

Chapter Two

Literature Review

This chapter explains about students' motivation, definition of motivation, types of motivation, the definition of reading English, reading motivation, the advantages of reading, the definition of journal articles, review of related study and conceptual framework of reading motivation.

Students' Motivation

Students' motivation in learning always regards with students' interest on that. In language learning process students' motivation as students interest to participating (Lumsden, 1994). So, the motivation of students is so difficult to understand, because it is about students' behavior which is not to measure or values.

Definition of Motivation

There are a lot of definitions of motivation by experts. Gardner (1985) has defined that "motivation is the combination of desire and effort to achieve the goals and also the favorable attitude toward in learning language" (p.10). He believes that the role of motivation is so important. By motivation, students are encouraged to achieve the desired goals. Furthermore, Gardner (2006) has states that "motivation is a very complex phenomenon with many facets" (p.242).

In addition, Ryan & Deci (2000) stated about motivation contain into energy, persistence, direction of all aspects of intention and activation. They

believe that it can be called as motivation, if someone moved to do something. It is role as a booster factor in language learning. In addition, Crookes & Schmidt (1991) have recognized the students learning achievement influenced by motivation, because motivation is a crucial factor on student in language learning. It can say that motivation as the key of successful for students in language learning.

From the behaviouristic perspective, Brown (2000) argued that “motivation is quite simply the anticipation of reward” (p. 160). However, Dornyei (1997) stated in his language teaching, motivation is one of the key influencing factors of language learning or second language learning. In here, the researcher has considered that the successful or failure in language learning for students based on motivation that they have.

Types of Motivation

In L2 acquisition, there are many kinds of motivation. They are integrative, instrumental, extrinsic and intrinsic motivation.

Integrative Motivation. In integrative motivation, students who have acquired a second language are more familiar with members of the language community. Liuoliene & Metiuniene (2006) has defined that integrative motivation is like students’ desire to enhance their organization with the target of community. This opinion can be explained more that the students who have great desire in integrative motivation will be more efficient and more effort in learning the language target.

Clement, Dornyei, & Noels (1994) have found that students will work and learn fast if they have a high integrative motivation rather than students who have a low integrative motivation. Furthermore, Gardner (1985) stated that “integrative motivation is own learner who have interest in learning a foreign language with community foreign language members to communicate each others” (p.168). In order that, students want to know more about the other culture of country in the world. Additionally, Ellis (1997) has explained that students who have learn target language to mixed of their desire with the people. In that target language, students have purpose to get more knowledge about how the society situation and speak. Based on this point, the students’ orientation in academic or career is regarded with instrumental motivation

Instrumental Motivation. Gardner (1985) has mentioned that “an instrumental motivation is a powerful motivator, it also will influence achievement, but the major aspect in it is not the instrumentally person but the motivation” (p. 168).

Brown (2007) pointed out that “more appropriate terms would be instrumental and integrative orientation rather than instrumental and integrative motivation because within each orientation the intensity of motivation may vary” (p.171). Based on this point, the socially and culturally is regarded with integrative motivation.

Lambert (1974) has maintained that “Integrative and instrumental motivation is very distinctive in that an integrative motivation more reflect an interest in learning another language because of sincere and personal interest in

the people and culture represented by the other language group where as instrumental motivation more emphasizes on the practical value and advantages of learning a new language” (p. 98).

However, Cook (2000) indicated that the students who do not have integrative and instrumental motivation in their learning will get the problems and difficulties to learn and gain knowledge of a second language in the classroom and learning the language would be difficult for them.

Extrinsic Motivation. Brown (2007) stated that “extrinsic motivation is influenced by some kind of external incentive such as money, prize, grades, and positive feedback” (p. 172). In addition, Ur (1996) has argued that “extrinsic motivation is the desire of students to please parents, their wish to succeed in an external exam, peer-group influences” (p.277). Ur (1996) has mentioned several sources of extrinsic motivation that are affected by teacher actions:

Success and its rewards. Learners who have been successful in past tasks are more likely to engage actively in future tasks and have greater confidence in their ability to learn the language. The teacher’s task is to make sure that learners are aware of their own success as well as to help them develop an ability to recognize success on their own.

