PUBLICATION SCRIPT

Students' Motivation in Reading English Novel for Reading Classes

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Abstract

English novel as teaching material in the reading class is one of the processes to guide the students in reading activity. In reading English novels, motivation is very important to achieve the goal of learning. Base on researchers' experience during one semester in reading class who the lecturer used English novel as a teaching material, there are a number of students of English Language Education Department (ELED) felt motivated and demotivated in reading English novel. Therefore, this research aimed to find out what motivated factors and demotivated factors the students in reading English novels among students of ELED at one of the private universities in Yogyakarta. The research was conducted in a private university in Yogyakarta involving four female participants from the students of ELED batch 2015 who have been interviewed. This research used descriptive qualitative using interview as a data gathering technique. The results showed that the students' motivation of ELED in reading English novel is influenced by two kinds of motivation; intrinsic motivation

and extrinsic motivation. The motivating factors in reading English novels were students' curiosity, enjoyment and awareness of the advantages of reading English novel which were categorized as intrinsic motivation factors. In addition, the teachers' requirement and good grades which were categorized as extrinsic motivation factors had also motivated the students in reading English novel. Meanwhile, the demotivating factor in reading English novel is related to the difficulties in understanding text which is caused by the students' lack of grammar mastery and vocabulary.

Keywords: reading skill, English novel, motivating factors, and demotivating factors

Background

Learning English covers four skills namely listening, speaking, reading, and writing. The students who learn English as a foreign language are expected to master those four skills to be able to use English properly. Out of these four skills, reading is considered as one of the most important activities in the formal language learning to obtain information because readers can get new knowledge and make them understand many things about the world. According to Salikin, Bin-Tahir, Kusumaningputri, and Yuliandari (2017), "The most important activity in the formal language learning inside the classroom is reading" (p.81). Through this reading skill, students are asked to understand what ideas or information in the text that the author wishes to convey. Therefore mastering reading skills is a must for all students who learn English as a foreign language. At the same time, when students read something,

they can learn vocabulary and grammar. Students can also find a lot of new words and learn about the form of sentence structure.

In the context of reading class, the students are asked to understand the content of a text. That means all of the students who study English as a foreign language are required to understand the reading material as a written text. Besides, students are required to pass the subject of reading especially in reading comprehension. To achieve these goals, the teacher must be successful enough in making the students understand the text well. Therefore the role of a teacher is very important in determining learning media especially in the selection of reading media for students so that students feel motivated in the learning process.

Teaching material is one component of learning that has an important role in the education process, especially in the learning process. Teaching material that is used aims to support the learning process in the classroom to be effective and efficient. According to Hişmanoğlu (2005), the novel is one of the teaching material that is very effective for developing vocabulary mastery and improving reading comprehension skills. Recently, novel is selected as one of the teaching material in reading class. This way is used to motivate students in improving their reading ability and increasing the students' reading interest.

As the reading material, the novel is also used in English Language Education Department (ELED) at one of the private universities in Yogyakarta as one of the teaching material in reading class. In this reading class, the novel used to attract students' attention and make the learning process become more enjoyable. The main

purpose of using novel is as a step to build reading ability as well as reading habits. Moreover, using a novel also can be used to motivate students in reading the text and give a new experience for students in learning English.

The researcher has some experience in reading class whose lecturer uses English novels as teaching material in the classroom. In this class, reading becomes one of the fun activities for some students to increase their knowledge. However, unfortunately, some students are not motivated to read an English novel. Some students have problems reading English novels in the reading class. Based on the researcher's observation, the students felt pressure on reading English novels. They faced some challenges especially in concluding the text of the reading. Reading requirements became problems that put pressure directly or indirectly for them.

Based on the background above, the researcher was interested in conducting research about the students' motivation in reading English novels. There was a group of students who have high motivation in reading English novels. Meanwhile, there was another group of students who looked less motivated to read novels. Therefore, finding out the factors that made the students motivated and demotivated in reading novels are important to be conducted in this private university.

In this study, the researcher focused on investigating the students' motivation in reading an English novel as reading material in the classroom. The researcher was interested in researching at only one private university in Yogyakarta. This research aims at particularly investigating students' perception of the compulsory reading in the classroom activities by used an English novel as teaching material. Therefore, this research only focused on the students who already took the reading class with the

teachers who used the English novel as teaching material. The researcher focused on the factors that can motivate and demotivate students when reading an English novel. The researcher did not focus on the impact of the motivation toward the use of the novel as teaching material. Based on the problems found in one of the private universities in Yogyakarta, the researcher formulated three research questions. The research questions are:

1. What are the motivating factors that influenced the English Language Education Department students to read English Novel in reading class?

