

CHAPTER II

THEORY REVIEW, FRAME OF THINKING, AND HYPOTHESIS

2.1 Theory Review

2.1.1 Concept of Reading

Reading as the one of the language skills that becomes important and it is very necessary in teaching learning process. Functional reading ability is beneficial for individuals to obtain various information that is commonly encountered in everyday life or related to their study, such as reading book, newspapers, advertisement, menus, recipes, drug labels, etc. In other words, reading is a way for students to get information from written material in daily life and also in learning process. Reading is one of the basic skills in English which is not simply translated word by word. The readers should have concern and pay attention when read a text to get the meaning and information from the whole texts in teaching learning process.

Reading is one of way that can be used by students in order to get information and knowledge from various sources. King and Johnston (as cited in Putra, 2007, p. 3) define reading is a learning way for students to enrich their ability and knowledge because reading is the process of deriving meaning from text. By reading, the students can get information and knowledge and makes readers easy to get information from the text. In the other hand, Cline et.al

(2006, p. 2) defines reading as decoding and understanding text for particular readers purposes. There is no doubt that reading is important as the other three language skills. Thus, because they read in order to acquire information and also to enhance the other language skills they have. Moreover, it is expected that students gain broader knowledge and enrich their vocabulary also can improve their skill from reading activity.

Spratt et.al (as cited in Munawir, 2018, p. 51) defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge. The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading. By doing this, sometimes, the readers will get a new conclusion as a new knowledge for them. Grabe & Stoller (2011, p. 3) defines reading as the ability to draw meaning from the printed page and interpret this information appropriately. It means that in reading the text, comprehension is needed to know the meaning of the text. The message of the text to be imposed in the written form is the most important element that the students must recognize.

In reference to the above definitions from the experts, it can be concluded that reading is a learning way for students to enrich their ability and knowledge by respond to and make sense of a text being read connected to their prior knowledge. Reading can also be defined as a skill that must be mastered by

students in order to get information from various sources both in their learning process and in daily life.

2.1.2 Concept of Reading Comprehension

Reading for meaning is also called reading comprehension. Reading with comprehension is a way for the students to arrive at what they want to know from the reading material. Comprehension is a really important in reading skill. The ability of someone to comprehend is closely related to someone's background knowledge. Cooper (as cited in Rusmiati, 2014, p. 62) states that comprehension is a process in which the readers may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

According to Klingner (2007, p. 2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. The students are required to be able to catch the meaning that the author wants to convey in the text.

Shanahan (as cited in Watson et.al, 2012, p. 79) define reading comprehension as the process that excerpts and, at the same time, creates meaning by having the students interact and be involved with written language.

In the process, students are expected to be able to create meaning from the text by having interact with the written language. In order to become better readers, the students need to pay attention on how they are reading and what can they do to improve their comprehension in reading a text.

In reference to the above definitions from the experts, it can be concluded that reading comprehension as the ability of constructing meaning by interacting with the text to find the stated or unstated idea from the text. Reading Comprehension is not only a process of identifying the word but also a process of constructing and understanding a meaning from a written material to get information related to the text. The essence of reading comprehension is to understand all information delivered by the writer and it is closely related to someone's background knowledge.

2.1.3 Types of Reading

According to Brown (2004, p. 189), there are several types of reading such as: perceptive reading, selective reading, interactive reading, extensive reading.

The first type is perceptive reading. Perceptive reading is a readers point of view when students reads a text. In perceptive reading, the readers will involve other components to get the meaning of the text such as punctuation marks, words, and other graphic symbols. In perceptive reading, the readers reading through bottom up. Bottom up is the process in which the readers makes a merging system in the brain and then creates perceptions or illustrations of the meaning of the text.

The second type is selective reading. Selective reading is a process of reading with purpose. Selective Reading is a person's reading recognition of a lexical, grammar, or certain discourse process is carried out using short paragraphs, the assessment involves standard assessment items such as multiple choice, short answers, true / false and so on. Readers can use bottom-up and top-down processes. In selective reading, the steps above are intended so that readers can better understand the reading text.

The third type is interactive reading. The type of interactive reading is the range of languages from several paragraphs to one or more pages where the readers must interact with the text in order to get its meaning in interactive reading through the top down process, which means reading in general to get the meaning of the text. Interactive reading skills allow readers to read and think at the same time.

The fourth type is extensive reading. Extensive reading is carried out the students to achieve a general understanding of a text. Extensive reading applies to text more than one page, extensive reading involves several longer texts such as articles, journals, longer essays, short stories and books. Assessing broad reading assignments is: skim reading, summarizing, responding to reading, and taking notes. During extensive reading, students must be interested in what they read, students read without making a sound and concentrate to get the meaning of the text they are reading.

Based on the explanation above we know that reading have four types and each of types have differences uses and aims. Among four types of reading,

interactive reading is the one which covers comprehension features such as ; main idea, inference, gramatical feature, detail, unstated detail, supporting idea, and vocabulary in context.

2.1.4 Reading Assessment

Assessment is a tool that used to measure students' abilities in reading comprehension. The nature of reading assessment in class must be directly related to the nature of the competency to be measured. Assessment in reading is very important to determine how good the reading ability of the students. The teacher as a guide in teaching and learning process also as an evaluator should have an appropriate and right concept of reading assessment to assess the reading ability of students in learning process.

According to Brown (2004, p. 206), a set of questions in reading text should covers the comprehension of these features : main idea (topic), inference (implied detail), grammatical features, detail (scanning for a specifically stated detail) excluding facts not written (unstated details), supporting ideas and vocabulary in context.

Main idea (topic) is a sentence that tells about the contents of a text. Main idea sometimes contained in several paragraphs, it is sometimes not explicit stated in one sentence, however also can implicit stated in some paragraphs. Instead, it is left to readers to conclude the paragraphs. Inference (implied detail) is the logical connection that the readers draws between what he observes or knows and what he does not know. Grammatical feature is a

property of items within the grammar of a language. Within each category there are two or more possible values, which are normally mutually exclusive. Detail is specific information contain in the text and must be uderstood by students when interactive reading process. Reference, are used to avoid unnecessary replication of words or phrase. Supporting idea is develop topic sentences by providing definitions, examples, facts, incidents, comparison, analogy, statistics of clause and effect. Vocabulary in context refers to the sentences or the whole paragraph surrounding an unfamiliar words. The details of reading assessment rubric are as follows:

TABLE 2
READING ASSESSMENT RUBRIC

No.	Comprehension Skill	Criteria
1.	Main Idea	Identifies main idea as well as supporting details
2.	Inference	Can identify when messages are inferred and can conclude accurate meaning
3.	Grammatical Feature	Identifies most and/or all grammatical feature in text
4.	Detail	Identifies most and/or all detail in text
5.	Reference	Identifies most contextual references to interpret meaning
6.	Supporting Ideas	Identifies most and/or all facts, with no confusion with opinions or other elements
7.	Vocabulary in Context	Identifies most contextual vocabulary to interpret meaning

Source: Shapiro (2008)

From the explanation above, it can be concluded that there are seven assessment criteria in reading such as; main idea (topic), inference (implied

detail), grammatical features, detail (scanning for a specifically stated detail) excluding facts not written (unstated details), supporting ideas and vocabulary in context. Reading assessment is very important tool because from reading assessment teachers can measure students' reading ability. Through reading assessment teacher will know how students understanding the material.

2.1.5 Concept of Report Text

Report text is one of the texts that should be learned by students in junior high school which present information about something. Report text is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. Barker (as cited in Nuraeni, 2016, p. 23) state that report text is a piece of writing which aims to describe something in general way. Often it is non-chronological and written in the present tense. This theory implies that report text refers to kind of text that describes the information by explaining the general information which is used to report the information. Furthermore, it is kind of text which is written in chronological order and constructed in present tense. Report text usually describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon. It is explained that report text must include important information that is considered to write as a report form.

In the process of reading report text there are several things which must be considered by students. According to Pardiyono (2006, p. 167), report text

have three generic structures, there are title, general statement, and description. Title in report text indicates the topic of the text and this is a very general thing. General statement is a part that state classification of general aspect of things, such as: animal, public places, plants, etc. and it will be discussed in general. Description is part gives describing of the things which will be discussed in detail. According to Steven & Christino (as cited in Cahyaningsih, 2017, p. 38) report text has six language characteristics. The first is use of general nouns, that is, an object (be it alive or dead) of a general nature. Second, use of relating verbs to describe features, the grammar is also called linking verb. As to be (is, am, are: present), seem, look, taste, etc. Third, some use of action verbs when describing behavior. Fourth, some use timeless present tense to indicate usualness, is one time in the simple present markers such as often, usually, always, and others. Fifth, use of technical terms. Sixth, use of paragraphs with topic sentences to organize bundles of information, repeated naming of the topic as the beginning focus on the clause.

Referring to the theories above, it can be concluded that report text is a kind of text which describe about information about something in the past or present by explaining the general information which is used to report the information.

2.1.6 Concept of Students` Motivation

Motivation has been considered one of the important thing that influencing the success of language learning. Motivation plays a significant role in several theories of human development and learning. The word ‘motivation’

is derived from a verb 'motivate' by adding suffix 'ion' to 'motivation' means to encourage or to get someone will to do something. According to Harmer (2002, p. 51), motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Motivation appears when someone has a huge desire to achieve the goal and usually come from inside. For the example, someone study hard because he or she wanted to be number one, it means that he or she has a motive to be a better students than others. Motivation is an internal desires which pushes someone to do things in order to achieve goals and directs the individual activities. According to Takaloo & Ahmadi (2017, p. 10), motivation is the first thing students must have because when they have motivation in reading, students will be more comfortable and interested in learning process and make them more insightful. Having problem with the motivation in reading deals with the comprehension of the students themselves. When reading without having motivation, students have difficulty to figure out what the text is talking about.

Motivation closely related to interest and those two things will affect learning achievement too. Interest is one of the strongest motivation for learning English, and motivation has been identified as one of the main factor affecting English language learning (Barker as cited in Susilowati, 2020, p. 35). If students having less interest on their mind, possibly their motivation getting lower too. Having no motivation also cause students being lazy to read as they regard that reading activity is a kind of bored activity to do. Whereas, reading takes crucial role in studying and enriching students' knowledge in learning

activity. Wigfield & Guthrie (1997, p. 420) stated that the motivation to read does not only judge that students read more than others but how their activities can make others interested in reading too. It means motivation has an important role in determine the purpose of reading activity. Students need to be motivated in order to make the reading process will be more effective. Pachtman & Wilson in Ahmadi (2013, p. 8) state that additional benefits of being a motivated reader by stating that it is important to motivate students to read by providing them opportunities to select their desired materials. In other words, while in reading activity, readers need to read more when they are allowed to choose their reading materials because they would discover that reading is an enjoyable activity. Motivation is responsible for why students decide to do something, how long they are willing to survive ad how hard they are going to pursue it. Students who are motivated to read, may encourage their needs to read, which followed by the process of finding information or knowledge that they need from the text. It can be by reading books, asking to their teacher, or researching through the internet.

Based on explanation above it can be concluded that motivation is internal drive which pushes someone to do things in order to achieve something and it is appears when someone has a huge desire to achieve the goal. Motivation is responsible for why students decide to do something, how long they are willing to survive and how hard they are going to pursue it. It is clear that in reading activity, the students are demanded to have high motivation in taking the optimal result in learning process especially in reading.

2.1.7 Classification of Motivation

According to Ur (1996, p. 276), Motivation can be divided into two types, intrinsic and extrinsic motivation.

2.1.8.1 Intrinsic Motivation

Intrinsic motivation is drive students to do something based on their desire enjoyable. Harmer (1989, p. 51) state that intrinsic motivation comes from within individual. Thus a person might be motivated by the enjoyment of learning process itself or by a desire to make themselves feel better. It means motivation is a desire or natural tendency which come from inside to do something. In addition, Gardner (1985, p. 10) stated that there are three components in motivation they are of effort, desire, and attitude to achieve the goal of learning the language plus favorable attitudes toward learning the language. Effort means trying hard, use of strength and energy to do something especially in learning process. Desire means a strong feeling of wanting to have something to happen. Attitude considered as the people tendency to act positively or negatively of learning something.

2.1.8.2 Extrinsic Motivation

Extrinsic motivation is drive students to do something based on outside factors. Ur (1996, p. 277) state that extrinsic motivation is that which drives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in the tasks.

Based on the statement, it is assumed that extrinsic motivation is caused by factors from outside of students. For example extrinsic motivation may motivate students performs in order to get a prize, such as graduating or passing a test or avoiding a penalty like a fail level. Extrinsic motivation is encouraged not by the way itself but by what can be gained from the behavioral actions. Although extrinsic motivation can be used to motivate students from outside, if students are not given a prize or credit for their efforts and if feedback is not provided to a students, then students' extrinsic motivation would start to decline.

2.1.8 Function of Learning Motivation

Motivation has important function in English teaching learning process especially in reading comprehension. Having problem with the motivation in reading deals with the comprehension of the students themselves.

According to Sardiman (2008, p. 85), there are three functions of motivations. There are encouraging people to do certain activities, giving direction, and determining action. Encouraging people to do certain activities it means that motivation is the motor of any activity to be undertaken. It helps people to achieve their goals. An effort or action cannot be carried out without any encouragement. Giving direction means motivation gives the direction to achieve the desired changes in learning activity of students. Thus, motivation provides the direction to the students and the activity that must be undertaken in accordance with the goals that have set. It makes the students know what they

should do. Determining the action means the motivation drives someone's behavior. Moreover, motivation is also as the motor that encourages someone interest to achieve their goals. Therefore, motivation can maximize students' achievement. Furthermore Uno (2008, p. 17) explains that the function of motivation in learning are, encourage students to do learning activity that is based on meeting the needs of, determine the direction of the learning goal to be achieved, specifies the action that must be done.

Based on the explanation above, the function of motivation in learning especially in reading is very necessary. Motivation may encourage students reading skill. It is very important for students to build a high motivation in order to achieve the main goal of learning process especially in reading.

2.1.9 Indicators of Motivation in Reading

Motivation in reading is affected by the reason of why someone do or avoid the reading activity. Dimension of reading are the internal and external reasons in motivating students to read. According to Watkins and Coffey (2004, p. 110 – 116), reading motivation consists of eight factors that can be inferred as indicators to measure students' motivation such as : grade-compliance, involvement, social, competition, work avoidance, curiosity, recognition, efficacy.

1. Grade-compliance

Grade-Compliance refers to motivation in reading to gain positive school-evaluation, or to meet other people expectation such as he wants to

read a book because a friend of him wants him to understand the book. This factor actually represents performance concern and extrinsic sources of motivation. This factor focuses on grades and demands.

2. Involvement

Reading involvement refers to the enjoyment involved with reading different kinds of texts, it is the feeling of engagement between the readers and their reading text. Mostly, the feeling of involvement appears because the reader itself really loves the reading activity.

3. Social

This aspect is kind of internal desire to connect with others through reading activity. It also can be the desire to share the meaning or the content of the text he has read to other people. Sometimes this aspect can be a tool for someone to know how people around the reader can receive him or her based on the knowledge they got through reading activity.

4. Competition

Reading competition is concerned with an individual's attempt to outperform others in reading. Dimension of competition in reading pushes someone to be a better reader than others around them.

5. Work Avoidance

This factor is the most clearly and consistently factor in term of motivation in reading. It is the factor that identified why reader are commonly avoids reading, and do not make reading as a habitual activity.

6. Curiosity

Watkins and Coffey stated that curiosity refers to the desire to learn about a certain idea, and is related to work on reading interest. It means that curiosity is the desires to know a text. Commonly, curiosity comes from someone's internal motivation to find information or reading for pleasure

7. Recognition

Reading recognition is related with tangible forms of recognition such as teacher or peer approval in reading. Recognition related to the relationship with others, whether it is teacher or reader's friends. This dimension represents how other people recognize someone as good reader or not.

8. Efficacy

Efficacy refers to readers believes about their ability and constancy in reading habits. In this point of view, students believe that they have a better ability in reading that any other materials.

From indicators of motivation in reading above, it can be concluded that there are eight factors that can be inferred as indicators to measure students' motivation such as : grade-compliance, involvement, social, competition, work avoidance, curiosity, recognition, efficacy, and each of indicator affected the reason of why someone do or avoid the reading activity.

2.1.10 Review of Related Research

There are some previous research which revealed that students' motivation and reading comprehension have relationship. The first research was conducted by Ratnasari (2017) from State Islamic Institute of Surakarta, with the title "The Correlation Study between Students' motivation and Reading Comprehension". Based on the result of the research, it was found that there was a correlation between students' reading motivation and reading comprehension. It can be seen from the result of the hypothesis test by using Pearson Product Moment that shows r_{xy} is higher than r_{table} with the score $0.879 \geq 0.334$. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected that shows there was correlation between students' reading motivation and reading comprehension. In other words, the students who have good motivation tend to have good reading comprehension. Referring to the previous research, this research have similarities and differences. The similarities are investigates the same variables and use quantitative approach as research method. Besides that, the differences between the previous research and this research, this research will be conducted in different setting, place, population and sample.

Another research was conducted by Matondang (2017) from State Islamic University of Sumatera Utara, with the title "The Correlation between Students' Motivation and Achievement in Reading Comprehension". Based on the result of the research, it was found that there was a correlation between

students' reading motivation and reading comprehension. It can be seen from the result of the hypothesis test by using Pearson Product Moment that shows r_{xy} is higher than r_{table} with the score $0.784 \geq 0.374$. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In other words, there is correlation between of students' reading motivation and reading comprehension. From the explanation above, this research have similarities and differences. The similarities are investigates the same variables that is students' reading motivation as X variable and students' reading comprehension as Y variable and choosing quantitative approach as research method. The differences is place of the research, population and sample.

In conclusion, based on the previous research above it shows students' reading motivation has correlation with students' reading comprehension and describe how reading motivation can influence students' reading comprehension. Therefore the researcher is interested to investigate the correlation between students' motivation and reading comprehension at the ninth grade students of SMPN 03 Kotabumi academic year 2020/2021.

2.2 Frame of Thinking

Reading as the one of the important language skills and should be mastered by the students. The students sometimes face so many difficulties in learning English as a foreign language especially in reading comprehension. Comprehension is the main point in reading activity. The students have many difficulties in knowing the meaning because they have less motivation, vocabulary, experiece, and practice. In teaching

English especially in reading skill that faces many difficulties, one of the difficulties is students' motivation. Students' motivation closely refers to the students' want to read and their efforts including their learning strategies to solve their problem during reading process. Therefore, students should develop their reading motivation in order to achieve their goal in reading comprehension easily.

Motivation and learning activity are two things that influence each other. Motivation also can help in comprehending and explains the attitude of individual. Motivation directs to the change in order to reach the goal. Motivation can give the direction and the activity that should be done toward their purposes. It can be concluded that students' reading motivation also have important role in learning English. The reading process may run well if the students have big motivation to learn English.

Therefore, the researcher assumed that there is correlation between students' motivation and reading comprehension. There are two variables in this research. The first variable is students' motivation as independent variable or (X) variable and the second variable is reading comprehension as dependent variable or (Y) variable. Based on the statement above the researcher draw frame of thinking in this research as follows:

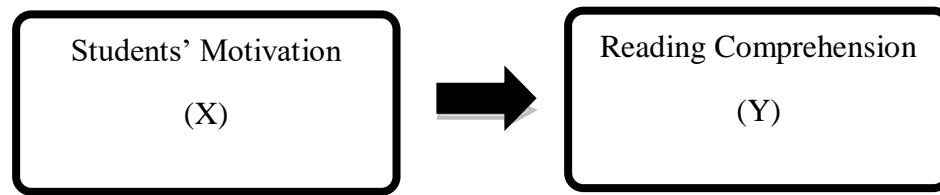


FIGURE 1
FRAME OF THINKING OF THE RESEARCH

There are two variables in this research. The first variable is students' motivation as independent variable or (X) variable and the second variable is reading comprehension as dependent variable or (Y) variable.

2.3 Hypothesis

The hypothesis of this research are follows:

Null Hypothesis (H₀) : There is no correlation between students' motivation and reading comprehension at the ninth grade students of SMPN 03 Kotabumi academic year 2020/2021.

Alternative Hypothesis (H_a) : There is correlation between students' motivation and reading comprehension at the ninth grade students of SMPN 03 Kotabumi academic year 2020/2021.