

Chapter one

Introduction

This chapter presents the introduction of the study. There are some important points that are explained in this chapter. First, the background of the study describes the reason why the researcher is interested in discussing English Language Education Department students' motivation in reading academic English texts of Islamic Private University in Yogyakarta. After that, the researcher gives identification and delimitation of the problem. The researcher puts a number of research questions concerning the important issue which is appropriate with the context of the study. The researcher goes to the objectives of the study. Besides, the researcher writes the significances of the study as to why this research is important to be conducted. The last, the researcher writes organization of the research. The following section discusses the background of this study.

Background

Currently, many people do not understand the importance of reading for life. For some people, there are still many who ignore reading for self-improvement. According to Medina (2014), "reading needs readers to improve their interactions with the text" (p. 90). Through reading, a person does not just add insight but also some self-improvements. In fact, many benefits of reading are not yet widely known.

Knowing the benefits of reading is useful for life. Hence, reading is a very important activity, both for gaining knowledge and seeking information.

Reading academic English text is a very important thing for life because reading bring about many benefits. Reading will gain knowledge to add insight that will be useful for themselves and others. According to Gray and Rogers (1995), "by reading a person can increase and improve knowledge. Hence, the development and the broad view will be beneficial for himself and others". To encourage people to be dilligent in reading, it is important to obtain motivation from one self and motivation from others.

Motivation is done to encourage people to do things. Weiner (1990) said that "motivation is defined as an internal condition that awakens oneself and others become advanced. Motivation is an impulse of will that causes a person to do an act to achieve a certain goal, to act, to encourage certain goals, and to keep them interested in certain activities". Medina (2014) asserts "there are two types of motivation: intrinsic motivation and extrinsic motivation." Intrinsic motivation is internal, and extrinsic motivation is the motivation that comes from others. The first refers to the internal awards, and the ultimate goal is to learn. The latter deals with external rewards in the form of money, gifts, or value. Having the motivation to read will be beneficial for students, namely being able to get important information. What is more important when reading academic English text is that students will get new vocabularies, increase knowledge, and success in their study.

Students do not know the importance of academic reading because their reading academic English text motivation is still low. The students' interests in reading need to be developed. Tarigan (2011) said that to increase students' motivation in reading, they are suggested to make a list of reading interest. By looking at the list of reading interests, the teacher can find out the types of reading requested by students. It makes students become motivated in reading. Motivation can be from internal (intrinsic) as well as from others (extrinsic).

Based on the researcher's observation in the class, motivation is very influential in the success of students while studying in English classes. It appears that some students have difficulty when they will read the academic English text. In addition, the researchers heard stories from several friends about reading the academic English text. They said that they were not interested in reading related material because there were several factors that made them become motivated to read academic English texts, such as laziness, too much reading material, difficult sentences, and unfinished tasks. As a result, their interest in reading the academic English text was reduced due to lack of enthusiasm and low motivation. Though, reading academic English texts, important information will be obtained. Medina (2014) argues that motivation functions as an initial machine to produce learning and the subsequent functions of a difficult journey to obtain a foreign language (p.153). If there is no motivation to read academic English texts, one will not be able

to master foreign language and to increase knowledge. There are some factors that make students demotivated to read academic English text, such as laziness, too much reading materials, difficult sentence and unfinished tasks.

Concerned with the efforts to improve the students' English skill at ELED of Islamic private University in Yogyakarta, they must have the reading academic English text motivation. It is because that motivation in reading academic is very important for them to add their English skills in learning L2 and success in their study. Students at ELED of Islamic private University in Yogyakarta should have motivation to read academic English text because at ELED there are courses that require them to read academic English text. In addition, students should have reading motivation because the lecturers have prepared readings for them and reading motivation is needed for them to do assignments when they finish reading.