2. What are the demotivating factors that influenced the English Language Education Department students to read English Novel in reading class?

Literature Review

There is a lot of definition of motivation by experts. According to Mahadi and Jafari (2012), "the levels and kinds of motivation each person are different from the others" (p. 232). Each individual has a different level and type of motivation. On the other hand, not only the level and amount of motivation which different in individuals but the type of motivation can also differ. Besides, Hamzahstated that motivation is the nature of inspiration, which comes from the inside and the outside of a person that supports students who are learning to hold a change of behavior (as cited in Kasyulita & Ratnasari, 2016, p. 14). Based on this explanation, the motivation of students can be seen from their behavior in the learning process. The students with high motivation have enthusiasm in the learning process.

The types of motivation. There are two aspects of reading motivation that are based on different reasons to achieve the goals namely intrinsic and extrinsic motivation in reading an English text as a foreign language. According to Ningrum and Matondang (2017), "Motivation is the driving force by which humans achieve their goals. Motivation is said to be intrinsic or extrinsic" (p.3637). They believe that the role of motivation is so important to achieve the desired goals. In addition, according to Ryan and Deci (2000), intrinsic motivation is an activity based on personal interest in the activity itself to achieve the goal. The students who are intrinsically motivated in reading are more likely to find a variety of topics that interest them and benefit from an accompanying sense of pleasure.

Intrinsic motivation. The intrinsic motivation comes from the nature of a person that includes the engagement, interest, and the inclination for the challenge (Salikin *et al*., 2017: 82). Besides, according to Cambria and Guthrie (2010) "intrinsic motivation is enjoying to read a book, being excited to know about the writer or feel happy with new information". Furthermore, according to Harmer (2003), "Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better" (p.51). In addition, Komiyama (2013) argues "students are considered intrinsically motivated when they engage in learning activities purely for the sense of enjoyment" (p. 62). A student that has a motivation to read in the content or main point of a text because the text attracts the student within the story. On the other hand, the intrinsically motivated students find pleasure in reading, so they like to read more in their spare time. According to Takaloo and Ahmadi (2017), "When a

student is intrinsically motivated to read, he or she read for enjoyment, pleasure, to discover new knowledge, or for some other positive results" (p.12).

According to Wigfield & Guthrie (2004), there are two kinds of motivation in reading; intrinsic and extrinsic factors. In intrinsic motivation, it was divided into three factors; curiosity, involvement, and the preference for a challenge.

First is curiosity. The students' reading motivation will increase if they interest in a particular topic. Therefore, the students' curiosity also increases if the topic is so very attractive continuously and they would like to learn more about it until their curiosity was fulfilled.

Second is involvement. The students' involvement is students who enjoy they experienced in reading certain kinds of informational texts. Besides, students' reading motivation will be involved if they are pleasure in reading a well-written. At least, the kinds of reading material read by students should be informational text.

The last is the preference for a challenge. The students will get the challenges to understanding the text in reading activities. Therefore, based on the challenges faced by students in reading activities they have a motivation to solve the difficult text and trying to understand. So, the conclusion is intrinsic motivation comes from inside of each individual which can motivate them to do something and achieve the goals.

Extrinsic motivation. The extrinsic motivation comes from the outside of a person which involves the extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, and extrinsic social sharing (Salikin *et al*., 2017: 82). Furthermore, Zhao (2012) has explained that the students have no reason to get

something if there is no external strengthening, so they are relatively passive (p. 101). According to Mahadi and Jafari (2012), extrinsic motivation is the motivation from the environment to do activities as a means to achieve the target (p.232). Furthermore, according to Harmer (2003), "Extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel" (p. 51). A student that has an extrinsic motivation refers to the external factors that can stimulate students' to read something. These factors including scores, prize, an admiration which given by teacher to them, or they want to be better than others. According to Takaloo and Ahmadi (2017), "Students who are extrinsically motivated naturally try to inhibit negative outcomes and only expect specific or positive outcomes" (p.12).

