CHAPTER I
INTRODUCTION

A. Background

This study aims to determine the teacher's strategy in building the motivation of young learners to read English texts. Reading is the most significant classroom activity in informal language learning and is a source of information that expands reading skills. Young learners must always be active in reading because it is a habit that all teachers in schools require. Reading can benefit young learners, including information, fun, and learning. Reading is one of the essential elements in language learning, especially for EFL (English as a Foreign Language) students. Reading is also necessary because almost all learning requires reading activities, which is the basis for mastering all academic and non-academic subjects. According to Ismail, Syahruzah, and Basuki (2017), reading has a significant role and is becoming a daily necessity for anyone who wants to absorb the necessary information.

Magdalena (2019) states the Indonesian government recognizes the importance of reading the Minister of the Republic of Indonesia number 23 of 2015. Education and culture regulate reading non-lesson books for 15 minutes in the morning before class starts. The 15-minute reading activity is an effort by the Indonesian government to grow students' character in Indonesia through training in reading books in an atmosphere of formal education at school. Reading is essential because almost all learning requires reading activities, and it is the basis for mastering all academic subjects at school and non-academic outside school.

Young learners have varied reading motivations based on initial observations at a junior high school in Cabangbungin Bekasi. Young learners who follow this review have various reasons for reading English texts. First, they are very motivated to understand texts in reading English. Second, young learners know the procedures that can be applied when dealing with problems in reading English

texts. Third, young learners have a favorable view of reading English texts. Fourth, experience stories are their favorite reading material from various types such as comics, novels, newspapers, and textbooks.

Motivation is an emotional feeling in which a student receives a benefit, reward, or potential for completing a task. According to Corbin (2008) that while there are a variety of extrinsic and intrinsic factors that influence reading motivation, the following factors seem to impact student learning motivation: relevance, control, choice, challenge, social opportunities with others, feelings of accomplishment, need novelty, cognitive dissonance, and inappropriate events. Learning motivation increases when young learners need to read lessons that relate to their experiences and apply them in life.

Teaching strategies are part of teaching reading to make learning meaningful for young students to get better results in reading comprehension of English texts. According to Sardiman (2014), there are several strategies to motivate their learning activities: Giving value, being rewarded, giving assignments, competitions, individual involvements, giving tasks, knowing the result, praise, punishment, the desire to learn, interest, and the purpose of recognition. The strategy to increase the motivation given to students is extrinsic motivation (external), which encourages avoiding negative consequences and getting a reward or value. Intrinsic motivation (internal) to do or achieve something for himself has satisfaction and pressure from feelings.

Several previous studies relevant to the current study are found. The first is a previous study conducted by Magdalena (2019). Young learners have very varied inspirations for understanding English. Motivation is generally very high, and young learners know the procedures they can apply if they have problems reading English. The second study was also conducted by Savic (2019). Research shows that students' achievement in reading English well is closely related to motivation. EFL beginner reading scores are strongly influenced by reasons and attitudes toward reading in English. Motivation to learn English and positive attitudes toward reading aloud and on the internet significantly correlated with young students' reading scores. Gilakjani conducted research (2012). Students learn critical

reciprocal teaching strategies that motivate and help them overcome difficulties while reading texts. Teachers should be encouraged to model common teaching strategies in their reading classes, providing collaborative, practical work in group discussions to increase students' motivation and reading success. Regardless of its relevance, current research differs by focusing on strategies for dealing with the challenges of reading texts in English lessons.

This study focuses on the motivation of young students to read the text in English in one of the junior high schools in Bekasi and the teacher's strategies to build motivation to read English texts. This study investigates young learners' motivation to read English texts and finds out the teacher's teaching strategies in building young students' motivation in reading English texts. This research is expected to solve these challenges and find appropriate methods to motivate young learners.

B. Research Questions

From the background above, this research conducted some research questions obtaining the following objectives:

1. What are young learners' motivations to read English text in one of the junior high schools in Cabangbungin Bekasi?
2. What are the teacher's strategies to build young learners' motivation to read in one of the junior high schools in Cabangbungin Bekasi?

C. Research Purpose

From the research question above, this research aimed to obtain the following objectives:

1. To investigate young learner's motivation to read English text in one of the junior high schools in Cabangbungin Bekasi
2. To find out the teacher's strategies to build young learner's motivation to read English text in one of the junior high schools in Cabangbungin Bekasi

D. Research Significances

The research is intended to make substantial contributions in the following theoretical significance and practical significances areas:

1. Theoretical Significances

Theoretically, this research is significant for teachers and researchers. The results of this study can provide benefits as an evaluation or consideration for young students in reading motivation. This research can also be a reference for future researchers to discuss the same topic or data source regarding young students' reading motivation.

