CHAPTER II
THEORETICAL REVIEW AND RELATED STUDY

This chapter presents the theoretical review which involves three major sections. They are about motivation which involves definition of motivation, importance of motivation, the role of motivation in learning, English learning motivation in integrative and instrumental motivation and about reading which involves definition, importance, purpose, types, reading comprehension, and correlation between learning motivation and reading comprehension. This chapter also presents related previous studies to the writer's study.

A. Motivation

1. Definition of Motivation

The first principle of education and teaching activity is that someone will be success in studying everything if there is desire to learn it.[36] The desire or impetus to study is called as motivation. Motivation is the extent to which someone makes choices about goals to pursue and the effort will devote to that pursuit.[37] It is related to one of the most basic aspects of the human mind and it has a very important role in determining success or failure in any learning situation.[38] Therefore, it gives an effect of studying result. Motivation also has been defined as:

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[36] Sardiman A. M, *Interaksi dan Motivasi*, p. 40

[37] H. Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy,* Addison Wesley Longman, Inc, 2001, eds. 2, p. 72.

[38] Zoltan Dornyei, *Motivational in the Language Classroom,* Cambridge: Cambridge University Press, 2002, Reprinted, p. 2.

Motivation is considered with the arousal of the interest in learning and to the extent is basic to learning. Motivation is the central factor in the effective management of process of learning. Some types of motivation must be presented in learning. Motivation is an energy change within a person characterized effective arousal and anticipatory goal reaction.[39]

In addition, in *Interaksi dan Motivasi Belajar Mengajar* book, Mc. Donald states that motivation is the moving of energy within oneself which is signed with the feeling appearance and preceded with the reaction toward purpose existing.[40] So, motivation always relates with a purpose and it affects the existing of activity.

Related to the statement above, there are three functions of motivation, they are: motivating someone to do an activity, determining the purpose of activity and selecting the activity to achieve the purpose.[41] Furthermore, motivation as a good foundation in study has two important elements, they are: knowing what thing will be studied and understand why thing has to study.[42] Bases on the foundation of study of the second point, it is better if the students understand why thing has to study. In other word, it will give good effect if the students have goal to be achieved or the motivation in learning of English.

2. Importance of Motivation

There are some importance of motivation in learning process, they are:

a. Motivation makes learning and teaching effective.

b. Motivation creates teaching atmosphere in classroom.

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[39] M. F. Patel and Praveen M. Jain, *English Language Teaching,* p. 41.

[40] Sardiman A. M, *Interaksi dan Motivasi*, p. 73.

[41] *Ibid.*, p. 85.

[42] *Ibid.,* p. 40.

c. Motivation makes the students active and creative because they desire to do something new.

d. It creates interest for self studies in students. So that the atmosphere of motivated situations could be created.

e. It makes students to identify themselves. Motivated students can move their limitation by using their powers and ambitions.

f. It inspires students to become active and regular I their work and start their work.

g. It inspires students to prove their goal and objectives.[43]

3. The Role of Motivation in Learning

Generally, there are two important roles of motivation in learning, it plays the role as a psychological driving force that causes the student learning activity, ensure the continuity of learning in order to achieve a goal, and plays an important role in providing the passion, excitement, and joy in learning, therefore, the highly motivated student has a lot of energy to do learning activity.[44] Some researches of learning achievement show that motivation is the most influence factor of process and learning outcome.[45]

4. English Learning Motivation in Integrative and Instrumental Motivation

In the educational approach, there are three levels as the general framework of foreign languge motivation, they are: *The Languge Level*, includes various components related to aspects of the foreign languge, such as the culture

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[43] M. F. Patel and Praveen M. Jain, *English Language Teaching,* p. 41-42.

[44] Eveline Siregar and Hartini Nara, *Teori Belajar dan*, p. 51.

[45] *Ibid.*

and the community, the intellectual and pragmatic values and the benefit of it. Then, *The Learner Level*, involves the characteristic of individual which the learner or the students brings to the learning process. And the last level is *The learning Situation Level* which associates with the situation of language learning process within a classroom setting.[46]

From the framework above, The Language Level is the most general level where the focus is on orientation and motives related to various aspects of foreign language, such as the culture, the community, and the potential usefulness of proficiency in learning of the language learning.[47] All of them determent basic learning goals which in Gardner's theory explained in specific term, they are integrative and instrumental motivation as the students' learning motivation of English. According to Gardner's theory in the social dimension of second or foreign language motivation, there are two types of motivation, they are integrative and instrumental motivation. An integrative motivation of the students in foreign language learning shows interest in learning about the culture and the people of the target language.[48] Whereas, an instrumental motivation shows the students have more pragmatic consideration in their mind regarding foreign language learning, such as obtaining a job or earning more money.[49] So, integrative and instrumental motivation refer to the purpose for learning and not

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[46] Zoltan Dornyei, *Motivational in the*, p. 18-19.

