

**An Analysis of Students' Reading Motivation in English Subject
at Junior High School**

Thesis

**Submitted as a Partial Fulfillment of the Requirement for Obtaining
Bachelor of Education (B.Ed) in English Language Education Program**



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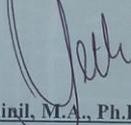
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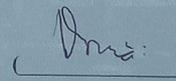
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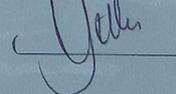
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ABSTRAK

Aulia, Rahmi Maya. 2020. "An Analysis of Students' Reading Motivation in English Subject at Junior High School". Thesis. Padang: Universitas Negeri Padang.

Penelitian ini adalah penelitian deskriptif kualitatif yang bertujuan untuk menganalisa level motivasi membaca siswa dan tipe motivasi siswa pada mata pelajaran bahasa Inggris di sekolah menengah pertama. Populasi penelitian ini adalah siswa kelas 8 dari SMP N 11 dan SMP N 46 Sijunjung. Sampel penelitian ini adalah 78 siswa yang dipilih menggunakan teknik purposif sampling. Instrument penelitian ini adalah Motivation for Reading in English Questionnaire (MREQ) oleh Komiyama (2013) dan wawancara terbuka. Setiap soal dinilai berdasarkan respon siswa terhadap kuisisioner. Nilai total pada setiap soal menjadi hasil dari level dari motivasi membaca siswa. Tipe motivasi membaca siswa didapatkan melalui nilai dari soal nomor 1 sampai 16 (Intrinsik) dan 17 sampai 46 (Ekstrinsik). Peneliti menetapkan tipe motivasi membaca siswa dengan menjumlahkan semua nilai dari tiap tipe motivasi. Hasil penelitian ini menunjukkan bahwa (1) level motivasi membaca siswa pada mata pelajaran bahasa Inggris SMP N 11 dan SMP N 46 Sijunjung didominasi dengan level motivasi rata-rata atau sedang. (2) Tipe motivasi membaca siswa terhadap mata pelajaran bahasa Inggris SMP N 11 Sijunjung and SMP N 46 adalah motivasi ekstrinsik.

Kata Kunci: Membaca, Motivasi, Motivasi membaca

ABSTRACT

Aulia, Rahmi Maya. 2020. "An Analysis of Students' Reading Motivation in English Subject at Junior High School". Thesis. Padang: Universitas Negeri Padang.

This research was a descriptive qualitative research that aimed to analyze students' reading motivation level and students' types of motivation in English subject at junior high school. The population of this research were 8th grade students of SMP N 11 and SMP N 46 Sijunjung. The sample of this research were 78 students that was selected by using purposive sample. The instruments of study were Motivation for Reading in English Questionnaire (MREQ) by Komiyama (2013) and open-ended interview. The items were scored based on the students' response to the questionnaire. The total score items became the result of students' reading motivation (level). The type of students' reading motivation was came from the score total from items 1 to 16 (intrinsic) and 17-46 (extrinsic). The researcher defined the students' type of motivation by summing up the score of each type of motivation. The result of this research showed that (1) Students' reading motivation level in reading English subject of SMP N 11 Sijunjung and SMP N 46 Sijunjung were dominated by the average level of motivation. (2) Students' types of reading motivation in English subject of SMP N 11 Sijunjung and SMP N 46 Sijunjung was extrinsic motivation.

Key words: Reading, Motivation, Reading Motivation

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CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the study that explains the reasons for conducting this research. Limitation of the problem is also presented in this chapter. It contains the research questions that come up from some cases, the purpose of the research that explains the aims of conducting this research, the significance of the research containing theoretical and practical benefits. Furthermore, the definition of key terms defining the variables used in this research is also provided in this chapter.

A. Background of the Problem

Reading is one way to gain information from the written text. People read because there is reasons that they want to get. Harmer (2007, p.99) stated that “In the first place, many students want to be able to read text in English either for their careers, for study purposes or simply for pleasure”. Alexander (1988, p.226) mentioned that “People who read independently do so for both recreational and utilitarian reasons”. People read to relax, to find information, to be inspired, to experience adventure vicariously, for intrigue, for romance and for excitement- in fact for every reason imaginable.

