

CHAPTER II

LITERATURE REVIEW

This chapter is divided into several parts. First is the review of theoretical studies; it contains quotations and definitions of Motivation, Intrinsic Motivation, Extensive Reading and Reading Skills. Second is the review of previous studies; it describes related studies conducted in the past. The third is the theoretical framework; it shows a summary of the theoretical study.

2.1 Literature Review

2.1.1 Motivation

Motivation is one of the most essential things in someone lives. Everyone certainly has the motivation to do something, and it is influenced by internal and external factors. As said from Mc Donald, was quoted by Sardiman (2001), defines about motivation as a change power inside or personal which is marked by the appearance feeling and preceded by a response against the purpose. Motivation is a word we must familiarize in our lives. Motivation is a dynamo that is invisible and able to move a person's footstep to be diligent in the study, work, and doing something in life. Encyclopaedia Britannica defines motivation comes from the Latin "motivus" (the word form of "movere") that has a sense of moving. Motivation is a suggestion or encouragement that arises because it is given by someone to another person or from self, the impulse is given in order to become a better person than the previous. According to Ryan and Deci (2000), when a person is motivated it means when a person has an awareness to move. So,

when a person feels need to move in doing something it means he is has been motivated. If a person has not moved to do something it means he is not yet motivated. Motivation can also be interpreted as an underlying reason for an act committed by someone to do something (Hasibuan, 2006).

According to Hasibuan (2006), the types of motivation can be grouped into two types, that are; the first is positive motivation (positive incentive), managers motivate subordinates by giving rewards to those with good achievement With this positive motivation subordinate morale will increase, because humans are generally happy to accept the fine. Second is negative motivation (negative incentives), managers motivate subordinates by imposing penalties on those who are poor (low achievers). By motivating this negative subordinate morale work in short time will increase, for fear of being punished.

In general, the definition of motivation can be interpreted as a goal or a driver, with the real purpose is the main driving force for a person in trying to get or achieve what a person wants either positive or negative. As mentioned by Paul Eggen&Kauchak Don (2005), motivation drives energy to students, sustain and directing students behavior to achieve a positive thing. Meanwhile, according to Adair (2007) motivation is what makes people do something, but the more important meaning of this word is that motivation is what makes people really try and expend energy for what they do. Motivation means very influential in giving energy to a person body to do something. The term in the sense of motivation comes from words that have also been used in Malay, the word motive meaning the goal or any attempt to encourage someone in doing something. Robbin (2003)

said that a process that produces an intensity, direction and individual persistence in an attempt to achieve a goal. While general motivation is concerned with efforts toward each goal. In addition, understanding of the motivation is a change that occurs in a person who appears the symptoms of feeling, psychiatric and emotional so that encourages individuals to do or act something that is caused by needs, desires and goals.

Motivation is the heart of the learning process, it means motivation had a vital part in learning because motivation can be one reason if the learning process is said successful. As said by Wen Qiufang (1996) motivation is the reason why the learning process can reach its goals. Have the same opinion with Wen Qiufang (1996), (He Zhaoxiong & Mei Deming, 1999) defines that motivation as goals or student orientation as a whole. Then in teaching and learning activities, if there is a student, for example, do not do something he should do, it needs to investigate why because it can be various kinds, maybe he was not happy, maybe he was sick, hungry or there is a personal problem in students. This shows that there is no change in the student's self to do something because it has no purpose or needs to learn. Then the teacher's should have a stake for awakening or build student motivation on what the learner will learn. Motivation not only moves behavior, but also directs and reinforces behavior. Students who are motivated in learning will show high interest, enthusiasm and perseverance in the lesson, without much depending on the teacher. Need to know for the teachers if motivation works and can be the most important thing in foreign language teaching and acquisition

(Dörnyei, 2001). So the teacher is not only a teacher in the classroom but can also be a motivator for their students.