Beside the student's reading academic motivation, there are so many factors that make students do not motivated to read academic English text, such as laziness, reading material that is difficult to understand, a lot of materials to read, difficult to understand the sentences, unresolved tasks, and thick book. Based on the research experience, students at ELED are not motivated in reading academic because of a lot of materials to read that makes students lazy because too much reading materials, difficult sentence and unfinished tasks. If their motivation to read is low, it will cause them to experience failure to read. Hence, the aims of the research are to find out the factors that motivated students to read academic

English texts and the strategies the students do to improve their motivation in reading academic English texts.

Identification of the Problems

ELED students have been taught several courses through reading academic English texts. According to the researcher's experience, the problem that researcher often found when studying at ELED was that many students were not motivated in reading academic English texts. It was observed by the researcher in a class when the lecturer gave a handout, the students were not enthusiastic to read. As in the courses of Basic Reading and Writing and Principle of Teaching and Learning, students were required to read each chapter determined by the lecturer. The problem that was often found was first, when students took the course, there were many students who were not enthusiastic about reading courses because the lecturer gave too much reading material. Therefore, the students' motivation in reading became low.

Second, the lecturer also gave the task of close book journal. After students read, close book journal was done in every meeting held in the classroom and in that way students were not motivated to read. Third, the researcher also found a problem that when reading subjects students were not motivated in reading material that the lecturer had given because students were more interested in reading novels and comics. Fourth, the method used by lectures when teaching made students became bored. With a boring method, students became lazy to read because when the lecturer provided reading material, the lecturer made a study group. To sum up, what makes the students have low motivation in reading

academic English text were about reading materials, uninteresting books and difficult language.

Delimitation of the Problem

In order for the discussion to be more focused, the researcher limited the problem. First, the research wanted to ascertain the factors that motivate ELED students to read academic English texts. Second, researcher wanted to explore the strategies used by ELED students to improve their motivation to read academic English text. Of the two problems, the researcher wanted to know the factors and strategies of students to obtain motivation in reading academic English text.

Research Question:

To conduct this study, two research questions are used as a guideline. The followings are the research questions:

1. What are the factors that motivate ELED students to read academic English texts?
2. What strategies do ELED students use to improve their motivation to read academic English text?

The Objectives of the Research

Based on the research question, there are two purposes of this research. The first purpose is to explore the factors that motivate students to read academic English. The second purpose is to ascertain the strategies used by students of ELED to improve their motivation to read academic English text.

The Significance of the Research

This research has several advantages and positive contributions.

These advantages are as follows:

For the students. It is expected that this research can make students more motivated in reading academic English text and students can have a strategy to improve their motivation in reading academic English text.

For the teacher. It is expected that this research can give teachers knowledge on how to motivate students to be more active in reading academic English text and teachers can provide motivations to students.

For other researchers. The results of the research will give the reference for the next research which is concerning students motivation in reading academic English text

Organization of the Research

Chapter one discusses the introduction of the study. There are some important points that are explained in this chapter. First, the background of the study describes the reason why the researcher is interested in discussing English Language Education Department students' motivation in reading academic English texts of an Islamic Private University in Yogyakarta.

Chapter two discusses the theories related to the implementation of English Language Education Department Students' Motivation in Reading academic English Texts. There are several contents to be discussed in chapter two, including definitions of motivation, definition of reading

motivation, motivation factors in reading academic English text and strategies to improve motivation in reading academic English text. This chapter also presents information about ELED students motivation in reading academic English texts.

Chapter three presents the methodology that is employed in this research. The subjects of research are discussed subsequently. Then, the data collection method which describes the strategies of data collection is explained in the following section. The last is data analysis presenting the procedure of collecting the data, as well as its procedure in analyzing the data. Interpreting the problem of the research methodology is discussed in this chapter.

Chapter four presents research findings and discussions. The researcher describes first, what factors motivate ELED students' to read academic English texts on Islamic Private University in Yogyakarta. The second finding are the strategies used by ELED students to improve their motivation to read academic english text . The researcher obtains these findings from individual interviews with the participants.

Chapter five presents the conclusion and recommendation of the research. The conclusion discusses the results of the study. The researcher summarizes the findings and the discussions from chapter four. In addition, the recommendation shows some suggestions for other researchers, students, and the lacture.