Failure and its penalties. Learners should be aware that they are failing if they are not making satisfactory progress, but they should also know that occasional failures are normal in any learning experience and they should not be ashamed of them but learn from them and use them constructively in order to succeed next time.

Authoritative demands. Learners may be motivated to work harder under the teacher's pressure, especially the younger ones, but teachers should try to find a balance because too much authoritative demands by the teacher will make learners dependent on the teacher and will not allow them to develop personal responsibility for their learning, while too much freedom and autonomy may lead to lowering of effort and achievement and learner dissatisfaction.

Tests. If they are not used too often, tests may be motivating for learners because when they know that they are going to be tested they will invest more time and effort to learn the material than when they are simply told to learn it.

Competition. Learners are often motivated to do their best when they take part in a competition. However, teachers need to be aware that individual competition can be stressful for people who find losing humiliating and so should opt for group competitions because they tend to be more enjoyable, less tense and equally motivating" (p. 276 - 279).

Intrinsic Motivation. On the other hand, intrinsic motivation usually comes from the learners themselves and their attitudes towards the language learning, their learning aims and goals, their emotions, their ambitions, and so on. Desi (1975) described intrinsic motivation as follows: "Intrinsically motivated activities are ones for which there is not apparent reward except the activity itself. People seem to engage in the activities for their own sake and because they lead to an extrinsic reward. Intrinsic motivation behaviours are aimed to bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination" (p.23).

According to Ryan and Deci (2000), intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward” (pp. 56).

Harmer’s (2002) has mentioned that most of researchers and methodologists explained intrinsic motivation derived from the individual is especially important for encouraging students’ success in second language learning. In this type of motivation, the activity itself was not the reward but the interesting of students to learn the language or making themselves better attracts in language learning. In addition, Vallerand (1997) pointed students are intrinsically motivated in a particular activity when wishing to experience the pleasure and satisfaction of their curiosity from the activity.

In physical conditions, the factors that influence students’ intrinsic motivation are teachers as well as their teaching methods. According to Lumsden (1994) studied, the school students’ level of interest and desire to engage in learning are heavily influenced by such factors as teachers, administrators, and the school environment and their classmates. However, among these factors, the teachers seem to be the biggest one because their roles are very important in students’ learning. Pearse (2000) also pointed out that teachers’ feedbacks mostly affect the students’ learning motivation especially when they aware of their students’ own progresses. For teachers, the key to foster motivation and engagement in learning can lead to good teaching method as well as good

teachers, both of which attract students a lot in their learning. If students find their teachers' methodology boring, they will probably become demotivated and so on.

Although intrinsic motivation comes from within and thus is internally motivated, teachers can also influence this type of motivation by “developing a relationship with learners, building learners' self-confidence and autonomy, personalizing the learning process, and increasing learners' goal-orientation” (Brown, 2007, 174).

Definition of Reading

There are a lot of definitions about reading because reading is the way of people to communicate with the world indirectly by reading something. Here are definitions about it. Tampubolon (1987) has stated that “English reading is one of the four basic language skills and also it is one of component of written communication” (p.5). Soedarso (2004) has found that “reading is a complex activity by mobilizing a large number of separate actions” (p.4) including: someone should use the notion, fantasy, observe and remembering about the text. Furthermore, reading can be done anytime and anywhere. In addition, Akhadiah (1991) stated that "reading is an integrated unity that includes several activities such as recognizing the letters and words, connecting to meaning and appealing a conclusion about the purpose of reading"(p. 24). Furthermore, Slamet (2008) has defined “read is one type of written language skills, receptive” (p. 58). It was called receptive because by reading, someone will be able to obtain information science and new experiences.

The Roles of Reading

By reading, a person is expected among others the following; obtaining the information and the appropriate responses, looking for sources, concluding or capturing the information from reading as well as capability to explore, appreciate, enjoy, and take the advantages of the readings (Syafi'ie, 1993, p.2). On the other hand, Rahim (2001) has stated that “reading includes into the textual information which has be regarded with the term of schemata shows of group concept which is arranged in person brain associated with the places, actions, events and also objects” (p.163).

Absolutely, reading has a very essential role in social of humanity because it is the one of communication tools which is needed in a civilized society. The second reason is that reading of material produced in each time period in history largely which be influenced by social background of where person develops itself. And the last reason is that the history recorded of all time after their read. Munaf (2002) has argued that” by reading itself the history of a nation, events of the past, or a variety of the interesting stories about life problems in this world can be known” (p.241). Based on those opinions, it can be concluded that reading is one of the language skill that have many complexity advantages for purposed of gaining the overall of understanding.

The readings activities done by students have purposes. This purpose will be determined of direction which is gain by students itself. Each individual have different purpose about the reading because it is based on what individual needed.

Rahim (2008) has argued that “there are some purposes on reading itself such as; for pleasure, to complete of read loudly, updating their knowledge about the topic, regarding the new information with the information which has known, confirming and rejecting the prediction, gaining the information for the oral or written of reports as well as showing the experiment or applying the information which is gained from that text by learning of the text structure, and answering the specific questions” (p.11).

Gambrell (2009) has found that “motivation to read can be defined as the possibility of engaging in reading of choosing to read” (p. 172). The engagement perspective is related to motivation and it has strong implications for practice (Guthrie and Wigfield, 2000). This perspective can be articulated as there are differences between engaged and disengaged of readers and focuses on motivation characteristic of reader itself.

Reading Motivation

These two kinds of reading motivation, curiosity, involvement, preference for challenge, competition, compliance, grades, recognition and social sharing are in line with Wigfield & Guthrie (2004) cited in Komiyama (2013) stating that;

“There are three constructs—Curiosity, Involvement, and Preference for Challenge—were associated with intrinsic motivation, indicating that intrinsically-motivated readers would read because they want to learn about topics of personal interest, to experience pleasure reading interesting materials, and to gain satisfaction from tackling challenging ideas

presented in text. In addition, there are five remaining constructs — Competition, Compliance, Recognition for Reading, Grades, and Social— were associated with extrinsic motivation”.

According to Wigfield & Guthrie (2004) maintained that reading motivation itself included two kinds of motivation. They are intrinsic and extrinsic factors. Intrinsic motivation, it was divided into curiosity, involvement and preference for challenge.

Curiosity. In this point explain that students’ reading motivation is to learn more about a particular topic because they interest with the topic. And also, their curiosity will increase if the topic is so very attractive continuously. Therefore, students will satisfy if students’ curiosity was fulfilled.

Involvement. Students’ reading motivation in reading will be involved if they are pleasure in reading a well written book, and articles on the topic. Furthermore, students’ involvement is students who enjoy their experienced in reading certain kinds of literary and informational texts. At least, the reading material should be informational text. Thus, the students are engagement in that reading process.

Preference for challenge. By reading, the students will get satisfaction from mastering the complexity of the ideas of the text. Students’ will challenge if the text reading is difficult enough to mastered and understand.

Besides that, Wigfield (1997) and also Guthrie (2004) state that students’ motivation in reading has influenced by external factor. In external factor, those were included into competition, compliance, grades, recognition and social

sharing. Each of those has different explanations in reading motivation of students.

Competition. Students' reading motivation is a desire to outperform other in that reading such as they read because they would like to compete with their peers. Indirectly, there was a competition in academic reading.

Compliance. The desiring of students' reading motivation is based on external goals in academic reading. Furthermore, students' desire to read it was because to fulfill requirement in academic reading. Usually, it can be a reward that they have. For example; students read some books because there's academic assessment and also the reward can be like appreciations from teacher.

Grades. Students' reading motivation is to get great score which is evaluated by the teachers. It can describe that teachers role is to evaluate of their students in academic that reading and give them good or bad score. It depends on students' proficiency in the reading.

