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INSTRUMENTAL AND INTEGRATIVE MOTIVATION OF SENIOR HIGH SCHOOL STUDENTS IN ACQUIRING ENGLISH READING SKILL

**A Case of the Twelfth-Grade Students of SMA N 1 Weleri Kendal
in the Academic Year of 2019/2020**

a final project

submitted in a partial fulfillment of the requirements

forthe degree of *Sarjana Pendidikan*in English

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DECLARATION OF ORIGINALITY

I, Retno Damayanti Kusumaningrum, hereby declares that this final project entitled *Instrumental and Integrative Motivation of Senior High School Students in Acquiring English Reading Skill* is my own work and has not been submitted in any form of another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, August 26th 2019

Retno Damayanti Kusumaningrum

MOTTO AND DEDICATION

In three words

I can sum up everything I have learned about life:it goes on.

Robert Frost.

Dedicated to:

My late father, my mom, my brothers,

my sister, my family, and all of my dear

friends.

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Finally, I realize that this final project is still far from being perfect. Hopefully, I expected that this final project will be useful not only for the researcher, but also for the readers. Therefore, constructive thoughtful suggestion and critics are welcomed.

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Retno Damayanti Kusumaningrum

ABSTRACT

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Keywords: Instrumental Motivation, Integrative Motivation, Reading

Motivation is one of the influencing factors in second language learning. This study investigates the correlation of instrumental and integrative motivation towards students' reading comprehension achievement which was observed and analyzed from the twelfth-grade students of SMA N 1 Weleri in the academic year of 2019/2020.

The population of this study is twelfth graders of SMAN 1 Weleri in the academic year of 2019/2020. In this study, 30 students were taken as the sample. The design of this study is descriptive quantitative with the correlational approach. The data were gained by administering a reading comprehension test and questionnaire related to students' motivation.

All the data gained in this study were analyzed by using the formulation of Pearson Product Moment Correlation and Regression Analysis. In this study, instrumental motivation has greater influence for both high and low students. Students are more instrumentally motivated rather than integratively motivated. The computation result shows that there is a correlation between instrumental motivation and students' reading comprehension with correlation coefficient 0.23 and the Sig. (2-tailed) value for the two variables is 0.05. Integrative motivation and reading comprehension are also correlated significantly. The correlation coefficient between integrative motivation and students' reading comprehension is 0.17, and the Sig. (2-tailed) value for the two variables is 0.05. For the correlation between instrumental motivation, integrative motivation, and reading comprehension, the correlation coefficient is 0.36, and the Sig. (2-tailed) is 0.05. The result indicates that instrumental and integrative motivation have a significant relationship with students' reading comprehension achievement. Instrumental and integrative motivation affect the students' achievement in reading comprehension in the amount of 21,8% and the rest of 78,2% is affected by the other factors.

Instrumental and integrative motivation take part as the factors that influence the students' reading comprehension achievement. Motivation encourages learners to learn a language. Students with higher achievement tend to have high levels of motivation. Therefore, the creative and innovative learning method can be used to improve students' interest and motivation in learning English.

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

English is an international language which plays great roles in almost every aspects of global interactions. Mastering English will be very useful for students and makes them to be more employable when they are looking for a job in many countries. As an international language, English is important to learn, especially in non-native speaker countries.

Indonesia is non-native speaker country where English is considered as foreign language. It is because English is generally not a main medium of communication, but it is taught in schools. According to the Law No. 20 of 2003 on the National Education System, it is stated in the article 37 verse 1, English is the only compulsory subject that has to be taught formally in secondary school, high school, and university level.

Teaching English as foreign language to senior high school students has been becoming an interest for many teachers and educators. As a foreign language, English is usually learned in environments where the language of community and

society is not English. Learning English in school is a kind of accessible source for students of all societies in Indonesia. Therefore, classroom has an important role as the place for students to learn and practise English.

Generally, language has four main skill; listening, speaking, reading, and writing. Reading is one of the important skills, especially for acedemic purposes because it can help students to develop their vocabulary, analyze information, and learn many things. It is a basic skill which can only be developed with a great deal of practice by the student

As one of the language competencies, teaching reading for senior high school students is considered being important. In reading, students are not only required understand the text, but also comprehend the information. Teachers usually give some kind of passages for the students and ask them some questions to know their ablity in comprehending the text. This activity might be done frequently since reading comprehension ability simply cannot be acquired directly. Students need to make reading comprehension activity as their habits.

Specifically, based on the 2013 curriculum, teaching and learning process should apply student-centered approach. It means that the students should be able to actively search, process, construct, and apply the knowledge. The knowledge can not be just transferred from the teacher to students but the students should be participated actively to gain knowledge.(Nainggolan, 2018). However, in teaching and learning process, students and teachers are facing some problems. Many students seem to be reluctant to read, having lack of desire and motivation. Since the last curriculum requires the student-centered approach, the internal factor from

the students, such as motivation is considered as a significant factor that influences the learning process. As stated by Takaloo and Ahmadi (2017) in their study, motivation is an influence factor to achieve a special goal. Many researchers stated that it has a crucial impact related to learners' achievement in language learning.

Each student has different levels of motivation and comprehension since they have different characters. Learners tend to have their own preference among the four skills in second language learning, especially English. Learners who are highly motivated in speaking simply cannot be concluded that they also high motivated in writing. Each types of motivation have different roles related to students' achievement in learning language.

According to Gardner and Lambert (1972), there are mainly two types of learning motivation. Instrumental motivation considered that learning the other language as an instrument to achieve practical goals whereas integrative motivation considered that learning the language out of interest in or desire to identify with the target culture. As explained by Gardner in Gholami, R., Allahyar, N., & Rafik-Galea, S. (2012), Integrative motivation reflects an interest in learning another language because of the culture represented by the other language group.