[47] Zoltan Dornyei, "Motivation and Motivating, p. 279.

[48] Zahra Vaezi, "Language Learning Motivation, p. 54.

[49] *Ibid.*

refer to the intensity of one's impetus to learn.[50] Therefore, in integrative motivation, interaction with the native language is principle, whereas in instrumental motivation, finding the success career in the future will be valued.

B. Reading

1. Definition of Reading

There are some perspectives of definitions of reading, but primarily, reading is a means of communicating information between the writer and the reader.[51] Reading also defines pragmatically as an understanding a message conveyed by the writer through visual and non-visual information.[52] Thus, reading involves comprehension process which it starts from viewing the linguistic surface representation and ends with certain ideas or meaning of writer's message.[53] In addition, it also involves decoding process which refers to the process of saying printed words into a representation similar to oral language either silently or aloud and it is usually used in the beginning of learning to read.[54]

Moreover, reading is the important learning activity of any language which is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.[55] Reading is also very necessary to widen the mind and gain understanding of the foreign

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[50] H. Douglas Brown, *Teaching By Principles,* p. 75.

[51] Muhammad Mukhroji, "The Teaching of, p. 57.

[52] Endang Fauziati, *Teaching Of English,* p. 139.

[53] Muhammad Mukhroji, "The Teaching of.

[54] *Ibid.*

[55] M. F. Patel and Praveen M. Jain, *English Language Teaching,* p. 114.

language.[56] Therefore, the students of English program have to know reading English to expend their knowledge about the language. In addition, W. S. Gray notes that "Reading is form of experience. Reading brings us in contact with the minds of great author, with the written account of their experiences. Their recorded lines and the advancement made by them in various fields."[57]

2. Importance of Reading

Reading as one of learning activities has many benefits for someone who does it. It is the most important skill which humans should acquire, as it is the means of communication between people, enjoyment and pleasure and it is one of the cognitive and emotional factors for humans.[58] It also has a social value where the human cultural and social heritage pass from one generation to another and from one individual to another through written or printed text.[59] In addition, it is a crucial factor for students to acquire several experiences and knowledge, and a means for teaching good manners and values for pupils.[60]

In Islam, reading is placed as a great important activity besides education process where the first verses of the al-Quran that were revealed to Prophet Muhammad (peace and blessings be upon him) stressed this very real need for

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[56] *Ibid.*

[57] *Ibid.*

[58] Alaa Ali Al Udaini, "The Effect of a Computerized Program on Developing 9th Graders' Reading Comprehension Skills and their Attitudes towards Reading in Palestine", *A Thesis*, Palestine: The Islamic University-Gaza, 2011, p. 16.

[59] *Ibid.*

[60] *Ibid.*

reading.[61] "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, Who has taught (the writing) by the pen" (QS. Al-'Alaq: 1-4).[62] From the verses, it can be concluded that a Moslem has to read to be a knowledgeable person.

3. Purpose of Reading

The purpose of reading will be variety depend on the reader's purpose. The reader will do it enjoy, quickly, or slowly in reading for pleasure, but the reader will be slowly and carefully in reading for information or studying. In Ikah's proposal entitle 'The Correlation Between Students' Achievement in Vocabulary and Reading Ability' state that Paul S. Anderson assert seven aims of reading, they are: reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating, reading for comparing or contest.[63] Furthermore, reading for details and fact aim to know what the subject is done of the story, reading for main ideas aim to get the problem statement, reading for sequence or organization aim to know each part of the story, reading for inference aim to know the message's writer of the story, reading for classifying aim to find unusual things of the text, reading for evaluating aim to know the value of the story, and reading for

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[61] The Brunei Times. *Importance of Reading,* (online October 1, 2012).

