A. Motivation

1. The Concept of Motivation

Motivation is very important for students in their learning activities. When the students get high motivation, they will have a huge energy and willingness to reach and achieve the goal. Students who have higher motivation will get better opportunity in their learning activity than the lower one. Motivation is one of the keys that influence teaching learning proses. Having good motivation, the students will be more diligent to study and they can have a good achievement. Motivation is an internal drive which pushes someone to do things in order to achieve something (Harmer, 2007: 96). Motivations are influenced by the need and interest to learn about something that is appropriate with their needs and their environment. Motivation is the changes energy inside someone so there is a feeling and started with the response of the goal that has to achieve (Mc. Donald 2000: 132 as cited in Sondang, 2002).

The students need good motivation whether from teacher or parents. By having good motivation the students have a goal to reach. It proves that right motivation that given by the teacher can increase student willingness to learn English and they have a goal to achieve. Teacher skills in motivating learners should be seen as central to teaching effectiveness. It is important for the teacher for give the student’s motivation, why that
English is important to learn. The students also need to know why they learn English so they will have willingness to learn English.

Motivation is an important element in learning; it is difficult for students to learn well without motivation because learning activity is very close to motivation and can affect the result of learning. A teacher has to explain that English is really needed in the word to communicate with other people because English is international language and especially for the students who want to study aboard. According to Dornyei (2001: 120), in order to inspire learners to concern themselves with most learning activities, students should find out their goals and the topics they want to learn and try to incorporate them into the curriculum.

From the definition above, the writer conclude that for the students who learn foreign language motivation is very important. The students who have self-confidence, low anxiety and motivation are key factors in helping them to reach their goals. Students will achieve success in learning English if there have high motivation.

2. Kinds of Motivation

According to Uno (2010: 156), Motivation can be divided into two kinds, intrinsic and extrinsic motivation. Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher.

a. Intrinsic Motivation

Motivation that comes from the individual called as intrinsic motivation. “Intrinsic motivation comes from within the individual.” It
means that motivation is a desire which comes from inside to do something. Intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities. The statement above shown that motivation will be active or has function and do not need to stimulate from outside, because every person has a drive to do something. According to Berliner (1984: 374), intrinsic motivation can be found in four components; interest, needs, hobby and goal. Those four components will be described as follows:

1) **Interest**

Students with an interest on a subject tend to pay attention on it. They feel it makes a difference to them. They want to become a fully aware of its characters. Interest is the factor which determiners an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be success if they have high interest. Students enjoy dealing with the subject they learn because he or she believes it can lead them to success. In teaching learning process the teachers should not only transfer the knowledge to the students, but they should also increase their interest in learning in order that they want to learn harder.

2) **Need**

Need is a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfilment a substance, state or any other thing. It means
that need is a circumstances in which something is necessary. Someone usually do anything they can due to their need, and the things they do refer to their independency.

3) **Hobby**

Hobby is an activity or interest that is undertaken for pleasure or relaxation in one’s spare time. Hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby usually did for pleasure during someone’s free time. That means hobby refers to like or pleasure doing something for wasting time.

4) **Goal**

The writer has said that motivation is closely bound up with a person’s desire to achieve a goal. The learner is very aware of the goals of learning activities, and directs his or her efforts towards achieving them. All people have a goal in their life. Before they do what they wanted to do, they have decided a goal first. For the example; the students works hard for his or her paper because they wanted to achieve their goals. Almost all people have goals in every activity that they want to do in their daily life. Goal can lead someone to do or avoid something related to the goal itself. In teaching and learning activity, the students have to know and decide their purposes in learning, because it can be a great motivation for them. If the students know the appropriate purposes, they will
prepare everything that can help them to achieve everything they want.

b. Extrinsic Motivation

Extrinsic motivation is kind of motivation that come from outside which also pushes someone to achieve the goal. “Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own interest in tasks. Berliner (1984: 441) said that the extrinsic motivation comes from three basic elements, those are teachers, parents and environments.

1) Teacher

A major factor in continuing of a student’s motivation is the teachers. Teachers have an important role in learning activity because they will be the students’ parents as long as they stay at school. The teachers are not only a person who transfers the knowledge to the students, but also as a motivator who can support the students in learning activity. Teachers should not only give the knowledge to the students but they should also increase the students’ interest in learning in order to make the students study harder and have a higher motivation in learning.

2) Parents

Students who are encouraged by their parents will try new things and try to give high performance to get reward from their parents. As a result they will get better achievement. The role of
parent, especially learning activity is really crucial, because they are the main role model for their children.

The condition of the family is also influencing whether the students want to learn or not and how their learning style and also their achievement because when the family condition is uncomfortable for the students, they will have no willingness to study, they do not have confidence to achieve the goal.

