

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher going to describe some theories and review some relevant research findings related to the research. This chapter will describe in depth of the variables exist in this study, the motivation and the participation.

2.1 Motivation

We will discuss about the definition of motivation by several experts. Every individuals may has different motivation in their learning, based on the individual perception of the individual perception of task and his or her reasons for engaging in it. For more details of motivation will be explained in the next point.

2.1.1 Definition of Motivation

Some scientific literature gives a lot of attention to focusing on motivation, because this topic pays attention to researchers. Lumsden (1994) based on his notes, at home can be the earliest influence on children's motivation to learn, namely their parents and others. When students in school, their level of interest and desire in learning is also strongly influenced by teachers, administrators, school environment, and their classmates (Lumsden, 1994). High motivation makes students curious to learn various aspects related to topics and subject matter. They will set their own targets beyond the targets set by the teacher or curriculum.

For motivation in reading according to Renninger (1992) was found that a who person which interest in the materials improved comprehension, even of their materials that were difficult enough for them or children (although there were some different gender in these patterns). Thus interest in reading appears to be an important things in motivational variable which influencing different kinds of reading performance. Moreover, with high

motivation, students will be interested and actively involved and even take the initiative in the learning process. With high motivation students will do their utmost and by taking various positive strategies to achieve success in learning. Motivation to learn influence on learning outcomes, because with motivation someone will do something they wants.

Learning how to motivate your students, will also be one of the most important aspects of knowing what motivation is. Unmotivated students will not learn effectively. how students think about their own abilities to learn something that can influence how motivated they are (Barry, 2007; Murray, 2011). When someone knows how to read and can educate themselves in any area of they are interested in. We live in an age where we over with information, but reading is the central way to take benefit of it. By giving attention to the importance of reading, we hope can send the message to students, parents, and members of the community that their ability and willingness to read is the main to lifelong learning. If a student believes that he has a limited capacity to learn something or feels impossible to succeed, students who will not be academically motivated (Pintrich, 2003). A student may not be motivated for various reasons they may feel that they are not interested in the subject, find the teacher's method unattractive or disturbed by external forces. It can even be revealed that a student who seems unmotivated actually has learning difficulties and needs special attention. If there is no motivation, then someone cannot do something. Broussard and Garrison (2004) define motivation as an attribute that make us moves to do or not do something.

Learning motivation that there is a dialectical relationship, which learning can produce motivation, and motivation can promote learning again, as Ausubel (1968) says, there is the complementary typically relationship between Motivation and Learning. Thus, learning motivation plays an essential role in learning English. In the course of learning foreign languages, students with strong motivation can always make good learning. Students who have strong learning motivation take a correct and positive attitude towards study and make great efforts to master

English with clear goal and desire and consequently gain better grade (Gardner, 1985). Gardner (1972) defines integrative reasons as those that indicate an interest in learning the language in order to meet and communicate with members of the second language community.

Wigfield and Guthrie (1997) created a concept 11 different dimensions of reading motivation to the students, and Wigfield (1997) created a theoretical taxonomy consisting of three categories on his study. One category of dimensions is based on the competence and also efficacy belief constructs. This category includes to the self-efficacy, the belief that one can be successful on the challenge, reading, the willingness to take on difficult material in reading. When individuals believe they are successful at an activity they are more likely to engage in it (Bandura, 1997; Schunk & Zimmerman, 1997). A third dimension in this category is work avoidance, or the desire to avoid reading activities. When students lack a sense of efficacy, they likely wish to avoid challenging reading activities. Dimension are based in the work on intrinsic motivation, values, and goals and encompass both intrinsic and extrinsic aspects of reading motivations. The more intrinsic dimensions include Reading Curiosity, the desire to learn about a particular topic of interest to the child; Reading Topics Aesthetically Enjoyed, or the enjoyment of experiencing different kinds of literary or informational texts; and Importance of Reading, which is a dimension taken from Eccles' and Wigfield's (e.g., Eccles et al., 1983; Wigfield & Eccles, 1992). Dimensions include social aspects of reading, because reading often is a social activity. One proposed dimension is social reasons for reading, or the process to sharing the meanings gained from reading with friends and family.

For all definition above so the researcher conclude the definition of motivation is students who has interested and actively involved and even take the initiative in the learning process although the material quite difficult for them. With high motivation, students will do their best and by taking a variety of positive strategies to achieve success in learning.