[62] *Ibid.*

[63] Ikah, "The Correlation Between Students' Achievement in Vocabulary and Reading Ability", *A 'Skripsi'* The Requirement for The Degree of Strata 1 (S1), Jakarta: State Islamic University Syarif Hidayatullah, 2006, p. 16-17, not published.

comparing or contest aim to compare the way of life of the story with the way of reader's life.[64]

Meanwhile, she states that Lester and Allice Crow classified two general purposes of reading which includes:

a. Leisure-time reading which refer to reading for enjoyment.

b. More serious reading which refer to reading to study for a goal such as to obtain

factual information and solve problems.[65]

4. Types of Reading

Reading can be classified into two types of reading activities depend on the reader's purpose of reading, they are intensive and extensive reading.[66] Intensive reading is reading activity which focuses on comprehension of the text involving comprehending particular text with sound spelling, vocabulary, grammar, cohesion, information structure, genre structure and reading strategies.[67] It also often refers to the careful reading where the text is studied intensively in order to introduce and practice reading skill such as distinguishing the main idea of a text from the detail, finding pronoun referents, or guessing the meaning of unknown words.[68] So, intensive reading aims to get specific information or

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[64] *Ibid.*

[65] *Ibid.*, p. 18.

[66] *Ibid.*

[67] Isna Indriati, "Web-based Graded, p. 108.

[68] Iwan Fauzi, *Islamic Extensive Reading,* for internal use of the English Program Students of STAIN, p. 1.

complete and detailed understanding of a text.Meanwhile, extensive reading is reading activity which is aimed at reading for pleasure.[69] It also generally associates with reading large amounts with the aim of getting an overall understanding of the material where the reader is more concerns with the meaning of the text than the meaning of individual words or sentences.[70] So, the reader may read seriously when does intensive reading activity and read confidently and joyfully when does extensive reading activity.

In other hand, intensive and extensive reading consider as an approach in teaching reading skill to the students. Intensive reading approach which applies the classic procedure of grammar translation may engage students in certain text to gain more knowledge of the language features.[71] Whereas, extensive reading approach allows the students to choose a text by themselves to get the general meaning than the language features of the text.[72]

Furthermore, extensive reading is considered as a prime means of developing a taste for foreign language reading.[73] It introduces students to the dynamics of reading as it is done free voluntary with some certain purposes. Then, in 'Teaching by Principle' book by H. Douglas Brown, both of Krashen and Bamford state that extensive reading is a key to students gains in reading ability,

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[69] Isna Indriati, "Web-based Graded, p. 108.

[70] Iwan Fauzi, *Islamic Extensive Reading,* p. 1.

[71] Isna Indriati, "Web-based Graded, p. 108.

[72] *Ibid.*

[73] Iwan Fauzi, *Islamic Extensive Reading,* p. 3.

linguistic competence, vocabulary, spelling, and writing.[74] So, it helps in supplying new vocabulary, new ideas, new sentence pattern, and new thoughts.[75] In summarizing, although extensive reading consider primer in the developing reading skill than intensive reading, but both of them have important roles to play in helping students develop their reading skill, first in the critical area of vocabulary and word recognition or language features and in developing better reading comprehension skill.

In addition, Reading Aloud and Silent Reading are also the kind of types of reading. Reading aloud is helpful in developing speech habit because it is the base of words pronunciation while silent reading which is done to acquire a lot of information develops power of expression in writing and quick comprehension.[76]

5. Reading Strategies

Reading strategies is considered as facilitating the reading process and giving the student a clear sense of what they are reading.[77] It is believed that the application of strategies causes significant improvement in learning which would lead to greater sensitivity to the language learning process on the part of students and would make students to be more independent, to be critical thinkers, and to be lifelong learners.[78] The strategies are also result the reading comprehension when

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[74] H. Douglas Brown, *Teaching By Principles*, p. 301.

[75] M. F. Patel and Praveen M. Jain, *English Language Teaching,* p. 21.

[76] *Ibid.*, p. 20.

[77] Lia Agustina, "The Importance of Teaching Reading Strategies to Improve Students' Reading Comprehension", in Bambang Yudi Cahyono (eds.), *Techniques and Strategies to Enhance English Language Learning,* Malang: State University of Malang Press, 2011, p. 76.

