

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

In the process of conducting this research, the investigator has identified several relevant studies that lend support to this inquiry. Various previous studies have delved into the correlation between students' motivation and their reading comprehension.

The first study in relation to this research was authored by Karolina (2021). Utilizing quantitative research methods, she conducted tests and questionnaires on a single group comprising 30 eighth-grade students. Data collection involved administering questionnaires and reading comprehension tests. Findings from this study revealed that the mean score on the reading comprehension test was 70.80, indicating proficient reading comprehension. The questionnaire results indicated an average student motivation score of 86.80, reflecting a high level of motivation to learn English. Pearson Product Moment analysis further indicated a significant correlation ($r\text{-count} > r\text{-table} = 0.963 > 0.361$, $p = 0.000 < 0.05$), supporting the acceptance of the alternative hypothesis (H_a) and rejecting the null hypothesis (H_o).

Fitriyanti's study (2022) employed a correlational research approach with quantitative data analysis. Focusing on students in Class X Science 3 at SMAN Kota Bengkulu during the 2021–2022 Academic Year, this study utilized questionnaires and reading comprehension tests for data collection. Results indicated a mean score of 66.56 for reading comprehension tests and 135.53 for

questionnaires. The calculated correlation coefficient (r_{xy}) of 0.966 surpassed the critical value ($r\text{-table} = 0.329$), indicating a significant correlation between students' motivation in reading and reading comprehension.

Manan's research (2017) adopted a quantitative approach with a correlation method, involving students from class C of the second semester of the English Language Teaching Department. Data collection involved questionnaires and reading comprehension tests, with analysis revealing average scores for both variables. A positive significant correlation ($r_{xy} = 0.7056$) was observed, exceeding the critical value ($r\text{-table at } 5\% = 0.304$).

Ikhsan's study (2018) employed a correlational study using the Product Moment Correlation technique. The research focused on class VIII B, utilizing reading motivation questionnaires and reading comprehension tests for data collection. The calculated r_{xy} value of 0.89 surpassed the critical values at both 5% and 1% significance levels, leading to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0).

The most recent previous study by Sari (2020) utilized quantitative research with descriptive data, focusing on second-semester English language education students. Data collection involved students' motivation questionnaires and reading comprehension tests, with the calculated correlation coefficient ($r_{xy} = 0.71$) indicating a significant correlation, supported by a probability score (sig.) of 0.00. Consequently, the alternative hypothesis (H_a) was accepted, indicating a correlation between students' motivation and reading comprehension among

second-semester students in English Language Education at the University of Batanghari.

All of these previous studies helped the researcher in completing the study. The five previous studies have similarities; they are focused on reading comprehension skills, students' motivation affecting their reading comprehension skills, and the instruments. However, this study differs from previous studies because the researcher use eleventh-grade students as the population. Compared to the research above, many of them use tenth-grade or college students as the population. Because the population is different, the data is also different. Moreover, this factor diversifies my research with others.

2.2 Theoretical Framework

2.2.1 Concept of Reading Comprehension

Septiyana et al. (2021) offer an insightful perspective on the intricacies of reading comprehension, portraying it as a multifaceted cognitive operation that integrates various facets of linguistic understanding and contextual knowledge to derive meaning from textual content. They illuminate how texts, far from being mere collections of isolated sentences, represent dynamic linguistic constructs that demand readers to synthesize interconnected passages to uncover the underlying significance.

Expanding on this discourse, Amin (2022) delves deeper into the cognitive processes involved in reading comprehension, emphasizing the role of prior knowledge and world experience in conjunction with textual information to construct a holistic understanding of the passage. This underscores the pivotal role

of vocabulary acquisition in enabling readers to decode and comprehend textual material effectively.

Rizal (2017) underscores the inherent value of comprehension in the reading process, emphasizing its role in deciphering the intended meaning and linguistic nuances embedded within the text. This sentiment is echoed by Febriani and Jono (2021), as well as Birsch (2011), who stress the importance of readers' capacity to not only decipher but also interpret the textual content.

Marsela (2017) expands upon this discourse, highlighting that reading comprehension extends beyond the mere construction of meaning to encompass the critical analysis and interpretation of textual material. This underscores the profound significance of reading comprehension as a fundamental skill that transcends disciplinary boundaries, resonating with the assertion by Anderson et al. (1988) that it serves as the cornerstone of academic success.