3) Environment

A student who has higher motivation in learning and though by a qualifier teacher is not always guaranteed to study or get success well, but there is still other factor that can motivate student in order to study hard that is environment. According to Arrends (1989: 164), there are two kinds of environment which can influence the students in learning; home environment and classroom environment.

3. Dimension of Reading Motivation

Motivation in reading is affected by the reason of why someone does or avoids the reading activities. According to Watkins (2004: 110:116 as cited in Muniasih 2013), reading motivation consist of eight main dimension.

a. Grades- compliance

Grades-compliance is a combination factor of the Compliance, Grades and Recognition factors. This dimension represents performance concern and extrinsic sources of motivation. This
dimension focuses on grades and compliance with reading work demands.

b. Involvement

This factor is clearly related to the general involvement, but focused on the specific reason to enjoying mystery stories. “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.

c. Social

Social dimension of reading is a factor reflecting aspects of reading. This aspect is kind of internal desire to connect with others through reading activity. Social dimension of reading sometimes 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.

d. 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.

e. Reading 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.
f. Curiosity

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.

g. 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 the teacher or the reader’s friends. This dimension represents how other people recognize someone as good reader or not.

h. Efficacy

Efficacy refers to readers’ beliefs 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.

B. Reading Skill

1. Definition of Reading

Reading is one of the important skills in learning a language. It means of recreation and enjoyment. At the same time it enlarges knowledge and improves the technological achievement. Reading is about constructing meaning from the symbol (letter and word) the sender has placed on the page.

According to Tarigan (2008: 7), reading is a process that is carried and used by readers to get the message to be conveyed by the author through the media of words or written language. Developing reading skill,
it is necessary to read many kinds of reading materials students should not only develop their reading skill through formal education and assignment in various school textbook, but they also should read fiction, free reading books, newspapers and magazines.

The goal of reading for the students is to understand or comprehend the material of the test because reading comprehension is a bridge to understand scientific books they read. The ability of the students in reading is very important because by having the ability to read, they will be able to improve their knowledge. Reading is also a key to success for anyone who wants to be an educated person.

Based on definition above it can be stated that reading is a process of bringing meaning to and getting meaning from written material to the reader. The reader tries to interpret word per word, sentence per sentence based on its context and clues given by the writer on the text. In the process of getting idea of the text, the reader uses his skills to recognize the language or genre of the text.

2. The Aim of Reading

A person may read for some purposes, and that purpose help understand more what is read by the people. The readers read a text for pleasure or pure recreation and enjoyment; they will read either quickly or slowly based on the way the reader feels. It is different for the reader who read the text for studies or gets information such news and science it does very slowly and carefully. The aim of reading is to find some information from the text. According to Tarigan (2008: 9), the main purpose of reading
is to find and get information, includes the contents, comprehend the meaning of the text. According to Tarigan (2008:9), there are seven aim of reading:

a. Reading for details and fact: reading to know what is done by the subject of the story.

b. Reading for main ideas: reading to get the problem statement.

c. Reading for sequence of organization: reading to know each part of the story.

d. Reading for inference: reading to know what is the writer meant by its story.

e. Reading for classifying: reading to find unusual things.

f. Reading for evaluating: reading to know the value of the story.

g. Reading for comparing or contest: reading to compare the way of the story from the way life of the reader.

Based on the statements above the purpose of reading is not only to understand the word by word, sentence by sentence or paragraph but also to understand and find the ideas written by the author.

3. Types of Reading

a. Extensive reading

Extensive reading means reading shorter texts to extract specific information. This activity is like more to emphasize the accuracy activity involving reading for detail. Tarigan (2008: 32) stated that extensive reading is to comprehend the important content quickly, so that reading can be implemented efficiently.
b. **Intensive reading**

Intensive reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. The requirement reader has ability to understand the component part and their contribution the overall meaning.

4. **Reading Comprehension**

Ramelan (1990: 52) said that reading to students is also something crucial and indispensable since and success of his study depends for the greater part on his ability to read. If reading skill is poor, he is very likely to fail in his study or least he will have difficulty making progress. On the other hand, if he has a good ability, he will have a better chance to succeed in his study at school. Based on the statements above, it can be concluded that reading comprehension means understanding and remembering the ideas you find as you read.

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer’s words and then using background knowledge to construct an approximate understanding of the writer’s message.
5. Major Components of Reading Comprehension

According to Donald (1987: 31-38), there are six major components of reading comprehension.

a. Decoding knowledge

It refers to the knowledge reader used to determine that oral equivalent of a written word. Decoding knowledge is important for comprehension when determining the oral equivalent of word helps reader identify meaning.

b. Vocabulary knowledge

It is the knowledge one has about word meaning used to determine the appropriate meaning for a word in a particular text.

c. Syntactic knowledge

Knowledge of sentence syntax or word order is also crucial for the comprehension process syntax knowledge. Familiarity with more complex syntactic pattern in English becomes especially important as children develop reading ability and as the structure of the sentence they encounter while reading becomes more complicated.

d. Discourse knowledge

It refers to knowledge of language organization at units beyond the single sentence level, including knowledge of the structure organization of different types of writing.
e. Readiness aspects

Traditionally, reading readiness is the ability of students to benefit from initial reading instruction. Recently reading readiness also includes being ready to read and understand a particular selection.

f. Affective aspect

Affective aspects in reading comprehension include both interest and attitude. These increase motivation and facilitate reading comprehension.