A motivation that arises in a person is divided into two, namely intrinsic motivation and extrinsic motivation (Calder & Staw, 1975). These two motivations can lead to a better person and create what they want to be true. The source of power within a person is motivated, so motivation can be a force that makes them better than before. According to Ryan & Deci (2000), people not only have some different character, but also have different types of motivation. So, every person has different orientation of motivation, Intrinsic or Extrinsic motivation. Ryan & Deci (2000) also added if Intrinsic and Extrinsic motivation very interconnected. Venkatesh, Speier, & Morris (2002) extrinsic motivation greatly affect the intention of a person to do something while intrinsic motivation is not so. However in academic intrinsic motivation affects the way students work significantly (Atkinson & Kidd, 1997). In learning process, reward and present influential to extrinsic motivation. While in intrinsic motivation, quality of creativity, flexibility with people around and self-awareness strongly affected in this section (Deci & Ryan, 1985). In this research will focus on Intrinsic Motivation student in the class of Extensive Reading. The study will review about how high intrinsic motivations students in that class and what can make them feel motivated in the classroom. Considering the phenomena mentioned earlier, the core of this study aims to identify and describe intrinsic motivation in Extensive Reading class of English Language Education Department.

2.1.2 Intrinsic Motivation

As said by Csikszentmihalyi (1990) the intrinsic motivation can arrange everything that will happen in the future. The Intrinsic Motivation here like the intention, if someone has intentions in doing something that means anything to be done in the future will definitely with good results. The more important motivation is the intrinsic motivation or motivation that comes from within the individual because every individual has individual differences that distinguish them with others. These individual differences include pleasure, level of satisfaction, adaptability, emotional level, vulnerability and so on. Krufahum (2015) also states that intrinsic motivation has a much greater role when applied when compared to extrinsic motivation because intrinsic motivation is the motivation that arises from within the student. This does not mean extrinsic motivation is not necessary. Extrinsic motivation is still needed by teachers to encourage and motivate students to be better in learning and will also grow self-motivation. In addition, intrinsic motivation is far more powerful to be able to elicit a particular behavior. Intrinsic motivation has an advantage than extrinsic motivation because of this motivation comes from within the self, so have a stronger tendency and durable. In contrast to extrinsic motivation, when the source of motivation is lost or diminished in value, then the expected behavior will not arise. However, Dimyati & Mudjiono (2006) suggests that extrinsic motivation may change into intrinsic motivation if students realize the importance of learning.

In recent years intrinsic motivation has become much of a conversation for developing student learning potential (Barto, 2004). And according to Ryan & Deci (2000), the concept of intrinsic motivation was based on psychology has been a debate covering cognitive activity. Intrinsic motivation is very important to be grown in students because with intrinsic motivation they all can achieve success in getting the expected competence, whether in the form of knowledge, attitude or skill. The encouragement that comes from within the students will provide tremendous power to make them persistent in learning. If the student has a strong intrinsic motivation in their self, then they do not really need external encouragement (extrinsic motivation) anymore. According to Ryan & Deci (2000) intrinsic motivation is when a person does something to gain satisfaction to self and when someone has the intrinsic motivation they will move without the support from others. Agree with Ryan & Deci (2000), Coon, Mitterer, Talbot & Vanchella (2010) also said that intrinsic motivation is the motivation that is formed within their self when persons do something without any reward from the environment. Then simply enjoy a particular activity or view it as an opportunity to explore, learn, or actualize them potentially. Brown (2007) also argues the same, intrinsic motivation refers to the reason why we perform certain activities for satisfaction and pleasure that arise from in self. It can also mean doing something emerges as a desire by itself from self.