2.1.2 Types of Motivation

Self-Determination Theory (SDT) of motivation which divided into intrinsic and extrinsic types of motivations (Deci and Ryan 2000). Intrinsic motivation is observed when someone in an activity out of real interest and is truly self-determined. Extrinsic motivation is observed when someone in an activity for a benefit or because of pressure from others (Ryan and Deci, 2000). According to Dev (1997) a student who is motivated by intrinsic will not need any type of reward or incentive to initiate or do the task. Student motivation is often divided into two categories:

Extrinsic motivation: A student can be described as extrinsically motivated when someone is in pure learning in order to get a prize or to avoid some punishment (Dev, 1997). School practices that attempt to motivate students with extrinsic include openly acknowledging academically achieving students; distribute stickers, candy, and other gifts (Brooks et al., 1998).

Intrinsic motivation: A student can be described as intrinsically motivated or someone motivated from within: students motivated by intrinsically actively involving themselves in learning from curiosity, interest, or pleasure, or achieving their own intellectual and personal goals (Dev, 1997).

Need to train teachers in how to teach students so that they become motivated by intrinsic, instead of just push along by the view of the next external reward. Teachers also need to feel that they are in control of the material to be taught, how to teach it, and how to teach the students to be in control of the content. Motivation in achievement is the hope of gaining satisfaction in the mastery of opposing and difficult behaviors (Mr. Clelland, 1955). Motivation is closely related to affective aspects in the form of soft skills such as the ability to develop productivity, responsibility, creativity, critical thinking, self-reliance, leadership spirited as well as the ability to collaborate, should be owned by learners. Affective ability such as receiving, responding, appreciating, organizing.

Achievement of motivation is the hope of gaining satisfaction in terms of opposing and difficult behaviour (Mr. Clelland, 1955). Curiosity is

a form of intrinsic motivation that is a key to fostering active learning and spontaneous exploration. For this reason, curiosity-driven learning and intrinsic motivation have been argued to be fundamental ingredients for efficient education (Freeman et al., 2014). Characterized by curiosity, as a learner experiences in learning activity to continuing agenda and as a deeply personal, intense involvement, search for understanding (Oldfather, 1992). Motivation is closely related to affective aspects in the form of soft skills such as the ability to develop productivity, responsibility, creativity, critical thinking, independence, soul leadership and the ability to collaborate, and must be owned by students. Affective abilities such as accepting, responding, appreciating, regulating. This view is consistent with Hawley's Opinion (1989) saying that well-motivated students learn to do more and faster activities, compared to students who are less motivated in learning. Achievement will be better if you have high motivation.

2.1.3 How to Measure Motivation Toward Reading

Theorists point to the fact that various constructs explain motivation to read and how it influences student reading involvement (Wigfield, Eccles, & Rodriguez, 1998), and teachers become interested in learning how they motivate children to read (Palmer, Codling, & Gambrell, 1994). Attention focuses on developing assessment tools to measure their reading motivation. Although self-esteem and item scale have a long history, Gambrell, Palmer, Codling, and Mazzoni (1996) develop on first steps intended at understanding how can children get motivation to read and how can their motivation is influenced by personal factors and situations.

Their Motivation to Read Profile (MRP) is created to assess three kinds of different dimensions for reading motivation: self-concept as a reader, reading value, and reasons for reading (Palmer et al., 1994). However, no research involving officially published MRP confirmed the proposed construction. Wigfield and Guthrie (1995) also develop another multidimensional reading motivation. The initial motivation for their Reading Questionnaire (MRQ) included 82 items that were considered to measure 11 kinds of different dimensions of reading motivation. On the

basis of the scale of reliability and characteristics of items among those small samples in schools, 28 items were eliminated (Wigfield & Guthrie, 1995). So, the latest version of MRQ contains 53 items.