6. Reading Comprehension Assessment

According to Nuttal (1985 as cited in Sulfitri 2015), there are five kinds of reading skills that should be mastered by the reader to comprehend the text deeply, as follows:

a. Determining main idea

Main idea is the most important piece of information the author wants you to know about the concept of that paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas / words.

b. Finding the specific information or part of text

Finding the specific information or part of the text means looking for the information that relevant to the goal in mind and ignores the irrelevant.

c. Finding reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other.
Finding reference means interpreting and determining one linguistic expression to another. There are two types of reference; cataphoric and anaphoric reference. A cataphoric reference unit refers to another unit that is introduced later in the text/speech. To understand the unit referred to by a cataphoric reference you would need to look ahead in the text. Meanwhile, an anaphoric reference unit, on the other hand, refers to another unit that was introduced earlier in the text. To understand the unit referred to by an anaphoric reference you would need to look back in the text.

d. Finding inference

Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence or passage.

e. Understanding vocabulary means comprehend what the words mean.

When vocabulary mastery improves, people know deeper about vocabulary.

C. Achievement

In general achievement means all the things that people obtain from his or her effort. The result of test designed to determine student’s mastery of certain academic area, in education, score sign achievement. The score may be take achievement is an indicator of the success in the whole of the learning process. A good or bad learning

Quality refers to the students’ success of failure in their learning activities. According to Arifin (1990 as cited in ali 2012:49), achievement is
an activity, a skill, and people attitude in solving something. According to Sukarta (2000 as cited in Ali 2014:49) achievement is an information about; knowledge, attitude, behaviour, and skill achieved by students after taking part in teaching learning process during certain period.

According to Arifin (1988 as cited in Ali 2012:49), the main functions of the achievement are as follows:

1. It is an indicator of quality and quantity of knowledge that must be mastered by the students.
2. It is a symbol of distributional desire or needs to be known
3. It is an informational matter in educational innovation
4. It is an external and internal indicator of educational instructions. It can be formed as an indicator to the students’ inelegances from the average of daily score or from final test.

D. Review of Related Researches

There are two previous researches that similar with this current research:

1. The Correlation between Students’ Motivation in Reading and Their Reading Speed by Murniasi (2013)

The purpose of her research was to know the correlation between students’ motivation in reading and their reading speed achievement and to describe how high the correlation between students’ motivation in reading and their reading speed.

Muniarsi states that the motivation in reading is really necessary; students are expected to increase their motivation in reading in order to
improve their reading speed ability. By improving the ability of reading speed and use its techniques, students will increase the ability of brain to understands and comprehends a text to the maximum level.

This research was conducted at Department of English Education, Faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State Islamic University.

The conclusion of this research showed there is a strong enough correlation between students’ motivation in reading and their reading speed.

2. **The Relationship between Motivation and Reading Comprehension by Knoll (2000).**

This research was conducted in West Ottawa High School in Holland, Michigan. The purpose of this research is to investigate the effect of motivation on the reading comprehension of tenth-grade English/language arts students. The researcher states that reading comprehension is as deep and complex as the educational philosophies of today’s teachers.

The researcher used motivation test. It is a thirty-item evaluation tool comprised of “yes” or “no” questions about several aspects of academic achievement such as; competition, goal setting, time management, reward seeking, effort in class, completion of assignments and others.

The result of this research is the resulting coefficient of 0.73 clearly indicates a high correlation between the two variables, namely, achievement motivation and reading comprehension. In other words, the
relationship between motivation and reading comprehension is clearly a strong one.

E. Basic Assumptions

Motivation is an important element in learning. It is difficult for the students to learn without motivation and it can be give affect the result of learning. Student’s motivation gives benefit for the students to learn. If the students have high motivation they will achieve their result study but when they have low motivation they will hard to achieve their result study. It is also happen in reading comprehension. In reading comprehension the students have to comprehend the text. By having high motivation in reading the students can comprehend the text and the students can get better in their achievement.

F. Hypothesis

According to Arifin (2011: 197), hypothesis is a prediction of the possible outcome of a study. Prediction about how the manipulation of the independent variable (X) will affect dependent variable (Y). The hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. The hypothesis of this research is; there is a positive significant correlation between students’ motivation and their achievement in reading comprehension.