CHAPTER I
INTRODUCTION

This chapter discusses the research's background. It also includes the problem statement, research objectives, benefits, research scope, and definitions of terms outlined in the following sections.

1.1   Background of the Study

Reading is the activity of seeing the text and understanding the text's content aloud or silently. Many people think reading is a fun activity that can be done anytime, anywhere, and anyhow. Reading skills are one of the important aspects of language skills. Reading becomes important for students in acquiring information and expanding their knowledge (Hidayat & Rohati, 2020). Reading is an important part of daily life, so it plays an important role because by reading we can get much information (Rianti et al., 2024). However, we need a strong desire and encouragement to do these reading activities. According to Dewi et al. (2020), interest in reading can be interpreted as a desire or high willingness to read activities, or it can be identified with a love of reading. Reading aims to understand the content of the text. However, not all students can understand what they are reading. In addition, many students still lack vocabulary and motivation in reading. To understand the text, one needs a reading method or strategy. Reading strategies are used to determine if they improve reading comprehension and encourage them to read the text. The strategy introduced in this research is extensive reading. In general, extensive reading is known as reading for enjoyment. This aligns with Qiu Rong and the comrades (2019) in Komariah (2021) that extensive reading can be described as reading for pleasure, self-selected reading, voluntary reading, and wide reading. Thus, students can determine the genre of the book and when they want to read the book but still under the lecturer's supervision (Virgiyanti & Mahdiyah, 2023).

Motivation is an essential supporting factor in language learning because language learning will be more efficient and effective when driven by motivation. This is in line with Purmama et al. (2019), who stated that motivation is a

combination of desire accompanied by effort that provides reasons for one's actions, desires, and needs to achieve a goal in learning. This means highly motivated students will strive to acquire new knowledge and skills. Motivation also has an essential role in the learning process. As explained by Filgona et al. (2020), motivation is an essential factor in getting students involved in academic activities, it is important in determining how much learners will learn from the activities they do or the information they will get. In addition, Seifert and Sutton in Filgona et al. (2020) affirmed that student interest also plays an important role in increasing student motivation. Ainia (2020) states that adding students interested in learning will make them more actively involved in the learning process so that good results can be expected.

In this era of globalization, technology has a double impact. However, due to the rapid development of technology, many negative things also happen, such as reduced reading interest among students in Indonesia. According to data collected by UNESCO and the Ministry of Communication and Informatics, the reading interest index of Indonesian people is only 0.001% (Caesari & Kasih, 2023). This value shows that the reading interest of Indonesian students is still low because the average reading index of developed countries ranges from 0.45%- 0.62% (Dermawan et al., 2023). This is supported by the PISA score in 2018, which reached 371 points, below the international average score of 500 points (Kemendikbud, 2019). Low interest in reading can be seen from the frequency or intensity of reading students outside class hours, either for schoolwork or personal pleasure.

The description above shows that students' interest is also essential in reading comprehension. Interest in reading is closely related to motivation, either intrinsic or extrinsic. Learning success and failure, especially in reading activities, are characterized by reading comprehension after a person does a reading activity. Reading activity is closely related to motivation. The reading comprehension achieved by each student is not the same. Some achieve are high, medium, and low reading comprehension. Every reading activity carried out by someone certainly has factors that influence it, both those that tend to encourage and inhibit

external and internal factors.

Many studies have proven that students' reading motivation affects learning outcomes, including research conducted by Fitriyanti (2022) stated that the factors that affect reading comprehension can be distinguished into two types, namely factors from within the reader and factors from outside the reader. Further research was carried out by Manan (2017) stated that reading comprehension is one of the strategies that aims to assess written works by involving themselves as well as possible in reading and making reliable analysis. A person is said to understand reading well if they can understand the meaning of the words used by the author, grasp the expressed and implied meaning, and draw conclusions. Further, Ahmadi et al. (2020) conducted a study that investigated the relationship between reading motivation and reading comprehension. They explored various motivational constructs, including interest, perceived control, collaboration, involvement, and efficacy. This highlights the importance of motivation in enhancing students' ability to understand texts purposefully.

Related to the above problems, the research also found issues in the English Language Education department of Siliwangi University. Siliwangi University is an Educational Institution with many faculties and study programs. This Educational Institution teaches English, especially in English Language Education study programs for all language skills, especially reading skills. In the English Language Education study program, one course focuses on practicing reading skills, namely extensive reading course. The learning objectives of extensive reading courses at Siliwangi University are to increase reading fluency and reading confidence. In addition, extensive reading also aims to develop student autonomy and reading skills mastery, including vocabulary development and comprehension.

This research was conducted to confirm the correlation between students' reading motivation and reading comprehension. This research can validate previous findings and provide further evidence of this correlation by collecting further data. In addition, this research can provide a basis for developing a curriculum that considers student motivation factors. The curriculum can be

designed to strengthen students' reading skills by understanding the correlation between reading motivation and reading comprehension. However, in reality, students' interest in reading is still low. Students' lack of interest in reading tends to be influenced by internal desires, lack of reading facilities, and environmental factors. Motivation can encourage students' desire to continue reading so that they have extensive knowledge, which will increase student achievement. Therefore, the research is interested in researching "The Correlation between Students' Reading Motivation and Reading Comprehension."

1.2 Formulation of the Problem

The problem in this study is, is there any correlation between students' reading motivation and reading comprehension in Extensive Reading Classes?

1.3 Operational Definitions

To avoid misunderstandings and misinterpretations, the author provides definitions of the terms used in this study, as follows:

a) Correlation

Correlation is a statistical measure used to determine the correlation between two or more variables. This study found a correlation between students' reading motivation and reading comprehension.

b) Reading Motivation

The study focuses on students' motivation in reading. Reading motivation is the encouragement to engage in reading activities, both intrinsic and extrinsic.

c) Reading Comprehension

Reading comprehension is the ability to process text and understand the intent of the text. Readers who understand the text can also extract information and capture what the writer wants to convey.

1.4 Aim of the Study

This research aims to determine whether there is any correlation between

students' reading motivation and reading comprehension in extensive reading classes.

1.5 Significances of the Study

1.5.1 Theoretical Significance

This study provides an overview of the correlation between students' reading motivation and reading comprehension, whether positive, negative, or no correlation.

1.5.2 Practical Significance

a) **For researchers**

By conducting this study, researchers hope to learn more and gain more information to identify problems in students' reading motivation to read extensively.

b) **For teachers**

The researcher hopes that the results of this study will provide a deeper understanding of the relationship between students' reading motivation and reading comprehension. Teachers can strengthen students' literacy by paying attention to reading motivation. Encouraging students to read actively and engage can improve reading comprehension.

c) **For students**

This research is expected to help students better understand the importance of motivation in reading. By being aware of their motivations, they can direct their reading efforts more effectively.

d) **For readers**

The research hopes readers will reflect on their own motivations for reading, whether it is a personal interest, academic demands, or a desire to expand knowledge. By understanding personal motivations, readers can more effectively direct their reading efforts.

1.5.3 Empirical Significance

This research was conducted to analyze the correlation between students' reading motivation and reading comprehension. This study's results showed a

positive correlation between students' reading motivation and reading comprehension in the extensive reading class. The higher the motivation in reading, the more their reading comprehension is increasing.