

## **Chapter One**

### **Introduction**

This research aims to investigate students demotivating factors in English classroom's reading activities. There are five major points in this chapter. These parts are background of the research, statement of the problem, research questions, research purpose, significance of the research and outline of the research.

### **Background of the Research**

English reading activities in the classroom might be essential to enrich students' knowledge as the way to give greater understanding about the material. For example, by giving a lot of reading assessments or activities, students may have new inputs such as how to do a proper mind mapping, how to analyze the grammar of the text, or how to improve their vocabulary. Reading is important for the students specifically for the purpose of mastering English reading skills, or having a wider understanding to comprehend a more academic literature. As Doğan (2014) stated that reading is important for “acquiring the knowledge, improving language skills and developing critical and creative thinking skills” (p. 159). Despite the fact that reading is important for students, some students might become demotivated when they have to deal with reading activities.

In academic institution, not all of the students have high motivation in reading that supposed to increase their knowledge. Tabatabaei (2012) stated that one of the demotivating factors that students face is unable to understand the material. In order to solve their reading motivation problem, some students may start asking their classmates about the content of the book. In this case, students are unable to fully understand the content of the book because of limited information they get from their friends. Hence, students are supposed to be able to

read and try to understand the content of the book. If the teachers give tasks to students to read, students who have a problem in reading activity will likely become more demotivated.

Based on these problems, the researcher intends to find out the factors that demotivate the students of English Language Education Department (ELED) at one of private university in Yogyakarta to read English books or literatures because in order to succeed in reading activity, the students should have high level of motivation. The researcher is also interested to find out the strategies that students of English Language Education Department use to cope with their demotivating factors.

### **Statement of the Problem**

Based on Sola (2017), the result of her research shows that there is positive low correlation between students' motivation and their reading attitude in ELED. It means that students in ELED of one of private universities in Yogyakarta tend to have some difficulties in English reading activities. Those difficulties make the students become more demotivated in reading. As the result, students may feel bored when it comes to reading activities.

Based on the students' problem in reading, the researcher wanted to know the students' strategies in order to cope with their demotivating factors. The researcher believes that knowing the strategies is the most fundamental thing to solve the reading problem. The strategies may include the way students overcome their internal and external problems that could lead them to be demotivated in reading.

In this research, the researcher focused on the students demotivating factors in English classroom's reading activities and the strategies that they use to cope with their demotivation factors. The researcher will focus only to the students who have demotivating factors. The reason is because students who have demotivating factors in reading can provide more accurate explanation about the factors that make them demotivated. The researcher involved them because they have the right to be heard by both of lecturers and university

administrators. The second reason is that there are only a few researcher that discussed about students demotivating factors in reading activity especially for the students who are tend to be demotivated. Thus, the researcher wanted to find out the factors that make students become demotivated when it comes to English reading activity in the classroom either are internal or external factors. The researcher also wanted to find out the strategies students use to cope with their demotivating factors by asking the students when or in what situation the students mostly get motivated to read.

### **Research questions**

The research questions are formulated as follows:

1. What are students' demotivating factors in English reading activities at English Language Education Department?
2. What are the strategies used by the students to cope with their demotivating factors at English Language Education Department?

### **Research Purposes**

The research is purposed as follows:

1. To investigate students' demotivating factors in English reading activities among students of English Language Education Department.
2. To find out strategies used by the students to cope with their demotivating factors at English Language Education Department.

### **Significances of the Study**

The researcher categorizes the significance of the study into four parts. The results of the research are expected to be useful for the lecturers, the students, the institution, and also the other researchers. The significances of the study are stated below.

**Lecturers.** This research will be beneficial for lecturers. The lecturers will know the demotivating factors that students of ELED have to face in English classroom reading

activities and the strategies to prevent them from having demotivating factors. After that, the lecturers will have time to reflect whether they should implement a new way to teach the students in order to prevent the students to have demotivating factors. Based on this reason, the lecturers will apply the strategies to prevent the student from becoming demotivated in reading activities.

**Students.** Students of ELED will know the demotivating factors in English classroom's reading activities and learn the strategies to cope with them. After the students know the demotivating factors and the strategies to cope with them, students might be able to prevent themselves from having demotivating factors in reading activities. This action can be done by reflecting whether the strategies are good for them or not.

**Institution.** This research will be useful for institution in order to understand the students demotivating factors in doing English reading activities. Therefore, the institutions will provide a better curriculum that will prevent student from having demotivating factors in English reading activities.

**Other researchers.** This research may also become further investigation or as a reference for people who want to conduct their research with related topic.

### **Outline of the research**

This research consists of five chapters. The first chapter is introduction consisting of the background of the research, the statement of the problem, the research questions, the objectives of the research, the significant of the research, and the outline of the research. The second chapter describes literature review. In this part there are several topics that are discussed; the topics consist of English reading activities, motivation, and strategies in reading. Then the third chapter explains the research method which is used to collect and analyze the data in this study. The fourth chapter reports the the result of the data based on

the data analysis and the discussion of the findings. The last chapter five discussed about the conclusion of the research.