jeffrey D. Burrow at Queen's University of the incoming exchange students for the 2009-2010 academic years has showed that motivation in cross cultural motivation is one of the factors which affect academic achievement.

Based on the reasons above, the writer wanted to measure the significant relationship between the learning motivation and reading comprehension in

English to enrich language education theory. Therefore, it was be motive the writer to conduct the correlation study entitled “THE CORRELATION BETWEEN THE LEARNING MOTIVATION AND THE READING COMPREHENSION OF FRESHMAN STUDENTS OF ENGLISH STUDY PROGRAM OF STAIN PALANGKA RAYA.”

B. Problem of the Study

The formulation problem of the study is “What is the relationship between the learning motivation and the students’ reading comprehension?”

C. Objective of the Study

The objective of the study is to investigate the degree of relationship of students’ learning motivation and their reading comprehension.

D. Significances of the Study

This study has purpose to measure the significant of relationship between the learning motivation and the students’ reading comprehension. Theoretically, it is expected that the result of the study can give contribution to support the motivation theory in language learning achievement as knowledge of education theory or education process. It also has purpose to make claim about theoretical issue of motivation in foreign language learning. Practically, the result of this study is expected to give contribution to the English teachers and English lecturer as a consideration in using the strategy of teaching learning process which can appear the students’ motivation and to predict future success of the students in foreign language learning.

E. Variable of the Study

Variable is defined as characteristic that tend to differ from individual to individual, though any two or more individuals may have the same variable trait or measure.²⁶ In nonexperimental study as correlational research, it is often more difficult to label variables as independent or dependent, but the variable which inevitably precedes another one in time is called the independent variable.²⁷ Then, in the study, there are two variables will be researched, X variable as independent variable which refers to the learning motivation and Y variable as dependent variable which refers to the students' reading comprehension. Both of the variables are continuous variables type which consists of numbers represent a measurement and involve a large range of possible answers.²⁸

F. Hypotheses

The hypotheses presents the writer's expectations about the relationship between variables within the research question in the problem of the study.²⁹

There are two hypotheses of the study, they are:

Ha: There is a significant positive correlation between the learning motivation and the students' reading comprehension.

²⁶ Mohammad Adnan Latief, *Tanya Jawab Metode Penelitian Pembelajaran Bahasa*, Malang: Penerbit Universitas Negeri Malang, 2010, p. 9.

²⁷ Donald Ary and Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education Eight Edition*, Canada: Wadsworth, 2010, p. 38.

²⁸ Jenifer Larson-Hall, *A Guide to Doing Statistics in Second Language Research Using SPSS*, New York: Routledge, 2010, p: 33.

²⁹ Donald Ary and Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research*, p. 81.

Ho : There is not significant positive correlation between the learning motivation and the students' reading comprehension.

G. Scope and Limitation

The study belongs to a correctional study which wants to measure only the significant relationship between learning motivation based on Gardner's theory of motivation in social dimension and the students' reading comprehension. It is limited to the whole of the freshman students of English Study Program of STAIN Palangka Raya in academic year of 2012/2013 which stay at Ma'had Al Jami'ah of STAIN Palangka Raya . Furthermore, the reading material that evaluates the students' reading comprehension will be in multiple choices of some texts of the Final National Exam.

H. Definition of Key Terms

1. Learning motivation: all of driving power of somebody which raise the learning activity, guarantee the existence of learning activity, so the purpose can be achieved.³⁰ Learning activity is defined as any activities of an individual organised with the intention to improve knowledge, skills and competence involving reading comprehension.³¹
2. Integrative motivation: the desire to learn English with the purpose to communicate and affiliation with the native language.³²

³⁰Sardiman A. M, *Interaksi dan Motivasi Belajar Mengajar*, Jakarta: PT. Raja Grafindo Persada, 2007, p. 75.

³¹ European Commission, *Methods and Nomenclatures: Classification of learning activities- Manual*, Luxembourg: European Communities, 2006, p. 9.

³² Zoltan Dornyei, "Motivation and Motivating, p. 274.

3. Instrumental motivation: the desire to learn English with the purpose to find success in future life through specific purpose such as getting a better job or a higher salary.³³
4. Reading comprehension: a process of getting information from a reading text, then interpret it in order to construct meaning.³⁴ Constructing the meaning of a text is resulted from the process of interaction between the perception of graphic symbols that represent language and the reader's prior knowledge.³⁵
5. Freshmen student: a student in her or his first year at university.³⁶

I. Framework of the Discussion

The framework of discussion in this study as follows:

1. Chapter I Introduction:

This part contains with background of the study, statements of the problem, objective of the study, significant of the study, variables of the study, hypothesis, scope and limitation, operational definition of key terms, and framework of discussion.

2. Chapter II Theoretical Review on and Related Study:

This part contains with the theoretical review of motivation: definition of motivation, importance of motivation, integrative and instrumental motivation,

³³ *Ibid.*

³⁴ Muhammad Mukhroji, "The Teaching of, p. 58.

³⁵ *Ibid.*

³⁶ A.S. Hornby, *Oxford Advanced Learner's Dictionary*, England: Oxford University Press, 1995, Fifth Edition, p. 473.

then reading comprehension as one of language skills of foreign language learning which includes definition of reading, purpose of reading, types of reading, reading comprehension, and correlation between learning motivation and reading comprehension. This part also contains the previous studies related to the study.

3. Chapter III Research Methodology:

This part contains with research design, population of study, research instruments, validity, reliability, data collection, and data analysis.

4. Chapter IV Data Presentation and Discussion:

It consists of result of students' English learning motivation test and students' reading comprehension, testing hypotheses, then discussion about it.

5. Chapter V Closing:

It consists of writer's conclusion and suggestion related to the study.