

CHAPTER I

INTRODUCTION

1.1 Research Background

In the so-called 2013 Curriculum, reading is one of the four skills to be trained in the Senior High Schools in Indonesia (Kemdikbud,2013). The major learning goal of reading comprehension instruction in the Senior High School is to help students develop knowledge, skills, and experiences in reading various written texts in English (Kemdikbud,2013; Mulyarti,2015). This major learning goal is operationally defined as the ability of the students in comprehending the reading indicators, they are, main idea, specific ideas, textual references, and word/ phrase/sentence meanings (Anderson,2003; Best&Khan,2006; Achugar,2008).

Prior observation disclosed that the students' reading comprehension about the English texts was on the average level in '*Kelas Bahasa*' in *Sekolah Menengah Negeri 1 Sidemen*, Karangasem (henceforth: *SMAN 1 Sidemen*). Some students were unable to conclude the texts' main ideas. A main idea refers to the author's message about the topic which is expressed directly or it can be implied (Anderson,2003). They were unable to find the author's messages about the text topics, especially expressed implicitly. Some other students had problems in answering specific questions, getting appropriate meanings of words used, and corresponding the pronouns to the nouns they referred to in the texts.

The students' problems in reading comprehension in *SMAN 1 Sidemen* could be due to a number of factors. Some related literatures show variables that might be related to the students' inability in reading comprehension. Guthrie et al, (2000) and Gambrell & Marinak (2008) speculated theoretically that motivation played a vital role in reading comprehension. Motivation is an urge that explicitly affects a person to lock in a particular movement. Guthrie, et al. (2000) explained that students who had high motivation to reading could spend time so much in perusing movement. Therefore, the students' inability in reading comprehension might be due to low students' motivation in reading in *SMAN 1 Sidemen*. The students' inability to comprehend the English texts concerning

with the main idea, specific ideas, word meanings, and textual references were related to reading experiences or little time spent in reading. Dörnyei (in Al-Hebaish, 2012) speculated that self-confidence was related to the students' inability in reading comprehension. Self-confidence is an important factor affecting the learner's reading comprehension. Lack of self-confidence might result in inability to comprehend the main idea, specific ideas, word meanings, and textual references. Moreover, Brown (2000) explained that self-confidence was one of the most influential variables that affect reading comprehension. Self-confidence might influence the students' success in observing the content of the reading. When the students hesitated, it was possible that the meaning in the reading was not conveyed correctly.

Several previous studies conducted in relation to the correlation of reading motivation and self-confidence to reading comprehension are presented as follows. Sailan (2017) studied the role of motivation to speaking. He concluded that by having motivation, the students would have positive thoughts and realistic perceptions of their abilities to speak in English. When the students were motivated to express their feelings and ask others about certain things, they would be fluent in speaking. It was conclusive in Sailan's study, but the present research was to analyze the correlation of motivation combined with self-confidence and reading comprehension in *SMAN 1 Sidemen*.

Salim (2015) also conducted a study on the correlation between self-confidence and the students' achievement improvement in learning English. He found a positive significant correlation between self-confidence and the students' achievement improvement where $r = 0.82$ ($\alpha = 0.01$). In the Sailan (2017) also showed that motivation affect students' ability in speaking English. As speaking studied in this study, reading as one of the most important skill need to be trained also has to be investigated. The present research was conducted to analyze the correlation between reading motivation and reading self-confidence as a linearly combined predictor variable and reading comprehension as a criterion variable in *SMAN 1 Sidemen*.

1.2 Problem Identification

Problems in reading comprehension had been identified in SMAN 1 Sidemen as follows.

- 1) In general, the students' reading comprehension on the English texts was on the average level in '*Kelas Bahasa*' in *SMAN 1 Sidemen*. More specifically, they were unable to find the texts' main ideas or the author's messages about the text topics, especially those expressed implicitly. They also had problems in answering specific questions, getting appropriate meanings of words used, and corresponding the pronouns to the nouns they referred to in the texts.
- 2) The students' current motivation to reading the English texts was relatively low. They did not have a drive to read the English texts, especially they had not spent much time in reading the English texts. Therefore, they had missed the chances or did not have the experiences to understand the main idea, specific ideas, word meanings, and textual references. And also, they also failed to observe the content of the reading.
- 3) The students' current self-confidence was relatively low in *SMAN 1 Sidemen*. Their low self-confidence might influence their success in observing the content of the reading. When the students hesitated, it was possible that the meaning in the reading was not conveyed correctly.

In conclusion, there three major problems identified in the '*Kelas Bahasa*' in *SMAN 1 Sidemen*. The three variables identified were studied by combining the motivation and self-confidence to be correlated in a multiple way to reading comprehension in *SMAN 1 Sidemen*.

1.3 Research Questions

Based on the problem identification above the follow research question was stated as: Is there any significant multiple correlation of the linearly combined motivation and self-confidence to reading comprehension in *SMAN 1 Sidemen*?

1.4 Research Objectives

1.4.1 General Objective

The general research objective was to describe the students' motivation, self-confidence and reading comprehension descriptively. Inferentially, it was also meant to analyze the correlation of the linear combination of motivation and self-confidence to reading comprehension in *SMAN 1 Sidemen*.

1.4.2 Specific Objectives

The present specific research objectives were as follows.

- 1) To describe the students' motivation in reading comprehension descriptively in *SMAN 1 Sidemen*;
- 2) To describe the students' self-confidence in reading comprehension descriptively in *SMAN 1 Sidemen*;
- 3) To analyze the correlation of the linear combination of motivation and self-confidence to reading comprehension in *SMAN 1 Sidemen*.

1.5 Research Significance

The research results would be useful for the following research outcomes.

1.5.1 Theoretical Significance.

Theoretically, the research results could be useful for improving the reading comprehension instruction through the development of motivation and self-confidence in reading comprehension in *SMAN 1 Sidemen*.

1.5.2 Practical Significance

- 1) EFL Students. EFL students could improve their reading comprehension on the English texts by concurrently developing motivation and self-confidence in reading comprehension in *SMAN 1 Sidemen*.
- 2) EFL Teachers. EFL teachers could improve their reading comprehension instruction by concurrently developing the students' motivation and self-confidence through creative and productive learning models.
- 3) Future Researcher. Future researcher might use the results for developing and refining similar research using refined research design.

1.6 Research Scope

The present research was focused on studying two texts types, namely: descriptive and recount texts. The research subjects were limited on the tenth grade students of *Kelas Bahasa* in *SMAN 1 Sidemen* in the academic year of 2020/2021.