In this study, the researcher will focus on students' reading skill and its correlation to students' motivation whether they are instrumentally or integratively motivated. Takaloo and Ahmadi (2017) stated that the relation of reading motivation and reading comprehension is more than reading activities and

reading behaviour. Many linguists stated that motivation can affect the learning atmosphere in classroom. Without learner's motivation, there is no pulse and no life in the class. In order achieve the successful on language learning, especially acquiring reading skill, it would be good for teachers to understand what kind and levels of motivation of the students.

1.2 Reasons for Choosing the Topic

There are some reasons why the researcher chose the topic as the final project. First, the study related to this topic is still rare. Second, based on the previous studies, motivation has been becoming one of the crucial factor in second language learning.

The study that was conducted by Yang (2012) shows that learners who have higher motivation in learning second language, acquire the higher proficiency than others who have lower motivation in learning language. However, motivation is not only a thing that gives an impact, but it is one of the important things in learning since the willingness of learning comes from motivation.

There are many types of motivation. This study focuses on the two kinds of motivation; instrumental and integrative. Each student may have different types of motivation. Students who are motivated instrumentally have a perspective that learning English is important in order to achieve a goal, such as getting a higher score, while the students who are integratively motivated learn English because they like the language and the culture.

Understanding the motivation of the students can help the teachers to apply the suitable method in teaching English. In this study, researcher wants to provide more understanding about the motivation and investigate the correlation between students' motivation and reading comprehension.

1.3 Research Problems

In line with the background of the study, the research problems are as the following:

1. How is the correlation between instrumental motivation and reading comprehension of twelfth-grade students of SMA N 1 Weleri in learning English?

2. How is the correlationbetween integrative motivation and reading comprehension of twelfth-grade students of SMA N 1 Weleri in learning English?

3. How significant is the correlation between instrumental and integrative motivation towards the students' ability in reading comprehension?

1.4 Objectives of the Study

Dealing with the research problems above, the objective of this research are as follows:

1) To find out the correlation between instrumental motivation and students' reading comprehension

2) To find out the correlation between instrumental and integrative .motivation towards the students' ability in reading comprehension

3) To measure the correlation between instrumental and integrative .motivation towards the students' ability in reading comprehension.

1.5 Statements of Hypotheses

There are two hypotheses in this study. The first hypothesis is the null hypothesis (Ho). The second hypothesis is the alternative hypothesis (Ha).

1.5.1 Null Hypothesis

H_O: There is no correlation between instrumental motivation, integrative

motivation and students' reading comprehension

1.5.2 Alternative Hypothesis

H_a :There is a correlation between instrumental motivation, integrative

motivation and students' reading comprehension.

1.6 Significance of the Study

By the end of the research, the present study will be significant for further discussion in theoretical, practical, and pedagogical aspects.

(1) Theoritically

The result of the study will be useful theoritically in providing information on how senior high school students are motivated to learn English and giving a perspective of the correlation between motivation and students' skill in English reading comprehension.

(2) Practically

    a) English learner

This study will give understanding for the learners to know more about their motivation towards learning English. It will be useful as a reflection for them so that they will know what to do in order to acquire the higher achievement in learning English.

    b) English teacher

This study is expected to provide significances for teachers and educators by giving deep understanding about the types of motivation that the students have. So that teachers and educators can bring into line what is the best way to teach English reading based on the motivation of the students.

    c) Further Research

The result of this study can be used as references for the other researchers in the next research.

(3) Pedagogically

The result of this study can also be used as the reflection to develop a new teaching method in order to improve the students' motivation and their achievement in learning English

1.7 Limitation of the Study

In this research, the present study limits the scope of the study as follows:

(1) The scope of population in this study is limited for the students of SMA N 1 Weleri Kendal in the academic year of 2019/2020.

(2) This study examines two types of motivation that influence the students in language learning; instrumental and integrative motivation

(3) This study provides the correlation of students' motivation towards their English reading skill as one of the language competency in language learning.

1.8 Definition of Key Terms

The definitions ofterminologies which are related to this study are explained as follows:

1.8.1 Motivation

Gardner (1985), defines motivation as the combination of effort plus desire to achieve goal plus favorable attitudes towards the goal to be accomplished. In other words, Johnstone (1999) considers motivation as a stimulant for achieving a specific target.

In term of language learning, Alizadeh (2016) stated that motivation to learn a second language refers to the extent to which the individual works or tries to learn the language because of a desire to do so and the contentment experienced in this task.

According to Oxford Advanced Learner's Dictionary, motivation is "that which moves or induces a person to act in a certain way; a desire, fear, reason, etc which influences a person's volition: also often applied to a result or object which is desired.

In short, motivation is psychological factor that stimulate someone to acquire a certain goal. In the context of language learning, motivation is a desire and a reason to learn a language.

1.8.2 Instrumental Motivation

An expert of second language learning, Gardner (1985) explained that instrumental motivation refers to more functional reasons for learning a language, to get a better job, a promotion, or to pass an examination. It stresses the pragmatic aspects of learning the second language, without any particular interest in communicating with the second language community.

The same idea is conveyed in different words by Ellis (1997), pointed out that instrumental motivation is a condition where learners are motivated to learn second language because it opens up educational and economic opportunities.

Specifically, Razavi (2014) in Anderson (2018) stated that instrumental motivation is the desire to learn (a language) for reasons such as getting in to college, making more money and fulfilling a credit requirement.

The other definition has found in Longman Dictionary of Applied Linguistic. In this dictionary, the instrumental motivation refers to the willingness of learning a language because it will be useful for certain 'instrumental' goals such as getting a job, reading foreign newspaper, and passing the examination.

In conclusion, instrumental motivation can be defined as one of motivation types that engender a desire of someone in learning second language in order to achieve certain goals, such a getting a better job.

1.8.3 Integrative Motivation

Horwitz (1987), explained that integrative motivation is associated with a personal effort and a desire to know the target language's native speakers. The aim of the students' studies is learning something new.

Ellis (1997) stated that motivation of the second language learners can be identified as integrative motivation if learners may choose to learn a particular language because they are interested in the people and culture represented by the target language group.