In synthesis, the scholarly perspectives outlined above converge on the notion that reading comprehension is an intricate cognitive process that entails the decoding and interpretation of textual material to uncover its underlying meaning. It underscores the indispensable role of readers' linguistic proficiency and experiential knowledge in extracting the message or significance embedded within textual narratives.

2.2.2 Kinds of Reading

There are many types of reading, but based on the purposes of reading, Nuttall (2000) classified the kinds of reading into intensive and extensive.

a. Intensive Reading

Intensive reading is a technique where the reader carefully and thoroughly reads the text or passage. Intensive reading can be defined as quality reading because the purpose is to comprehend the text carefully and gain all the meaning out of the text. Intensive reading, according to Rashid, Hui, and Islam (2020), is a type of reading that readers must be aware of and concentrate on in the context of the text and semantic comprehension since the goal is to acquire such facts. In using intensive reading, students must carefully find every detail inside the text. In line with this statement, Nation (2013) stated that this kind of reading carefully emphasizes analysis of language, structure, and meaning to understand every detail possible; in other words, intensive reading requires students to locate words, comprehend their meanings, and ultimately determine a proper reading. This technique can help students develop and improve their reading and critical thinking abilities.

b. Extensive Reading

The second type of reading is called extensive reading. This technique aims to read as many as possible to obtain our goal, whether it is the meaning, vocabulary, or more. Extensive reading is a reading strategy that is aimed at improving language proficiency and comprehension by pushing learners to engage in extensive and voluntary reading, specifically for enjoyment rather than academic purposes (Grabe & Stoller, 2011). Compared to intensive reading, readers do not need to read every part of the book because they comprehend the text without the need to read every single word contained in the text. As stated by Richards & Renandya (2002), extensive reading involves reading a lot of texts for enjoyment and general understanding, and fluency, vocabulary acquisition, and overall

comprehension are the main focus without the need to carefully examine every word or structure. So extensive reading is more enjoyable than intensive reading, but it all depends on the reader's goal.

Both intensive and extensive reading have their own purposes, and it is used for different goals. Intensive reading is used to improve someone's analytical skills and ability to deeply comprehend the text for specific purposes, while extensive reading is used to improve someone's fluency in language and widen vocabulary development for readers' pleasure.

2.2.3 Levels of Reading Comprehension

According to Berry (2005), there are 3 levels of comprehension in reading; they are as follows :

1. **Literal Comprehension:** The basic level of understanding a text, which includes facts and all of the information that is explicitly mentioned. Since literal comprehension is the basic level of comprehension, it must be trained at the beginning of reading comprehension. According to Vacca et al. (2005), literal comprehension refers to the foundational level of comprehension in reading where the readers collect explicit information directly stated in the passage. That is why it has always been the focus of early literacy development.
2. **Interpretive Comprehension:** With prior knowledge or background information, the reader must be able to figure out concepts and details that are not explicitly mentioned or written in the text. It involves understanding the writer's purpose, perspective, and technique and also

connecting the text with the experience, knowledge, and beliefs of the reader (Sadoski et al., 2004).

3. **Applied Comprehension:** The most advanced level of comprehension is applied comprehension. Readers examine the author's message and motivation for writing this passage to understand it. This is a crucial skill since it calls for a high level of analytical thinking and comprehension to determine the significance of a passage and its motives. This can improve comprehension by enabling readers to be critical of what they read by exposing bias in accordance with motives.

2.2.4 Factors Affecting Reading Comprehension

Various factors play significant roles in shaping students' reading comprehension abilities. As elucidated by Dennis (2008), six key factors exert considerable influence in this domain, encompassing the complexity of the text, environmental factors, anxiety levels, interest and motivation, word recognition skills, and medical considerations.

1. **Text Complexity:** The intricacy of textual material, spanning aspects like vocabulary richness, sentence structure, and content depth, significantly impacts comprehension. Pearson (2011) underscores how text complexity directly correlates with readers' comprehension effectiveness, highlighting the interplay between linguistic fluency and interpretive prowess.
2. **Environmental Influences:** The physical surroundings in which students engage with reading material can profoundly affect comprehension. While disorderly environments may hinder concentration, organized and comfortable settings

promote better understanding. Dennis (2008) notes that extraneous stimuli like television or radio noise can disrupt concentration and impede comprehension.