[78] *Ibid.*, p. 77.

the reader knows and understand which strategies and skill are appropriate to apply.[79]

There are three reading strategies that involve bottom-up strategy, top-down strategy, and interactive strategy:

a. Bottom- Up Strategy

In applying bottom- up strategy, the reader starts from identifying letters to recognize words then proceeds to the phrase, sentence, paragraph, and to the text level processing.[80] Therefore, it is appropriate to use for beginner in reading learning and for the reader who feels difficult in reading a text.

b. Top- Down Strategy

In top- down strategy, the reader starts to find the meaning of a text from the reader's prior knowledge and experience to the print where it can be in hypotheses and predictions about the meaning of a text.[81] So, the reader does not need to recognize all the words of a text.

c. Interactive Strategy

Interactive strategy in reading is initiated by decoding letters and words and by formulating hypotheses about meaning.[82] So it requires combination between bottom- up and top- down strategies.

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[79] Lia Agustina, "The Importance of, p. 75.

[80] Muhammad Mukhroji, "The Teaching of, p. 62.

[81] *Ibid.*

[82] Muhammad Mukhroji, "The Teaching of, p. 63.

6. Reading Comprehension

Comprehension is making a sense out of a text as the result of interaction between the perception of graphic symbols that represent language and the reader's prior knowledge.[83] Therefore, reading comprehension is a process of getting information from context and combining disparate elements into a new whole.[84] In addition, Snow defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[85] Furthermore, Harris and Hodge define it as the construction of meaning of a written communication through reciprocal, holistic interchange of ideas between the interpreter and the message in a particular context.[86] So, the students can be said comprehend the text if they can extract and construct the meaning of the text.

In addition, Spears states that there are eight important reading comprehension skills that help the students to read more systematically, they are comprehending main ideas, determining the author's purpose, distinguish between main idea and supporting details, making inference, distinguish facts and opinions, analyzing structures, annotating, paraphrasing and summarizing.[87] Hence, the students need ability to identify the structures of the text as supporting

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[83] *Ibid.,* p. 58.

[84] *Ibid.*

[85] Moh Kusen, "Using Graphic Organizers to Improve Students' Reading Comprehension", in Bambang Yudi Cahyono (eds.), *Techniques and Strategies to Enhance English Language Learning,* Malang: State University of Malang Press, 2011, p. 88.

[86] *Ibid.*

[87] Moh Kusen, "Using Graphic Organizers, p. 90.

the comprehension of the text. In other word, the reader needs to know the appropriate strategy in reading which it relates to how the teacher teaches reading strategy.

Furthermore, reading comprehension is also a process of using reader's existing knowledge to interpret text in order to construct the meaning.[88] Thus, beside the ability to identify the text structures, reading also includes reader's knowledge about the text to comprehend the meaning of the text. Then, the reader's knowledge about the text is called as schemata which represents and reflects the background knowledge, experiences, conceptual understanding, attitudes, value, skills, and procedures a reader brings to a reading situation.[89] The reader's schemata are discussed in the Schema Theory which considers the role of background knowledge in comprehending a text. Schema theory suggests that a text only provides directions for readers how they should construct meaning from their own previously acquired knowledge which called as the reader's background knowledge.[90] It is supported by the statement of Mark Clark and Sandra Silberstein in *'Teaching By Principles: An Interactive Approach to Language Pedagogy'* of H. Douglas Brown's book, which capture the essence of schema theory as:

> Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an

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[88] Muhammad Mukhroji, "The Teaching of, p. 58.

[89] *Ibid.*

[90] Muhammad Mukhroji, "The Teaching of, p. 60.

appropriate group of concepts already stored in their memories…. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.[91]

7. Correlation between Learning Motivation and Reading Comprehension

Harold Spears defines that learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.[92] It is also defined as relatively permanent change in behavior that result from past experience or purposeful instruction.[93] It involves some aspects that are increasing knowledge, the ability to remember and reproduce, the application of knowledge, inferring the meaning, interpretation and relating to reality, and the change as a person.[94] Then, reading is one of learning activities which available to assist student in building process knowledge.[95] So, in learning there is reading as the activity of learning and in reading going on learning process.

In getting the meaning of the text comprehensively, reading activity needs the reader's knowledge about the text and the reader's ability to identify the text structures.[96] It can be inferred that the students as the reader of the text have to have broad knowledge and ability in identifying the text structures to comprehend

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[91] H. Douglas Brown, *Teaching By Principles*, p. 299-300.

[92] Eveline Siregar and Hartini Nara, *Teori Belajar dan*, p. 4.

[93] *Ibid.*

[94] *Ibid.*, p. 4-5.

