CHAPTER I

INTRODUCTION

This chapter presented The Background of the Research, Statement of Research Problems, Objectives of the Research, Significance of the Research, Scope Limitation of Research, and Definition of Key Terms.

A. Background of the Study

One of the key elements influencing the success of learning a second language is motivation. Motivation is thought to be essential to learning a second language (L2) and one of the most important variables influencing language learners' success, according to Dornyei (1998). A motivated student increases effort, assumes responsibility, has objectives and wants, and enjoys the process of learning, claim Masgoret and Gardner (2003). These students have a desire to study, take action to promote learning, and take charge of their own education. These traits increase the likelihood that learners will go on independent study Alderman (2014:12).

Motivation is the degree to which decide what actions to take, what someone want to achieve, and how much work are wasting to put forward (Brown, 2000:72). Because they employ adaptive attitudes and techniques like goal-setting, self-monitoring, and sustaining intrinsic interest, students with optimal motivation have an advantage. Students report feeling unmotivated and seeing no purpose in attending school due to the low demands and expectations (Alderman, 2004:7). These students have a desire to study, take action to promote learning, and take

charge of their own education. Learners who exhibit these traits are more inclined to pursue independent learning. (Alderman, 2014:12).

Insufficient motivation prevents students from achieving long-term objectives despite receiving excellent instruction, relevant curriculum, and exceptional language acquisition abilities (Westin, 2019). Many students are lethargic or feel embarrassed to attend this lesson because of their lack of confidence, the large amount of new vocabulary, and the sentence structures that differ from Indonesian. Thus, learning achievement is greatly influenced by achieving motivation. Because motivation is crucial to the teaching and learning process, it is imperative that educators be able to ignite their students' enthusiasm for learning while they are in the classroom. Students will be encouraged and have a want to study more if their teacher can provide them the finest incentive possible. The success of the teaching and learning process rests on the teacher's ability to motivate students to learn. Teachers are accountable for developing their professional skills. College teachers of English as facial motor elements there are many problems such as low student learning motivation, low input and implications government textbooks, unsupportive environment, unsupportive school facilities to eradicate students, the lack of college English teachers who master the learning technology, uncreative English college teachers, lack of mastery of teaching methods or strategy (Nurhayati, 2018:91).

Hadfield & Dornyei (2014:1) stated that an essential component of learning is motivation. In fact, motivation or lack thereof is the most frequently stated factor in language acquisition success or failure. Even the smartest students are unlikely

to endure long enough to acquire any truly usable language without sufficient drive, whereas in the vast majority of cases learners with sufficient motivation can obtain a functioning understanding of an L2, regardless of their language ability. They need new conditions or challenging situations such as reading classes that can be stimulating or triggering motivate them to actively participate in class (Nurhayati, 2014:177). According to Ryan and Deci (2000) in Fry et, al., (2003:28), unmotivated students are individuals that do not fully understand their motivation for attending college, believe they are incompetent, and feel like they have little influence over their circumstances.

According to Sardiman (2012), motivation is the general force that propels students' learning and reading activities. To satisfy and pique their curiosity, they make decisions and manage their reading activities. This attitude is closely linked to students' goal of reading their way to content mastery. One trait of pupils that are genuinely motivated is their involvement in reading. During a text exchange, engaged readers could get so engrossed that they fail to notice the passing of time. They are so engrossed in the content, whether it be literary or informative, that they focus easily and pay attention to nuances that illuminate the author's meanings in their entirety. High levels of cognitive engagement are necessary for deep engagement with text.

According to McGeown (2013:2), students' motivation is essential to the development of their reading skills. The learner thinks and ponders while reading, sometimes at a leisurely and sometimes fast pace. After reading, this cognitive engagement results in a thorough comprehension of the material and a complete

experience of the text. Readers who are intrinsically driven tend to favor reading that is challenging. They look for chances to study challenging literature that broadens their understanding. Despite any barriers, people read literary works and authors in order to comprehend and absorb their topics. Students who lack intrinsic drive, on the other hand, avoid challenging books and shrink away from intellectually demanding assignments. They limit their effort by reading in order to finish the job. When pupils have an innate desire to read, think they can read, and incorporate literacy into their opinion about themsleves, they're more likely to develop into attentive readers. The majority of students don't read frequently or really like reading in their mother tongue. Reading for pleasure is viewed as insignificant or even irrelevant in instructional environments, which is another example of this lack of drive (Richards & Renandya, 2003:281).

