Chapter two

Literature Review

This chapter mainly focuses on the descriptions, theories and the definition of the topic. It provides the definition of English reading activities, types of English reading activities, benefits of English classroom's reading activities, problems in English classroom's reading activities, definition of demotivation, demotivating factors in English reading activities. It also discusses about strategies to cope with demotivating factors. The last part of this chapter will provide the conceptual framework.

English Reading Activities

In English reading activities, there are several things to understand such as definition of English reading activity, types of English reading activities, benefits and problems in reading. In the definition, there will be some explanation about the definition based on the experts who have been conducted with the research of reading activity. It is also explains the types of English reading activities such as academic reading, non academic reading, intensive reading, and extensive reading. In the last part, it will provide the benefits and problems in reading activity.

Definition of English Reading Activities. To understand the definition of English reading activities, it is better to analyze what is reading actually means. It is clear that the main point of this topic is reading activities. Grabe and Stoller (2013) stated that "reading is ability to draw meaning from the printed page and interpret the information properly" (p. 3). It means that when someone involves in reading activities, the readers have to get the meaning of the information in the text. After understanding the meaning of the words or the sentences, it will be interpreted based on the real meaning of the text. Besides, "Reading is an

ability which allows us to get a message, identifying the written words (written symbols), getting (understanding) the meaning, used to teach pronunciation and grasping information from texts" (Козак, 2011, p. 7). On the other hand, Johnson (2008) pointed out that "reding is the practice of using text to create meaning" (p.3). He further explain that the key words are emphazised on creating and meaning. If the text have no meaning, there is no act of reading. In general, reading is a process of getting information and understanding the meaning of the text. Process may include identifying simbols and try to grasp the meaning of the simbols.

Types of English Reading Activity. There are several types of reading that may occur in the classroom. Those types as defined by Solak and Altay (2014) are "academic reading, intensive reading, non academic reading and extensive reading" (p. 80).

Academic Reading. Academic reading is student who are studying in academic institution and who are conducted in reading activity given by the instructors to pass their course or academic life. In order to pass their academic life, the students have to read. It means that they should understand the literature so that the reader is able to answer any kind of questions during the examinations. For example, students who are conducted the act of reading in IELTS test, TOEFL test, or any kinds of examinations that involved the act of reading.

Non-academic Reading. In academic reading, students may only read texts because of the teachers' instructions or based on the syllabus in order to pass the examinations. However, non-academic reading allows the readers to choose any kinds of books based on their interest and choice. Therefore, non-academic reading is students who chose their reading material based on their own interest. For example, students who are reading novel, comic, or any kinds of reading material because they are interested to read it.

Intensive Reading. Intensive reading, readers are extracting specific information in shorter texts. Intensive reading involves reading in detail with sepecific tasks and goals. For

example, students who read a short text and able to put the meaning in chronological order. In the classroom activities, intensive reading inlcude skimming a text to answer true or false statement, scanning a text to match paragraphs and the heading, and scanning paragraphs to put it in the right order.

Extensive Reading. Extensive reading basically is an activity that triggers the readers to read for enjoyment and to develop genereal reading skill. There are two reasons someone do the extensive reading. The first reason is that extensive reading will improve the students reading skills. The second reason is that extensive reading makes the student enjoy the reading activity. Al-homoud and Schmit (2009) stated that extensive reading requires learners reading as much as possible, for the purpose of pleasure rather than learning particular language features, and is usually self-selected. Someone can read extensively about many things like history, science, philosophy, religion, etc or read extensively for pleasure such as poetry, science fiction, fantasy, romances, etc.

Problems in English classroom's reading activities. There are several problems in reading activities. MacLeod (as cited in Arinawati, 2012) divided the problems that students face when they get involved with this activity. Those problem are in extensive reading program and in intensive reading program.

In extensive reading program, students need to have easier access to texts in order to maintain their language proficiency level. For some cases, students require a specialized library within their language proficiency range. They need texts they can read without great use of a dictionary.