Intrinsic motivation is a very necessary thing for students to learn and do something because intrinsic motivation has some advantages. According to Gottfried (1990), students who have intrinsic motivation in their self has been

confirmed they had a strong conceptual, improve their memory, and get a high achievement in learning. Students with high levels of intrinsic motivation usually will be serious in doing the task given to them and doing what they do deeply (Shernoff & Csikszentmihalyi, 2009), this is in line with what Froiland (2010) said if intrinsic motivation give a positive effect while students doing their homework, and lack of drug abuse among students (Battistich, Schaps, Watson, Solomon & Lewis, 2000). Another benefit of intrinsic motivation from Deci & Ryan (2008) is besides to achieving success in the field of school or campus, intrinsic motivation will greatly affect the psychology of children well. Several studies also showed that students with high intrinsic motivation in their self will more persistent and rarely to drop out of school (Vallerand & Bissonnette, 1992; Hardre & Reeve, 2003). From some reasons mentioned above could prove for all school especially for psychologists in school to more focus increase intrinsic motivation their students to the best learning, because intrinsic motivation is the internal condition of the body that encourages students to act and achieve certain goals, and make students last long enough in their activities.

The factor can affect intrinsic motivation are social and environment, when individuals face specific conditions it can constrain them in their feeling to do something (Ryan & Deci, 2000). Intrinsic motivation is defined as doing an activity for inherent satisfaction rather than for some detrimental consequences. When intrinsically motivated, someone moved to act in favor of pleasure or challenge requires not because of external products, pressure or rewards. According to Djamarah (2002) intrinsic motivation is the motives that become

active or functioning does not require stimulation from the outside because in each individual had a driver to do something from inside. In line with the opinion above, an article of Sumarni (2005) mentions that intrinsic motivation is the motivation that arises from within a person. From some of these opinions, it can be concluded, intrinsic motivation is the motivation that arises from within a person without requiring external stimulus. Basically, students learn driven by their own desires so students can independently determine the goals that can be achieved and the activities that must be done to achieve learning objectives. A person has intrinsic motivation driven by curiosity, achieving the goal of increasing knowledge. In other words, intrinsic motivation stems from a need that contains the necessity to be an educated and knowledgeable person. Intrinsic motivation arises from self-awareness, not because it wants to be rewarded.

2.1.3 Extensive Reading

Extensive Reading is a strategy in teaching where students can practice with naturally. According to Collie and Slater (1987) that Extensive Reading is an approach in reading to make students receive new vocabularies and can be a felicitate the students to be an active form of knowledge. It is because Extensive Reading can be an activity to students to do something out from the class, they can be more active out of the class. Also, Extensive reading had an aim to make students learn by themselves, they can read fluently and directly without their teacher to assist them. Learners also have an opportunity to choose the book that they want to read. In extensive reading students can be free to choose the books that they want to read according to their interest and the level of the book. How

much and how long they read it depends on their own. The purpose of this class is to make students interest and make the motivation to the students in their reading with their own space.

Same as Collie and Slater (1987), Waring (2006) from his book *Why Extensive Reading Should Be an Indispensable Part of All Language Programs* claimed that the Extensive Reading the only way that can help learners get access to reading in their comfort ways and their comfort level, they can read anything that they want to read. The basic concept is that the students can be enabled to choose their own reading material and read independently of the teacher. Takase (2010) said that almost all of his students have been taken Extensive Reading class had a positive attitude in that class. Students' comments in his class such as: 'Extensive Reading is fun as I can choose books to read,' 'I didn't realize that I was reading English,' 'I'm starting to feel like talking to foreigners.'

Extensive reading involves learners reading texts for enjoyment and to develop general reading skills. It can be compared with intensive reading, which means reading in detail with specific learning aims and tasks (TeachingEnglish, 2007). Kerr (2016) also said that extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go. In other words, instead of spending a half hour decoding a tiny part of one book (also known as intensive reading), you read many simpler books that are at or slightly below the level at which students read fluently. This lets you get used to reading more complex sentences with ease, reinforces the words you already know and

helps you learn new words from context. Extensive Reading is when students read books with an easy and enjoy the situation, so it can build student's reading speed and fluency (ExtensiveReadingCentral, 2012). It also a tool to approach second language reading. In another way, students truly learn read by reading. Based on Day (1998), Extensive Reading is an approach to teaching and learning foreign languages without using a dictionary or focusing on grammar, but aiming to get learners to read extensively by choosing books on their own, for general comprehension, good reading habits and enjoyment. In some cases, in learning process, there is a correlation between Extensive Reading and student's creativity (McCabe, 1991).