Reading motivation does not come easily. It takes time for a kid to develop a strong desire to read broadly and profoundly. With experiences and a nurturing atmosphere, this quality develops and improves throughout time (Guthrie & Wigfield, 2004:55). Higher levels of motivation to study have been associated with improved conceptual comprehension, school satisfaction, self-esteem, social adjustment, and school completion rates in addition to improved academic achievement. Students' motivation frequently decreases when they move from elementary to high school. A student's innate desire to engage in the learning process leads to motivation. But this also depends on the underlying motivations or goals for engaging in the educational process. Because although students might be inspired to take an action in the same way.

The role of the teachers in terms of improving students' motivation in reading is very important. The role of educators is another factor that influences successful achievement the goal of education is student learning motivation (Khusna, et., al, 2022:98). In terms of students' motivation in reading, it is not only the responsibility of the student itself, but also need help from the teacher. The way teachers lead their students to have motivation in reading, and improving students' motivation is important. According to Covington & Beery (1976) in Alderman (2004), it is the responsibility of teachers to support their pupils' high achievement and self-assurance.

Researchers that study reading concur that students' achievement is greatly influenced by their reading passion. The interest and motivation of readers to read is a basic element of learning encouragement and a component of subjective task meaning (Kikas et, al., 2015). By implementing specific activities by learners, the satisfaction derived from completing the tasks is considered as an important component, as it has directly influenced their choice and success (Metsäpelto et, al., 2017).

This research was inspired by several previous studies. First, several studies only focused on students' reading motivation such as (Aisyah, 2022 ; Albasyar, 2020 ; Apriani et, al.,, 2021 ; Dakhi & Damanik, 2018; Indrayadi, 2021 ; Kasyulita & Ratnasari, 2016 ; Kurniawati et, al.,, 2022 ; Maneba et, al.,, 2021 ; Marfuatin & Ridwan, 2022 ; McGeown et, al.,, 2020 ; Pangestika, 2016 ; Siregar & Narius, 2016 ; Farisa, 2017 ; Triyanto, 2023 ; Udsaratchakarn, 2020). Second, the studies which focused on reading interest or preferences only are (Arifin, 2021 ; Fajri, 2015 ;

Noviyanti, 2018 ; Oadhi, 2021 ; Sandria, 2020 ; Zur et, al.,, 2022 ; Sharma, 2019) ; Kharisma et, al.,. 2021 ; and Male et, al.,, 2021). Third, studies about students' reading motivation and reading preference or interest (Lustyantie & Aprilia, 2020 ; Muliati, 2017 ; Vianty et, al.,, 2019 ; Alhamdu, 2015). Fourth, there are five studies about students' reading motivation based on gender, those are (Abdullah & Yunus, 2019 ; Harapan, 2022 ; Sabiq et, al.,, 2021 ; Salam, 2022 ; and Bouchamma et, al.,, 2013). Lastly, the studies that focused on students' reading preference or interest based on gender Mead (2012) and Milal et, al., (2021).

The next was the approaches that used by the previous studies based on their topic. First, there are several studies that focused on students' motivation only which used quantitative approach such as (Pangestika, 2016 ; Siregar & Narius, 2016 ; Kasyulita & Ratnasari, 2016 ; Dakhi & Damanik, 2018 ; Albasyar, 2020 ; Apriani et, al.,, 2021 ; Indrayadi, 2021 ; Kurniawati et, al.,, 2022 ; Aisyah, 2022 ; Salam, 2022 ; Marfuatin & Ridwan, 2022 ; and Farisa, 2017). Meanwhile, who used qualitative approach are (Udsaratchakarn, 2020) and McGeown et, al.,, 2020). In addition, the study that used mix method is Triyanto (2023). Second, the studies which the focus only on students' preferences that used quantitative approcah are (Arifin, 2021 ; Fajri, 2015 ; Kharisma et, al.,, 2021 ; and Sharma, 2019). Meanwhile, that used qualitative approach are (Sandria, 2020 ; Male et, al.,, 2021 ; and Zur et, al.,, 2022). The studies that used mix method are Oadhi (2021) and Noviyanti (2018).