3. Anxiety: Situational stressors, such as examinations or academic pressures, can induce anxiety, hindering students' ability to engage with reading material effectively. Stanovich (2000) posits that anxiety detrimentally impacts cognitive processes vital for comprehension, including attention and working memory.
4. Interest and Motivation: The intrinsic appeal of reading material plays a pivotal role in students' comprehension abilities. Guthrie et al. (2007) highlight that when students are intrinsically motivated and find material engaging, comprehension, retention, and knowledge transfer are markedly enhanced.
5. Word Recognition Skills: Proficiency in decoding and rapid word recognition significantly facilitates comprehension. Perfetti & Stafura (2010) underscore the pivotal role of vocabulary in comprehension, as decoding skills enable students to extract meaning from textual content efficiently.
6. Medical Considerations: Students with medical conditions like dyslexia or ADHD may encounter challenges in word recognition, decoding, and comprehension. Wilcutt et al. (2010) elucidate how hearing or speech impairments can hinder participation in oral reading or discussions, further complicating comprehension abilities.

In summation, a multifaceted interplay of cognitive, environmental, and physiological factors shapes students' reading comprehension abilities, underscoring the importance of addressing these factors holistically to foster optimal comprehension outcomes.

2.2.5 Aspects of Reading Comprehension

Better focus, competence, and comprehension are required for the complex process of reading comprehension. According to Harmer (2001), there are several markers for reading comprehension, and they include the following:

1. Identifying the topic: A good reader can rapidly determine the subject of a written document. They easily comprehend the topic being discussed, thanks to their schemata. This capability enables the readers to process the content better while it is being read.
2. Foretelling and hypothesizing: Readers engage in conjecture to grasp the content being presented, particularly when they have already identified the subject matter. At times, they peer ahead, endeavoring to anticipate forthcoming events; on other occasions, they formulate assumptions or approximate the content based on cursory glances or preliminary readings.
3. Reading for overarching comprehension: This entails bypassing individual words and the exhaustive inclusion of every textual detail. Skimming is a common term in discussions about reading, denoting the rapid perusal of a text to extract its primary points. In gist reading, the reader opts to prioritize grasping the overarching concept over delving into minutiae. Skimming is essentially synonymous with gist reading.
4. Reading for precise information: This skill is often termed as scanning in discussions about reading. In such instances, we read with a specific

purpose in mind, seeking particular details rather than pursuing a broad understanding. In this scenario, all extraneous information is disregarded until the desired information is located.

5. Reading for comprehensive understanding: Occasionally, we read with the intention of fully comprehending the material at hand. Every word is meticulously examined to ensure thorough comprehension.
6. Interpretation of text: Achieving a deep understanding of the authors' intended message or implications involves readers transcending the literal meanings of words within a paragraph and instead employing a variety of contextual cues. Reading assessments provide readers with additional insights beyond the explicit words, as active participants draw upon their schemas and external knowledge to elucidate the depicted scenarios.

2.2.6 Concept of Motivation

Motivation is an impulse that prompts people to act or behave in ways that are intended to be motivating. According to Uno (2023), The word motive, from which the phrase "motivation" is derived, refers to the force that drives a person to take an action. Aside from providing explanations or forming motives, motivation also refers to things or circumstances that inspire people to do action. Motivation can also be viewed as a form of encouragement for students, influencing the process of teaching and learning (Sari, 2020).

Motivation encompasses a broad spectrum of factors that contribute to the formation of behavior, influencing individuals' decisions to either take action or

refrain from it. As elucidated by Fitriyanti (2022), motivation can be understood as the intrinsic desire of individuals to enhance their behavior in order to fulfill their needs more effectively. This concept extends beyond mere inclination, serving as a driving force that underpins success across various domains of life. Furthermore, motivation can be conceptualized as a dynamic state that not only imbues individuals with energy but also propels them towards action, guiding and channeling their behavior towards the attainment of fulfilling needs or rectifying imbalances.

The significance of motivation in the realm of education, particularly in shaping students' attitudes, behaviors, and outcomes pertaining to reading, cannot be overstated. According to Guthrie and Wigfield (2000), motivation acts as a pivotal force that influences students' levels of engagement, attitudes, and ultimate outcomes in reading endeavors. When students are motivated to engage in reading activities, they are more likely to derive enjoyment from the process and cultivate positive attitudes towards reading as a whole. Moreover, motivated students exhibit a proclivity towards actively participating in reading tasks, embracing challenges, and investing effort in honing their reading skills. Thus, motivation emerges as a fundamental determinant in fostering a conducive learning environment conducive to the cultivation of proficient reading habits and academic success.