Gardner (2000), explained that learners are integratively motivated when their attitudes and motivation towards the target culture is positive, the second language learners" easily become a part of the second language culture.

According to Longman Dictionary of Applied Linguistic, integrative motivation refers to the willingness of learning a language in order to communicate with other people of another culture who speak it.

In conclusion, integrative motivation can be defined as one of motivation types that engender a desire of learners in learning second language in because they are interested in the culture and language and want to be able to communicate in the language target.

1.8.4 Reading

Goodman (1967) stated that reading is precise process. It involves exact, detailed, sequencial perception and identification of letters, words, spelling patterns, and larger language units.

The other expert, Dechant (1991) defined reading as an interpretation of experience and of graphic symbols to include word recognition, comprehension, semantic and syntatic structures.

Alyousef (2006) defines reading as an interactive process between a reader and a text to direct the reader become fluently in understanding the meaning of a passage.

According to Oxford Advanced Learners' Dictionary, reading is a process of looking and comprehending the meaning of written or printed matter by interpreting the characters or symbols of which it is composed.

In short, reading is a process of understanding a written text passage in order to gain information and comprehend the meaning of a passage.

1.9 Outline of the Study

The first chapter presents the introduction. This chapter elaborates background of the study, which explains about teaching English as the foreign language in Indonesia, the curriculum that is used in senior high school, how reading are taught in senior high school including the difficulties and the factors that encourage the students in acquiring reading skill such as motivation. The second part is reasons for choosing the topic. This part explains the factors why researcher decided to choose this topic as a final project. In the research questions, it provides the question of problems related to the study that would be answered in the end of the study. Meanwhile, the purposes of the study provide the goals that should be achieved in the end of this study. It has a relation with the research questions. In

the part of significances of the study, it explains the significance of this study for students, teacher, other researchers, and academician. The significances are explained theoritically, practically, and pedagogically. Definition of key terms is a part that explains the definition for each terms based on the book, journal, and dictionary. The last is the outline of the study. It explains briefly the highlight of the research for each chapter.

The second chapter presents review of related literature. This chapter elaborates review of previous study which, review of the theoritical studies, and framework of the study. Review of the previous studies provides summary of 30 previous studies related to students' motivation and reading comprehension. The theoritical studies explains deeply about the general concept of motivation, types of motivation, motivation in second language learning, general concept of reading, the process of reading, the purpose of reading, components of reading abilities, and assessing reading comprehension.

The third chapter presents the method of investigation. This study is a quantitative research with correlational approach. There are two independent variables and one dependent variable in this study. The independent variables are instrumental and integrative motivation, while the dependent variable is reading comprehension. Questionnaire and reading comprehension test was used as the instruments. The questionnaire was adapted from Gardner (2004) and the test was arranged based on the 2013 National Curriculum. Pearson Product Moment were used to analyse the data. Before conducting the research, try out test was administered to test the validity and reliability of the instruments. The sample of

this study was 30 students of XII MIPA 6 of SMA N 1 Weleri in the academic year 2019/2020.

The fourth chapter consists of, findings and discussion. This chapter is mainly explain about the analysis of instrumental motivation, integrative motivation, and reading comprehension. The findings of the study showed that the twelfth grade students of SMA N 1 Weleri were 73% instrumentally motivated and 27% integratively motivated. Students' reading comprehension and instrumental and integrative motivation was moderately correlated with the coefficient 0.36, and the Sig. (2-tailed) 0.05. Students reading comprehension achievement was affected by instrumental and integrative motivation at the percentage 21,8% and the rest of 78,2% was affected by the other factors.

The last is chapter five. It presents the conclusion and suggestion. The conclusion of this study is that there was a correlation between instrumental motivation, integrative motivation, and students' reading comprehension. Therefore, teachers were suggested to apply the creative teaching method to make the students more interested and motivated in learning English.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some studies dealing with the students' motivation and reading comprehension and also theories that underlying the concept of this study. This chapter consists of review of the previous studies, review of the theoretical studies, and theoretical framework.

2.1 Review of Previous Studies

Some studies related to reading comprehension and students' motivation in the second language will be discussed in this part. There are some previous studies done by other researchers related to this study.

Unrau and Schlackman (2006) in their study entitled "Motivation and Its Relationship with Reading Achievement in an Urban Middle School", theyinvestigated the effects of intrinsic and extrinsic motivation on reading achievement for urban middle school students. They tested the model, structural equation models (SEMs) produced effects that were statistically significant. A multiple-groups SEM analysis indicated that intrinsic motivation had a stronger positive relationship with reading achievement for Asian students than for Hispanic students. The similarity of this previous study with the present study is examine the motivation and reading. However, the previous study examined and compared the intrinsic and extrinsic motivation towards the Asian students and

Hispanic students. Meanwhile, the present study examine the instrumental and integrative motivation.

A study entitled "Motivational and Cognitive Predictors of Text Comprehension and Reading Amount" by Guthrie, Wigfield, Metsala, & , K. E. (1999), examined the relationship between motivational variables contribute to reading achievement and text comprehension by using questionnaire and test. The study included 3rd and 5th grade. The results revealed that reading amount significantly predicted text comprehension on 2 different indicators, even when the contributions of past reading achievement, prior topic knowledge, self-efficacy for reading, and reading motivation were controlled statistically. This previous study has similarity with the present study which examines the relationship between motivation and reading. However, in the previous study, the researchers compare two kinds of reading text amount and the sample is the young learners while in this present study the researcher examines the correlation between reading comprehension and motivation of senior high school students.

Some studies related to motivation and reading have been conducted by some researchers. Wigfield & Guthrie(1997) in their study explored different aspects of children's reading motivation and how children's motivation. Fourth- and 5th-grade children completed a new reading motivation questionnaire. Children's reading amount and breadth were measured using diaries and questionnaires. The result showed that an intrinsic motivation composite predicted amount and breadth of reading more strongly than did an extrinsic motivation composite. Some aspects of girls' reading motivation were more positive than

boys'. Some differences between the previous study and this present study are the population, the types of motivation, and gender aspects.