Hairul, Ahmadi, and Pourhosein (2012) stated that extrinsic motivation is the behavior to receive external rewards or avoid punishments. For example, students who do their assignment because of fears parental sanctions for not doing it. Similarly, students who do the work as they individually believe it is valuable for them are also extrinsically motivated because they do it for instrumental value. The conclusion is extrinsic motivation comes from the outside of each individual to achieve the goals by expecting to get a reward and to avoid sanctions.

Demotivation

This part explains the definition of demotivation and the types of demotivating in classroom reading activities. In the definition, there will be some judgments from the experts about demotivation. Those demotivating factors in

classroom reading activities are the length of books, vocabulary, illustration, genres, and background knowledge.

Definition of demotivation. Demotivation related to general outcomes expectations that are unrealistic for some reasons and concerns specific external causes. Haryanto, Makmur, Ismiyati, and Aisyah (2018) argues "the less motivated students is someone who was once motivated but lost their interest in the learning process and difficult to understand the lesson for some reason, particularly in learning English as a foreign language" (p.8). Dornyei (as cited in Kikuci & Sakai, 2009) stated that demotivation is the specific forces that come from the outside that reduce the motivational basis of behavioral intention or ongoing action (p. 184).

Demotivating factors to reading. There are several factors that lead the students to be less motivated in reading activities. According to Kanda (2008), that the difficulties in reading activities are one of the students' demotivating factors to read. There are five factors of the difficulties in reading which made the student felt demotivated; the length of books, vocabulary, illustration, genres, and background knowledge.

First, the length of books was the most common difficulties in reading. Based on the finding, the students did not interest in the length of a book because some students felt demotivated to read and difficult to understand the text. Second, the most common difficulties in reading were unknown vocabulary. So they trouble to read and quite often stop reading books that are way above their reading levels. Third, the lack of illustration was a negative factor which is the students' did not enjoy to

read a long text without the picture in the books. Fourth, the difficulty refers to the dislike of certain genres. For example, students did not like to read fantasies or biographies books. The last factors are the lack of students' background knowledge that made understanding the story difficult.

Teaching Material

Teaching material is one of the components of a learning process that has an important role in education. The use of the teaching media should be part of the important thing for the teacher in every learning activity. Therefore, the teacher needs to learn how to improve learning media in order to achieve the goals of learning objectives in the teaching and learning process.

Teaching material has a very important role in education activities. Teaching media can be utilized to facilitate learning effectively and efficiently. Therefore, the role of the teacher or facilitator is very influential both in using, utilizing and media selection.

In this study, teaching material in the reading class is using English Novel. The extensive research indicates that vocabulary mastery is a decisive component of reading ability. The recent research has identified vocabulary knowledge as the single most important agent in reading comprehension. Through a reading skill, students asked to understand what ideas or information is contained in the text the author wishes to convey. The writing process is related to the reading process, and the reading process is influenced by vocabulary mastery. In other words reading and writing are two inseparable subjects (Laflamme, 1997).

Novel as teaching material. Teaching material is one of the things that can be used as a means or an instrument to help students in the learning process. The non-authentic material is one of the teaching material like other objects which can help students in the learning process such as using an English Novel in reading class. Tsai's (2012) study found the following:

When using a novel in the class, the teacher assumes the

role as a narrator and facilitator rather than a lecturer; the students are no

longer passive language learners but active readers of authentic texts that

provide them a genuine perspective of the real world (p. 104).

The novel also can be a very prosperous source to help the students in the learning process of developing linguistic structures as well as learning the target language. On the other hand, choosing the appropriate novel can give the learner enough motivation to learn the target language. Furthermore, according to Hişmanoğlu (2005), "the students who reading literary texts in learning process become familiar with many different linguistic forms, communicative functions and meanings because students have also to understanding the language intended for native speakers" (p.54).

English Novels

In this section, the researcher will explain more about the definition of English novels and the following paragraph the researcher provides an explanation about the role of the English novel in reading class.

The definition of English novels. The novel is one of the works of literature. The word of the novel is taken and adapted from the Italian language "Novella" which means: A story or a piece of news". The story expressed in the English novel is usually fiction or daily life story and the main perpetrator narratively told by the people around. The novels are longer than short stories around 35,000 words and are not limited to the structure.

