

Chapter Two

Literature Review

The second chapter is about the literature review which consists of conceptual framework and hypothesis. First literature review discusses the definition of motivation, motivation in learning, the function of motivation, and types of motivation, and also discusses about reading attitude. Lastly, this chapter discusses about the conceptual framework and the hypothesis of the study.

Motivation

Definition of motivation. Motivation is very important in everything we want to do. Dornyei and Ushioda (2011) illustrate that “motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, how hard they are going to pursue it” (p. 4). According to Istianti (2013) motivation is strength that come from inside or outside students in doing some activities. So, motivation is something that makes somebody wants to get involved with activity and make decision of something.

On the other hand, motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related (Lai, 2011). In addition Gitawati (2010) said that motivation is some kind of internal and external drive that encourages somebody to pursue a course of action. It indicated that a person's motivation is influenced by the intrinsic; intrinsic stimuli that exist in the individual. External stimuli may also influence motivation but the motivation itself reflects the individual's reaction to the stimuli.

From those definitions above, motivation is an inner state of need or desire that activates an individual to do something to satisfy them. Also motivation is a power which comes from inside or outside of students' self to do something.

Students' Motivation in Learning English. Motivation is one of the factors that influence learning process. Ellis (1997) said that in learning English, motivation is the essential thing in getting knowledge. Moreover, when students have motivation in learning English, they will have a goal in learning English. On the other hand, Dorney and Ushioda (2011) said that motivation is something that makes students want to do some activities and to make a decision of something in learning activity. So, they know what they do because they have motivation. It can guide them to find the way in learning knowledge. So, learning English motivation is the students' orientation to realize the goals of learning.

The role of motivation in language learning. In language teaching and learning process, motivation is really needed to make teaching and learning process more interesting. It is useful if both teacher and students motivate each other in teaching and learning process. While students' motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers (Brophy, 2010). In addition, students' motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in learning activities and their reasons for doing so. It means that to be motivated means to be moved to do something. Dornyei and Ushioda (2011) said that "motivation to do something usually evolves gradually, through a complex mental process that involves initial planning and goals setting, intention formation, task generation, action

implementation, action control and outcome evaluation” (p. 6). Saville and Troike (2006) additionally argue that motivation is a factors which will influence the success of learning foreign language especially English.

Based on the definition above, motivation in learning is kinds of essential things that could influence the students’ outcomes. Students who are motivated to learn do not necessarily find classroom activities exciting, but they do find them meaningful, therefore take them seriously by trying to get the intended enrichment and empowerment benefits from them (Taylor & Francis, 2010, p. 12). So, motivation in learning language is an essential things that students should have to develop their English language skills.

Types of language learning motivation. Motivation can be divided into two kinds, intrinsic motivation and extrinsic motivation. Both have an important part to play in students’ motivation. Extrinsic and intrinsic motivation also become two important types of motivation in learning.

Intrinsic motivation. Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than from some separable consequence (Ryan & Deci, 2000). Emili (2011) defined intrinsic motivation is caused by personal enjoyment, interest, or pleasure. Brophy (2010) additionally explain that intrinsic motivation is peoples’ eagerness in doing some activities or doing something. According to Istianti (2013), intrinsic motivation is better for students, because if students have it they will be easier and more interest in learning. From definition above, intrinsic motivation in learning is motivation to learn which comes from inside of us. It assumed that when people are motivated, they intend to accomplish something and undertake goal and oriented action to do.

In teaching and learning English language, the students have to know their purposes in learning. If the students know the appropriate purposes, they will prepare everything that can help them to achieve everything they want. For example, another student may study hard in grammar course because he or she enjoys the content of the course. So students who have intrinsic motivation will be easier and more simple to achieve their purposes or goals because they have motivation inside themselves.

Extrinsic motivation. Motivation that comes from outside is extrinsic motivation. According to Santrock as cited in Istianti (2013), extrinsic motivation occurs because people want to conduct something in order to achieve something else, and it is caused by external incentives like rewards and punishments. Extrinsic motivation will be active if there is stimulation from outside. On the other word, extrinsic motivation is the reasons of students to learn English language. In teaching and learning language process factors which can stimulate upon students' extrinsic motivation are teacher, parents, and environment (Istianti, 2013). Teachers are not only person who transfer knowledge to students, but also motivators who motivate and support students in learning. Parents are best motivators who motivate their children to achieve goals in school. Harmer (1991) stated that "if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favour of the language this might have the opposite effect. So parents should support their children from outside to build children's motivation. It means that both teacher and parents have important roles to motivate their children as students.

Extrinsic motivation from environment according to Istianti (2013) is everything which exists around us and has correlation which gives influence to ourselves. In teaching and learning process, classroom is the environment. Student will be more interested to study if the environment of the classroom is comfortable. So, environment which is conducted in healthy, clean and good condition can make students feel enjoyable on their study.

