

CHAPTER I

INTRODUCTION

Before specific sections of this chapter are discussed, the basic ideas underlying this research must be understood. This chapter provides an introduction to the background and rationale of the research by presenting the context in which the problem arose. The chapter outlines the importance of reading as a critical literacy skill and the role of intrinsic motivation in supporting students' academic achievement, especially in learning English. In addition, this chapter highlights previous results that support the relevance of this study. Through a careful formulation of the research problem, objectives, and significance, this chapter sets the stage for a deeper investigation into the correlation between students' intrinsic motivation and their English reading performance.

A. Background of the Research

Reading is the gateway to accessing new information. This is inevitable because to gain new knowledge, people need to read various reading materials such as academic books, magazines, articles, and journals. As Chettri points out, reading opens the door to a wealth of knowledge, making it one of the essential literacy skills needed for future success.¹ Gallik adds that “without good reading skills, opportunities for personal fulfillment and occupational success are inevitably lost.”² Therefore, students must continue to improve their reading skills, because the more they read, the more successful they will be in learning.

Prior to conducting the main research, the researcher undertook Internship I and Internship II at MTs Ma'arif Bakung Udanawu Blitar. During Internship I, the researcher conducted initial observations of English

¹ K. Chettri and S. K. Rout, *Reading Habits - An Overview* (IOSR Journal of Humanities and Social Science, 2020), 995-998.

² J. D. Gallik, "Do Reading Habits Influence Academic Performance? Literacy Research and Instruction." (Journal of Adolescent & Adult Literacy, 2019), 231-250.

language teaching in the ninth grade, focusing on student engagement, teaching methods, and students' interest in reading. The preliminary results indicated that many students struggled with reading comprehension in English.

In Internship II, the researcher actively participated in the teaching process as a practicum teacher, specifically delivering reading materials. During this phase, the researcher observed that while some students demonstrated intrinsic motivation—such as curiosity and enjoyment in reading English texts—most students appeared less enthusiastic and passive during reading activities. These results during the internships led the researcher to further investigate the relationship between intrinsic motivation and English reading performance among ninth-grade students.

Student learning cannot be separated from the influence of various factors, both internal and external to the student. Factors that come from within the students can be in the form of physical condition, intelligence, creativity, interest, talent, learning style, attention, motivation, discipline and attitude. Meanwhile, factors that come from outside students are family, school, community, and situational factors such as climate, time, and place.

According to Sardiman (2014: 89),

intrinsic motivation are motives that become active or function in such a way that there is no need for external stimulation because there is already an urge to do something from within the individual. Meanwhile, extrinsic motivation are motives that become active and work because of external stimuli.³

Learning requires motivation. Motivation is a force that can encourage someone to do an action, including learning. Motivation to learn is important in carrying out learning activities because motivation is a driving force that can give birth to one's activities. A person tends to be eager to complete an activity because he or she has strong motivation.

³ Sardiman, A.M., *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Rajawali Press, 2014), 89.

Motivation as a motivation as a driving force that transforms the energy in a person into the form of real activity to achieve certain goals.⁴

Research conducted by Nikmatul Fitriyah (2021), titled *The Correlation of Students' Intrinsic Motivation Toward Reading Comprehension of The Seventh Grade SMP Al-Maarif Panggung*, found a strong correlation ($r = 0.787$) between students' intrinsic motivation and reading comprehension among seventh-grade students.⁵

Similarly, a study by Andi Asrifan (2023), entitled *The Students' Motivation and Achievement in Learning English: The Correlational Study*, reported that students' motivation contributed approximately 72.59% to their English achievement among high school students in Pinrang, Indonesia.⁶

Motivation determines the extent to which individuals can achieve their goals. Those with high motivation tend to persevere in learning, show resilience, and strive to improve their performance. In contrast, individuals with low motivation may display indifference, lack of focus, and a lack of enthusiasm for learning, which can lead to significant learning difficulties. Research confirms that student motivation has a significant influence on academic achievement and engagement in the learning process.⁷ There are two types of motivation: intrinsic and extrinsic. Intrinsic motivation is the primary driving force in an individual's learning, while extrinsic motivation is a complementary force that arises from external factors such as rewards, praise, or pressure.⁸

⁴ Kusuma, W. H., & Sari, Y. P. *The Role of Motivation in English Language Learning: A Study at Junior High Schools in Indonesia*. (Language Circle: Journal of Language and Literature, 2021), 157-166.

⁵ Nikmatul Fitriyah, *The Correlation of Students' Intrinsic Motivation Toward Reading Comprehension of The Seventh Grade SMP Al-Maarif Panggung* (Undergraduate Thesis, UIN Sunan Ampel Surabaya, 2021).

⁶ Andi Asrifan, *The Students' Motivation and Achievement in Learning English: The Correlational Study* (Journal of Language and Education, 2023).

⁷ Putwain, D., Symes, W., & Remedios, R., *The Role of Student Motivation in Academic Achievement: A Systematic Review*. (Educational Psychology Review, 2020), 571-593.

⁸ Ryan, R. M., & Deci, E. L., *Intrinsic and Extrinsic Motivation from A Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions*. (Contemporary Educational Psychology, 2020) 61.

Motivation plays a crucial role in language learning, as it directly influences the effort and persistence that students invest in acquiring a new language.⁹ When students are intrinsically motivated, they tend to engage more deeply with learning tasks and demonstrate greater autonomy in managing their learning goals.¹⁰ Therefore, understanding the role of motivation in English language acquisition is essential for developing more effective teaching strategies, particularly in the context of secondary education.