Alexander (1988, p.241) stated that “Reading is central to most school subjects and important in nearly all of them“. The more we read the more information we get. This is in line with Harmer (2007, p.99) that “Reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get it”. Even sometimes we get the information unconsciously

and indirectly. We can get various types of information through reading. The information that we can get is not only limited to the national range but also about the world even the universe range. Those all the information we get can from the activity called reading.

Reading will not be successful if students do not have the motivation, because motivation in reading is key for someone's success in understanding and adding their knowledge. Mathewson (1985, p.842-843) as cited in Alexander (1988, p.405) stated that "Reading process, stressed that motivation is as important as attitudes in the decision to read. Motivation is a basic factor in developing reading proficiency and a prerequisite to actual reading". The effect of positive motivation is that of providing greater effort, encouraging concentration, and increasing cooperation with those involved in the instruction process.

However, unfortunately, reading motivation among students are classified low. Diamond. H (2008, p.2) The National Assessment of Educational Progress (NAEP) indicates that "fourth-, eight-, and twelfth- grade reading score are abysmally low. According to the achievement-level results in reading 68 percent of fourth-graders, 70 percent of eighth-graders, and 65 percent of twelfth graders". It seems to be most of them prefer to surf the internet, hanging out with their friends, playing games and picture hunting. There are a lot of factors that can cause low reading motivation among students. One of them is the rapid growth of technology. There should be a way to work with this problem. The matter can be done through the school environment and the students themselves.

The activity to increase students' reading motivation should be promoted, besides the funding from the school in providing the reading facility and the funding

of a good and complete library. In addition, the effort to increase students' reading motivation also depends on the creativity of the students and the teacher.

In this case, we all have to concern that students' reading motivation is related and influence students' achievement in school. If the students' reading motivation is high, therefore it's not impossible that the students will be smart, creative and critic. Alexander (1988, p.387) stated that "There is a frequently a positive relationship between higher achievement and positive attitudes (Dotson 1977).

There are some previous studies that have been conducted related to students' reading motivation. First, the study by Guthrie J.T, Wigfield A, Hummenick N.M, Perencevich C.K, and Taboada P (2006) about Influence of Stimulating Tasks on Reading Motivation and Comprehension. This research showed that one theoretical approach for increasing intrinsic motivation for reading consists of teachers using situational interest to encourage the development of long-term individual interest in reading. Second, the study by Alhamdu (2016) about Interest and Reading Motivation. The study described that there is a positive relationship between interest and reading motivation. Third, the study by Takaloo N.M and Alhamdi M.R (2017) about The Effect of Learners' Motivation on Their Reading Comprehension Skill: A Literature Review. This study investigated the impact of motivation on learners' reading comprehension.

Based on several studies that have been conducted by several researchers related to students' reading motivation and its relation to students' comprehension, the study conducted by Alhamdu (2016) has been showed that there was a relationship between interest and students' reading motivation. In addition, the study conducted by Takaloo and Alhamdi has been showed that there is a positive impact of motivation on

the students' reading motivation. There is a little discussion that talks about students' reading motivation in the English subject. Therefore, the researcher is interested to conduct a study with the title *An Analysis of Students' Reading Motivation in English Subject at Junior High School*. The researcher wants to know about students' reading motivation in junior high school because it is the beginning for them to learn English as a foreign language. As we know that not all elementary school students can learn English since English subject was deleted from the curriculum. The researcher wants to compare both schools to see if there is a significant difference among that school, related to students reading motivation. SMP N 11 Sijunjung is known as one of the good quality schools in Sijunjung. it can be seen from the fact that SMP N 11 Sijunnjung has an "A" for their accreditation (Dapodikdasmen.kemendikbud.go.id). While SMP N 46 Sijunjung are classified as the new school. They start accepting new students in 2009 and now they already got "B" for the accreditation. Therefore, the researcher wants to see and compare the two schools.

B. Identification of the Problem

As stated in the background above, reading is the best way for obtaining information from written text. Students need to master the reading skill in order to gain their learning objectives. Besides, they need motivation in reading. Motivation can affect students in their reading performance. Furthermore, students' reading motivation is related to and influence students' achievement in school. However, reading motivation among students is classified low. Therefore, the way to improve students' reading motivation needs to be held and promoted in order to produce good quality students. Thus, the researcher is interested to conduct a study about students' reading motivation in the 8th-grade students because as we know that students begin

to study English subject in Junior high school due to the curriculum have deleted English subject in elementary school.