      The study related to intrinsic motivation, extrinsic motivation and reading was also conducted by Wigfield, Guthrie, Tonks, & Perencevich (2004). In their study,the authors discuss the use of Concept Oriented Reading Instruction (CORI) and multiple Strategy Instruction (SI), influenced 3rd-grade children's intrinsic motivation to read and reading self-efficacy. The results of pre- and posttest analyses of children's responses to a reading motivation questionnaire showed that children's intrinsic motivation to read and reading self-efficacy increased only in the CORI group.The similiar study was also conducted byGuthrie, Wigfield, Humenick, Perencevich, Taboada, & Barbosa (2006). In their study, the authors investigated that possibility by using stimulating tasks, such as hands-on science observations and experiments, to increase situational interest. Apparently, stimulating tasks in reading increased situational interest, which increased longer term intrinsic motivation and reading comprehension. The similarity of the previous studies and the present study is the psychological aspect of motivation and reading comprehension. However, the previous studies compared the different method of teaching to improve motivation while the present study is intended to find the correlation of motivation and reading.

    A study comparing the motivation of high and poor learner was conducted by McGeown, Norgate, & Warhurst (2012). A reading assessment and reading motivation questionnaire were delivered to the children, with top 10% of good readers and bottom 10% of poor readers identified within the group. The results

showed that among the good readers, only extrinsic reading motivation correlated significantly with reading skill, while among the poor readers, no aspects of motivation correlated significantly with reading skill. The previous study examined the correlation of motivation and reading achievement as well as in this present study. However, the previous study focused on intrinsic and extrinsic motivation and compared the high and low ability of reading of children.

Some researches related to motivation of English foreign learners have been conducted to understand how students' motivation influences achievement in second language learning. A paper analysis conducted by Ahmadi (2011) examined both male and female learners using Gardner and Lambert's (1959) motivation model. The result indicated that female students have stronger integrative motivation than instrumental motivation and male students have stronger instrumental motivation than integrative motivation. The same results are showed by Ghazvini and Khajehpour (2011). In their study, it showed that female students are more integratively motivated and boy students are more instrumentally motivated in learning English. .Another study conducted by Samad, Etemadzadeh, and Far (2012) investigated the relationship between motivation and language proficiency of Iranian EFL learners studying in Universiti Teknologi Malaysia. The results indicated that high achievers learners were highly integrative motivated. The similarity of the previous study and this present study is using the theory from Gardner. The differences is the previous study comparing the motivation based on gender and high achievers meanwhile this present study doesn't compare the gender of the learners.

A comparative survey study was done by Rahman, Nuruzzaman, & Chanda, (2016). They investigated two major types of motivation, integrative and instrumental, in learning English language at undergraduate level in all the Disciplines at Khulna University in Bangladesh with five pont scale questionnaire. 230 students were interviewed in person using a structured interview schedule. The investigation determines that most of the learners have integrative motivation.

The other perspective comes from the other studies. The different result has found on a study conducted by Vaezi (2008). In her study, 79 non-English major students from the Islamic Republic of Iran were selected to complete a questionnaire reflecting their motivation for learning English. The results have shown that Iranian students had very high motivation and positive attitudes towards learning English and they were more instrumentally motivated. It is in line with the study conducted by Marlina (2007). In her study, it is found that most of the students learn English because they want to get a better job, as they know English is an international language. This motivation refers to instrumental motivation which can influence the success in learning English.

The results of those studies also similiar with a study by Warden and Lin (2000). They investigated the existence of distinct motivational groups within a population of Taiwan English as a Foreign Language (EFL) learners. A survey instrument was completed by over 2000 non-English majors at two educational institutions in Taiwan. The results did not support the existence of an integrative motivational group, but found a strong required motivational group as well as an instrumental group. The similiar results were shown by Hong & Ganapathy(2017).

They investigated ESL students' instrumental and integrative motivation towards English language learning. This study was a qualitative case study that used focus group interviews to elicit data from 12 students in a secondary school in Penang, Malaysia. The findings of this research indicate that students are more instrumentally motivated than integratively motivated in ESL learning. Instrumental motivation is found to have a greater impact on students' English language learning. Meanwhile, a survey study by Al-Ta'ani (2018) investigated the Emirati EFL learners' integrative and instrumental learning motivation at Al-Jazeera University, Dubai. The findings revealed that the students had high level of motivation-both integrative and instrumental for learning English, but their instrumental motivation was slightly surpassed their integrative one in this study.The previous studies examined the instrumental and integrative motivation based on the Gardner's theory as well as this present study. However, the previous studies are survey studies and this present study is a correlational study.

In the relation of reading comprehension, a study conducted by Khan, Sani,& Shaikh-Abdullah(2016) investigated the levels of instrumental and integrative motivation for reading English as a Second Language (ESL)among 40 male second year pre-university students of Government MAO College in Pakistan. Data were collected through an adapted version of Dornyei's language learning motivation questionnaire, and analyzed by means of descriptive statistics. The findings indicate that the students were more strongly instrumentally motivated for reading English. The similarity between the previous study and this present study is investigating instrumental and integrative motivation. However,

the objective of the previous study was to find out the levels of students' motivation while the present study aims to find out the correlation between reading achievement and motivation. The questionnaire of the previous study was adapted from Dornyei, while the present study's questionnaire is adapted from Gardner.

Some studies related to motivation show that students' motivation has an important role in carrying the students becomes a success in English. It is in line with Engin (2009), stated that teaching and learning a foreign language depended on positive motivation. A study that was conducted by Knoll (2000) indicated that there is a correlation between students' achievement in reading comprehension and their motivation. Participants with high motivation towards school learning generally did well on the reading comprehension test just as those students with poor motivation generally did poorly on the comprehension test.