Reading Attitude

Definition of reading. Reading is a complex skill that requires the coordination of several relevant sources of information and meaning construction from the text. Lone (2011) indicates that reading can be defined as ability to recognize, examine the meaning of written or printed characters, words or sentences and understand the information. Reading is one out of four skills that must be learning especially in learning language. Annamalai and Muniardy (2013) explain that reading as one of the most important components in learning language and an essential tool for lifelong learning for all learners. They also said that reading is a process for reader to understand a writer's message, and process of thinking, recalling and relating concepts under the functioning of written words.

In addition reading is not only to get information, but also as a tool to broaden knowledge about many things in life. Toit (2001) suggests reading as a process of thinking, recalling and relating concepts under the functioning of written words. So, reading will improve the ability to understand words and improve thinking ability, increase creativity and get acquainted with new ideas.

Reading attitude. Reading attitude is a complex phenomenon (Devoe, 2016). According to Annamalai and Muniardy (2013), attitude is a positive or negative evaluations or feelings that people have towards other people, objects, issues or events. They said that attitude includes the general way people feel towards socially significant objects and most attitudes are lasting. If they have a positive attitude they will be more influence to learning. Besides, attitude toward reading is defined as an individual's feeling about reading (Annamalai & Muniardy, 2013). Ajzen and Fishbein as cited in Annamalai and Muniardy (2013), defined reading attitude into positive of negative feeling about reading. Positive reading attitude means positive reading experiences. Then attitude toward reading can be related to positive or negative feeling and also their willingness to read.

On the other hand, McKenna Model of Reading Attitude Acquisition (McKenna, Kear & Ellsworth, 1996; Annamalai & Muniardy, 2013) suggests that the individual's reading attitude can be influenced by three factors. First is normative beliefs. Second is beliefs about outcomes of reading and beliefs about outcomes of competing activities, and the last is specific reading experiences (Annamalai & Muniardy, 2013). Firstly, one of the factors that can influence students' reading attitude is normative beliefs. It is how students view about reading. Secondly, the second factors that influence students' reading attitude is beliefs about outcomes of reading and beliefs about outcomes of competing activities. It is whether reading is likely to be pleasurable, useful, frustrating or boring and the last is specific reading experiences (positive or negative) (Annamalai & Muniardy, 2013).

Categories of students' reading attitude. The category of students' reading attitude divided into three categories. First is reading activity and enjoyment. Second is anxiety and difficulty. The third is modality. So, those three categories will be use to measure students' reading attitude.

Reading activity and enjoyment. Enjoying reading activity is an important condition for developing reading skills. Students who enjoy reading are more likely to read which contributes to building their reading skills and abilities. Thus, reading activity and enjoyment are extent to which the students read for pleasure.

Anxiety and difficulty. According to Scovel as cited in Omelkheir (2013) anxiety is feelings of uneasiness, frustration, and worry. On the other word, anxiety in reading is feeling anxious when doing reading activity. Then, difficulty means that problems that faced by students when students read. So, anxiety and difficulty are extent to which students experience problems in reading.

Modality. According to Annamalai and Muniardy (2013) modality is extent to which students prefers to use sources in learning. On the other word, modality is students preference to choose other sources than reading when faced with learning task. So, modality in reading is students prefers to use reading sources in learning task.

The Correlation between students' motivation and their reading attitude

Motivation and attitude toward EFL (English as a Foreign Language) reading is relative a new area (Senturk, 2015). Gardner as cited in Ishag (2016) stated that the relationship between attitudes and motivation in learning process are important, "because they reflect an activity involvement on the part of the students in the entire process of learning a second language" (p.35). Moreover,

reading is one of the learning language skills that should be covered by students. Then, students have basic attitudes toward reading to the learning. Senturk (2015) stated reading attitude is a state of mind, accompanied by feelings and emotions that make reading more or less difficult. Students' attitude toward the learning situation influences the students' level of motivation to learn another language. On the other hand, Ager (2001) stated that motivation influences attitudes that affect students' language learning.

Related studies

There have been a few studies about students' motivation in learning. First, there is undergraduate thesis from Gitawaty (2010) under the title 'The Correlation between the Students' Learning Motivation and Their Achievement in English (A Correlational Study in The Eight Class of "Mts Al-Hamidiyah)". The purpose of the study was to gain information about students' motivation and their achievement in English in the eight class of MTs Al-Hamidiyah, Depok. This study used quantitative research design. Then, the researcher used questionnaire which consists of 40 items and report book for English final test at first semester to collect the data. Furthermore, the population was 104 students of 8th class (A, B, C, and D). The total sample was 40 students (10 students each class) chosen by fishbowl random sampling method. The result of this study showed that there is no significant correlation between students' learning motivation and their achievement in English.