Suggested by Bamford and Day (2004) in their book *Extensive Reading Activities for Teaching Language* (2-3) explained the characteristic of Extensive Reading such as; 1) Reading material is very easy, 2) A variety of reading material on a wide range of topics. Students can choose their book by their interest, 3) Reading for pleasure and information it means the teacher can ask students about anything about their book, their opinion and how they felt after read that book, 4) Students can read individually and silent by their space. Learners read as much as possible, it should not there a hard target to students, they can read books as much as they can, 5) Learners can improve their reading fluency, 6) Reading is its own reward, 7) The teacher orients and guides the learner. The teacher is a role model of a reader.

Some experts in reading believe that Extensive Reading had so many benefits to learners. According to Maley (2005) said that Extensive Reading can

help students understand what they read and students can visualize and interpreted by their own understanding. Krashen (2004) argues that Extensive Reading had opportunities for learners to find new languages. Day and Bamford (1987) do agree that benefits of Extensive Reading very useful to students to their vocabularies improvement. There are so many researchers have convincing that the importance of Extensive Reading in foreign language to include in their curriculum (e.g., Day & Bamford, 1998; Grabe, 1995; Krashen, 1982), and some of these studies said that Extensive reading is very effective to be used in the learning process of English or other languages to students as a foreign language and second language (e.g., Elley & Mangubhai, 1981; Hitosugi & Day, 2004; Mason & Krashen, 1997).

According to Carson, Carrell, Silberstein and Kuehn, as cited by Burt, Peyton and Adams (2003) had different argues about the benefit of Extensive Reading, they said that Extensive Reading had a profit to improve student writing ability. In Extensive Reading can help students on their grammatical and textual features in writing. They will be more sensitive to their writing and easily find an error on their grammar. It means extensive reading is very helpful in writing skills. The last argues of the benefit of Extensive Reading from Schmidt (1975) said that the enjoyment of reading can make interest student in reading book, Extensive Reading can motivate students to make their own enjoyable reading and make reading the thing they like to do. Can be concluded if extensive reading is very helpful to students in their reading, there are so many advantages of extensive reading that can make students interested in reading.

2.1.4 Reading Skills

Skill is an ability to do something. Someone is said capable to do something if he can do something he must do. Reading skills are very necessary for students so that they become effective readers (Grabe & Stoller, 2002). In KBBI, skills are the ability to select tasks. Reading skills is an important part of learning and it can be the reason why student success in their academic. Students who like to read and understand the reading well, usually have a lot of knowledge and good in academics (Cunningham & Stanovich, 1997; Echols, West, Stanovich, & Zehr, 1996; Morrison, Smith, & Dow-Ehrensberger, 1995). Instead, children are left in reading skills usually less in understanding them learning than other children do (Allington, 1984), students can also miss the important reading material in learning (Brown, Palincsar, & Purcell, 1986), and students can gain negative attitudes in reading skills (Oka & Paris, 1986). In line with the theories above, lack of reading skills can hinder learning, in academic or other fields (Stanovich, 1986), because in the learning more of the year will be more dependent in reading skills (Chall, Jacobs, & Baldwin, 1990).

Broto (1980) suggests that reading is a language activity in the process of verbal and active reading material. Twist, Schagen & Hodgson (2007) defines that reading is a process done and used by readers to obtain messages to be conveyed by the author through the medium of words or written language. Reading is not as easy as just pronouncing the form and the sign of writing but also the process of understanding the contents of the reading. Reading skill is ability to read and understand what we read where in the text there are meanings

and various contexts (Grabe & Stoller, 2002). Based on some of these opinions can be concluded that reading skill is the ability obtained by students during the learning process. With students reading skills then they will do the production process that can generate to the new knowledge, experience, and attitudes. Just like a company that produces something through the process, it same with processing someone in reading activities aims to process the reading for the sake of obtaining information.