According to the previous research, the results showed that motivation can be defined as the influential factors in language learning. It could be integrative or instrumental motivation. In other words, there is a significant relationship between the integrative motivation and instrumental motivation with students' English proficiency. (Ghanea, M., Pisheh, H. R. Z., & Ghanea, M. H., 2011)

In this present study, the researcher is conducting a research to find out the correlation of instrumental and integrative motivation among the students and their reading comprehension achievement. The concept of motivation in this study is based on the Gardner's theory about motivation of learners in second language learning.

2.2 Review of Theoretical Studies

In this part, there will be review of some theoretical studies related to the case of students' motivation and reading comprehension. The theories from expert support the foundation in this study.

2.2.1   General Concept of Motivation

Motivation is generally defined as a desire, willingness, and reason of people for doing action or something to achieve certain goals. It is underlying someone's behavior in some aspects. In educational scope, motivation has been involved in teaching and learning process. Ford (as cited in Alderman, 2004) stated three psychological functions of motivation; (a) energizing or activating behaviour, what gets students engaged in or turned off toward learning (b) directing behaviour, why one course of action is chosen over another (c) regulating persistence of behaviour, why students persist toward goals. (p.18)

There are some factors that influence the students motivation in classroom. According to Pintrich (as cited in Dembo, 2004) student motivation in classroom involves three active components.

> The first components is the personal and sociocultural factors that include individual characteristics, such as the attitudes and values of students based on prior personal, family, and cultural experiences. The second component is the classroom environment factors that pertain to instructional experiences in different courses. The third component is internal factors or students' beliefs and perceptions which are influenced

by both personal and sociocultural factors and classroom environmental experiences. (p.53 – 54)

The component of students that influence students' motivation is not only comes from internal factors, but also external factors. Therefore, each student has different level and types of motivation because of the differences in experience and background.

2.2.2 Motivation in Second Language Learning

Gardner (1985), proposed that "the extent to which an individual successsfully acquires a second language will depend upon ethnocentric tendencies, attitudes towards the other community, orientation toward language learning, and motivation" (p.133). A schematic representation of the major elements of the social psychological model of second language acquisition has been explained in the figure 2.1. It shows the two major types of variable, attitudes and orientation and motivaton.

Figure 2.1 shows that attitudes and orientation are indicated to influence the student's level of motivation in second language learning. Meanwhile, attitudes and orientation, aptitude, and motivation are also indicated the direct effect on language proficiency. Once proficiency develops to a high level with the influence on self-identity which depends on the cultural context, there will be results in additive or subtractive bilingualism.
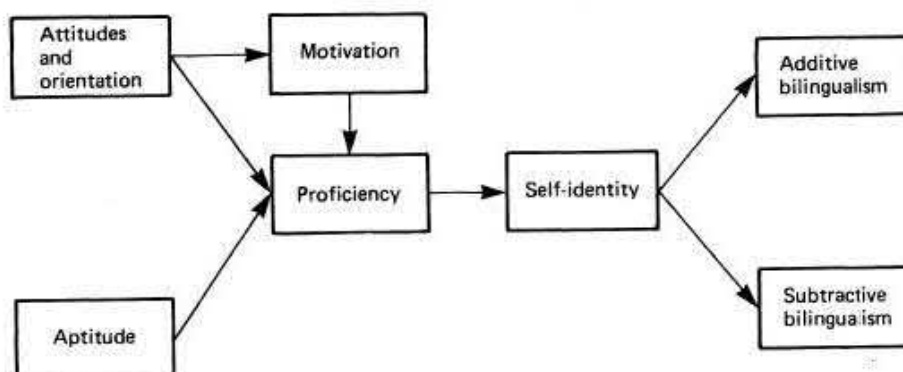
Figure 2.1

The Social Psychological Model of Second Language Acquisition by Gardner

Gardner's model related to the social psychological model on how learners acquire the second language also supported by Ushio & Muray, et.al (2011). It is stated that "motivation has traditionally been characterised as an individual difference (ID) variable that is implicated in learning success, alongside other ID variables such as aptitude, personality, anxiety or cognitive style" (p.12).

The influence of motivational variables in second language learning was first examined by 2 socio-psychological theorists, Robert Gardner and Wallace Lambert (Wong, 2011). The Gardner's theory of second language learning motivation is based on the definition of motivation as the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Meanwhile, Ellis as cited in Mahadi and Jafari (2012), considers motivation as the attempt which learners make for learning a second language because of their need or desire to learn it.

Motivation has been extensively accepted by teachers, lecturers, researchers and other professions as one of the key aspects influencing the success of second language (L2) learning (Wong, 2011). It determines the level of effort which learners expend at various stages in their second language development, often a key to ultimate level of proficiency. Some researchers explained that motivation is a construct that has some components. The components of motivation according to Dornyei, Oxford and Ehrman (as cited in Troike, 2012) are significant goal or need, desire to attain the goal, perception that learning second language is relevant to fulfil the goal, belief in the likely success or failure of learning second language, and value of potential outcomes or reward.

2.2.3 Types of Motivation

There are many types of motivation related to second language learning. Various kinds of motivation that has been identified are instrumental, integrative, intrinsic, and extrinsic motivation. Meanwhile, Gardner and Lambert (1972) explained that the types of motivation is classified into two main types; integrative motivation and instrumental motivation. This study focuses on the motivation based on Gardner and Lambert's theory.

2.2.3.1 Instrumental Motivation

Instrumental motivation, defined as the desire to achieve proficiency in a language for practical reasons. It will encourage performers to interact with second language speakers in order to achieve certain goals. Interaction is intended for practical purposes for the instrumentally motivated learner. (Krashen, 1981)

The perception of practical value in learning second language is being a part of instrumental motivation. Learners learn second language because of some practical reasons. The motives could be encouraged by the willingness to increase occupational, get higher business opportunities, enhance prestige and self-empowerment, become a knowledgeable person, access scientific and technical information, get a high score in a course, pursue the higher level of education, or just pass the national examination.