[95] *Social Studies Learning Activity Types*. http://activitytypes.wmwikis.net/file/view/SocialStudiesLearningATs-Feb09.pdf (Online October 3, 2012).

[96] Muhammad Mukhroji, "The Teaching of, p. 58.

an English text. Then, broad knowledge and ability in identifying the text structures will be had by the students from learning of English which it will give good result if combined with English learning motivation.

Furthermore, comprehension includes three important elements, they are: reader, text, and activity. Reader refers to the person who is doing the reading, the text refers to the material to be comprehended, and the activity refers to the ongoing process of achieving understanding.[97] The reader as one of important elements of reading comprehension needs a wide range of capacities and abilities, such motivation.[98] Motivation can be referred by the purpose of the students as the reader in reading or the purpose of the students in learning of English. Therefore, the writer wants to measure the strength of relationship between learning motivation and reading comprehension. In addition, the activity as the last important element of reading comprehension is done by a purpose or some purposes to achieve some end which the purpose is influenced by a cluster of motivational variables.[99]

In other hand, the afffective factors and culture play an active role in motivating and rewarding people for literacy, so it cannot simply consider that cognitive factors alone as reason for the eventual success of second language

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[97] *Ibid.*, p. 88-89.

[98] *Ibid.*, p. 89.

[99] *Ibid.*

readers.[100] In sum up, learning motivation may be one of factor which affects the students' reading comprehension.

C. Related Previous Studies

Related to the previous study, the writer takes the thesis of Sheri Coates Broussard entitled 'The Relationship between Classroom Motivation and Academic Achievement in First and Third Graders.[101] The purpose of the study is to examine the relationship between classroom motivation and academic achievement in first and third graders. Then, the results of the study are:

a. When the motivation variables are introduced into the classroom, motivation is the only significant predictor of reading grades and math grades in the expected direction. It is the strongest predictor of reading and math grades for first grade children beyond race and gender.

b. A positive relationship existes between classroom motivation and academic achievement among first and third grade children. As intrinsic motivation increases, academic achievement increases.

The writer's study is to measure the relationship between the students' learning motivation in integrative and instrumental motivation which refer to the students' purpose in learning of English and academic achievement of reading comprehension specifically, while this study is to investigate motivation of young children influence academic achievement. So, it is different with the writer's study.

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[100] H. Douglas Brown, *Teaching By Principles*, p. 301.

[101] Sheri Coates Broussard, "The Relationship between Clasroom Motivation and Academic Achievement in First and Third Graders", *A Thesis,* B.C.J., Louisiana State University, 2002.

In other study which conducted by Jeffrey D. Burrow entitle 'Motivation and Learning Outcomes: A Study of Incoming Exchange Students At Queen's University', [102]which has the purpose to measure the relationship between the motivation and learning outcomes of incoming exchange students at Queen's University shows that the strongest motivation of the incoming exchange students was Cross-Cultural, followed by Academic and Personal/Social. Then, the students who have motivation to improve their second language skill will be expected to participate in exchange students activity.

The difference between this study and the writer's study can be seen by the specific learning outcomes of the writer, that is reading comprehension. Motivation as variable of Jeffrey's study refers to the students' motivation follow the exchange of students, while the writer's study refers to the students' motivation in learning English.

Another study is done by Margaret Elizabeth Middleton, B.A. entitle 'Reading Motivation and Reading Comprehension'.[103] The study examines the relationship between reading motivation and reading comprehension in a sample of 421 twin pairs recruited from The Western Reserve Reading Project. Result of this study shows that genetic, shared environmental, and nonshared environmental influences are significant for both reading motivation and reading comprehension factors. Beyond genetic overlap the relationship between reading motivation and

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[102] Jeffrey D. Burrow, "Motivation and Learning Outcomes: A Study of Incoming Exchange Students at Queen's University", *A Thesis*, Canada: Queen's University, 2010.

[103] Margaret Elizabeth Middleton, "Reading Motivation and Reading Comprehension", *A Thesis,* The Ohio State University, 2011.

reading comprehension is also influenced by child-specific environmental effects, providing further support for individual influences on reading comprehension. Moreover, the result of the study suggests that children's reading skills and performance are associated with their engagement and desire to read, in part, above and beyond genetic factors related to motivation and comprehension. So, Margaret Elizabeth Middleton's study focuses on desire to read associates reading comprehension and the writer's study focuses on desire to learn English associates reading comprehension.