Third, the studies about students' reading motivation and reading preference that used quantitative approach are Lustyantie & Aprilia (2020) and Vianty et, al.,

(2019). Furthermore, the studies that used qualitative approach are Muliati (2017) and Alhamdu (2015). Meanwhile, there is no study that used mix method. Fourth, the studies about students' reading motivation based on gender that used quantitative approach are (Harapan, 2022 ; Bouchamma et, al.,, 2013 ; and Salam, 2022). Furthermore, for mix method are Abdullah & Yunus (2019) and Sabiq et, al., (2021). Meanwhile, there is no study that used qualitative approach. Fifth, the studies that focused on students' reading preference or interest based on gender that used quantitative approach is Milal et, al., (2021), and that used mix method appoach is Mead (2012).

Several previous studies classified based on the students' level of motivation in reading. First, there are several studies that the students' level is university, such as (Pangestika, 2016 ; Siregar & Narius, 2016 ; Muliati, 2017 ; Albasyar, 2020 ; Milal et, al.,, 2021 ; Aisyah, 2022 ; Lustyantie & Aprilia, 2020 ; Fajri, 2015 ; Noviyanti, 2018 ; Sandria, 2020 ; Triyanto, 2023 ; Udsaratchakarn, 2020 ; Zur et, al.,, 2022 ; and Sharma, 2019). Second, the studies that conducted the study in senior high school level, those are (Kasyulita & Ratnasari, 2016 ; Dakhi & Damanik, 2018 ; Arwanto, 2020 ; and Arifin, 2021). Then, Junior High School students' level are (Vianty et, al.,, 2019 ; Maneba et, al.,, 2021 ; Indrayadi, 2021 ; Sabiq et, al.,, 2021 ; Kurniawati et, al.,, 2022 ; Marfuatin & Ridwan, 2022 ; Farhata, 2014 ; Kharisma et, al.,, 2021 ; and Farisa, 2017). Lastly, several previous studies has been conducted in elementary school level such as (Abdullah & Yunus, 2019 ; Mead, 2012 ; McGeown et, al.,, 2020).

There are two method of data collection, such as questionnaire and interview. The instrument to collect the data of questionnaire are questionnaires. There were some studies used questionnaires to collect the data (Harapan, 2022 ; Milal et, al.,, 2021 ; Lustyantie & Aprilia, 2020 ; Marfuatin & Ridwan, 2022 ; Arifin, 2021 ; Fajri, 2015 ; Farhata, 2014 ; Farisa, 2017 ; Noviyanti, 2018 ; Triyanto, 2023 ; Sharma, 2019 ; Kharisma et, al.,, 2021 ; and Male et, al.,, 2021). Furthemore, there were several studies used interview for collecting data (Abdullah & Yunus, 2019 ; Mead, 2012 ; Muliati, 2017 ; McGeown et, al.,, 2020 ; Triyanto, 2023 ; Zur et, al.,, 2022).

There are several previous studies which categorized reading motivation into extrinsic and Intrinsic (Siregar & Narius, 2016 ; Arwanto, 2020 ; Apriani et, al.,, 2021 ; Maneba et, al.,, 2021 ; Indrayadi, 2021 ; Triyanto, 2023). Meanwhile there are only two studies who categorized motivation into integrative and instrumental, those are Vianty et, al., (2019) and Sukri (2021). Based on the result of the studies, there are several studies that the result of the research of reading motivation dominated by extrinsic motivation (Siregar & Narius, 2016 ; Muliati, 2017 ; Arwanto, 2020 ; Indrayadi, 2021). Meanwhile, for Vianty et, al., (2019) the result dominated with instrumental motivation. Moreover, from Sukri (2021), the result showed that male students have higher instrumental motivation than female students, and female students have higher integrative motivation than male students.

