CHAPTER I

INTRODUCTION

In this part, the writer presents: A) Background, B) Indentification of the problems, C) Limitation of the problem, D) Formulation of the problems E) The objectives of the study, F) Significance of the study

A. Background

Language is a sound or written means of communication. According to Littlejohn and Metha (2012), the use of word language, a defining feature of what it means to be human, is fundamental to virtually every type of human operation. Languages, according to McWhoter (2004), are more than just words; they are also the way words are placed together. Fluency is the capacity to use flue gases in a variety of situations.

People nowadays must be able to communicate in English, which is regarded as a global language. According to Crystal (2003), English is the global language. Furthermore, Rohma (2005) noted that English is more than just a foreign language as a world language. Any international contact that includes people from two or more countries is referred to as international communication.

Listening, speaking, writing, and reading are the four skills in English. One of the most significant competencies for students to have in order to communicate effectively is language skills. One of the language skills is reading. It is characterized as cognitive prose that entails decoding

symbols in order to arrive at a meaning or for a specific reason. It will assist the reader in directing knowledge toward a specific goal. "Reading is a method of interpreting words from the text by communicating with contexts and requiring the readers' background information to comprehend them," Yulianti (2014) says. When students read a text, they must consciously apply their previous knowledge of the meaning to it, and when they read a passage, they must comprehend it (p.11).

The primary aim of English instruction in Indonesia is for students to be able to communicate in English and read English-language reference books. As a result, English has been taught as a local subject in junior high schools, senior high schools, and even elementary schools. Language is one of the most critical aspects of human life, so its use cannot be removed from it.

Most students believe that reading is a difficult activity that necessitates a diverse set of abilities since it entails not just assigning English sounds to written words but also comprehending what is written. The object of reading, according to Zwiers (2004:2), was to create meaning. If students are reading, it is because they need reading material. The reading materials themselves can be very expensive.

Simaibang (2016:63) claims that "One of the four language skills is reading. It falls under the category of receptive capacity, which deals with the ability to understand the meanings of written or printed materials "..

Students should expand their awareness through reading and it can provide a valuable input to readers who are eager to learn. Oliver and Boyd (1986:12) say that.

Reading entails more than just pronouncing written words, sentences, or even signs; readers and students must be able to comprehend what they are reading. The knowledge written by the writer must be understood by the students. The primary goal of reading is to gain comprehension. Since the aim of reading is to derive meaning from the text, there is no reading without comprehension. Readers and writers communicate with the written text in this process, and no text can be completely appreciated as a meaning object without the reader's understanding of that meaning.

Students should learn to read comprehension as a necessary component of their reading activities. Reading is meaningless without comprehension, since comprehension is the most critical indicator of a student's reading ability. Reading and comprehending what we are reading is one of the ways to obtain new ideas and knowledge. Reading comprehension is also crucial for success.

Reading comprehension is the ability to comprehend a text when reading it. According to Kirby (2014), reading comprehension is the mechanism by which we comprehend the text we read. It is the reason why we teach reading and why we care about it. It's also a requirement for deriving meaning from text. Reading comprehension, unlike listening

comprehension, is not something that our brains have developed for. Reading comprehension is more difficult and requires deliberate guidance, while oral comprehension seems to grow "naturally" with little deliberate interference (p.1).

"How do we inspire students to learn English?" English teachers at school always wonder. Since students' motivation is important for the efficacy of teaching and learning English, English teachers have long been concerned about their students' motivation. Many experts have different concepts of motivation. Motivation, according to Harmer and Simaibang (2017:207), is an intrinsic force that inspires people to take action. Students are driven to achieve their objectives and will go to great lengths to achieve them. Motivated language learners can see a variety of goals. The process of initiating, guiding, and maintaining goal-oriented activities is referred to as motivation.

There are two forms of learning motivation, according to Harmer in Simaibang (2017:208): extrinsic motivation and intrinsic motivation. Extrinsic motivation is concerned with events that occur outside of the classroom, while intrinsic motivation is concerned with events that occur within the classroom. Drives that significantly inspire people to follow their lives are internal and external factors that stimulate motivation and energy in people to be consistently interested and committed to learning a topic, or to make an effort to achieve a goal. Extrinsic motives are those that

come from outside of the person and often include trophies, money, social recognition, or praise as incentives.

Extrinsic motivation, on the other hand, happens when we are motivated to perform an action or participate in an activity in order to receive a reward or escape punishment (Simaibang, 2017:208). Extrinsic motivation can lead to activities such as: (1) studying hard to get a good grade on an exam, (2) cleaning your room to avoid being reprimanded by your parents, (3) participating in sports to win trophies, and (4) competing in a contest to win a scholarship.