According to Adams (1990) in his research one in three children has significant problems in their reading skills. Although the role of reading skills is not too high in learning, there are interconnected between the creativity of students when they entering school or college with their reading skills. Students who have difficulty in reading skills in their early school, it tends to continue the problems throughout the school year (Baydar, Brooks-Gunn, & Furstenberg, 1993; Felton, 1998; Stevenson & Newman, 1986; Tramontana, Hooper, & Selzer, 1988), and it might continue until they adult (Bruck, 1998). In terms of psychological reading can improve self-confidence, manage emotions and improve the ability of positive social interaction wherever and whenever. How many benefits are provided from this reading activity that is possible for some people is a tedious activity. But that such thought should be immediately eliminated and begin to improve children to get used to reading habits early on. Society and especially parents who have children must be early starting to instill it to themselves and their children in order to create the successor of the nation who

likes to read because it is so helpful for their children to learn and reduce the lack of understanding of children in their learning process.

2.2 Reviews of Relevant Studies

There are some previous researches that relevant to this study. The first research from McAuley, Duncan and Tammen (1987), entitled “Psychometric Properties of the Intrinsic Motivation Inventory in a Competitive Sport Setting: A Confirmatory Factor Analysis”. The research did aim to examine the Intrinsic Motivation Inventory validity then they found strong results to support of the validity of Intrinsic Motivation Inventory. The participant in this study was 116 undergraduate students, there are 80 male and 36 female, and the average of participants is roughly 21 to 35 years. This study applied Ryan and Decy (1984) definition to the research and also used their instrument too. The task in this study was to modify the shoot named ‘HORSE’, this shoot was very popular in basketball. The participant shoot then the opponents should success to replicate it. When the opponent failed to replicate, it will reduce the score of the assessment. The result of this study had a high score in its validity and had overall coefficient of .85. The impact of this study influences the reliability of Intrinsic Motivation Inventory. The study is great because it is a preview of related work is provided. The result and findings are also explained and summarized. The journal provides chart and table that shows the result of the questionnaire from the respondent and provide means value which is making the data stronger.

In the second research by Lucas (2010), the title of the research “A Study on the Intrinsic Motivation Factors in Second Language Learning among Selected

Freshman Students”. The research focused on Intrinsic Motivation that might help foreign language students in their skills (listening, speaking, writing and reading). This research also examined why and why not student motivated to learn. Total of the participant on this study was 240 of freshmen on several colleges in Metro, Manila. The study used questionnaire as their instrument, and there are 48 questions from the questionnaire. Used questionnaire adapted from Mori (2002); Vandergrift (2005) and Noels, Pelletier, Clement & Vallerand (2000) to examine the perceptions of the first year students about their motivation in learning of the four skills. Finally, the study clearly showed that students in their first year had intrinsic motivation in their self. It also showed that students will always have intrinsic motivation learning if it has benefits for them. They also think if they had motivated to mastery of these skills it can help them to achieve their goals in their learning and give benefits for them in the future.

The third research from Spada (2016), entitled “The Effects of Students’ Reading Levels on their Intrinsic Motivation to Read”. The survey study aimed to determine the correlation between students reading level with intrinsic motivation student towards student reading attitudes. This study takes a school in Northern Anne Arundel County. The instrument that used in this research was from Fountas and Pinnell Running Records kits and a Garfield-themed Reading Interest Inventory. The result of this study showed that there no relation between students reading level with intrinsic motivation student. From the research also showed that students enjoy their reading because of the teacher, not because of the intrinsic motivation

of them. In conclusion, level students in reading do not impact their motivation for reading.

Other research comes from Antweil (2006), the title of his research was “Creating Intrinsic Motivation to Read in Middle School Students”. This action research focused on the intrinsic motivation of the student in school grade 6. The purpose of this research was to find a positive effect on intrinsic motivation to read and can enjoy their reading. Participants in this research were from the 6th grade of ELA (English Language/Art) class. The author teaches all students on that class, the populations of the class consist of 40 percent of female and 60 percent of male. The Motivation to Read Profile (MPR) used as instrument from Gambrell, Palmer, Codling, & Mazzoni (1996). The result of the study said that students in the author did not enjoy their reading. From that result, it can be ascertained that the intrinsic motivation of students showed the negative result. It means there is no intrinsic motivation of the students to read in his class. To conclude of the author, he said that it should there is more research about intrinsic motivation students in reading, to make them enjoy their reading. The author also add if motivation very important to make interest to do something especially to learn.