There are some studies which classified the level of motivation into 3 levels, high, moderate/average, and low (Siregar & Narius, 2016 ; Muliati, 2017 ; Vianty

et, al.,, 2019 ; Maneba et, al.,, 2021 ; Indrayadi, 2021 ; Aisyah, 2022) ; and Harapan, 2022). The results of the studies related to the level of reading motivation dominated with high level (Vianty et, al.,, 2019 ; Indrayadi, 2021 ; and Aisyah, 2022). Meanwhile, several studies' results were dominated by average/moderate level of reading motivation (Siregar & Narius, 2016 ; Maneba et, al.,, 2021 ; Muliati, 2017 ; and Harapan, 2022).

The result of some studies about students' reading preferences. First, the result from Maro et, al., (2020) dominated with non-academic reading material that is novel, because more than half of the respondents chose novel as their reading preference. Furthermore, the fiction genre became the most chosen genre of books chosen by the respondents. Meanwhile, for the least preferred reading material were academics, those are journals and newspapers. Then, the least preferred genre was non-fiction. Second, Ogeyik & Akyay (2009), the result showed that the participants' responses dominated with no answer for the statement 'I like reading academic/scientific books', which means that the students mostly don't like to read academic/scientific books. Furthermore, the respondents dominantly chose that they like novels or short stories for reading, which means that mostly the students prefer to read non-academic reading material such as novels and short stories. Third study from Bouchamma et, al., (2013), the result showed that boys prefer online like room textbooks, magazines, newspaper articles, and articles. Meanwhile girls prefer printed books such as reading novels, fiction, and books from the school or local library.

Fourth, according to Kharisma et, al., (2021), the result showed that the students' reading preference mostly dominated with printed, the majority of students concur that reading print books has several advantages, including improved comprehension of what they have read, improved focus while reading, easier reading for their eyes, and many more. Fifth, the result from Male et, al., (2021) showed that the preference dominated with online materials, and for the genre of reading material dominated with newspapers. Sixth, the result from Sharma (2019) showed that the number of respondents who choose printed media was higher than respondents who choose online media.

Several studies related with students' reading motivation used quantitative approach have been conducted, but there's only a few studies about students' reading motivation that used qualitative and mixed method approach. There were several studies about reading motivation and reading preferences separately, but there was no study combining both reading motivation and reading preferences at the same time. So, based on the review from previous studies, it can be concluded that no research has been conducted which used mix method by focusing on students' reading motivation and their preferences in reading materials. Therefore, it was required another study was conducted for further information.

B. Statement of Research Problems

1. What are the types of students' motivation in reading?
2. What is the level of student's motivation in reading?

3. How are the students' preferences in reading materials based on their type and level of motivation?

C. Objective of the Research

1. To know the types of students' motivation in reading;

2. To know the level of students' motivation in reading;

3. To describe the students' preferences in reading materials based on their type and level of motivation.

D. Significance of the Research

The results of this study were expected to provide the good contribution for teachers and other researchers.

1. The teachers

The results of this research were expected to help the teachers in considering the reading motivation of the students and the preference in reading. The result of this study hope was effective and can help the teachers to know about the motivation and preference that the students have.

2. Other researchers

This research have many limitations, but the researcher hoped it was given several information about students' reading motivation and reading preference. The finding of this research can be used as the references for another research of other researchers that is students' motivation and preference in reading.

E. Scope Limitation of Research

To avoid misinterpretation of the problem, the researcher was limiting the scope of the study. The researcher likes to know the students' motivation and preference in reading.

F. Definition of key terms

1. Motivation

   Motivation is the urge to work toward the goal and the desire to prevent a bad outcome (Hadfield & Dornyei, 2014:47).

2. Reading Motivation

   The desire and urge of someone in the of the process carried and employed by readers who want to obtain the message expressed by the author through the words or written language medium

3. Reading Preference

   The quantity of books per month, the frequency of reading sessions per week, and the preferred categories and kinds of English reading materials among students (Khairudddin, 2013: 169).