Recognition. The satisfaction of students is that they were receiving a verification form of the recognition for success in academic reading. That recognition, it came from their teachers because if students want to success in that academic reading, they should prove that they can understand better what they read especially in academic reading.

Social sharing. Students' will share the meaning of reading content of that text to their peers. At least, in this section has been explained that there was some of sharing section between student and another student.

However, all of kinds of reading motivation is very significant for the students because it will determine the students' successful in process of reading. Additionally, each student should have a motivation in the reading because it will advantage for them in the future. Furthermore, motivation is that the key of successful in languages learning.

The Advantages of Reading

According to Slamet (2008) "reading activities brings a wide range of advantages, including: Getting a lot of life experience, acquiring general knowledge and specific information which is very useful for life, knowing the major events in the civilization and culture of a nation, following the developments in science and advanced technology in the world, enriching the mind, expanding the horizon and think, improve living standards and culture of the family, society, country and nation"(p.69).

Other advantages of reading are **Improve grammar and vocabulary**. Daskalovska (2008) mentioned that through reading it can improve te learning grammar and vocabulary. The result has found that;

"The grammar test shows that there was improvement in the participant's grammar knowledge. The areas of improvement were the use of tenses, the choice of correct sentences, the place of adverbs in sentences and the order of adjectives, which indicates that reading can contribute to acquiring grammar knowledge".

Furthemore, Pazhakh and Soltani (2010) stated in the effect of extensive reading on vocabulary development showed that; they were agreed that extensive reading enhanced their vocabulary knowledge and it also changed their attitudes toward reading in a positive way. They enjoyed reading and because of its benefits they recommended it to their friends. Therefore, these results indicated that extensive reading could enhance positive attitudes toward reading.

Besides, other advantages of reading are **think critically**. According to Alipongo (2013) argued that in reading journal: It is benefits for extensive reading. The results have also revealed that;

“The reading journal enabled students to think critically. One source of critical thinking, which is taking control of our conscious thought processes, is the summary writing. It is possible that when students wrote the summary of their readings, they had to analyze, synthesize and evaluate what they read, which are essential steps in critical thinking process. Another source of critical thinking is finding an intriguing sentence or passage then interpreting the idea or situation by writing extended comments”.

In addition, as Facione (1990) has explained, when we think critically, we make purposeful, self-regulatory judgment, which results in interpretation. Students had to interpret what they read in order to write extended comments about intriguing sentences and passages. They had to formulate inferential or critical questions and had to write the possible answers to those questions. They

had to express opinions, specifically what they liked and did not like about the readings and had provide explanations for such response.

Academic reading

Academic reading is complex, multi-level and different from other kinds of reading. Based on the course described below and the existing literature, I define academic reading is as purposeful and critical reading of a range of lengthy academic texts for completing the study of specific major subject areas. Academic reading is extended reading of a range of texts varying in length. Unlike the regular definition of extensive reading as close reading (see Leki, 2001:202), academic extended reading requires both extensive and intensive reading of texts that are discipline-specific, careful synthesizing of material from a number of sources (Carrell and Carson, 1997), and consciously finding authorial intentions and purposes (Huckin and Flower, 1990).

Spack (1993) has pointed that academic reading is often a process of actively engaging with what is read, gleaning information, fitting this information by thinking things through, and finally being able to interpret the content flexibly to suit the purposes of the academic writing assignment. However, in spite of the commonalties, exactly what counts as academic reading is subject to interpretation.

Definition of Journal Article

Journal article itself can be called as scholarly article. It can be defined as peer reviewed or referred periodicals which have published original research and commentary on current enhancement within a specific discipline. Besides, articles are signed, lengthy and also including minimal of illustration and advertisement as well as it was included a bibliography. Rietz (2010) has maintained Scholarly papers are usually peer-reviewed. It means that the “articles should be subjected to a process of critical evaluation by one or more experts on the subject, known as referees”.

