

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some points are reviewing some related literatures. They are review on learning motivation, vocabulary mastery, reading comprehension and previous study.

A. Learning Motivation

1. Definition of Learning Motivation

Galbraith (1990:20) said that motivation as a concept that helps us to understand human behavior and performance and as an unstable construct that cannot be directly measured or validated through the physical or natural sciences. According to him, most psychologists use the term motivation to describe those processes that can energize human behavior and give direction or purpose to a particular behavior.

Motivation as it relates to learning, McMillan and Forsyth (1991) define motivation as “purposeful engagement in classroom tasks and study, to master concepts or skills” and motivated students as those who “take learning seriously and try to get maximum benefits, rather than merely getting by or doing the minimum amount of work necessary”.

Based on the explanation above, it can be concluded that motivation is as an internal process that can give energize to human behavior which is realized into action will be transferred into cognition, feeling, and action.

2. Types of Motivation

Harmer (1991: 3) mentions there are two types of motivation. Those are extrinsic motivation and intrinsic motivation.

1. Extrinsic motivation

Extrinsic motivation is concerned with factors outside the classroom. There are two main types of such motivation, integrative motivation and instrumental motivation.

a. Integrative motivation

The students need to be attracted by the culture of the target language community and in the strong form of integrative motivation they wish to integrate themselves into that culture. A weaker form of such motivation would be the desire to know as much as possible about the culture of the Target Language Community (TLC).

b. Instrumental motivation

This term describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position or status. The language is an instrument in their attainment of such a goal.

Many other factors have an impact upon a student's level of extrinsic motivation and most of these have to do with his or her attitude to the language. This in turn will be affected by the attitude of those who have influence with the student. 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 favor of the language this might have the opposite effect. The student's peers (his or her equals) will also be in a powerful position to affect his or her attitude as will other members of the student's community.

Another factor affecting the attitude of students is their previous experience as language learners. If they were successful then they may be pre-disposed to success now. Failure then may mean that they expect failure now.

2. Intrinsic motivation

Intrinsic motivation is concerned with factors inside the classroom. Intrinsic motivation plays a vital part in most students' success or failure as language learners. Many students bring no extrinsic motivation to the classroom. They may even have negative feelings about language learning. For them what happens in the classroom will be of vital importance in determining their attitude to the language, and in supplying motivation, which is vital component in successful language learning.

3. Factors Influencing Learning

According to Elliot (2000: 345), there are some factors that influence the students' motivation, those are as follows:

a. Anxiety

Anxiety is defined as an unpleasant sensation that is usually experienced as feelings of apprehension and general irritability accompanied by restlessness, fatigue, and various somatic symptoms such as headaches and stomachaches. In the classroom setting, there are some numerous source of anxiety for the students. The sources are such as teachers, examinations, peers, social relations, achievement settings, what girls think of boys, what boys think of girls, like or dislike of subjects, distance from home for younger students.

b. Curiosity and Interest

Curiosity is explorative behavior that occurs when a learner recognizes a discrepancy or conflict between what he or she believes to be true about the world and what turns out actually to be true. A relaxed atmosphere, freedom to explore, and acceptance of the unusual can inspire curiosity. The development of curiosity should be encouraged as soon as possible during the preschool and elementary school. The students not only acquire knowledge, but they also learn about learning. They become curious if their environment is stimulating.

Interest is similar and related to curiosity. Interest is an enduring characteristics expressed by a relationship between a person and a particular activity or object. Deci (in Elliot et al, 2000: 349) states that interest occurs when a student's need, capacities, and skills are a good match for the demands offered by a particular activity. Thus, the

students' interest show in an activity or in an area of knowledge predicts how much they will attend to it and how they process, comprehend, and remember it.

B. Vocabulary Mastery

1. Definition of Vocabulary Mastery

Preece (1936:1655) claims that "vocabulary" means a list of words with their meanings, glossary, some of words used in a language or particular books or a branch of science. Charles (1971:71) has different definition about vocabulary, he said "vocabulary as a stock or supply words that a person uses or understands even if he does not use them in oral or written communication or in reading". In addition, Hiebert and Kamil (2005: 2) state that vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime.

Based on the definitions above, it can be concluded that vocabulary is not a developmental skill, it is total number of the words that should be mastered by language learners as integral part of comprehension. Mastery means as comprehensive knowledge. Vocabulary mastery does not mean as knowing meaning of vocabulary. It also means that the person is able to recognize, understand and produce the stock of words and their meaning.

2. Types of Vocabulary

Vocabulary is the knowledge of meanings of words. Hiebert and Kamil (2005: 3) mentions that words come in at least two forms: oral and

print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

Knowledge of words also comes in at least two forms. Receptive is the vocabulary which we can understand or recognize. Productive, the vocabulary we use when we write or speak. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.

