

CHAPTER II

LITERATURE REVIEW

This chapter describes the theory related to research. These theories become a reference for researchers in conducting research. These theories are reviewed in the following points.

2.1 Literature Review

A. Motivation

1. The concept of Motivation

According to Kunvarsing (2019), motivation is the energy force within the self that determines all elements of behavior, it can impact the way of thinking, feeling, and interacting with others. We cannot see and touch motivation, but we can see the results of someone's actions. Motivation must be a concept because it cannot be observed directly. Motivation comes from previous conditions, and responses are generated. Vero & Puka (2017) added that motivation is one of the most important factors educators can target to improve learning.

Motivation is an emotion that is closely related to success. It can satisfy us more than the success itself. Motivation has enormous power in human life. Motivation is the fulfillment of all the impulses in a person that can cause them to do something of their own will. Motivation can also be considered intention, a person who intends to do something is in a positive state.

Reading motivation is considered a person's goals, ideas, or desires regarding the title, actions, and results of reading (Gutrie and friends in Syahfutra & Niah, 2019). Wighfield and Guthrie's theory (2000) explores how motivation contributes to reading comprehension. This theory highlights the importance of motivation in shaping the reading experience and how active interaction between the reader and the text plays a role in this process (Indrayadi, 2021). According to Barber and Klauda (2020) in Radiyah et al. (2023), Students with low motivation will have difficulty reading foreign languages, so reading motivation is one of the causes of a person's desire to read, which comes from their motivation.

2. Type of Motivation

Motivation is an impulse that comes from within oneself consciously or unconsciously to do something based on a certain goal. Furthermore, researchers argue that motivation is also a person's desire to do something without coercion so that it can achieve its goals. According to Qizi (2022), based on the self-determination theory, motivation is divided into two types; intrinsic and extrinsic motivations.

a. Intrinsic Motivation

Intrinsic motivation is a desire to do something that has no clear reward. In short, intrinsic motivation is the drive to perform an activity for the benefit of the activity itself rather than the desire to obtain an external reward or due to external pressure. Intrinsic motivation has more to do with personal growth, a sense of responsibility, and recognition of purpose.

b. Extrinsic Motivation

Extrinsic motivation refers to an individual's ability to perform a task and learn a skill due to the reward or avoidance of the law. In essence, extrinsic motivation is the drive to do something not because it is enjoyable, interesting or satisfying but to get something of value in return or avoid something unpleasant.

3. Indicator of Students' Reading Motivation

Eight sub-indicators of the reading motivation questionnaire developed by Wang and Guthrie (2004), based on Wighfield and Guthrie (1997) in Indrayadi (2021), appeared in the study:

a) Reading for Curiosity

Reading motivation encourages people to read because they want to know more about a particular topic or subject. People who read out of curiosity usually want to expand their knowledge.

b) Reading for involvement

This motivation involves feeling involved in the story or material being read. People who read because of engagement feel connected to the characters, plot, or theme.

c) Reading for Challenge

Some people read because they like a challenge. They seek reading materials that expand their understanding or require critical thinking.

d) Reading for Recognition

This motivation is related to the desire to be recognized or recognized by others for reading. For example, a person may read a famous book to share his or her challenges with others.

e) Reading for Grades

This motivation is relevant in an educational environment. Students may read to get good grades in school.

f) Reading for Social

Some people read to interact with others. They want to discuss the same topic of conversation with friends or family.

g) Reading for Competition

This motivation may occur in the context of competitions, such as reading tournaments or reading challenges. People may read more to win the competition.

h) Reading for Compliance

This motivation is related to reading out of guidance or obligation, such as following instructions at work or certain rules.

B. Reading Comprehension

1. The concept of Reading Comprehension

According to Mc Namara in Hidayat & Nurinayah (2018), reading comprehension is a cognitive action or behavior performed in a particular situation to improve some aspect of comprehension. Harmer (2018) added that reading is an important skill in acquiring a language, and the more often students read, the better their reading ability and comprehension will be. Furthermore, Klingner, Vaughn, and Boardman (2015) in Astiantih et al. (2022) define reading comprehension as a complex process consisting of many interconnected

components, such as the reader's background, reading style, text, reader's interest in the topic, and the reader's knowledge of reading they prefer.

According to transactional theory, reading comprehension represents an active exchange between the reader and the text (Susanto, 2020). Reading aims to understand the content of the text read. Reading comprehension means understanding, evaluating, and understanding the ideas conveyed by the author in the text read. If a reader can understand the text, they will be able to understand the message or information contained in it. That means by reading someone can develop their knowledge.