MTs Ma'arif Bakung Udanawu Blitar is a school with a religious educational background that emphasises character education and the holistic development of students' potential. In addition to the focus on religious learning, this school also pays attention to the mastery of academic skills, including English language skills. This is an interesting condition to study because, despite the pesantren-based school environment, students at MTs Ma'arif are still required to master foreign languages, one of which is English.

According to observations in the field of class IX MTs Ma'arif Bakung Udanawu Blitar odd semester 2024/2025, there are still many students who experience learning difficulties, it can be seen from the presence of students who are reluctant to learn and not enthusiastic to receive lessons in class, students haven't actively worked on the exercises given so that their learning results are unsatisfactory. Students have different results even though school facilities are provided to support the infrastructure for a smooth learning process. That's the problem that researchers want to know more about "The Correlation Between Intrinsic Motivation and English Reading Performance of the Ninth Grade Students in MTs Ma'arif Bakung Udanawu Blitar".

⁹ Alrabai, F., *The Role of Motivation in Second Language Learning: A Review*. (Theory and Practice in Language Studies, 2020), 20-28.

¹⁰ Nuraini, L., & Putra, H. A., *Pengaruh Motivasi Intrinsik Terhadap Kemandirian Belajar Siswa Dalam Pembelajaran Bahasa Inggris*. (Jurnal Inovasi Pendidikan Bahasa Inggris, 2022), 45-53.

B. Identification of the Problems and Research Limitations

Students' low reading performance may be caused by low intrinsic motivation. Although facilities are available and the curriculum is implemented, students' personal motivation levels vary, possibly impacting their English reading performance.

This study is limited to examine intrinsic motivation as one of the internal factors affecting reading performance. Other variables such as extrinsic motivation, socioeconomic status, and teaching methods are not analyzed in this research.

C. Research Problems

1. How is the relationship between intrinsic motivation and English reading performance of ninth grade students in MTs Ma'arif Bakung Udanawu Blitar?
2. How are the levels of intrinsic motivation and English reading performance of ninth grade students in MTs Ma'arif Bakung Udanawu Blitar?

D. Objectives of the Research

1. To measure the relationship between intrinsic motivation and English reading performance of ninth grade students in MTs Ma'arif Bakung Udanawu Blitar
2. To measure the levels of intrinsic motivation and English reading performance of ninth grade students in MTs Ma'arif Bakung Udanawu Blitar

E. Significance of the Research

1. Theoretical Contributions

It is expected that this research will provide information and knowledge about the correlation between intrinsic motivation and English reading performance, can be used as a benchmark for the extent of the impact that occurs, and can contribute ideas on how to

increase motivation and English reading performance and can be used as a basis for further research.

2. Practical Contributions

For researchers, it is hoped that it can provide insight and be used as a comparison when conducting similar research so that future authors can improve the quality of research results.

F. Scope of the Research

The scope of this research focuses on analyzing the correlation between intrinsic motivation and English reading performance among ninth-grade students at MTs Ma'arif Bakung Udanawu Blitar. The study involves a sample selected from the entire population of ninth-grade students using random sampling techniques. Intrinsic motivation is measured through a standardized questionnaire, while English reading performance is assessed using a comprehension test tailored to the students' curriculum.

G. Definition of Key Term

1. Conceptual

a. Correlation

According to Yuliani and Marwoto (2021), Correlational research is research that aims to determine the relationship between two or more variables in a particular context.¹¹

b. Intrinsic Motivation

According to Pratiwi and Ardiansyah (2020) explains that intrinsic motivation is a drive that comes from within an individual, such as curiosity, the need to achieve, or personal satisfaction in learning.¹²

c. English Reading Performance

¹¹ Yuliani, S., & Marwoto, P., *Studi Korelasi antara Motivasi Belajar dan Hasil Belajar Bahasa Inggris Siswa SMP*. (Jurnal Ilmu Pendidikan, 2021), 12-18.

¹² Pratiwi, D. R., & Ardiansyah, M. F., *Pengaruh Motivasi Intrinsik terhadap Prestasi Belajar Bahasa Inggris*. (Jurnal Pendidikan Bahasa dan Sastra, 2020), 88-95.

According to Evenddy et al. (2021) say that reading comprehension refers to the process of getting information from a particular text and then constructing meaning from thoughts that have been conveyed before.¹³

2. Operational

- a. Correlation was measured using a statistical analysis technique, the Pearson Product Moment test, to determine whether there was a significant relationship between students' intrinsic motivation and English reading performance. The correlation value indicates the strength and direction of the relationship between the two variables.
- b. Students' intrinsic motivation was measured through a questionnaire designed to identify their level of internal drive when reading English texts. The questionnaire includes statements that assess aspects of personal interest, curiosity and satisfaction with reading. The scores on this questionnaire are used to measure intrinsic motivation quantitatively.
- c. Students' English reading performance was measured through a reading comprehension test adapted from the ninth grade English curriculum. This test measures students' ability to understand the content, interpret meaning and answer questions based on English texts. The test score was used to represent the students' reading performance.

¹³ Evenddy, E. E., et al., *The Impact of Reading Comprehension on Academic Performance* (Jakarta: Penerbit Universitas, 2021).