Based on the explanation above, it can be concluded that words in at least two forms: oral and print. Knowledge of words also comes in at least two forms. They are receptive and productive vocabulary.

3. Assessment of Vocabulary Mastery

Brown (2003: 230) states that assessment of vocabulary is divided into:

1. Ordering tasks

One task at the sentence level may appeal to those who are fond of word games and puzzle; ordering (or reordering) a scrambled set of words into a correct sentence.

2. Short-Answer and Sentence Completion Tasks
3. Such items range from very simple and predictable to somewhat more elaborate responses.
4. Multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design (or seem to be). Moreover, the multiple choice format can be used with isolated words, words in a sentence context, or words in whole texts.
5. Gap-fill tests require learners to recall the word from memory in order to complete a sentence or text. Thus, they test the ability to produce a word rather than simply recognise it. The best-known example of this test type is the cloze test. In a cloze test, the gaps are regularly spaced –e.g. every seventh, eight, or ninth word. In this way, knowledge of a wide range of word types including grammar words as well as content words is tested.

C. Reading Comprehension

1. Definition of Reading Comprehension

There are many experts define about reading. Duffy(2009: 39) states that reading is not a random process. It is a system: a set of conventions we use to interpret and make sense of text. Nunan (2003: 68)

states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Grabe and Stoller (2002: 32) also state that the idea of reading is also to do with the purposes, experience, strategies, skills, and even attitude toward reading. It means that reading facilitates the writer to share the knowledge, ideas and feeling with the reader, where both of them have their own language patterns and experience. It indicates that reading is not only getting messages from the text, but also utilizing the reading purposes and strategies to do with. Based on explanation above, it can be concluded that reading is a system that combines information from text with knowledge of readers to gain an understanding of the information in the text.

Reading is not only decoding symbols, but also trying to get a message and giving responses to the text. Reading with comprehension means understanding what has been read. Duffy (2009: 14) state comprehension is the essence of reading because the goal of written language is communication of messages. If the readers do not understand the message, it means that the readers are not reading. Then, vocabulary is fundamentally important for understanding the message. In addition, Snow (2002: 11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Based on the explanation above, it can be concluded that reading comprehension is process of extracting and constructing meaning of the text to get the goal is communication of messages.

2. Types of Reading

Brown (2003: 189), mentions four type of reading. Those are :

a. Perspective

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used; picture-cuedtasks, matching, true/false, multiple choice, etc. A combination of bottom-up and top-down processing may be used.

c. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it and in take is the product of that

interaction. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

d. Extensive

Extensive reading applies to texts of more than a page up to and including professional article, essays, technical reports, short stories, and books. Top-down processing is assumed for most extensive tasks.

3. Levels of Reading Comprehension

Kennedy (1981: 218) stated that level of reading consist of :

a. Literal comprehension

Reading in order to understand, remember, or recall the information explicitly contained in a passage. It refers that the readers' are able to know what a writer says. This comprehension focuses on the readers' ability to find explicit information.

b. Inferential comprehension

Reading in order to find information which is not explicitly stated in a passage, using the reader's experience and information. It refers that the reader have to be able to make reasoning and finding information that are not stated in the text or implicit information.

c. Critical or evaluative comprehension

Reading in order to compare information in a passage with that readers' own knowledge and values.

Based on the explanation above, it can be concluded that levels of reading that researcher used in this research are literal comprehension, inferential comprehension, and critical or evaluative comprehension.

4. Assessment of Reading

Brown (2003: 190) states that assessment of reading divided into four types. They are:

1) Perspective Reading

a. Reading Aloud

The test-taker sees separate letters, words, or short sentences and reads aloud, one by one. Since the assessment reading comprehension, any recognizable oral approximation of the response is considered correct.

b. Written Response

The test taker's task is to reproduce the problem in writing. Because of the transfer across different skills here, evaluation of the test taker's response must be carefully treated. If an error occurs, make sure you determine its source; what might be assumed to be a writing error, for example, may actually be a reading error, and vice versa.

c. Multiple Choice

Multiple choice especially useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter, and matching.

d. Picture Cued

Test takers are shown a picture, such as the one on the next page, along with a written text and are given one of a number of possible tasks to perform. With the same picture, the test taker might read sentences and then point to the correct part of the picture or a true/false procedure might be presented with the same picture cued. Matching can be an effective method of assessing reading at this level.