The second problem of extensive reading program is that it is time-consuming and has a higher cost to set if the materials are not available. For example, the students should buy totally different books because each student has different interest. Besides, no one can

guarantee whether the books are available in their country or not. It may also be hard to get administration support.

In intensive reading, intensive reading has disadvantages such as there is little chance to learn language patterns due to the small amount of text, there is little actual practice of reading because of the small amount of text. In a class with the students who has abilities in reading more than one text or literature, students may not be able to read at their own level because everyone in the class is reading the same material, exercises and assessment that commonly followed with intensive reading, students may only come to do reading in order to do a test rather than doing it for pleasure, the text may be not interested the reader because it was chosen by the teacher.

Demotivation

This part provides the definition of demotivation and the demotivating factors in English classroom reading activities. In the definition, there will be some judgments from the experts about motivation. In the demotivating factors in English classroom reading activities, there will be an explanation and factors of demotivation in reading. Those demotivating factors are lack of vocabulary and knowledge of structure, lack of teachers training and not following teachers reading strategies, non-contextual and less interesting reading material, difficult and too much lengthy reading passages,stressful environment,reading activities that do not engage the learners, and tendency of exam-oriented study..

Definition of Demotivation. According to Cambridge dictionary, demotivation is a lack of interest and enthusiasm about your work. The word demotivation is basically from the word "motivation" which Guay (as cited in Bakhar, 2015) argued that motivation refers to "the reasons underlying behavior" (p. 107). Dornyei (as cited in Rahman, 2017) stated that demotivation is the specific forces that reduce or diminish the motivational basis of behavioural intention or an ongoing action.

Demotivating Factors in English classroom's reading activities. There are several factors that can lead students to be demotivated in reading. Ullah and Fatemah (2013) classified those factors such as: Lack of vocabulary and knowledge of structure, lack of teachers training and not following teachers reading strategies, non-contextual and less interesting reading material, difficult and too much lengthy reading passages,stressful environment,reading activities that do not engage the learners, and tendency of exam-oriented study.

Lack of Vocabulary and Knowledge of Structure. Lack of vocabulary and knowledge of structure are responsible for students demotivating factors in the classroom. Alqahtani (2015) stated that vocabulary is an essential part in foreign learning in order to undesrtand the meaning of new words. It is not only important for foreign learner but also for all the language learners. It is becuse vocabulary and knowledge of structure is crucial part to understand the meaning of the book that students read.

Lack of Teachers Training and not Following Teacher Reading Strategies. Lack of teachers training and not folowing teacher reading strategies makes reading class less interesting. It means that teacher also play a role in students motivation. Klapwijk (2012) pointed out that teacher also have to make strategies to help students from being demotivated by establishing the purpose for reading, reminding learners to check their understanding (Monitoring), activating prior knowledge, teaching question types and clarification (checking understanding after reading).

Non-Contextual and Less Interesting Reading Material. It is clear that students also have to understand the contex of the book they are reading. Webb (2008) study shows that "the group that read the contexts containing more contextual clues had significantly higher scores on both tests of meaning" (p.232). It indicates that quality of the context have great effect in order to gain the knowlege of meaning. Besides, sudents also have to make sure that

they are reading the book based on their interest or curiousity in order to not being demotivated.

      Difficult and Too Much Lengthy Reading Passages. In order to make student ore motivated in reading, teacher also have to provide reading passages that are easy to understand and shorter text for students. Jalilehvand (2012) research shows that students perform better on reading shorter text. She further explain that text with picture is a key variable in students comprehension.

      Stressful Environment. In order to make students more motivated in reading, the class also have to be set in a good environment. If the environment is stressful, the students will not be able to focus on their reading activities. Although the environment is the crucial part of motivation, Rizzolo (2009) pointed out that 30 minutes of yoga and humor can help decrease students stress. This strategies can be done by the teacher to manage students from being stressful.