Mostly, instrumentally motivated learners may acquire the aspects of the target language which are considered as the important or necessary for them. As a consequence, language acquisition may cease as soon as enough is acquired to get the job done or when the goals achieved. When the practical value of second language proficiency is high, and frequent use necessary, instrumental motivation may be a powerful predictor of second language acquisition.. (Krashen, 1981).

2.2.3.1 Integrative Motivation

Integrative is a favorable attitude toward the target language community; possibly a wish to integrate and adapt to a new target culture through use the language. (Gardner, 1985). Krashen (1981, p.22) defined integrative motivation as "the desire to be like valued members of the community that speaks the second language."

The presence of integrative motivation encourages the learner to interact with speakers of the second language and interaction for integratively motivated learners will be valued. Simply, the illustration of integrative motivation is that

the students learn the second language because they like the target language culture such as movies, song, people, and habits.

Gardner in his studies stated that integrative motivation is important for the development of communication skill. He found that those students whose test responses indicated the presence of integrative motivation volunteered to answer questions more often, made more correct answers in class, and received more positive reinforcement form their teacher. (Krashen, 1981). This case indicates that integrative motivation also affects actual behaviour in the classroom.

However, Troike (2012, p.92) in his book stated that "the relative effect of one or the other independent on complex personal and social factors". This statement also in line with Krashen (1981, p. 23) "Personality factors are interrelated with motivational factors". Traits such as self confidence, empathy, analytical orientation of students, and attitude toward the classroom and teacher are considered as the personal and social factors that affect students in learning second language. In short, instrumental and integrative motivation is not only factor that underlying the successful of second language learning, but it is considered as the factor that exist together with the environment, attitude, etc.

2.2.4 General Concept of Reading Comprehension

Reading used to be the principal aims of most foreign language courses. For centuries, the curriculum of literature study requires a reading knowledge of foreign language which the terms of "language" and "literature" were formally equated in curriculum.

Valette defined reading as a language skill which requires a familiarity on the part of the reader with the two fundamental building blocks of the particular language under the study of structure and vocabulary. Meanwhile, Wolley (2011, p.15) stated that "reading comprehension is the process of making meaning from text. The goal of reading is getting overall understanding of what is described in the text as a whole rather than to obtain meaning from isolated words or sentences.

Reading comprehension is gaining importance in foreign language learning. Reading English passage definitely different while students are reading in their first language. In reading comprehension, students must be able to recognize words and structure in context.

Brown (1980) presents some metacognitive activities of reading comprehension: (a) clarifying the purpose of reading, (b) identifying the important aspects of a message, (c) focusing attention on the major content, (d) monitoring ongoing activities to determine whether comprehension is occurring, (e) engaging in self-questioning to determine whether goals are being achieved, and (f) taking corrective action when failures in comprehension are detected.

According to Kolker (1979), there are three important interacting factors related to learning to read. First, affective behavior which related to human feeling. Second, cognitive behaviour which related to thought. Third, linguistic behavior which related to language. Thus, reading comprehension activity is influenced by the environment and what we feel through the reading passage, the ability to understand the materials, and the ability to understand the language in reading passage.

2.2.5 The Purposes of Reading

Generally, the purpose of reading is to find information or just for pleasure, but somehow people have different purposes why they are reading a text. According to Grabe and Stoller (2013), reading purposes can be classified into some categories.

2.2.5.1 Reading for searching simple information

A common reading ability is reading for searching simple information. In reading to search, the reader scan the specific word or specific piece of information. This reading purpose is probably see as a type of reading ability and frequently used by many people. For example, many people usually search phone number or address in yellow book or students who look up the dictionary to find a meaning of particular word. When they have already found the needed information, they will stop reading.

2.2.5.2 Reading to learn from text

Reading to learn is typically done by acedemician in academic and professional context which person needs to learn and get information from a text passage.

The abilities required in reading to learn are remembering main ideas as well as the details that elaborate the main and supporting ideas in the text, recognizing and building rhetorical frames that organize the information, and linking the readers' knowledge and the text passage.

2.2.5.3 Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and

the likely restructuring of a rhetorical frame to accommodate information from multiple sources. It also requires the readers' critical thinking skill since reading to integrate is a combination of reading to write and reading to critique which the goals are to select, critique, and compose information from a text.

2.2.5.4 Reading for General Comprehension

Reading for general comprehension is considered as the most basic purpose for reading, underlying and supporting most other purposes for reading. Actually, reading comprehension is more complex than generally assumed. Reading for general comprehension when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints. Skills and strategies of the language learners might be affected the reading for general comprehension.

2.2.6 Reading Process

Reading is a constant process of finding what the readers look for. Reading process includes three processes; letter and word recognition, comprehension of concepts, and reaction and assimilation of the new knowledge with the reader's past experience. Comprehension skills are needed as students recognize literal facts, infer meanings, and evaluate the writer's purpose. Most content area materials demand students to have competence in general study skills. That has a twofold process consisting of the mechanical aspects of recognizing symbols and the mental processes of interpreting impression received. ((Lapp & Flood, 1978), Hildreth 1958)).

In reading comprehension, students are supposed to understand what the text is about and the written information. Grellet (1981) stated that,

Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it the students should be taught touse what they know to understand unknown elements, whether these are ideas or simple words. This is best achieved through a global approach to the text.

Therefore, the important thing for second or foreign language learners in reading a text passage is that they do not need to understand the meaning of each words. It is because comprehending a text is the process of guessing.

Grallet (1981) explained that reading comprehension is started from (1) identifying of the layout: title, length, pictures, typeface of the text, (2) making hypothesis about the contents and function, (3) anticipation to look for the hypotheses based on the text types, (4) skimming through the passage, (5) confirm or revise one's guesses, (6) further prediction, and (7) read again the text for more detail. Reading comprehension is different with skimming or scanning. In reading comprehension, readers are required to read the whole text for better understanding.

2.2.7 Components of Reading Abilities

Reading comprehension abilities are quite complex. It depends on task, motivation, goal, and language abilities. When we are reading, a set of common underlying processes are activated. Grabe and Stoller (2013) classified the skilled reading processes or how reading works into two parts; the lower level processes

and the higher level processes. Both processes involve working memory for comprehension. "Working memory is the network of information and related processes that are being used at a given moment." (Baddeley, Eysenck and Anderson as cited in Grabe and Stoller, 2013,p.13). The aspects of working memory of lower level processes and higher level processes can be seen in the table 2.1.

Table 2.1 Working Memory Processes for Reading

Lower Level Processes	Higher Level Processes
- Lexical access - Syntactic parsing - Semantic proposition formation	- Text model of comprehension - Situation model of reader interpretation - Background knowledge and interference - Executive control processes

Rapid and automatic word recognition are being the most fundamental requirement for fluent reading comprehension. In the case of lower-level processes, the activation of working memory starts within one or two seconds, unless rehearsed or connected to new incoming information. In the case of higher-level processing, there is continual reactivation of main ideas as long as reading is continuing or the reader is reflecting on the text information.

Working memory keeps new information active for one to two seconds. Thus, the speed of processing is essential; it is not simply a nice additional aspect of comprehension abilities. If processing of active information has not done

quickly, the information could be faded from memory and must be reactivated, which takes more resources and makesthe reading process efficient.

2.2.8 Assessing Reading Comprehension

Reading is a skill which learners are required to acquire in learning foreign language. Genre of the text, skills, and strategies are considered being crucial to assess students' ability in reading comprehension (Brown, 2004). Microskills and macroskills of reading represent the range of possibilities for objectives of the assessment in reading comprehension. Brown (2004, p. 187-188) mentioned several micro- and macroskills of reading as followed:

Microskills

1. Discriminate among the distinctive graphemes and orthographic patterns of English.

2. Retain chunks of language of different lengths in short-term memory.

3. Process writing at an efficient rate of speed to suit the purpose.

4. Recognize a core of words, and interpret word order patterns and their significance.

5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.

6. Recognize that a particular meaning may be expressed in different grammatical forms.

7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macroskills

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.

2. Recognize the communicative functions of written texts, according to form and interpretation.

3. Infer context that is not explicit by using background knowledge.

4. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

5. Distinguish between literal and implied meaning.

6. Detect cultural specific reference and interpret them in a context of the appropriate cultural schemata.

7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Those microskills and macroskills are some kinds of skills that should be mastered by students. Microskills are categorized as the basic skills which mostly focus on the recognizing of graphemes patterns, words classes, words order, and relationship among clauses. Meanwhile, macroskills focus on the recognizing of the significances of interpretation and the communicative function of text, inferring context and ideas, also distinguish literal and implied meaning. In short,

both microskills and macroskills require students to be able to comprehend the reading text as a whole.

2.3 Framework of the Present Study

In conducting this research, the researcher uses quantitative research design. The researcher conducts a try out and research to the participants of this research. The research participants are twelfth grade senior high school students. First, a try out test is conducted to test the validity and reliability of the instruments. Then, the researcher conducts the research into two parts. First, the researcher gives a questionnaire for students. It is adapted from Attitude Motivation Test Battery (AMTB) by Gardner. Second, the researcher conducts reading comprehension test which the text passages are based on the 2013 National Curriculum. The students accomplish a reading comprehension test to compare their achievement and the motivation they have. After conducting the research, the collected data is analysed by the researcher. Then, the researcher finds out the result of the study. The last, the researcher draws some conclusions based on the result of study. The figure of the framework of the study can be seen on the next page.

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┌─────────────────────────────────────────────┐
│  Constructing questionnaire about instrumental and  │
│  integrative motivation and reading comprehension  test │
└─────────────────────────────────────────────┘
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┌──────────────────────────────┐     ┌──────────────────────────────┐
│  Trying out instrumental and integrative  │     │      Trying out reading          │
│         questionnaire             │     │    comprehension test           │
└──────────────────────────────┘     └──────────────────────────────┘
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┌──────────────────────────────┐     ┌──────────────────────────────┐
│   Collecting and analyzing the    │     │  Collecting and analyzing reading │
│  questionnaire to measure its validity │     │  comprehension test to measure   │
│        and reliability            │     │    its validity and reliability     │
└──────────────────────────────┘     └──────────────────────────────┘
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┌─────────────────────────────────────────────┐
│   Conducting research by giving instrumental and   │
│   integrative questionnaire and reading test       │
└─────────────────────────────────────────────┘
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┌─────────────────────────────────────────────┐
│  Obtaining the scores of instrumental and integrative │
│     motivation questionnaire and reading          │
│            comprehension  test                 │
└─────────────────────────────────────────────┘
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┌─────────────────────────────────────────────┐
│         Computing and analyzing the data          │
└─────────────────────────────────────────────┘
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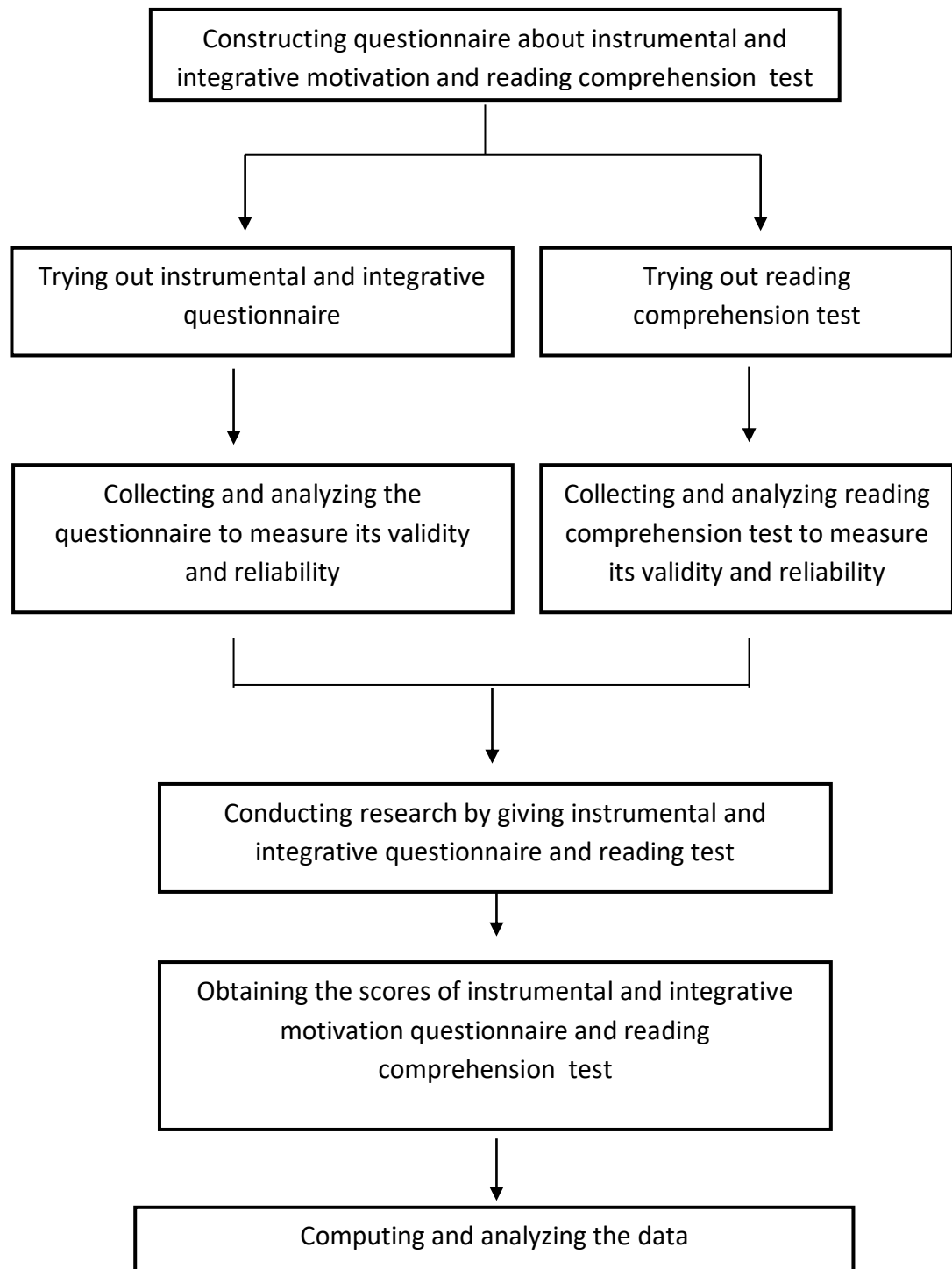
Figure 2.2 Theoritical Framework

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter provides the conclusions based on the discussion of the study. Additionally, some recommendations for the readers and for educational purpose as well as further research direction are also provided in this chapter.

5.1 Conclusions

There are three main purposes of this research. First, this study finds out the correlation between students' reading comprehension achievement and their instrumental motivation. Second, this study finds out the correlation between students' reading comprehension achievement and their integrative motivation. Third, this study finds out the correlation between students' reading comprehension achievement and their instrumental and. integrative motivation.

The number of students who were more instrumentally motivated was larger than the students who were integratively motivated. 73% of the students were instrumentally motivated and 27% of the students were integratively motivated. The integratively motivated students get an average to high score on their reading comprehension. Meanwhile, the instrumental motivation affects both low and high achievers in language learning

From the calculation of Pearson Product Moment Correlation Analysis, the correlation coefficient between instrumental motivation and reading comprehension is $r_{xy} > r_{table}$ (0.432 > 0.3610). The result indicates that there is a

relationship between instrumental motivation and students' reading comprehension at the moderate level.

Then, the result of the correlation coefficient between integrative motivation and reading comprehension is $r_{xy} > r_{table}$ (0.413 > 0.3610). The result indicates that there is a relationship between integrative motivation and students' reading comprehension with the level of moderately correlated.

The correlation coefficient between instrumental motivation, integrative motivation and reading comprehension shows the significant correlation with $r_{xy} > r_{table}$ (0.467 > 0.3610). The result indicates that there is a relationship between instrumental motivation, integrative motivation and reading comprehension ability in the case of twelfth graders of SMA N 1 Weleri Kendal in the academic year 2019/2020. According to those results, it could be said that the relationship between students' reading comprehension and their instrumental and integrative motivation is significant and moderately correlated. Meanwhile,, the result of multiple regression analysis shows that instrumental and integrative motivation affect the students achievement in reading comprehension in the amount of 21,8% and the rest of 78,2% is affected by the other factors.

5.2 Suggestions

From the conclusions above, there are some suggestions for the students, teachers, and other researcher.

The first suggestion is intended to the teachers. Because there is a moderate relationship between instrumental motivation, integrative motivation

and students' reading comprehension, it is better for the teacher to use the creative and innovative learning method to make the students more interested and motivated in learning English. Based on the collected data, there are some students who get a bad score but their motivation was good. It means that the students are moderately motivated, but they have not enough knowledge in English. On the other hand, there are also few students who have a problem related to their motivation.

Secondly, for further research, the researcher suggests that this kind of research could be applied into another level of populations, such as university students or students of English course institution in order to find the other point of view. The other method and research design, such a qualitative research could be applied to find the deeper result. This study focuses on one of the language skill, the other research might be conducted with different focus on the other language skills.

Hopefully, the results of this study would give a valuable reference for the other researchers in doing research about instrumental and integrative motivation especially in English Department of Universitas Negeri Semarang

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