

STUDENTS' DEMOTIVATING FACTORS IN ENGLISH CLASSROOM'S READING ACTIVITIES

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Abstract

Motivation has a very important role in reading activities especially for the student who wants to master the subject of the material. Although motivation is a crucial aspect in reading, some students in English Language Education Department tend to be demotivated in reading. This research aims to find out students' demotivating factors in English reading activities among students of English Language Education Department and to find out strategies used by the students to cope with their demotivating factors at English Language Education Department. The researcher selected three students of English Language Education Department at one of a private university in Yogyakarta. The researcher chose students who have most experience in reading activities, meaning that he chose students who studied at their last semester. The researcher collected the data via interview. Then, the researcher used descriptive qualitative to explain the data. The first finding of this research showed that there were six factors that make students demotivated in reading, namely students find difficult words, students have difficulties in grammar, there is no test after reading activities, the class is set in unsupportive environment, students are given too many pages in limited time, and students are too tired. Additionally, the researcher also found that there are several strategies that students use to cope with their demotivating factors, namely guessing the meaning of new words, finding the difficult word in dictionary, learning grammar by breaking sentences, listening to music, improving the reading habit, finding a good spot to read, managing the time, and taking a break for a while.

Keywords: demotivation, demotivating factors in reading, classroom reading activities.

Introduction

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.

Literature Review

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 behavioral 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.

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.

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 textbook 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.

Methodology

This research investigated about students demotivating factors and strategies to cope with them in reading activities at English Language Education Department. This research employed qualitative research approach. Qualitative research is essential to understand detailed information that students have so the researcher can presented the data in form of description. Creswell (2012) pointed out that, “qualitative method explored a problem and developed a detailed understanding of central phenomenon” (p. 576). In data collection, the researcher used three participants at batch 2014. In this study, open-ended question was used to make the participants give opinions without pressure. The researcher used interview as the method to collect the data.

In order to get the participants that are compatible with the researcher requirement, the researcher then selectively chose whether they have motivation in reading or not by certain criteria. The criteria's are: Firstly, The three students tend to have poor concentration in reading process. Sometimes, they are unable to answer teachers' questions when the teacher asked them about the content of the reading material. Secondly, the students tend to have less interest in reading test. It was known by observing the students behavior that did other activities instead of reading during reading activities. The last criteria, the students tend

to have low scores or even failed in the class that involved reading activities. The research was conducted in English Language Education Department at one of the private universities in Yogyakarta. This research were started at six April 2018 untill thirthy one June 2018. The researcher used recorder or smartphone to record the conversation during the interview. The data that had been collected via interviews was transcribed by the researcher. The researcher transcribed the interview that has been collected previously by using smartphone. After that, the researcher did a member checking by means of achieving validity. In this section, the researcher showed the result of the transcription to respondents whether there are misunderstanding about related data or not. All the participants were agreed with the data that were being collected. After that, the researcher tried to code the data.

Findings

In this study, the researcher report the data based on the data analysis and the discussion of the findings. There are two points in this chapter. First, the researcher reports the student students' demotivating factors in English reading activities at English Language Education Department. Second, the researcher reports the strategies used by the students to cope with the demotivating factors in English reading activities at English Language Education Department.

Students' demotivating factors in English reading activities

Based on the results of the interview, there are some factors that demotivated students of English Language Education Department in English classroom reading activities. Those factors were students find new and difficult words, students have difficulties in grammar, there is no test after reading activities, the class is set in unsupportive environment, students are given too many pages in limited time, and students are too tired. In first finding, Students have to understand the words they read in order to get motivated in reading. Students who

don't understand the meaning of the words tend to become demotivated in reading. When they did not understand the meaning of the word, students also have to constantly open dictionary or asking their friend(s) to understand the meaning of it. Considering that reading activity is a boring activity to some students, finding dictionary and asking friend will only make them more demotivated in reading.

In the second finding, students also have to have a good grammar to be motivated in reading. For some cases, English grammar tends to have different grammar structure with students native language. The different types of grammar structures will make students confused and they might translate the sentence incorrectly. As a result, students that constantly make mistakes will be demotivated to read.

Third finding, students who have no test or quiz after reading activity could be demotivated in reading. Students feel that their reading activity should include test at the end of the activity. If there are no test after reading activity, students will be demotivated because they have no reason to motivate them to read.

Fourth finding, participants think that when the class is set in unsupportive environment, they will likely become demotivated in reading. When the class is not set in a good way, the student will be easily distracted by the situation. Then, they will try to find another fun activity which is not related to reading. Sometimes, other friends also try to speak with the students that are doing reading activities. This will affect students' motivation because they will become distracted by other friends while performing reading activities.

Fifth finding, the students think that reading too many pages will bring too many pressures on them. Ullah and Fatema (2013) found out that one of the reasons some students become demotivated in reading classes is a difficult and too much lengthy reading passages.

