

CHAPTER I

INTRODUCTION

This chapter will discuss about the background of the study, statement of the problem, objective of the study, significant of the study, scope and limitation of the study, hypothesis and definition of the key terms.

1.1 Background of the Study

The term motivation comes from the Latin word which is moving, in the sense that makes it simpler, the power that makes someone do something. Their own motivation and the role of outside influences will motivate them to participate in learning activities. Some researchers consider learning motivation that can affect the success of students to be a big success factor (Harmer, 1991), as something that results from inner involvement and perseverance in doing assignments. According to Crookes and Schmidt, a motivated student means a person who has the task of learning and is involved productively and diligently in that involvement, without the need for continuous encouragement or direction (Crookes & Schmidt, 1991). From this explanation it can be concluded that motivation can be considered a good process that can affect the success of learners.

As we know, learners will have difficulty learning in class. They attend class with shame, fear and lack of participation in their school especially in class, it is supported by Gilbert, J. (2011) students complain that English is likely to be one of the difficulties in learning and feel uncomfortable trying it. Kelly A. Rocca (2010) says that participation is a way to bring active students into the education process and to help improve learning and bring their lives to class. So, it's interesting to do research on student participation. In conducting this research, examples of paired story telling strategies will be applied as a reading comprehension strategy. This will illustrate how students participate in reading comprehension classes when they are taught using this strategy. Lie (1993) says that story telling strategies are developed as an alternative to strategies that only translate words and phrases.

The following are some examples of cases or facts about participation in reading. Studies show that at least one in five students has difficulty reading acquisitions (Therrien, 2004). At school sometimes do not care about the fluency of students in lessons in several classes, it will make difficult for students to take lessons, students can also actively participate in lessons especially in reading based on intrinsic motivation or extrinsic motivation according to what they want to do. This shows the statement that most schools do not detect fluency or difficulty in understanding until second or third grade (McCardle, Scarborough, & Catts, 2001) because reading skills focused on up to the fourth grade are phonemic, and not based on fluency and understanding. Students who actively participate in the lesson will have a good impact and have an interest in reading and also students will have benefit from the books they read before in their school. In previous research (for example, Dillon et al., 1996; Oldfather, 1993; Worthy et al., 1999), participants in our study sent a strong message about the need to read material that was interesting personally and had control over what they read in school (Atwell, 1998; Oldfather, 1993).

There is a statement related to motivation and participation when a person is intrinsically motivated he will participate for pleasure only from activities (Recours et al., 2004; Wilson, 2006). Kilpatrick et al. (2005) state that sports participation is more closely related to intrinsic motives, while exercise is associated with extrinsic motives. Actually motivation has two types, there are extrinsic motivation and intrinsic motivation. Both have different values in motivating them in activities and work by observing behaviour and differentiating their level and level of action of people who are influenced by internal and external forces. McCullagh (2005) cited in Wilson (2006) states: "Intrinsic motivation can be defined as the individual's need to feel competence and pride in something". Extrinsic motivation will be defined as activities that participate in motives beyond the pleasure of the activity itself and as a means to achieve the main goal in participating and receiving awards or avoiding punishment (Deci and Ryan, 1985 cited in Kowal and Fortier, 1999).

According to Gollwitzer (1993) and Heckhausen (1991), motivation is just the starting point for behavioural performance. This was occurred at SMPN 1 Menganti, sometimes, students just came to their school and do not think about their participate to be active performance , and lack of motivation to be an active student.

So far, the researcher found several correlation between motivation and participation in some aspects in online motivation (Maggie Hartnett, 2016), sport participation (Van Hearnden, 2014), general mental and physique anxiety (Eavon Byrne, 2014)so researcher tries to prove the correlation between motivation and participation in reading skill at junior high school. Here, in this study the researcher tries to analyze the correlation between those two things in reading skill. Whether there is relationship between motivation and participation for reading skill at 8 grade in SMPN 1 Menganti.

1.2 Statement of the Problem

From background of the study, the statement problem of this research is: “Is there any significant correlation between motivation and participation for reading skill at 8 grade in SMPN 1 Menganti?”

1.3 Objective of the Study

Based on the statement of problem which is posed above, the purpose of this study is find out whether any significant correlation between motivation and participation for reading skill at 8 grade at SMPN 1 Menganti or not.

1.4 Significance of The Study

Theory Significant:

The research will give the solution to contribute the role of motivation for participation for reading skill related each other and could be as references in learning process in different atmosphere. A person, who is motivated by experience will do participate in an activity for the purpose of experiencing different sensations, for example excitement and fun (Alexandris et al., 2002).

Practical Significance:

Teacher can implement the study in learning process for the next generation to be greater lesson which have impact for good or bad their participation for reading skill. So, it can help the teacher to know the characteristic of students and give motivation to the students based on their personality. Furthermore, it also helps the teacher to teach in class and uses learning style that is appropriate with reading skill based on high or low motivation in participation.

1.5 Scope and Limitation of The Study

To limit of the study from a broader discussion, the researcher scopes from the study to 8 grade SMPN 1 Menganti about “The correlation between motivation and participation for reading skill”. The limitation of this study is only focused on motivation and participation for reading. Researcher has identified several types of motivation, but this study is only concerned with intrinsic motivation and extrinsic motivation to identify participation for reading skill.

1.6 Hypothesis

To achieve the purpose of the study, the researcher decides the hypothesis to be posed is:

“ There is positive significant correlation between motivation and participation for reading skill at 8 grade in SMPN 1 Menganti ”.

It can be have a strong statement to answer it by knowing the procedure and the content or structure of this study of full understanding.

1.7 Definition of Key Term

Motivation for reading is that when children believe they are competent and good at reading they should be more likely to engage in reading, which divided in two categories there are intrinsic and extrinsic motivation.

Participation is students who actively to achieve effective learning and plays an role in learning process with discussions in the classroom.