Theoretical scales of the motivation questionnaire for reading there are reading work avoidance, efficacy, challenge, curiosity involvement, importance, recognition, grades, competition, social, and compliance (Wigfield, Guthrie, and McGough (1996). But researcher will do some scales in MRQ there are work avoidance, curiosity, challenge. Item work avoidance explain about desire to avoid kinds reading activity. Item curiosity explain desire to read the topics by interest. Item challenge explain desire to take on difficulty in reading materials. In developing MRQ questionnaire or Motivations for Reading Questionnaire, Wigfield and Guthrie and McGough tried to utilized research from both the general motivation literature and the reading attitudes literature and motivation to suggested several categories of motivations for reading. They first devised a complex of possible categories or constructs that could divide into reading motivations and developed items to measure those constructs. They then interviewed in a small group of children to look how they described their own reading motivations and, following these interviews, modified some of the items. The researcher adopted MRQ as a questionnaire because, in MRQ values have values that are in accordance with what researchers need in reading skills rather than MRP because they are not officially published. In addition, MRQ also contains 2 types of motivation, namely intrinsic motivation and extrinsic motivation. Reading efficacy, reading challenge, reading curiosity, the importance of reading, and reading involvement categories included into intrinsic motivation. Whereas recognition for reading, reading for grades, reading work avoidance, competition in reading, compliance, social reasons for reading categories are included in extrinsic motivation.

2.2 Participation

We will discuss about the definition of participation by several experts. Every individuals may has different motivation in their learning,

based on the individual perception of the individual perception of task and his or her reasons for engaging in it. The environment and these often lead to student participation and interaction with other students and instructors. For more details of participation will be explained in the next point.

2.2.1 Definition of Participation

Effective participation in the school environment presents the degree of active engage of a student in classroom learning activities. Students' participation in the classroom will could indicate their learning motivation. According to Turner J.C and Hellen Patrick (2004) claim, "Participation in lessons facilitates in learning. There are ways of a number that students could over participate, such as volunteering the answer, offering their ideas and thoughts spontaneously, and answering their questions when called on, presenting at the board, talking to peers or the teacher about tasks, and completing work. A student's reactions towards learning activity lead him to success. It is not possible about success for individuals who are not in action (Schunk, 2009). Guthrie, Schafer, and Hutchinson (1991), using a national database, find out that amount of reading predicted participation in community or organizations, after home background and level of schooling were controlled.

According to Kelly A. Rocca (2010), "Participation can explained as an active engagement process which can be conclude into five categories: group skills, preparation, contribution to discussion, communication skills, and attendance". Cohen cited in Kelly A. Rocca (2010) says, "Participation is a way to bring students actively into the educational process and to assist in enhancing our teaching and bringing life to the classroom". According to Siswono cited in Fauziah S. (2010:9) "The activities of students participation in the class are:1). Be relevant to the teaching and learning activities; 2). Listening to the lesson; 3). Reading; 4). Writing; 5).Discussing with friends; 6).Presenting the task; and 7).Giving respond."

Bean & Peterson (1998) suggest asking students to identify features of effective discussions they have experienced in the past, including the

behaviours and roles of both the students and the instructor. Hollander (2002) discusses to present participation as a collective responsibility in the classroom rather than just an individual. So for the conclusion from all the definition above, Participation is the ways that students could participate overtly and active engagement process as a collective responsibility of the class.

2.2.2 Types of Participation

Community participation consist of (adapted from Pretty 1994 and Cornwall 1996):

1. **Manipulative participation (Co-option):** Community participation is simply a pretence reason, with people's representatives on official boards who are not selected and have no power to others.
2. **Passive participation (Compliance):** by being told that what already happened or has been decided. Involves unilateral announcements by an administration or project management without listening to people's responses. The information belongs only to external professionals.
3. **Participation by consultation:** by who being consulted or by answering their questions. External agents define problems and information gathering processes, and so control analysis. Such a consultative process does not concede any share in decision-making, and professionals are under no obligation to take on board people's views.
4. **Participation for material incentives:** Communities participate by contributing resources such as employee, which in return for material incentives (e.g. food, cash). It is very common to see this called participation, yet people have no stake in prolonging practices when the incentives end.
5. **Functional participation (Cooperation):** seen by external agencies as a means that to achieve project goals. People participate by forming groups to meet predetermined project objectives; they may be involved in decision making, but only after major decisions have already been made by external agents.

6. **Interactive participation (Co-learning):** someone who participate in joint analysis, development of action plans. Participation is seen as a right, not just the means to achieve project goals. The process involves interdisciplinary methodologies that seek multiple perspectives and make use of systemic and structured learning processes. As groups take control over local decisions and determine how available resources are used, so they have a stake in maintaining structures or practices.

