

CHAPTER I

INTRODUCTION

In this chapter the researcher describe the background of the study, research questions, research objectives, significance of study, scope and limitations, and definitions key terms.

1.1 Background of the Study

Reading motivations can be defined as “personal goals, values, and beliefs about reading problems, processes, and outcomes.” (Guthrie & Wigfield, 2000, p. 405). Reading motivation is an vital issue that contributes to the high quality improvement of such reading skills (Guthrie, Wigfield, Metsala, & Cox, 1999; McElvany, Kortenbruck, & Becker, 2008; Morgan & Fuchs, 2007; Petscher, 2010). Reading motivation is a multifaceted construct that includes aspects such as reading goals, intrinsic and extrinsic motivation, self-efficacy, and other social motivations for reading (Guthrie and Wigfield, 2000). In fact, even the most experienced readers can hardly be effective readers if they lack motivation (Watkins & Coffey, 2004). A variety of motivation constructs are important correlates of reading performance (Wigfield & Guthrie 1997; Law, 2009; Wigfield, 1997). For example, Wigfield (1997) stated his intrinsic reading motivation, consisting of the curiosity to learn about a particular area of interest, the joy that comes from engaging in reading interesting materials, and the challenge of learning complex or difficult ideas, is an important component in doing turn students into competent readers. Within intrinsic motivation, the concepts of curiosity (the desire to learn about a particular topic of interest), engagement (the pleasure of experiencing different types of literary or informational texts), and effectiveness (the belief that one will be successful) were examined.

As for the intrinsic motivation to read, the difference in motivation to read is different for both male and female. Boys and girls have been shown to differ in their

reading choices (Coles & Hall, 2002; Merisuo-Storm, 2006), frequency of reading (Coles & Hall, 2002), attitudes towards reading (Coles & Hall, 2002; Kush & Watkins, 1996; Logan & Johnston, 2009; McKenna, Kear & Ellsworth, 1995; Sainsbury & Schagen, 2004), motivation to read (Baker & Wigfield, 1999; Marinak & Gambrell, 2010; Wigfield & Guthrie, 1997), competency beliefs in reading (Wigfield et al., 1997), value of reading (Durik, Vida & Eccles, 2006; Eccles, Wigfield, Harold & Blumenfeld, 1993; Marinak & Gambrell, 2010; Wigfield et al., 1997) and reading skill (Ming Chui & McBrideChang, 2006; Mullis, Martin, Kennedy & Foy, 2007), on average, girls read more often, have more positive attitudes towards reading, higher motivation to read, greater confidence in their reading abilities, higher value of reading and better reading ability. McGeown et al, (2012) stated that the intrinsic and extrinsic motivation of boys and girls was measured by two separate experiments using dimensions from the Motivation for Reading Questionnaire by Wigfield and Guthrie (1997). To measure intrinsic motivation, McGeown et al. uses the dimensions of curiosity, involvement and effectiveness. To measure extrinsic motivation, they used the dimensions of recognition and evaluation. They found that girls had significantly higher intrinsic reading motivation than boys, but no gender differences in extrinsic reading motivation were reported. Therefore, it is possible that the gender differences noted in reading are the result of differences in children's gender identity (i.e. the extent to which they identify with masculine or feminine traits) and not their gender. In fact, characteristics associated with being male or female may provide a better predictor of children's reading ability or motivation to read than their sex.

Since the coronavirus (COVID-19) pandemic hit the world, reading levels have begun to rise as reading behavior between genders has emerged, especially the level of reading motivation. This exceptional situation is unique in that it examines the role of essential reading motives, keeping in mind that a pandemic situation can be triggered by a particular type of reading or generate new contextual interests (Linnenbrink-García and Patall, 2016). Another individual factor associated with

reading behavior is gender. It has been found that women have a higher intrinsic motivation for reading (Wigfield and Guthrie, 1997; Swalander and Taube, 2007; Vansteenkiste et al., 2009) and are therefore more likely to read than men (Scales and Rhee, 2001).