2) Selective Reading

a. Multiple Choice

The most popular method of testing a reading knowledge of vocabulary and grammar is the multiple choice format, mainly reasons of practicality; it is easy to administer and can be scored quickly. The most straight forward multiple choice items may have little context, but might serve as a vocabulary or grammar check.

b. Matching Tasks

The test taker's task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary.

c. Editing Tasks

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading. The TOEFL and many other tests employ this technique with the

argument that it not only focuses on grammar but also introduces a simulation of the authentic task of editing, or discerning errors in written passages.

d. Gap Filling Tasks

Many of the multiple-choice tasks described above can be converted into gap-filling or “fill-in-the-blank,” items in which the test-taker’s response is to write a word or phrase. An extension of simple gap-filling tasks is to create sentence completion items where test-takers read part of a sentence and then complete it by writing a phrase.

3) Extensive Reading

a. Skimming

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty and/or its usefulness to the reader. Skimming can apply to texts of less than one page, so it would be wise not to confine this type of task just to extensive texts. Assessment of skimming strategies is usually straight forward; test-taker skims a text and answers questions.

b. Summarizing and Responding

One of the most common means of assessing extensive reading is to ask the test-taker to write a summary of the text. The task that is given to students can be very simply worded. Assessing extensive reading is the technique of asking student to respond to a text. The two tasks should not be confused with each other summarizing requires a synopsis or overview of the text, while responding asks the reader to provide his or her own opinion on the text as a whole or on some statement or issue within it.

c. Note Taking and Outlining

A reader's comprehension of extensive texts may be assessed through an evaluation of a process of note-taking and outlining. Because of the difficulty of controlling the conditions and time frame for both these techniques, they rest firmly in the category of informal assessment. Their utility is in the strategic training that learners gain in retaining information through marginal notes that highlight key information or organizational outlines that put supporting ideas into a visually manageable framework.

In this study, the researcher uses multiple choice to test the students' reading comprehension. The test should include all aspects of reading comprehension. The test of reading should consist of six aspects. Those are : (1) find topic, (2) find main idea, (3) find detailed information in the text, (4) identify reference of pronoun, (5) draw inferences, (6) guess word meaning based on context.

D. Previous Study

The first previous study was written by Baihaqi (Muhammadiyah University of Metro: 2014). She conducted research entitled “The Influence of Vocabulary Mastery toward English Speaking Ability”. The objective of the research is to find out whether vocabulary is influential toward English speaking ability. The populations are all the fourth semester of English education study program of Muhammadiyah University in academic year of 2009/2010. The result of the research shows that, there is a positive and significant influence between English vocabulary mastery and the students’ speaking ability, it is proved by the value of correlation coefficient (0,764) which is higher than the value of r-table (0,176). It means that the rise of students’ vocabulary mastery will be followed by the rise of their English speaking ability. The effective contribution of the students’ vocabulary mastery toward English speaking ability is 58.6%. From the previous study above, the researcher goes to do similarity research that is about vocabulary but in different scope of which the subject is the eighth grade students’ of SMPN 3 Wonomulyo. The ability or comprehend is reading.

The second previous study was written by Rahman and Deviyanti (2012). They conducted research entitled “The Correlation between Students’ Motivation and Their English Speaking Ability”. The research is aimed at investigating the correlation between students’ motivation and their English speaking ability. The random sampling is used in the research. There are 36 students as the sample and first year of SMAN 2 Bandar Lampung as the

population. The results showed that the coefficient correlation is 0,780 and it is significant where r -value (0,780) is higher than r -table (0,334). It is also found out that motivation influenced English speaking ability with the score of 60,8 %. This means that motivation as a psychological factor has a positive correlation with English speaking ability. From the previous study above, the researcher goes to do the similarity research about learning motivation but in different scope, ability and there is additional variable is vocabulary mastery.

The third previous research was written by Sari (IAIN Surakarta: 2017). She conducted the research entitled “The Correlation Study between Students’ Motivation and Reading Comprehension”. The objectives of the research are to determine the correlation between students’ motivation and reading comprehension. The population of the research is all the fourth semester students of the State Islamic Institute of Surakarta. Random sampling is used in the research and it takes consists of 35 students. The result of the study show that $r_{xly} = 0,879 > r_t = 0,334$ it means that there is a positive correlation between students motivation and reading comprehension.

Based on the previous studies above, mostly the researcher only investigates two variables. They seldom to explain the correlation between vocabulary and reading comprehension or learning motivation. Most of the researchers investigate about the correlation between students’ vocabulary mastery and English speaking ability or correlation between learning motivation and English speaking ability. In the investigation of Sari (IAIN Surakarta: 2017), she studied correlation between students’ motivation and

reading comprehension. So that, in this study, the researcher tries to combine vocabulary and learning motivation toward reading comprehension entitled “The Correlation between Learning Motivation and Vocabulary Mastery toward Reading Comprehension”.