7. **Self -mobilisation (Collective action):** People participate by taking initiatives independently of external institutions to change the systems. They develop contacts with external institutions for resources and technical advice they need, but retain control over how resources are used. Self-mobilisation can spread if governments and provide an enabling framework of support. Such self-initiated mobilisation may or may not challenge existing distributions of wealth and power.

2.2.3 How to Measure Participation in The Classroom

There are some ways to measure classroom communication, such as Long and colleagues at the National Technical Institute for the Deaf developed a rating scale called Communication Ease Questionnaire (Long et al., 1991) and a next version, the Classroom Communication Ease Scale (Garrison et al., 1994). These creators conceptualize communication ease as having a cognitive and an affective aspect. The cognitive aspect includes the student's self-perception of the total and quality of information which received and expressed in the classroom. The affective aspect includes subjective responses by individual to the communicative situation.

Students in public elementary and middle schools, important to know whether the scale that can be used with students in elementary and middle school as well as with high school students also. Consequently, that questionnaire modified of the most recent scale so that it could also be used with younger students. The modified scale is renamed as the Classroom Participation Questionnaire (CPQ). The purpose of this article is to present reliability and validity of the data on CPQ when given to students in public

schools and to provide a short 16-item version that would be of considerable practical use to teachers.

The questionnaire statements are written then students can respond to them regardless of the mode of communication. The questionnaire used by Long et al. (1991) consisted of 16 statements rated on a four-point scale and produce ratings for four subscales. The two cognitive subscales are Understanding Teachers (UT) and Understanding Students (US); the two affective subscales are Positive Affect (PA) and Negative Affect (NA). (Garrison et al., 1994) Authors conceptualize content as having both a cognitive and an affective component. The cognitive component includes the student's selfperception of the amount and quality of information received and expressed in the classroom. The affective component includes individual subjective responses to the communicative situation. These subjective responses may be positive feelings, such as feeling good, relaxed, or comfortable, or negative feelings, such as being frustrated, nervous, or upset (Garrison et al., 1994).

The researcher adopted CPQ Questionnaire because this questionnaire was validated and rehabilitated. In addition, this questionnaire also contains 4 categories based on students' understanding of teacher's explanations, students' understanding of other students' explanations, students' positive influence in class, and students' negative influence in class. This category was considered sufficient for researchers to be categorized as needed in the questionnaire.

2.3 The Importance of Relationship Between Motivation and Participation

Content theories tend to focus on individual needs and attempt to explain the factors within a person that stimulate and stop their behaviors (Reid, 2002). However, motivation will be a factor to know how enthusiastic are they to participate at an event or meeting in everywhere (Reid, 2002).

Motivation and participation are included to affective factors. The reasons of researcher to take both affective correlation because there are

some statements by Mac Intyre (1995) noted that affective variables also affect second language acquisition. Sideridis, Mouzaki, Simos, and Protopapas (2006) noted that motivational factors can have a significant influence on academic engagement, which has implications ultimately for academic performance: “Therefore, the role of affective processing is of particular importance because it may contribute substantially to defining types of engagement and motivational states during engagement”. Major research on foreign language learning motivation began with the work of Gardner and Lambert (1972) and has continued as researchers have focused on the relationship between foreign language learning success and a variety of motivational and affective variables within disparate learning models. Krashen argued that affective filter is a kind of psychological obstacle that prevents language learners from absorbing available comprehensible input completely.

Cognitive domain focuses on the learning process of students, while reading skills refers to the affective domain of student knowledge. Robinson (2005) argues that explaining the process of learning a foreign language requires two complementary theories: the theory of transition and the theory of property. Transition theory refers to the relationship between cognitive abilities, learning processes and mechanisms used to transfer knowledge from point A to point B. The theory of property describes the features of knowledge from point A and point B. As Dörnyei highlighted, Gardner’s socio-educational model of language learning does not explained for the pedagogical issues that may affect learning in the classroom, or for the cognitive aspects of motivation (Dörnyei, 1994). Therefore the researcher used affective factors that could refer to students' reading skills to be a correlation between motivation and participation.

Wade (1994) considered the “ideal class discussion” as one in which all students was participating, learning, and listening to others’ ideas, comments, and questions. With this definition, it seems that it would still be possible to be passively engaged in the classroom experience. The intent

however is to somehow force or preferably motivate students to become actively engaged in what is occurring in the classroom.