As for the intrinsic reading motivation, it produces different reading levels both in gender, but the results of the intrinsic reading motivation level can be seen from the early age of students or how often students read books provided by educational institutions. Schools provide significant chances to expose children and early adolescents to books, especially when exposure to print in a student's home setting is limited (e.g., Nicholson, 1997; Philipp, 2011). Students may select the type or material they like, as well as the books they feel they are capable of reading. Furthermore, students may select a book based on suggestions from classmates, parents, or the media, providing them with the option to engage in follow-up interactions (Howard, 2008; Merga, 2014, 2015). It may be hypothesized that the greater students' autonomy in selecting books, the better the fit between students' interests or talents and the reading subject, resulting in a higher degree of intrinsic reading motivation (Richter & Plath, 2005). Combining information on the books that students actually read (e.g., readability and genre of text) with their book-related situational reading motivation might be an essential step toward gaining a better understanding of the development of students' intrinsic reading motivation.

The aim of this research is to investigate the correlation between intrinsic reading motivation and improvement on reading skills and examine the factors that influence the development of the subject's reading skills. Additionally, the study aims to compare the levels of intrinsic motivation between male and female students. As for the explanation for the level of motivation based on previous researchers, it is only based on data results which are not detailed by level distance (low, medium, high). By identifying influencing factors and exploring the correlation between intrinsic reading motivation and reading skills, this research seeks to provide valuable insight into the determinants of students' reading motivation and how this impacts the

improvement of their reading skills. Furthermore understanding potential gender differences in intrinsic motivation will shed light on how gender may play a role in students' engagement with reading materials. The findings on this study will contribute to the existing literature on reading motivation and may have implications for designing effective reading instruction and interventions to enhance students' reading motivation and reading skill.

1.2 Research Question

1. Is there any correlations between Intrinsic Reading Motivations and Reading Skill?
2. What are the differences in the levels of intrinsic motivation between male and females students?
3. Which one of the factors of intrinsic motivation has influence on reading skill?

1.3 Research Objective

Based on the questions above, this study aims to obtain the following three objectives :

1. To examine the correlations between intrinsic reading motivation and reading skill in students.
2. To identify the levels of intrinsic motivation between male and female students
3. To analyze the features of intrinsic motivation had influence on reading skill students'.

1.4 Significance of the Study

The significance of this research lies in its contribution to:

1. The field of education and language learning. By identifying the factors that influence students' intrinsic reading motivation, this study can provide valuable insights for educators and policymakers in designing effective reading instruction and curriculum that promotes a love for reading among students. Understanding the

relationship between intrinsic reading motivation and reading skills can help educators tailor their teaching approaches to enhance students' reading skills development.

2. By comparing the levels of intrinsic motivation between male and female students can shed light on potential gender differences in reading motivation and engagement. This knowledge can inform strategies to address any disparities and ensure equitable learning opportunities for all students.

3. This research can add to the existing body of literature on reading motivation and competence, contributing to a deeper understanding of the complex factors that influence students' engagement with reading materials. It may also provide a basis for future studies and research in the field.

Overall, the findings of this study have the potential to inform educational practices and policies aimed at fostering a positive and motivating learning environment that supports students' reading development and promotes a lifelong love for reading.

1.5 Scope and Limitation

The scope of this research on students in specific educational setting, namely, the context of a double semester (1st semester & 3rd semester) in a particular educational institution (Universitas Muhammadiyah Gresik). The study will involve students from different age groups and diverse backgrounds, providing insights into the intrinsic reading motivation and reading competence of a varied students population.

Moreover, it is essential to acknowledge some limitations in this research. Firstly, due to the limited time frame of one semester, the study may not capture long-term changes in students' intrinsic reading motivation and reading competence. Additionally, this research not account for external factors that could

influence students' motivation and competence, such as family environment or cultural influences.

1.6 Definition of Key Terms

In order not to have wrong perception or get misunderstanding, the important terminologies, will use in this study is defined as follows:

a. Intrinsic Reading Motivation

Motivating reading is an activity that contributes to the development of reading comprehension and can also develop all aspects of reading comprehension. Motives for reading can be divided into intrinsic and extrinsic motives. Intrinsic motives are curiosity about reading, liking to challenge reading material, and enjoy reading material.

b. Reading Skill

Reading is the foundation of English proficiency, and in reading there are skill, reading skills that can produce comprehension with speed, efficiency and fluency without going through basic knowledge.

