

CHAPTER I

INTRODUCTION

This chapter presents (a) background of the research, (b) identification of the problems, (c) limitation of the problems, (d) formulation of the problems (e) objectives of study and (f) significance of the study.

A. Background of the research

One of the goals of teaching English at junior high school is to develop the students' skills in reading, writing, listening and speaking; in orally and written skills (Standar nasional pendidikan, 2018). Reading is one of the four fundamental skills in learning English. One of the goals of learning processing of reading is that students can read and understand various kinds of reading texts related to knowledge and literature from various types of texts found (Guthrie et al., 2007)

Reading is as the English language abilities that all English learners must master. Reading is the most important skill to learn when learning a new language. Reading is a crucial skill in learning since it can help with the development of other abilities and provide access to relevant information in the classroom or at work. It indicates that reading has an impact on other skills, particularly writing because a good writer must first be a good reader. As a result, reading is critical in acquiring a language. Students can search for any information and reading materials needed for school by using the internet that provided in English. If pupils have high

English reading skills, it can be quite beneficial for them to obtain information properly.

Therefore, reading is very essential for survival. Reading is the most important activity we can do to survive in life. In this era, where the reading material is abundant, not only in written forms but also available in electronic media, the ability to read and catch the core of reading is truly needed. The foundation of all academic learning is reading, which is one of the most crucial academic abilities.

Thus, reading takes a crucial part in learning processing. By reading people can improve their knowledge. Reading helps the students in understanding their material in learning processing. The ability to read effectively and efficiently will determine the success in study. Reading is an ability to build meaning from a text in obtaining information and thinking skills to understand the meaning of the text (Herlina, 2018).

There will be various aspects that will influence the ability to learn English. Success in learning is influenced by several factors two of which are self-perception or self-concept and motivation. The study found that larger correlation values, i.e., above .70 are between reading motivation subscales (Spadafora et al., 2021). The study found in improving learners' reading comprehension it was needed explicit motivation (Ahmadi, 2017). One of the study's major findings is that Students learning English as a second language (ESL) should be encouraged to enhance their reading comprehension and become fluent readers. Regardless of the supportive

learning environment, motivation in reading can increase their ability in all levels of learning English processing. Overall, EFL teachers should give the learners motivation to improve the skill in reading activity significantly. The study found reading motivation and reading achievement was significant in correlation and had an influence and a contribution (Maruli et al., 2021). Furthermore, open-ended questions based on both narrative and informative texts revealed a positive, medium, and substantial relationship between students' reading achievement and reading motivation. High reading motivation will have the effect to students' reading comprehension. Reading motivation also accounts for 12-13 percent of the difference in their reading comprehension. So, it has the positive relation and influence between motivation and the English learning achievement.

Another research found that self-concept has more stable correlation with reading achievement (Lafontaine et al., 2021). Another research proved that students who perform poorly may acquire a lack of positive intellectual confidence, which leads to a negative self-concept. Students who have the lack motivation means have the lack self-concept that effect to their academic achievement (Liu, 2009). A study's finding there was a considerable relation and influence between academic self-perception and academic accomplishment. Academic achievement and academic self-concept have a positive relationship and influence. As a result, positive self-concept gives the positive effect to the success in

academically (Coetzee, 2011). So, based on those researches, students' self-concept and motivation have contribution to students' success in learning.

As mentioned before, motivation takes a very crucial part in learning. Willingness and volition are mentioned as the reason to do the behaviorism, it was mentioned as the motivation (Ryan & Deci, 2000). Unmotivated people are those who lack the will to act, whereas motivated people are those who are stimulated or activated towards a goal. Motivation is one of the most essential characteristics that determine foreign language achievement. Because learning is difficult, arduous, and often expensive, a student must have excellent motivations for learning languages.

Extrinsic motivation is driven by reinforcement contingencies, whereas intrinsic motivation is fueled by personal delight, interest, or pleasure (Ryan & Deci, 2000). Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation within individuals tend to vary across subject areas, and this domain specificity increases with age. Motivation in children predicts motivation later in life, and the stability of this relationship strengthens with age.

Motivation must be approached in a diversified manner. The motivation of students is comprised of three key characteristics: (1) the students' attitudes toward learning and learning activities, (2) their

sentiments and views about themselves as students (self-concept), and (3) their sense of effectiveness in problem-solving (Mihandoost et al., 2011)

Reading motivation is defined as the individual's personal aims, values, and beliefs with relation to the themes, procedures, and outcomes of reading (Guthrie et al., 2007). Reading motivation is stated as the internal factor that drives people to read. Reading competency is influenced by the reading motivation as the complete factors which suggest the reader to select reading material (Pitcher et al., 2007)

Another factor to consider is self-concept. Self-concept is typically defined as people's perceptions of themselves, however phrases like self-concept, self-esteem, and self-efficacy can also be used to describe self-perceptions. Self-concept is a component of human personality development (Sánchez & Roda, 2003). Self-perception is an order of thoughts and attitudes toward oneself that is hierarchically constructed permanently (Shavelson et al., 1976)

Academic, social, and physical self-concept are at least three sub-components of self-concept (Sánchez & Roda, 2003). Students are frequently aware of their talents and weaknesses, that they excel in some things while failing at others. In these three areas, students may have differing perspectives on themselves. Continuous self-evaluation in various situations helps to shape one's self-concept. Self-concept evolves and refines with age and experience, just like all other cognitive notions.