2.4 Previous Study

Study by Van Hearnden (2014) in “The Relationships between Motivation Type and Sport Participation among Students in A South African Context”. The study sought to understand the relation between certain motivation drivers and sports participation. 199 respondents participated with various ages. The 28 multiple item rating scale measured 3 dimensions of motivation (intrinsic, extrinsic, and amotivation). Results indicate that a negative correlation between amotivation and sport participation. And found there is positive correlation between intrinsic and extrinsic motivation. And also there are no significant differences between the gender groups and their motivation for sport participation. Study by Magie hartnett in “Relationships between Online Motivation, Participation, and Achievement”. 21 students participated in this study. There are 2 case studies, Case study 1 was situated within compulsory integrated science and technology course. Students took this course on the third or final year of their degree. And case study 2 was positioned within an introductory social studies curriculum course that formed a compulsory component of the same program. Students took this course in the second year of their degree. The scores reported for each motivation type were then used to calculate a single motivation scale called the self-determination index (SDI) for each participant. Several non-parametric correlations were calculated to explore relationships between SDI scores as a measure of overall motivation, online participation and achievement. Result of case study are A highly significant was found between SDI scores and the number of messages posted over the course. And no significant relationships were found in the context means that no relationship exist between a participant’s online activity, level of motivation, and their achievement.

Study by Eavon Byrne (2014) in “Participation and Motivation in sport in relation to general mental and social physique anxiety”. The aim of this study was investigate motives for participation in sport having regard to

gender, type of sport, general mental health and social physique anxiety. Participants were 120 females and 140 males from various sport team and club. The study found that females had higher competitive motives participating than males. Female were found to have higher levels of social physique anxiety than males. And no significant difference in mental health levels existed between males and females. Questionnaires based on the participation motives, general health and social physique anxiety. Result showed that in type of sport, 70 individuals took part in competitive sport. 95 individuals took part in recreational sport and 85 individuals took part of booth. Then, gender participation in each type of sport, divided into competitive and recreational revealed that recreational sport was most popular type for woman. Whereas, both recreational and competitive sport were the most popular for man.

Study by KiuXie at all (2011) in “Relationship between students motivation and Their Participation in Asynchronous Online Discussion” was investigated on 16 weeks online course. The study participants included 20 graduate and 36 undergraduate students (N=56) from four sections of a mixed level online course offered in the College of Education at a large South eastern University. For the method on this study explain that a mixed method design including both quantitative and qualitative approaches was adopted in this study. The quantitative approach involved repeated measures to track students’ motivation throughout the semester and correlation analyses among variables of intrinsic motivation and online discussion participation. The qualitative approach went in-depth to discover the factors that impacted students’ motivation during the course of online discussions. The qualitative data resources included both students’ and instructor’s interviews. The findings continue to indicate that student’s motivation has a significant relationship with their participant in online discussion activities at time two and time three. And also found that students’ intrinsic motivation and their perceived value of online discussion remained at a moderate-high level over time.

2.5 Summary

In previous study by Christopher L Knoll (2000) show that indicates a high correlation between the two variables, namely achievement motivation and reading comprehension. They were given a short story to read and then a short test for motivation also reading comprehension. Students in this study with high motivation did well on the test comprehension. Achievement motivation and reading comprehension and not yet explained how the correlation between students motivation and students participation in reading skill. Because this study only focus on the reading comprehension of students without being followed by an explanation of students participation in reading skill.

Definition of motivation is students who has interested and actively involved and even take the initiative in the learning process although the material quite difficult for them. Self-Determination Theory (SDT) of motivation which divided into intrinsic and extrinsic types of motivations (Deci and Ryan 2000). To measure motivation there are some kinds, Motivation to Read Profile (MRP) was designed to assess of three different dimensions for reading motivation: self-concept as a reader, value of reading, and reasons for reading (Palmer et al., 1994). However, no research involving the MRP has been published officially confirming these proposed constructs. Another multidimensional of reading motivation scale was developed by Wigfield and Guthrie (1995). The initial Motivations for Reading Questionnaire (MRQ).

Participation is the ways that students could participate overtly and active engagement process as a collective responsibility of the class. Types of participation by Community participation (adapted from Pretty 1994 and Cornwall) there are manipulative participation, passive participation, participation by consultation, participation for material incentives, functional participation, interactive participation, and self –mobilisation.