When they have to read too many pages, they eventually become bored especially if the material is also not interesting for the students.

Sixth finding, students think that being too tired also one of the problems that lead them to be demotivated in reading. When the students' emotion or physical condition is not in a good state, it will be easier for them to be demotivated.

Strategies students use to cope with their demotivating factors in English classroom reading activities

The researcher found out that participants mentioned some of strategies they used to cope with their demotivating factors in English reading activity. Those strategies are guessing the meaning of new words, finding the difficult word in dictionary, learning grammar by breaking sentences, listening to music, improving the reading habit, finding a good spot to read, managing the time, and taking a break for a while. In first finding, participants agreed that guessing the words can solve the students' problem when they face difficulties when finding new words in reading activities. In order to cope with students' demotivating factors, students can guess the meaning of the word because guessing the word could rise their enthusiasm rather than having to open dictionaries constantly. The more students look at the dictionary, the more complex their activity become.

Second finding, Using dictionary is essential for students in order to understand the meaning of the word. By using dictionary, students can cope with their demotivating factors. That is because students will find the meaning of the words by themselves without asking for teachers' explanation.

Third finding, the researcher found that the students can cope with their demotivating factors in grammar by breaking the sentence. Breaking sentences can help students to cope

with their demotivating factors because breaking the sentence can help them recognize the word and the pattern of the sentence. Students can also practice from the sentence they are reading and are able to find different function of the word in grammar.

Fourth finding, Students who become demotivated in reading because of unsupportive environment can cope with their demotivating factors by listening to music. The third participant thinks that music is a good way to help him focus and not getting distracted by other friends. Additionally, Rashidi and Faham (2011) also found out in his research that the group of students that involved in reading comprehension with a music background was able to outperform the other group with no music background.

Fifth finding, The participants states that one of the ways to stay motivated is by making reading activity as habitual action. The students can also solve their demotivating problem by bringing book wherever they go. It is not important whether the students love reading or not because when they bring book everywhere, at some point they will start to read.

Sixth finding, student think that finding a good spot will help him to cope with his demotivating problem in reading when the class is too noisy. When the students can find a good spot to learn, they will be able to focus more and not being disturbed by other friends. Hannah (2013) stated that the classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom.

Seventh finding, Managing time is one of the strategies the students use to cope with their demotivating factors if students are given too many pages in limited time. Brewster and Fager (2000) stated that one of the effective ways to cope with demotivating factors is by breaking large task into a series of smaller goals. When the students are dividing the large

task into smaller one, they will be able focus more because they only take smaller parts at a time. As the result, the task also will be much easier to do.

Eight finding, the participants think that taking a break will help him to cope with their demotivating factors because they will be able to collect their energy to stay focus for the next session. By taking a break for a while, students also will be able to relax from reading long passages. As a result, they will not become exhausted and stressed because of their reading material.

Conclusion

This research was designed in descriptive qualitative research. The purpose of this research is to find out the kinds of students' demotivating factors in English classroom's reading activity among English Language Education Department students and also to find out what are the strategies did students used cope with their demotivating factors in English reading activities at English Language Education Department. To analyze the data, the researcher checked the interview transcribes and coded it.

Based on the result of the finding and discussion in this research, it can be concluded that there are seven factors that make students demotivated in reading. Those factors are students find new and difficult words, students have difficulties in grammar, there is no test after reading activities, the class is set in unsupportive environment, students are given too many pages in limited time, and students are too tired. Students who have these problems during reading activity can make them loose their motivation.

In addition, the researcher also found strategies that students used to cope with their demotivating factors. Participants mentioned some of strategies they used to cope with their demotivating factors in English reading activity such as guessing the meaning of new words,

finding the difficult word in dictionary, learning grammar by breaking sentences, listening to music, improving the reading habit, finding a good spot to read, managing the time, and taking a break for a while.

Recommendation

Based on the conclusion, the researcher intended to dedicate several recommendations for the lecturers, students, institution and for the other researcher. **Lecturers**, This research was expected to give contribution for lecturers so that they could apply various kinds of learning technique to improve students motivation. It can be done by taking a deep reflection from student problem and taking action based on the strategies they used to cope with their demotivating factors. **Students**, Since the kinds of reading strategies are valuable to cope with students' demotivating factors in reading, students were expected to improve their performance in reading activities by reflecting from the results of this research. **Institution**, This research were expected to give the institution information about the students problem in reading. Therefore, the institution can provide better curriculum to increase students motivation in reading activities. **Other Researchers**, The result of this research can be used to carry out another research. The researcher expected to encourage other researcher to analyze, evaluate, reconstruct, revise, or modify this research and write further research for the strategies to improve students' motivation from other students who already have high level of motivation in reading.

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