Reading self-concept is a measure of students' perceptions of themselves as good or bad readers, with self-reports and average reading achievement often agreeing. The agreement of students with statements regarding their ability to read was used to assess their reading self-concept. Reading skills are influenced by several things that have the potential to develop this skill, three of which are self-perception in reading, the meaning of reading, and the purpose of reading (Quirk et al., 2009)

The ideal standard of students' competence has already established, unfortunately there are some sad facts about Indonesian students' reading achievement. For reading result of PISA 2018, students in Indonesia scored lower than the OECD average in reading. Furthermore, Indonesia still lags far behind other Southeast Asian countries such as Malaysia, Singapore and Thailand, based on the results mentioned in 2015, Indonesian is at number 44 of 49 countries (Fenanlampir et al., 2019). The study found out that students' English literacy was in level 3 (low category). It can be concluded that students' English literacy achievement should be improved by innovative ways aimed at achieving the desired literacy level required to succeed in school (Mirizon et al., 2021).

From the explanation above related to reading motivation and reading self-concept, it can be assumed that reading motivation and reading self-concept may influence students' reading comprehension of the eighth grade students' of State Junior High School of Lempuing

District. After observing and interviewing some English teachers at State Junior High School of Lempuing District, it was found that the reading achievement scores of students are various. Despite teaching reading skills for a long time, the teachers said that the results were disappointing because reading is a very complex skill. Some of the issues that students confront include a lack of vocabulary proficiency, as well as elements of meanings and ideas in English. Internal factors, such as students' motivation, reading self-concept, reading interest, learning tactics, and so on, may contribute to this to some level.

With regard to the issues mentioned above, according to the results of the First Semester Examination of 2021/2022 at the eighth grade students' of State Junior High School of Lempuing District, students' mean reading accomplishment score is 62.00, which is less than the minimal passing grade of 75. When some students are asked about their motivation to read in class activities and their self-perception of reading, it is discovered that both motivation and self-perception are low. Furthermore, there are specific challenges associated with comprehending various genres. In this research, the writer will focus on the recount text because this text is one of the genres of the text in this grade (Standar nasional pendidikan, 2018)

Based on the statement above, the writer interested in researching the study in the influence among these three variables by involving eighth grade students of State Junior High School of Lempuing District. The

writer wanted to know how about their reading motivation and reading self-concept, and how much this variables will have the influence and contribution to their reading comprehension achievement. Therefore, the writer will conduct this research that addresses the influence of reading motivation and reading self-concept on reading comprehension achievement of the eighth grade students of Lempuing District.

B. Identification the Problems

Based on the observation in the eighth grade students of State Junior High Schools of Lempuing District, the writer found some problems related to students' reading motivation, reading self-concept, and recount text reading comprehension achievement. The low of reading motivation and reading self-concept has the effect to their recount text reading comprehension achievement.

C. Limitation of Problem

Lempuing District has eight State Junior High School. In this study, the writer will do the research of all the eighth grade students of State Junior High Schools of Lempuing District, and find the influence of the reading motivation and reading self-concept on recount text reading comprehension achievement of the eighth grade students of State Junior High Schools of Lempuing District.

D. Formulation of Problems

Based on the above background, this research aims to answer the following questions :

1. Is there any significant influence of reading motivation on recount text reading comprehension achievement of the eighth grade students of State Junior High Schools of Lempuing District?
2. Is there any significant influence of reading self-concept on recount text reading comprehension achievement of the eighth grade students of State Junior High Schools of Lempuing District?
3. Is there any significant influence of reading motivation and reading self-concept simultaneously on recount text reading comprehension achievement of the eighth grade students of State Junior High Schools of Lempuing District?

E. Objectives of the Study

Based on the problem mentioned above, the objectives of the study are to know and analyze :

1. The influence of reading motivation on recount text reading comprehension achievement of the eighth grade students of State Junior High School of Lempuing District
2. The influence of reading self-concept on recount text reading comprehension achievement of the eighth grade students of State Junior High School of Lempuing District

3. The influence of reading motivation and reading self-concept on recount text reading comprehension achievement of the eighth grade students of State Junior High School of Lempuing District.

F. The Significances of the Study

The results of this study can hopefully give useful contribution to the eighth grade students of State Junior High School of Lempuing District, the English teachers of State Junior High School of Lempuing District, and also the writer herself. First, to the eighth grade students of State Junior High School of Lempuing; they know how to the great their reading motivation and reading self-concept to read influence their recount text reading comprehension achievement. Then, to the English teachers of State Junior High School of Lempuing District, they get very beneficial information on how great students' reading motivation and reading self-concept influence their students' recount text reading comprehension achievement and they will get the information how to increase their students' reading motivation and reading self-concept that will affect to their recount text reading comprehension achievement. And the last, to the writer, this study then bolster her knowledge about how reading motivation and reading self-concept influence students' recount text reading comprehension achievement and also give her some great experience of conducting an educational research.