2.2.7 Kinds of Motivation

Motivation, in general, is symbolized as an inner drive, impulse, and emotion or desire that moves one to a particular action. According to Ryan and Deci (2000), different kinds of motivation are classified into two:

a. Intrinsic Motivation

According to Fitriyanti (2022), intrinsic motivation is characterized by engagement in activities driven solely by internal desires, rather than external influences. This intrinsic drive, as noted by Ambarwati & Mandasari (2021), manifests as a desire to pursue activities based on one's own will, devoid of any external factors. This inner urge serves as a form of inspiration, prompting individuals to initiate and persist in activities stemming from their inherent interests and inclinations, particularly in the context of their learning endeavors. Consequently, intrinsic motivation emerges as a potent force that propels students to engage in learning activities driven by their own volition.

Moreover, intrinsic motivation, as highlighted by Ryan & Deci (2000), plays a pivotal role in fostering students' engagement, creativity, and overall well-being. It serves as a catalyst for students to immerse themselves fully in their academic pursuits, leading to enhanced levels of engagement and a greater sense of fulfillment. When students are intrinsically motivated, they are more likely to exhibit creativity in problem-solving and critical thinking, as they approach tasks with a sense of passion and ownership. Furthermore, intrinsic motivation contributes to students' overall well-being by promoting a positive sense of self-efficacy and autonomy, ultimately leading to a more enriching and fulfilling educational experience. Thus, intrinsic motivation emerges as a fundamental component in nurturing students' academic success and holistic development.

Students who possess a heightened level of self-awareness are inclined to thoroughly engage with reading materials as well as other subject-related content. This proactive approach not only facilitates the acquisition of knowledge but also serves to broaden their intellectual horizons. Furthermore, there are numerous instances of intrinsic motivation exemplified by students who engage with learning materials out of a genuine desire to expand their knowledge or enhance their academic performance, rather than external pressures or incentives. For instance, students may be motivated to delve into learning materials with the aim of improving their understanding and grades, or they may seek to accelerate their progress through the curriculum by taking on additional credits. These examples underscore the intrinsic nature of their motivation, driven by personal aspirations rather than external validation or approval.

b. Extrinsic Motivation

Extrinsic motivation encompasses active motives and functions driven by external stimuli, which may originate from sources such as parents, peers, or teachers. Additionally, motivations such as the desire to excel in exams, attain high grades, or obtain financial rewards serve as key triggers for extrinsic motivation (Ambarwati & Mandasari, 2021). According to Hakiki (2022), it is imperative to classify extrinsic motivational factors within the realm of student interests, highlighting motivations stemming from external rewards such as monetary incentives or academic achievements. Essentially, extrinsic motivation entails actions driven by external influences or factors, including endeavors undertaken to attain rewards, such as receiving a new bike from parents or avoiding punishment, such as receiving a poor grade.

There are numerous instances of extrinsic motivation observed in students' behaviors. For instance, students may become aware of declining grades and subsequently strive to improve their academic performance to evade potential penalties from teachers or parents. Additionally, as noted by Ryan & Deci (2000), extrinsic motivation can serve as a mechanism to bolster students' confidence in their quiz-taking abilities, thereby fostering a more positive learning experience. Moreover, external factors such as competition among peers to outperform each other or garner recognition from teachers contribute to extrinsic motivation, as highlighted by Lili (2000). In essence, extrinsically motivated students are driven by external factors, whether it be the desire for social validation or the pursuit of academic accolades, underscoring the multifaceted nature of motivation in the educational setting.

2.2.8 Factors Affecting Students' Motivation

According to Rahman et al. (2017), there are three factors that affect students' motivation.

a. Teacher Influence

The influence of teachers on students' motivation holds significant importance within the educational realm. Teachers often serve as catalysts in motivating their students, particularly in the context of learning English. As highlighted by Ikhsan (2018), teachers play a pivotal role in fostering enthusiasm for English learning among students. In the school environment, teachers assume a role akin to that of parental figures, guiding and nurturing students through their academic journey.

Given this influential role, students often rely on their teachers for support and guidance in navigating the complexities of English learning. Without the encouragement and guidance provided by teachers, students may struggle to grasp the intricacies of the learning process. Moreover, teachers' selection of learning strategies and teaching media significantly influences students' motivation levels. According to Aminatun and Oktaviani (2019), the utilization of effective learning strategies and engaging teaching media is essential for enhancing student motivation and fostering a conducive learning environment. Therefore, teachers are encouraged to adopt creative and innovative approaches to teaching, thereby maximizing their efforts in facilitating effective English language instruction.

b. Personal Attitude

Individual attitude significantly influences motivation, particularly in the context of English language learning. Some students perceive English as an indispensable skill, acknowledging its importance despite perceiving it as challenging and stressful. Nonetheless, their inherent willingness to learn English persists, underscoring the pivotal role of personal attitudes in driving learning behaviors (Zhao, 2015).