2. Practical Significances

Practically, the results of this study are expected to increase the reading motivation of young students. For teachers, this research can provide information and solutions for students with reading difficulties in class because many students have different reasons.

E. Conceptual Framework

(Curtain and Dahlberg, 2004) States young learners are divided into four groups based on age: first, preschoolers aged 2–4, usually still in kindergarten. Second, elementary school students aged 5-7 years, middle school students aged 8-10 officially attend primary school, and the last primary school students aged 11-14 participate formally in secondary school. According to McKay (2009), young learners are children between the ages of five and twelve. McKay (2009) argues that young language learners are children who learn a language before or during the six years of formal schooling. Siswanto (2017) states that young learners learn slower and forget more quickly. They tend to be independent, engrossed in their world, and still developing literacy skills. Thus, teachers need to understand the strategies to be applied when teaching younger students; teaching young learners differs from teaching adult learners. Based on the definitions and explanations above, we can conclude that young learners aged 2-14 years have other learning characteristics and need exciting classroom strategies to learn.

Sangia (2014) states reading plays a vital role in language teaching as one aspect of teaching four language skills: listening, speaking, and writing. Reading skills are a powerful tool for obtaining a wide range of specific information, including science and technology. Proficient reading enables students to understand better all of the material being taught. Suggests that reading subjects in Indonesian studies should receive more attention. Based on the definition and explanation above, we can conclude that reading is critical in teaching-learning because reading can be better.

Cambria and Guthrie (2010) stated that motives indicate interest, dedication, and trust. Students who are interested in reading because they enjoy it, the student who is dedicated to a task because he thinks it is essential, and student who is confident in reading because they can do it. Students voluntarily try to learn what is very important to them, and they desire to learn to read English texts. Motivating can convince and emphasize young learners to always be active in learning. Adetya et al. (2020) state motivation is a drive or impulse that exists in humans and can cause, direct, and organize behavior. It relates to attempts to meet perceived needs, both physical and spiritual. Learning motivation about learning activities refers to the overall driving force within students that can generate, ensure, and provide direction for learning activities to achieve the expected learning goals. Young learners are motivated to learn to have greater intensity and consistency in the learning process.

Asrifan et al. (2018) say that students may not experience difficulties reading texts in the language. Still, another situation occurs when students read texts in the target language. As a result, students tend to have poor reading comprehension and habits because they have few reading skills and strategies. Based on the definition and explanation, we can conclude teachers should also provide unique tricks and tips to students so that it is easy to find the meaning of the text.

Harris, Graham & Boardman (2007) point out that good readers use the following skills and strategies: 1) Read words quickly and accurately. 2) Set reading goals. 3) Pay attention to the structure and structure of the text. 4) Monitor their

reading comprehension. 5) Make mental notes and summaries. 6) Make predictions about what will happen, review them over time, and modify and evaluate them as needed. 7) Take advantage of what they know about the subject and integrate it with new learning. 8) Conclude. 9) Use mental images such as visualizations to help you remember and understand events and characters.

F. Previous Study

The first previous study by Savic (2019) discusses young learners' motivation for reading in English. Their reading achievement and examples of graduates involving 502 young language learners (aged 11, primary fifth grade) from six state primary schools located in five distant towns in Serbia. Previous research methods investigate quantitatively and qualitatively. The findings show that Reading has become an essential skill in learning due to increasingly sophisticated technological developments and much information available in English on the internet. The analysis results showed statistically significant differences in reading related to L2 learning motivation and attitudes toward various aspects of Reading. The sub-sample L2 students showed the critical role of catalyst for extensive reading and fluency development and Effective pedagogy. Motivation to learn English and to read and positive attitudes toward reading aloud and on the internet is significantly correlated with young students' reading scores. However, the current research is to find young learners reading English texts.

The second previous study by Dakhi and Damanik (2018) discussed students' motivation to read English. This case study involved tenth graders at SMA Negeri 55 Jakarta. Previous research methods used qualitative studies in the context of EFL. The findings show that reading curiosity is the highest domain (92.22%), and social reasons for Reading are low (55.56%). Meanwhile, the current research aims to determine young learners' motivation to read English texts using qualitative methods.

The third previous study was conducted by Mega Fuji et al. (2016) on the reading motivation of Indonesian EFL students in reading activities. In this study, the method used is quantitative and qualitative data using intrinsic and extrinsic

motivation. This case study involved 42 new English Literature students. This study shows that intrinsic and extrinsic motivation are very influential in reading activities and can help increase students' motivation to read English through actions carried out by lecturers. Lecturers can help students in the class to increase motivation in Reading. However, the current research is to determine teachers' role in building student motivation in reading English texts.