Secondly, there is a study from Agustianti, Cahyono and Laksmi (2016) with title 'Indonesian EFL Students' Motivation in English Learning and Their Literacy Skills Across Gender'. This research aim was to identify the relationship

between male and female students' motivation in English and their literacy skills between male and female students. This research is conducted in English Education Study Program, Teacher Training An Education Faculty, Tadulako University. This study used correlation design. The participants were 100 students (85 females and 15 males) enrolled in the third semester. The researcher used questionnaire on motivation in English learning, reading comprehension test, and writing test as the data collection method. Questionnaire consists of 25 items adopted from Attitude/Motivation Test Battery (AMTB). To measure students' literacy skills, which is used to measure their literacy skills reading comprehension test and writing test were used. The result showed that male and female motivation in English learning was at the same level. In addition, this study did not reveal any significant relationship between motivation and gender, as well as between literacy skills and gender. It is indicated that motivation in English learning did not depend on the students' gender. Additionally, there is positive correlation between students' motivation and their literacy skills and high positive correlation between students' achievement score in reading and writing skill.

Different from two previous studies above, the third study from Annamalai and Muniandy (2013) were more focused on the reading entitled 'Reading Habit and Attitude among Malaysian Polytechnic Students'. The aim of the study discussed about the implication of the reading habit and attitude of the students in a Malaysian Polytechnic. This study used descriptive study. Furthermore, random sampling was used as the sample and survey was used as the data collecting method in this study. The researcher took 119 students from the

engineering and business students who are from the same level of education background as the respondents. Then, the researcher used two questionnaires (reading attitude questionnaire and reading habit questionnaire) as the instrument to collect the data. Finally, the results of this study showed that, first the polytechnics students have low interest in reading. Second, students do not enjoy reading as much as they enjoy doing other activities.

In addition, these studies are tempted to find out the significant correlation between students' motivation in learning English and students' reading attitude. Compare with the three studies above, this study have similar study to find out students' English learning motivation. Some of the differences between this study and the three studies above are in the population and the sample. For the first study, the population were 104 students of 8th class at Mts Al-Hamidiyah and the sample were 40 students. While in the second study, the population were students' English education study program, teacher training and education faculty at Taduloko University. The sample was 100 students enrolled in the third semester. Then, in the third study, the population consist of students from the engineering and business students in Malaysian Polytechnic and the sample was 119 students.

On the other hand, the differences of this study from the previous study can be seen on the purpose of this study. Although this study also finds the correlation between students' motivation and reading, this study also finds students' motivation level in learning English language. Moreover, there are some differences results of those studies, but all of them are helpful to be a guideline to help the researcher in doing this research.

Conceptual Framework

Reading is a process to get knowledge by understanding and receiving information from texts. It is one of skill to get some knowledge or information in daily life whether at school or outside school. This transfer of knowledge aims to conveying information about the subject and developing the understanding of the subject. Then motivation is a power which comes from inside or outside of students' selves to do something. Students who have high English learning motivation will make an effort to follow the learning process and they will learn the lesson which supports reading not only in school but also out of school. Besides, students with high motivation in learning usually enjoy the learning process including reading lesson. It is assumed that motivation affects students' reading attitude, as shown in figure 2.1

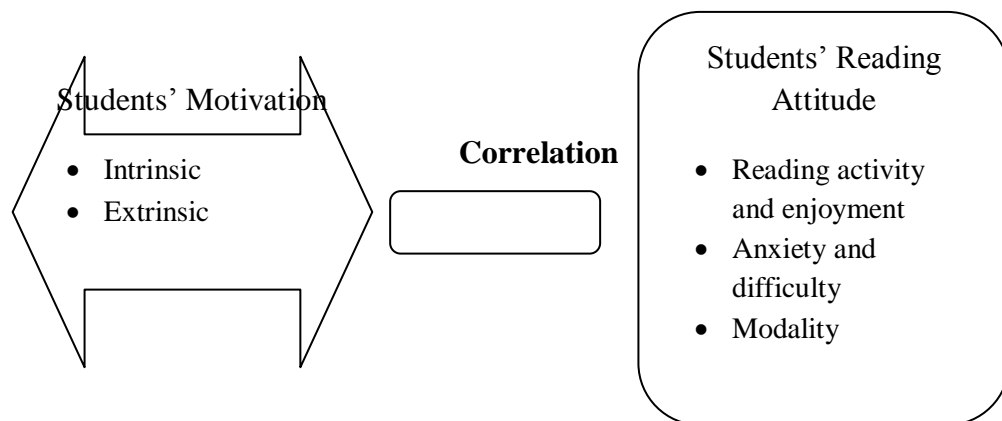


Figure 2.1 Conceptual Framework

Hypothesis

The hypothesis in this research is:

Alternative hypothesis (H_1): there is a significant correlation between students' motivation and students' reading attitude.