On the other hand, College (2015) has recognized that journal can be defined as an academic magazine which has available on a regular schedule. That was includes the articles which is written by experts in a field of the study. Those articles can be written by the students or teachers that have had great specific vocabulary and science. Additionally, a journal article also can be called as scientific article.

Beside that, journal articles have some criteria. It was written by researcher in field students of academic and professional titles, the length of that usually between five up to twenty or more pages, the languages which is used in articles is academic, specialized and seriously, it was purposed to inform and report their research, the sources in references such as bibliography, and also use footnote (Rietz, 2010).

Based on that definition, it can be concluded that journal article is a paper which is focused on the facts of event in specific areas. In journals article itself is including the collection of several articles and also book reviews that written by the researcher. Regularly, journal article has been published on weekly, monthly or quarterly. However, journal articles are very so important for the student colleges or the researchers because sometime journal articles are help another researcher to find information which is needed in their research.

Review of Related Studies

Many of researcher conducted studies to looking for some perceptions on students' motivation in reading. First one, the studies conducted by Katranci (2015) entitled "*Book Reading Motivation Scale: Reliability and Validity Study*". The aims of this study are to increase a book reading motivation to determine elementary and secondary school students' reading motivation. It was constructed into 25 items of draft scale. Furthermore, this studies aims to exploratory factor analysis of was carry out and discrimination power of the scale items was detected. Additionally, this study was used survey method. This study enhanced in line by general survey method that was conducted with the participation of 1224 voluntary students' attending elementary and secondary schools having low, medium, and also socio economic status. The students' age is around at 9 up to 12. The finding of this study it was found that the scale comprised two sub dimension called love for reading and reason for reading.

Second one, another study has regarded to this research comes from Chen and Wu (2002) entitled "*Rewards for Reading: Their Effects on Reading*

Motivation". The aim of this study is to realize the predictive model of rewards and identified the reward predictors for reading motivation. The survey participants were 722 pupils from five elementary schools in southern Taiwan. Using a longitudinal design, it collected pupils' reward experiences in extensive reading activities as well as their pre-reward and post-reward reading motivation. As the result of this study, simultaneous and longitudinal regression analyses indicated that the predictive model of rewards could explain the variances of intrinsic, extrinsic, and global reading motivation, even when including the effects of previous motivation. "Intangible rewards" and "effort attributions" positively predicted intrinsic reading motivation, extrinsic reading motivation, and global reading motivation. Whereas "luck attribution" negatively predicted intrinsic reading motivation.

The last study has related with this research comes from Badariah, Noor, (2011) entitled "*The Reading Motivation and Reading Strategies Used by Undergraduates in University Technology MARA Dungun, Terengganu*". This study aims at finding the connection between reading motivation and reading strategy, to discover the differences between male and female students' reading motivation and reading strategy and the relationship between variables such as program of study and family's income. This study also investigated 245 undergraduates' level of reading motivation and their reading strategies use when they read academic texts. Furthermore, this study was used quantitative method to collect the data. In this research, the results were showed that the undergraduates' reading motivation was of moderate level and they mostly use the cognitive

reading strategy instead of the Meta cognitive reading strategy. There seemed to be a connection between the undergraduates' reading motivation and the reading strategy used. The results indicated that the undergraduates' motivation to read had an influence on the use of the reading strategy. Though female students had higher reading motivation compared to male students, both groups only use the cognitive reading strategy.

Conceptual Framework of Reading Motivation

Reading motivation is divided into two kinds of motivation. They are intrinsic motivation and extrinsic motivation. Intrinsic and extrinsic motivation have some indicators in reading motivation. First one, in intrinsic motivation itself, it is concluded into three indicators such as curiosity, involvement, and preference for challenge. Secondly, in extrinsic motivation, it is concluded into five indicators such as competition, compliance, grades, recognition and social sharing.

Besides, there are a lot of advantages in reading texts. The first one is about increase students' vocabulary. The second one is about increase students' grammar. The last is about increase students' critical thinking. In fact, these advantages in reading text can influence for students.