      Reading Activities that Do Not Engage The Learners. Reading activities that do not engage the learners is also one of the factors that could lead students to become demotivated in reading. Dunleavy, Milton, and Crawford (as cited in Taylor, 2011) argued that students also want to involved in experience work that is meaningful. they want to work with ideas that matter, engage in dialogue in their classes, learn from each other, solve real problems, and experts in the subjects they are studying, and know that their learning contributes to making a difference in the world. They consistently demand to be respected.

      Tendency of Exam-Oriented Study. Tendency of exam oriented study rather than reading for gaining knowledge is one of demotivating factors in classroom reading activity. Students who think that reading or studying only for passing examination will become easily demotivated.This is in line with Ullah and Fatema (2013) who revealed that most of their

participnts are strongly agree that exam-oriented study is one of students demotivating factors.

Strategies to cope with demotivating factors

In order to prevent students from having demotivation factors, there are several areas need to be considered in order to cope with students demotivating factors. Takase (2007) In order to motivate learners to read English literature extensively and help them to make reading as habitual action, it is necessary to provide a variety of books for them with their level and interest. By giving a book based on their interest, it will remove the stress or burden from assignments so that they can dedicate themselves to read with enjoyment. In institution perspective, the steps are divided into classroom level and school district level. Brewster and Fager (2000) suggest for both teachers and administrators seeking to cope with students students' demotivating factors:

At the classroom level. Teacher should use extrinsic reward sparingly. The most effective way to use extrinsic motivation is by giving reward to students. Also, the teachers have to make sure that the reward should be given when they are clearly deserved. Besides, teacher also should ensure that classroom expectation for performance and behavior are clear and consistent, make students feel welcome and supported, respond positively to students question, praise students verbally for work well done, work to build quality relationship with students, break large tasks into a series of smaller goals, promote mastery learning, evaluate student work as soon as possible after project completion, and evaluate students based on task, not in comparison to other students.

At the school and district levels. Teachers should make student motivation a priority in school reform and restructuring efforts, create a school culture that emphasizes the importance of academic achievement, model and communicate the value of lifelong learning, develop a school climate that recognizes individual differences, provide and participate in

professional development activities that deal with motivation, effective use of homework, and students engagement. Finally, the teachers also have to develop ways to involve parents. Discuss the issue of motivation with parents and involve the in the school's efforts to increase students engagement.

Reading Activity at ELED

Based on Sola (2017), her finding shows that among 123 students that she researched, students motivation in learning English and reading attitude was 0.29. It means that students of ELED tend to have low motivation in reading. In her recommendation, she expected the students to increase their motivation in reading. Rahman (2017) also stated in his research that one of the demotivating factors students face in ELED is the texbook they use in learning processes. Demotivating factors caused by textbook including thickness of the book, the version of the book, and there are a lot of unfamiliar vocabularies.

Review of Related Research

In this part of the research, the researcher will review and summarize three studies regarding the students demotivating factors in English classroom reading activities.

The first research is titled *Why some students are less motivated in reading classes at Tertiary level in Bangladesh*. The research was conducted by Mohib Ullah and Sayeda Fatemah (2013). This study aims to find out why some students are less motivated in reading classes at Tertiary Level in Bangladesh. This study involved thirty five students and eleven teachers from the different departments of some public and private universities such as Dhaka University, Chittagong University, National University, International Islamic University Chittagong, East-West University and Premier University in Bangladesh. The data was gathered by using questionnaire of ten close-ended statements hand to hand to some of the randomly selected students and teachers to elicit their responses. The findings of the research

shows that some students at Tertiary Level in Bangladesh are less motivated in reading classes because of their shyness, hesitation and fear.