The last research from Uyulgan & Akkuzu (2014), entitled “An Overview of Student Teachers’ Academic Intrinsic Motivation”. As a survey study, it was explored about Academic Intrinsic Motivation (AIM). Participants of the study were 780 student teachers in batch 2012 and 2013 all department at Dokuz Eylul University. Research used validity and reliability of Academic

Intrinsic Motivation (AIM) by Shia (1998). The result of this research showed effect positive of AIM to the research. The teacher had high AIM, and also the results show teachers who have medium and high AIM results, can practice teaching in the classroom well and can be well as well in future teaching. It is a good thing because usually a teacher who gives a positive example of energy to his students in their teaching. The author also said that it is important to pursue studies that may raise awareness Academic Intrinsic Motivation to contribute to better teaching.

The last but not least as review to the instrument, this research had several considerations when choosing questionnaire as the instrument. The instrument from McKenna & Kear (1990) one of the instruments considered for use in this research, the name of the questionnaire is The Elementary Reading Attitude Survey (ERAS), but there are several reasons why not to use the instrument. One of the reasons is that the instrument tends to be for children, including elementary school children. The likert scale of this instrument is also illustrated with animated Garfield cartoons. In this research, the respondents are students who sit in college, and the researcher state that the ERAS questionnaire is not relevant to use in this research. The ERAS instrument had 20 questions with 4 likert scale, a '4' indicating the happiest (leftmost) Garfield and a '1' mean very upset Garfield. This questionnaire for survey studies and provides quantitative estimates of two important aspect of children's attitudes toward reading. On the other hand, the instrument can be used to (1) make possible initial conjecture about attitudes of specific students, (2) provide a convenient group profile of a

class or a large unit and (3) serve as means of monitoring the attitudinal impact of instructional programs. The reliability to this research with coefficient were .80.

2.3 Theoretical Framework

The main topic to this research is Intrinsic Motivation Inventory. Research has a purpose to identify intrinsic motivation students in extensive reading class. This study applied the definition of intrinsic motivation that according to Ryan & Deci (2000) and also use Intrinsic Motivation Inventory (IMI) from them too as an instrument to this research. Intrinsic motivation according to Ryan & Deci (2000) is when a person does something to gain satisfaction to self and when someone has intrinsic motivation they will move without the support from others. The factor may affect intrinsic motivation are social and environment, when individuals face specific conditions it can constrain them in their feeling to do something (Ryan & Deci, 2000). Intrinsic motivation is defined as doing an activity for inherent satisfaction rather than for some detrimental consequences. When intrinsically motivated, someone moved to act in favor of pleasure or challenge requires not because of external products, pressure or rewards.

This research used the theory from Gardner (1985) he state that every action was taken by humans always begins with motivation (intention). Motivation is as a form of effort to encourage people to go forward in achieving their dreams by force from their heart. After that used the theory from Collie and Slater (1987) to Extensive Reading, on their article said that Extensive Reading is an approach in reading to make students receive new vocabularies and can be a felicitate the students to be an active form of knowledge. It is because Extensive

Reading can be an activity to students to do something out from the class, they can be more active out of the class. Then used the theory reading skills from Grabe & Stoller (2002), they said that reading skill is ability to read and understand what we read where in the text there are meanings and various contexts.

To reach those goals the researcher used survey research as the research method. Bounded variable in this research is the student of English Language Education Department of Islamic University of Indonesia (PBI UII) batch 2018. As English students who are took Extensive Reading class, they need to know become successful in learning reading and how high their intrinsic motivation in that class.

The theoretical framework of this research can be illustrated in the following diagram:

