

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Reading holds significant importance within the realm of English, ingrained deeply into our daily routines. Bharutram (2012) emphasizes that reading stands as the foremost academic obligation for students, offering a gateway to new knowledge, pleasure, and problem-solving acumen. It's widely perceived as a process dedicated to enriching the reader's understanding of the material. Amin (2022) defines reading as the capacity to comprehend and analyze visual information presented in text or spoken form. This multifaceted skill comprises various interconnected abilities. Its benefits span from sharpening focus and inspiring creativity to refining writing prowess and broadening one's horizons (Harmer, 2001). Indeed, reading holds a pivotal role in students' lives, fostering intellectual growth, enriching language skills, and imparting invaluable insights (Ayu et al., 2017). Its significance extends beyond academic spheres, serving as a pleasurable pursuit and a means of community engagement (Mullis & Martin, 2019).

Despite the paramount importance of reading, numerous students grapple with challenges that dampen their enthusiasm for this activity. Aminatun and Oktaviani (2019) highlight a prevalent issue wherein reading comprehension emerges as a significant hurdle for learners. Within this context, students encounter various obstacles, notably in comprehending texts and expanding their vocabulary. Text

comprehension stands as a multifaceted endeavor, demanding meticulous attention from readers as they delve into the intricate layers of meaning within each word and sentence (Alderson, 2000). Reading comprehension, as Alderson (2000) suggests, hinges upon the reader's grasp of vocabulary, illustrating the process as a conduit for transferring ideas from text to comprehension. Consequently, students embarking on this journey must unravel the nuances of each word, interweave them into coherent sentences, and derive the intended meaning from the text.

In the secondary school context, reading plays a pivotal role in the educational process, serving as a fundamental tool for expanding students' knowledge base, language proficiency, and lexical repertoire. Within the realm of reading, a robust vocabulary is crucial for enhancing students' comprehension of textual material. However, a significant number of students encounter challenges stemming from inadequate vocabulary, thereby impacting their reading endeavors. Notably, an interview conducted with the English teacher of SMAN 14 Bandar Lampung revealed prevalent difficulties in reading, particularly in the realm of reading comprehension, attributable to deficiencies in both vocabulary and effective reading strategies. This vocabulary deficit is often attributed to discrepancies between word orthography and phonetic pronunciation, as suggested by Amalia (2023).

To enhance text comprehension, students must prioritize vocabulary acquisition while also incorporating effective reading strategies. Interestingly, the eleventh-grade cohort exhibits limited awareness regarding the efficacy of reading strategies in bolstering comprehension skills, resulting in their underutilization

during reading activities. McNamara et al. (2007) advocate for the implementation of reading strategies, especially for students facing challenges in reading comprehension, highlighting its pivotal role in enhancing academic performance.

Some students may encounter challenges with reading comprehension due to various influencing factors. Dennis (2008) identifies these six factors as significant contributors to students' ability to achieve higher levels of comprehension. Those factors are the complexity of the text, environmental conditions, levels of anxiety, personal interest and motivation, the speed of word recognition, and potential medical issues. An interview conducted by the researcher with students of SMAN 14 Bandar Lampung found that some of the factors mentioned by Dennis (2008) were true. Many students mentioned that the speed of word recognition, interest, and motivation are the factors that influence them to achieve a higher level of comprehension. However, every student possesses the potential to excel in reading comprehension, with motivation standing out as a key determinant. Motivation plays a pivotal role in students' proficiency in reading comprehension, as highlighted by Oktaviani and Mandasari (2018). Students who exhibit high levels of motivation tend to exhibit superior reading skills compared to their less motivated counterparts. Motivation is integral to the teaching-learning process, serving as a catalyst for students to actively engage with textual material and expand their knowledge base. When students are motivated to read, they demonstrate a heightened interest and engagement, facilitating the acquisition of new vocabulary and enhancing comprehension abilities.

From the explanation above, the researcher wanted to know if students' motivation from the eleventh grade of SMAN 14 Bandar Lampung correlates with their reading comprehension skills, specifically in reading narrative text. The reason why the researcher took his study at SMAN 14 Bandar Lampung is because not every school has the same level of students in terms of their skills and knowledge. So, the researcher took this study in order to show that every school has different results. The study has taken place in SMAN 14 Bandar Lampung, with students in eleventh grade as the subjects.

1.2 Research Question

Based on the background that the researcher has stated above. The research question is:

Is there any significant correlation between motivation in reading and reading comprehension of eleventh-grade students at SMAN 14 Bandar Lampung?

1.3 Research Objective

Concerning the research question, the research objective is "To find out the correlation between motivation in reading and reading comprehension of eleventh-grade students at SMAN 14 Bandar Lampung.

1.4 Uses of Study

This study's results are expected to be implemented as a learning process, especially in understanding students' motivation, and this study's contribution is for;

a. For teachers, it is expected to provide innovations in teaching English, especially reading comprehension. This research can also improve their students' motivation in reading comprehension.

b. For other researcher, the researcher hopes this study would be helpful for those who were looking for guidance or reference to continue this research.

1.5 Scope of Study

This research aims to explore the relationship between students' motivation in reading and their proficiency in reading comprehension. The primary objective is to ascertain if a notable correlation exists between these two factors, thereby shedding light on their interplay. Additionally, this study seeks to enhance educators' understanding of the pivotal role motivation plays in students' academic performance. Thus, the research will concentrate on assessing reading comprehension, particularly within narrative texts. Employing a quantitative approach, the methodology entails sampling three eleventh-grade classes, comprising a total of 31 students from SMAN 14 Bandar Lampung, during the academic year 2023/2024.