According to Brown (2003) in Mantra et al. (2020), Micro-skills in reading comprehension are as follows:

- 1) Discrimination between graphemes and typical English orthographic patterns.
- 2) Store pieces of the language of different lengths in short-term memory.
- 3) Process writing at an efficient speed to achieve goals.
- 4) Know the gist of words and interpret word arrangement patterns and meanings.
- 5) Recognize the grammar of words of noun groups, verbs, etc., systems, such as tense, agreement, pluralization, patterns, rules, and elliptical forms.
- 6) Knowing that certain meanings can be expressed in different grammatical forms.
- 7) Know the cohesive tools in written discourse and their role in signifying the relationship between and between clauses.

Then, brown (2003) in Mantra et al. (2020) outline that macro skills in reading comprehension are as follows:

- 1) Recognize the rhetorical form of written discourse and the importance of interpretation.
- 2) Recognize the communicative function of the written text according to its form and purpose.
- 3) Provide explicit context by using background knowledge.

- 4) From the described events, ideas, and so on, infer relationships and relationships between events, infer cause and effect, and detect relationships such as main ideas, supporting ideas, new information, given information, generalizations, and examples.
- 5) Distinguish literal and implied meanings.
- 6) Detect specific cultural references and interpret them in the context of appropriate cultural schemas.
- 7) Develop and use reading strategies, such as scanning and skimming, detecting discourse markings, guessing word meanings from context, and activating text interpretation schemes.

As explained earlier, reading is a fun activity that can be done anywhere and anytime. However, in the process of reading, students face many challenges. According to Andrianatos (2019), in his research mentioned that the process of reading has many obstacles, namely:

- 1) Barriers within the readers
Barriers within readers are related to factors affecting an individual's reading ability, such as reading skills, interest, and motivation.
- 2) Barrier within the teks
Barriers within the text are related to the characteristics of the text itself. For example, the complexity of the language, the structure of the sentences, or the ambiguity of the information in the text.
- 3) Barrier within the task
Barriers within the task are related to the given reading task. Some tasks may be more challenging than others, and factors such as time affect comprehension.
- 4) Barriers within the socio-cultural context
Barriers within socio-cultural contexts involve cultural factors, norms, and values that affect how a person reads, such as cultural background or social expectations.

2. Extensive Reading Course

Extensive reading is one approach that uses interesting, easy-to-understand, and easy-to-read media (Permatasari & Wienanda, 2023). It means that when learners read extensively, they read very easy, enjoyable books to build their reading speed and fluency. Another way to say this is that students learn to read by actually reading rather than examining texts by studying the vocabulary, grammar, and phrases. In the extensive reading class, students are free to choose reading, but the lecturer still has class assignments in several ways such as providing a variety of texts that students can read, evaluating weekly reading notes and leading class discussions related to reading progress (Fatimah et al., 2020).

According to Permatasari & Wienanda (2023), Extensive reading aims to improve reading fluency, comprehension, and motivation. This is in line with the objectives of the extensive reading course in the English Language Education study program at Siliwangi University, which is listed in the *RPS* extensive reading course; Increase reading fluency and reading confidence. In addition, extensive reading also aims to develop student autonomy and master reading skills, including vocabulary development and comprehension.

One of the strategies used in reading to understand text is extensive reading. Ferdila (2016) in Hidayat & Nurinayah (2018) mentions some of the benefits of extensive reading as follows:

- 1) Students can choose the topics they want to read, which can improve their ability to read text.
- 2) Increase their vocabulary.
- 3) Extensive reading does not mean mastering the target language but reading thoroughly, especially for pleasure and fluency.
- 4) To promote self-confidence and smoothness in reading.

3. Indicator of reading comprehension

Reading comprehension can be said to be the result that a person gets from reading. According to Harmer (2018), the goal of reading influences numerous reading skills, as follows:

- a) Identifying the topic: Great readers can easily comprehend the topic of a piece of literature. With the aid of their own plans, they swiftly comprehend what is being addressed.
- b) Predicting and guessing: Readers will often try to assume and grasp the subject of a piece of writing.
- c) Reading for general understanding: This entails observing the text in order to acquire a fast overview of the text's main points.
- d) Reading for detailed information: Read an information in detail.
- e) Reading for specific information: in contrast to read for the core, we read for special.
- f) Interpreting text: Readers benefit more from the reading test than the text alone reveals because they use their imagination as active participants.

2.2 Theoretical Framework

The grand theory the research used was the theory of self-determination. This theory is a framework introduced by Edward L. Deci and Richard M. Ryan. This theory emphasizes the importance of intrinsic and extrinsic motivation in individual motivation. Ryan & Deci (2022) asserts that human personality and motivation relate to how individuals interact and depend on the social environment. In the context of Education, self-determination theory can be used to understand student motivation in various activities, including reading. This research explains the correlation between students' reading motivation and reading comprehension in extensive reading classes.