Furthermore, intrinsic motivation entails engaging in action because it is personally rewarding; in other words, doing something for the sake of doing it rather than for the sake of receiving an external reward. In the end, it is intrinsic motivation that will have a long-term impact on students. It will motivate them to understand the learning process and apply what they've learned, as well as increase their enthusiasm for reading and learning about writing, speaking, listening, reading, and other academic subjects (Simaibang, 2017:210).

Motivation is an important factor to have in class if you want to develop your speaking skills. "Motivation is the most significant element that drives learning," according to harmer et al (2001-p.3). When inspiration wanes, so does learning, and so does playing. Though one concept of motivation is learners' ability to make a long-term commitment

to participate in a new field of study, cognitive science has struggled to define it. Students are highly motivated to accomplish their objectives by doing whatever it takes.   Motivated language learners can perceive a variety of goals; motivation is the most important aspect of learning.

According to interviews with an English instructor at SMPN 3 Rambang Dangku, students' learning results are still unsatisfactory, as demonstrated by the following statement: First, when students read the book, they are not interested or inspired to read. Second, they have little to motivate them to learn English reading. Finally, students have a reading comprehension approach that is interactive. To hold their spirits up when learning reading, students in the classroom need an engaging technique. Students and potential engineers establish a critical position about the taught material using interactive strategy approaches, which are the foundations of a newly established mechanism to inspire learning.

According to the explanation, students must use an engaging approach to inspire them when studying English. In order to comprehend the text, students must study an interactive approach while learning about reading. Students who comprehend well are more likely to be inspired to learn.The researcher is interested in the this title. The researcher conducted a research under the title **"The Influence of Interactive Strategy and Student Motivation on Reading Comprehension ability of the Eighth grade Students of State Junior High School 3 of Rambang Dangku"**

B. Problem of the study

The problem of this study deals with "The Influence of Interactive Strategy and Student Motivation on Reading Comprehension ability of the Eighth grade Students of State Junior High School 3 of Rambang Dangku"

C.Limitation of the Problem

This study is limited to investigate "The Influence of Interactive Strategy and Student Motivation on Reading Comprehension ability of the Eighth grade Students of State Junior High School 3 of Rambang Dangku"

D.Formulation of the Problem

In line with explaination given the background, the problems of this study are formuled as follows:

1. Is there any significant Influence of Interactive Strategy on students reading comprehension for those who have high motivation and low motivation at the eight grade of state junior high school 3 of Rambang Dangku ?

2. Is any significant influence high motivation of conventional strategy on students reading comprehension for those who have high motivation at the eighth grade of state junior high school 3 of Rambang Dangku ?

3. Are there any significant influence of interactive strategy and conventional teaching strategy on the eight grade students'

reading comprehension for those who have high motivation and low motivation at the eight grade of state junior high school 3 of Rambang Dangku ?

4. Are there any significant interaction effects of interactive strategy and students motivation on the eight grade students' reading comprehension at the eight grade of state junior high school 3 of Rambang Dangku ?

E. Objectives of the Research

There where some objectives in this study. They were stated as follow:

1. It is to measure the influence of Interactive Strategy on students reading comprehension for those who have high motivation and low motivation at the eight grade of state junior high school 3 of Rambang Dangku.

2. It is to measure the influence of high motivation of conventional strategy on students reading comprehension for those who have high motivation at the eighth grade of state junior high school 3 of Rambang Dangku.

3. It is to measure the influence of interactive strategy and conventional teaching strategy on the eight grade students' reading comprehension for those who have high motivation and

low motivation at the eight grade of state junior high school 3 of Rambang Dangku.

4. It is to measure the interaction effects of interactive strategy and students motivation on the eight grade students' reading comprehension at the eight grade of state junior high school 3 of Rambang Dangku

F. Significance of the research

The result of the study is supposed to give benefits foe following people, those benenfits are specified as follows :

a.For the English teachers

Hopefully,the English teachers can grasp the Interactive Strategy and Student Motivation on Reading Comprehension ability.

b. For student

This study coild contribute valuable information for the students to enhance their learning motivation and teachers teaching style which are actully important to lead them to reach higher goals in English profociency especially in Reading skill.

c. For the research herself

By doing the research, the research will improve the ability of doing the research in the Influence of Interactive Strategy and Student

Motivation on Reading Comprehension ability of the Eighth grade Students of State Junior High School 3 of Rambang Dangku.

d. For Other Researcher

the result of this study is also expected to give feedback for other researchers to conduct similar study. It could be their reference to strengthen their researches.