The significance of attitude in learning is highlighted by Karahan (2007), who emphasizes that students with positive attitudes toward language learning tend to exhibit a favorable orientation towards mastering English. Such positive attitudes are instrumental in fostering motivation among students, serving as a key predictor of their willingness to engage in English language acquisition.

Conversely, students harboring negative attitudes may struggle to muster motivation due to their less favorable perceptions of English learning.

Moreover, students' attitudes play a crucial role in shaping their perspective on the importance of learning English and their ability to overcome challenges encountered in the process. As students develop a positive outlook on learning English, they are more likely to perceive it as a valuable skill and exhibit greater motivation to engage in reading activities. Thus, fostering positive attitudes towards English learning among students is essential in cultivating their motivation and facilitating their language proficiency development.

c. Parental Influence

Parents play a crucial role in shaping their children's motivation and fostering a conducive learning environment. It is a universal truth that parents harbor unwavering aspirations for their children's success. They actively encourage and support their children in pursuing their goals and aspirations, employing various strategies such as providing motivation, gifts, and words of praise (Ikhsan, 2018). These gestures serve to uplift their children's spirits and ignite their enthusiasm for learning, particularly when it comes to mastering a new language or achieving academic milestones.

Moreover, parents demonstrate their commitment to their children's educational advancement by making tangible investments, such as enrolling them in private language courses or English tuition programs. This investment underscores parents' determination to equip their children with the necessary skills for a

brighter future, including proficiency in English, which is increasingly viewed as a valuable asset in today's globalized world.

Beyond tangible support, parents also serve as influential role models for their children's attitudes and behaviors, including their approach to language learning. As highlighted by Harmer (2001), children closely observe and internalize their parents' attitudes towards language acquisition, which significantly shapes their own attitudes and motivations. Therefore, parents' positive attitudes towards language learning not only inspire and motivate their children but also contribute to their long-term success and English language development.

In essence, the active involvement and positive influence of parents play a pivotal role in nurturing their children's motivation, academic success, and overall development. By serving as supportive role models, providing encouragement and resources, and instilling a positive attitude towards learning, parents profoundly impact their children's educational journey and future prospects.

2.2.9 Indicators of Reading Motivation

Watkins & Coffey (2007) delineate eight factors that encompass the measurement of motivation:

a. Social Engagement

The social dimensions of reading encompass the interpersonal aspects inherent in the act of reading, indicating an innate inclination to engage with others through reading experiences. This facet of reading motivation involves the interaction between academic achievement and social goals, interpersonal skills, and communal responsibility. It functions as a means of understanding how

individuals perceive their own identities in relation to others, drawing upon insights gained from their reading engagements.

b. Compliance with Grades

This facet comprises elements from compliance, value, recognition, and interest, serving as both an extrinsic motivational source and a determinant of performance concern.

c. Curiosity

As Watkins and Coffey (2007) assert, curiosity denotes an inclination to explore specific ideas and is intricately linked with reading interest. It reflects a desire for knowledge acquisition or reading enjoyment stemming from internal motivations.

d. Competitive Spirit

Reading competition entails individuals' endeavors to outperform peers in reading pursuits, driven by a desire to excel in competitive reading contexts.

e. Engagement

This component centers on general engagement but focuses on the allure of mystery novels, signifying the experiential connection between readers and their literary materials. Reading engagement underscores the pleasure derived from diverse literary genres, with readers experiencing heightened engagement when immersed in enjoyable reading activities.

f. Avoidance of Reading Tasks

This factor represents a pervasive aspect of reading motivation, examining why individuals may harbor apprehensions about reading and fail to cultivate it as a habitual practice.

g. Self-Efficacy

Efficacy refers to the perceptions of readers regarding their competence and determination when faced with reading challenges. It mirrors students' confidence in their abilities in reading and other areas of expertise.

h. Acknowledgment

Reading recognition encompasses tangible forms of acknowledgment, such as praise from reading instructors. It pertains to interpersonal interactions within the reading context, wherein individuals may be appraised by others based on their reading aptitude.

2.3 Hypothesis

This study employed two types of hypotheses, which are outlined as follows:

H0: There is no correlation between students' motivation in reading and their reading comprehension.

H1: There is a correlation between students' motivation in reading and their reading comprehension.