Motivation is a desire that drives someone to do something and has an important role in the teaching and learning process, especially in extensive reading. Students' reading motivation is one factor that influences it because when reading some interesting texts, they can have high motivation in reading to get reading comprehension. If students are highly motivated in reading, then they can read many books, come to the library, borrow books, and buy books for some short articles, notes, or summaries of knowledge and understanding of people who

have read some books, or even fiction and non-fiction books.

Motivation is exciting in the learning process, especially in reading. The problem of reading motivation is related to the student's own comprehension. When reading without motivation, students find it difficult to understand what comes out of the text because their own condition are not in the mood to read. The absence of motivation can also cause students to be lazy to read because they think reading is boring. In fact, motivation plays an important role in the learning and knowledge of learners in the world of Education. Building motivation is an important first step in delegating students who will become readers. This is also reinforced by the results of previous studies related to this study. From the results of some studies, it can be seen that motivation does have a relationship with student understanding. Motivation is related to student achievement in reading comprehension, especially in extensive reading classes, and it is much better if students are willing to read and learn.

Furthermore, the theory that the research used was transactional. This theory considers reading comprehension as the result of a complex interaction between text, reader, and context. According to this theory, reading comprehension is influenced by factors such as the reader's motivation, knowledge, and purpose, as well as the characteristics of the text and social context. In addition, the research also uses the theory of Harmer (2018); according to this theory, the more students understand what they read, the more often they read and the better their reading ability. One of the reading methods introduced in this study is extensive reading. Extensive reading is a very easy and fun activity of reading books. Extensive reading aims to introduce students to an input-rich and fun environment to increase their knowledge and enthusiasm for learning. In this extensive reading teaching technique, teachers must be as good as possible as a controller. The teacher has to allow the students to take whatever books they like (Sa'diyah, 2021). Extensive reading gives students chances to read longer pieces of reading, which they choose, which they can read at their own speed and their own ability level.

To better understand the theory above, the following will be summarized in

the form of a theoretical framework that is as simple as possible:

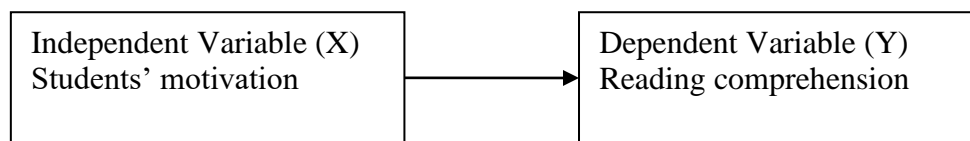


Figure 2. 1 Theoretical Framework

2.3 Study of Relevant Research

Research conducted by Raysharie et al. (2022) shows that students who are motivated tend to have better academic achievement than students who are motivated to a low level. Then, research by Abu Bakar et al. (2022) shows that increasing student motivation can improve academic success.

Further research conducted by Parliyah & Khotimah (2020) shows a correlation between students' reading motivation and reading comprehension, so it can be interpreted that students' reading motivation strongly influences reading comprehension. This is in line with the research's Sari (2020), which shows that the correlation is classified as a strong correlation. Therefore, data supported by several arguments and findings provide strong evidence that the higher the students' reading motivation, the better their learning outcomes, especially in reading. Furthermore, researchers suspect that there is also a strong correlation between students' reading motivation and reading comprehension in the extensive reading classes, so this study was conducted. This is also what distinguishes this study from previous studies.

EFL researches conducted by Abu Bakar et al. (2022) and Raysharie et al. (2022) showed that student motivation influences student learning outcomes. Then, Parliyah & Khotimah (2020) and Sari (2020) showed that there is a strong correlation between students' motivation and reading comprehension. However, most of them only provide an overview yet present a detailed picture of the individual's experience. Further research is needed to discover why students have poor reading habits and what should be done to improve students' reading interests. This research aims to find out whether the correlation between students' reading motivation and reading comprehension has a positive correlation among

students of class 2022 of the English Language Education Study Program at Siliwangi University. This study was conducted to help identify how much student motivation may affect broad reading comprehension. This research shows that there is a positive correlation between students' reading motivation and reading comprehension; the results of this study can provide a basis for developing strategies or interventions that can improve students' reading motivation and, as a result, their reading comprehension in extensive reading classes.

2.4 Research Hypothesis

For research to be directed and under the objectives, hypotheses or temporary answers are formulated as follows:

Ho : There is no correlation between students' reading motivation and reading comprehension in extensive reading classes.

Ha : There is a correlation between students' reading motivation and reading comprehension in extensive reading classes.