C. Limitation of the Problem

In this study, the writer focused on analyzing students' reading motivation in English subject at 8th-grade students of SMP N 11 and SMP N 46 Sijunjung. The writer tried to find out the types and the level of students' reading motivation. The reason why the researcher chooses 8th-grade students was that they had experienced studying English in the 7th grade. Then, the researcher wanted to know whether 8th-grade students had a positive motivation toward English subject in both of the schools chosen.

D. Formulation of the Problem

Based on the limitation above, the formulation of the problem was to find out students' reading motivation in English subject at 8th-grade students of SMP N 11 and SMP N 46 Sijunjung.

E. Research Questions

The writer in this research formulated the research questions as follow:

1. What is students' reading motivation at grade 8th students of SMP N 11 and SMP N 46 Sijunjung?
2. What is the types of students reading motivation in SMP N 11 and SMP N 46 Sijunjung?

F. Purpose of the Study

The purposes of this research were enlisted below:

1. To investigate the students' reading motivation at grade 8th of SMP N 11 and SMP N 46 Sijunjung.

2. To investigate the types of students' reading motivation in SMP N 11 and SMP N 46 Sijunjung.

G. Significance of the Study

1. Theoretically

This research is aimed to support the knowledge of the theories about students' reading motivation and it is expected that it can provide information for the teachers to find a method to motivate students in reading especially reading English

2. Practically

a. The Readers or Students

It is hoped that this research can provide the readers about the information and knowledge about students' reading motivation. For students, it is hoped that the students will be more aware of their English reading and increase their desire in reading to be a success in the learning process.

b. To other researcher

The result of this research is expected to be a beneficial and useful reference for the next researchers who will conduct the study related to students' reading motivation.

c. For teacher

This result of this result is hoped to give information to the teacher about the importance of motivation to increase the willingness of students to read more.

H. Definition of Key Terms

1. Reading

Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.

2. Motivation

Motivation is some kind of internal drive that pushes someone to do things in order to achieve something.

3. Reading motivation

Reading motivation is the motivational drive to read, an area of interest in the field of education or individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion for the research and the suggestion for the next study.

A. CONCLUSION

Based on the research findings in chapter IV, there are several conclusions that can be drawn. First, students' reading motivation levels in reading English subject of SMP N 11 Sijunjung were dominated by the average level of motivation. There were 75% of students with an average level of motivation, 8% for the high level of motivation and 17% for the students who have low-level motivation in reading English subject.

Second, students' reading motivation of SMP N 46 Sijunjung was also dominated by the students who have an average level of motivation. There were 76% of the 8th students of SMP N 46 Sijunjung have an average level of motivation in reading English subject. Moreover, there were 12% of the students of SMP N 46 Sijunjung have a high level of motivation. In addition, there were only 8% of the students who have a low level of motivation in reading English subject.

Third, from the findings, it was shown that the types of students reading motivation in SMP N 11 Sijunjung was dominated by the students who have extrinsic motivation. 8th-grade students' of SMP N 11 Sijunjung seemed to read English subject because there was something that they want to get or achieve.

The last finding of this research was the types of students reading motivation in English subject of SMP N 46 Sijunjung. 8th-grade students of SMP N 46 Sijunjung also have extrinsic motivation in reading English subject.

B. SUGGESTION

Based on the finding of the research, the researcher would like to give some suggestions that the researcher offered to the students, teachers and the next researcher. First, it can be suggested for the 8th-grade students of SMP N 11 and SMP N 46 Sijunjung to be more aware and keep their good motivation in reading, especially in English subject. It would be better for them to increase their motivation from the average level of motivation to a high level of motivation. Furthermore, it also would be better if their types of motivation balance between intrinsic and extrinsic motivation. So, they will be more successful in the learning process.

The researcher also would like to give a suggestion for the English teacher. It will be better if the English teacher gives information about the importance of motivation in reading for students. The teacher has to motivate students right before they start the lesson so that they will have a good motivation in reading and it is hoped it can increase the willingness of students to read more.

The last, for the next researcher, it is expected that the result of this research could be used by the next researchers as a reference to conduct similar research about students' reading motivation. Moreover, the researcher would like to suggest other researchers conduct the research about the students' motivation in the other language skills namely; listening, speaking, writing.

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