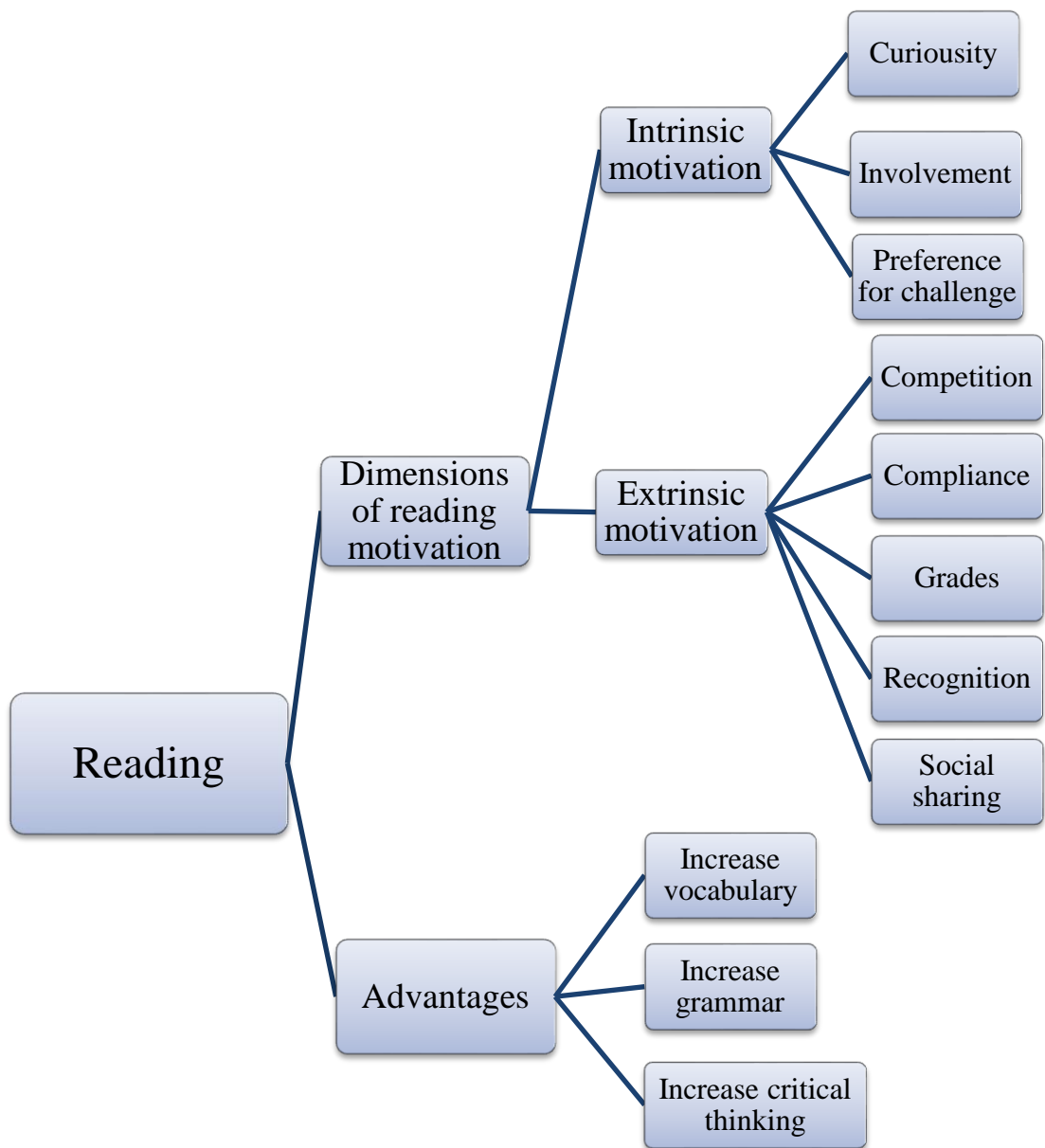


Figure 1 Conceptual of framework