Goodyer's (2008) study found the following:

> The novel, like the documentary, is a hard genre to define. Through history, the term 'novel' has been applied to writings that cover a plethora of topics, that employ numerous and varied styles, and that have achieved divergent results-critically, publicly, aesthetically, and economically. (p. 11)

The roles of the English novel in reading class. English novel has a lot of roles in teaching and learning activity, especially in English language learning context as a foreign language. The English novel is also one of teaching material for improving students' understanding in an English context, besides it is a source of activities for the student to practice and communicate in reading class. English novels can be a reference source for students to learn grammar, vocabulary, pronunciation and so on. It is a source of stimulation and ideas for reading class activities. In addition, according to Pellicer-Sánchez and Schmitt (2010), "novel as an extensive reading contributes to vocabulary learning, reading unabridged novels also provides authentic, large exposure to the object language and thus can be a very efficient means to build vocabulary".

Students' Reading Ability

According to Urquhart and Weir (1998), a reading skill can be identified as a cognitive ability that is used when reading texts (p. 88). In some ways, the ability to read effectively hinges upon having an equal vocabulary. Once pupils have taken to decipher words, they may be capable to understand and pronounce many words that are unfamiliar to them. They may still be able to determine the precise meanings of unfamiliar words simply by analyzing the setting in which those words are practiced. During the reading operation, the students are asked to interpret the significance of the story in the novel. Thus, the readers must be able to spontaneously recall words that are known not just by sight merely that is understood easily enough to apply correctly.

Research Methodology

The researcher used qualitative approach for this study. One of the purposes of qualitative method is to identify social trends. It is also able to know people's experiences and arguments in the field. "Qualitative approach uses more open-ended approaches in which the inquirer asks general questions of participants, and the participants shape the response possibilities" (Creswell 2012, p.19). The researcher used qualitative because this approach focuses on the social phenomenon which helps people to understand the world perception. In this study the researcher wanted to know students' motivation, students' experience, and what they felt when experiencing using English novels as teaching material in reading class.

In this research, the researcher used descriptive qualitative design. The researcher chose this method for this research because descriptive qualitative can explain a deeper understanding of the social trends. Hence, the researcher used descriptive qualitative because it enabled the researcher to explain and report about the student's motivation in reading English novels in the reading class especially in one of the English Language Education Department in a private university in Yogyakarta more detailed. According to Merriam (1998), "The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or group of individuals" (pp. 255).

The participants of this research were four female students from the English Language Education Department batch 2015 in one of the private Universities in Yogyakarta. To select the participants in this research, the researcher adopted several strategies. First, the researcher chooses close friends as a participant. Second, the researcher attended the reading class session to see the participants for observation. The last was to make the list of potential students in terms of sharing the story about the novel during the reading class activity. Then, the researcher coded the name of all the participants by using pseudonyms (Rose, Tulip, Jasmine, and Aster). The reason why the researcher chose batch 2015 as the participants in this study was that the researcher has accessibility to ask the students to be the participants in this research. The criteria of the participants were that the participants should be the students of the English Language Education Department who already took the reading classes with the lecturers who used English novels as teaching material for more than one semester.

Findings

The findings of this study revealed that what there are five factors that motivated the students in reading English novels. They are teachers' requirements, good scores, curiosity, enjoyment and advantages of reading. Teachers' requirements and good grades had motivated the students to read English novel. The motivation is categorized as extrinsic motivation. In addition, curiosity, enjoyment and advantages of reading an English novel had also motivated the students to read. The motivation is categorized as intrinsic motivation.

Meanwhile, the researcher also found a demotivating factor in reading an English novel. It was the difficulties in reading that demotivated the students to read an English novels in the reading class. The difficulties were caused by the lack of grammar mastery and the lack of vocabulary. Therefore, students' difficulties will cause students' demotivation in reading English novel.

Conclusion

This research discusses the students' motivation in reading English novel as teaching material at a private university of Yogyakarta. Teaching material is one tool of learning that has an important role in education process, especially in the learning process. Teaching material that is used aims to support the learning process in the classroom to be effective and efficient. Moreover, when the teacher chooses teaching material especially English novel. The teacher also has to consider students' need and perception on the materials that the lecturer used.

This research has two research questions. The first research question is "what motivates the ELED students in using English novel in reading class" and the second research question is "what demotivates the ELED students in using English novel in reading class". Therefore, this research was conducted to answer those two research questions.

This research was conducted at one of private universities in Yogyakarta. The researcher interviewed four female students batch 2015. This research used descriptive qualitative design. In addition, the researcher used an interview as a technique to collect the data. The purpose was to find out what motivated and demotivated the students in reading English novel in the reading class especially in one of the English Language Education Department in Yogyakarta. To analyze the data, the researcher transcribed, did the member checking and coded the interview data.

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