The second research is titled *The Factors Affecting Learners' Motivation in English Language Education* conducted by Seda Ekiz and Zahitjan Kulmetov (2016). This study investigated motivation and factors affecting students' motivation in teaching/learning English as foreign language. This study was was using survey which consisted of several statements related with the mentioned factors. The sample of this study were 40 first grade students studying in English Language Teaching department. A questionnaire was used as a data collection instrument. The results of this study indicates that parental factors play an important role in learning English and almost all of the students are more motivated when their parents support and encourage them to learn English.

The last study was conducted by John T. Guthrie, Allan Wigfield, Pedro Barbosa, Kathleen C. Perencevich, Ana Taboada, Marcia H. Davis, Nicole T. Scafiddi, and Stephen Tonks (2004). This research is titled *Increasing Reading Comprehension and Engagement Through Concept-Oriented Reading Instruction*. This study aims to investigate the extent to which an instructional framework of combining motivation support and strategy instruction (Concept-Oriented Reading Instruction—CORI) influenced reading outcomes for third-grade children. This research used an equivalent groups pretest–posttest design. District administrators selected four schools judged to be comparable in demographic characteristics and past reading achievement. The population is third-grade students from four schools in a small city located in a mid-Atlantic state. The data was gathered using pre test and post-test. The results of this study indicated CORI students were more motivated than SI (Strategy Instruction) and TI (Traditional Instruction) students were more strategic readers than SI students.

Reviews and summaries of previous studies provide advantages to the researcher. The advantages are that researcher gets additional information related to the field of research. Those studies also provide views about students demotivating factors in English classroom reading activity. However, those three studies were focused on quantitative research. While in this research, the researcher uses qualitative as research design and interview as research method to find more detailed information about students' demotivating factors in English classrom's reading activities. For the participant, the researcher chose college students of ELED batch 2014.

Conceptual Framework

Classroom reading activity is one of the activities that students conducted during teaching and learning process. In classroom reading activity, students tend to be demotivated when they have to be faced with complex words or grammar. In this part, reading activity will be categorized into two parts. Those parts are ELED students reading demotivating factors which include types of reading and the strategies to cope with their demotivating factors. Solak and Altay (2014) defined that "reading has four types such as: academic reading, intensive reading, nonacademic reading and extensive reading" (p. 80). On the other hand, the types of motivation are divided into several parts. The types are instrumental, integrative, intrinsic and extrinsic motivation.

Therefore, the researcher categorized the English classroom's reading activities and the strategies to cope with student demotivating factors from being demotivated in reading based on the classification of the experts. Those classifications will become the basis for the researcher to analyze the types of the problems that the participants going through during English classroom's reading activities.

English classroom's reading activities

Students demotivation factors in reading
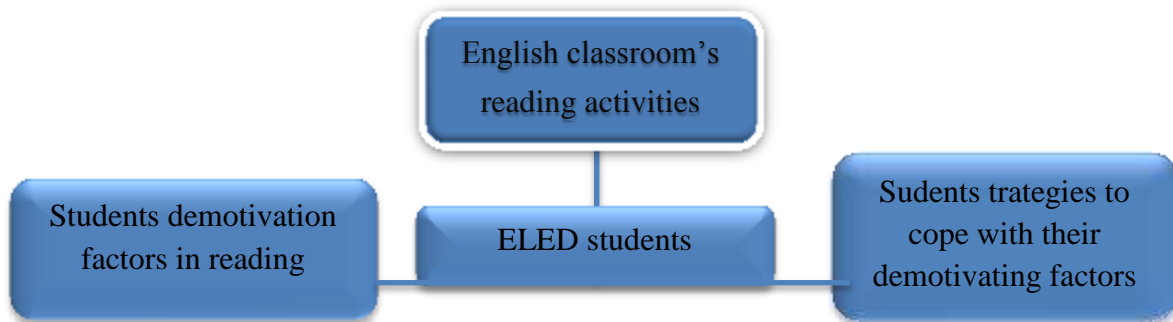
ELED students

Sudents trategies to cope with their demotivating factors

Figure 1 Conceptual framework