

## Chapter Four

### Finding and Discussion

This chapter shows results and findings of the interview to answer the research question. 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. The format of this chapter is reporting results or findings and then continued by some discussion and theoretical theory. The researcher then tried to find correlation between the theory and the finding based on the quote of the participants.

#### **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.

***Finding 1: Students find new and difficult words.*** This is one of the reasons that make students demotivated in English reading activities. Students have to understand the words they read in order to get motivated in reading. The first participant stated that one of his problems is that he does not understand the meaning of the word, which eventually makes him demotivated. "The problem is that I don't know the meaning, that is what demotivated me..." (P1.2). The second participant also shared the same opinion as the first participant.

They think that finding the meaning of the words is one of the reasons that make them demotivated in reading. As the second participant stated that “One of the problems I face when I’m reading is when I find a new word and I have to search the meaning of the word.” (P2.1). The third participant also stated that “One of the problems I have is the vocabulary or the grammar structure that sometimes I still cannot understand.” (P3.1).

Learning a new word is very crucial to get motivation 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 other cases, students that find difficult word also make them confused when it comes to reading English literature or English book. Sedita (2005) mentioned that English that is used in textbooks or printed materials is different from what is used in daily conversation, this will present challenge as the students try to make sense the sentence they read. Furthermore, Schimtt et al. (2011) studies shows that the estimate vocabulary knowledge for the second language learners had to have in order to understand the written text is 98%. It means that students have to know the majority of the words they read to understand the meaning of the text.

***Finding 2: Students have difficulties in grammar*** is the second reason for students to become demotivated in reading. Participant one stated his problem in reading. “There are many problems that I have; one of them is that in English you have to learn grammar which is related to our learning subject...” (P1.2). Participant three also stated that “One of the problems I have is the vocabulary or the grammar structure that sometimes I still cannot understand.” (P3.1)

Based on the statement, students also have to have a good grammar to be motivated in reading. For some cases, English grammar tend to have different grammar structure with students native language. The different types of grammar structures will make students confused and they might translated the sentence incorrectly. As a result, students that constantly make mistakes will be demotivated to read. In other case, English grammar is also more complicated than students' native language. One of the example is that students have to learn many form of tenses which is not exist in students native language. The more complicated the grammar, the students will also be more demotivated to read. Furthermore, Al-Mekhlafi (2011) mentioned that for the most part, within the classroom, any mention of grammar causes the student moments of discomfort and sometimes even terror.

***Finding 3: There is no test after reading activities.*** This is the third finding of students demotivating factors. The participants mentioned his problem as follow:

“...the problem I have from the lecturer is when there is no quiz (es) after the activity, sometimes we also lose our motivation. When there is no test, I will be like ‘Why should I read, no one will ask me about this.’ However, when there is a test after the activity, like it or not, you have to read the book.” (P2.4)

Based on the statement, 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. Ur (1996) mentioned that when students realized they are going to be tested they will invest more time and effort to learn the material compare to when they are simply told to read it. Therefore, if there is no test after reading activity, they will be demotivated to read.

***Finding 4: The class is set in unsupportive environment.*** In the fourth finding, participants think that when the class is set in unsupportive environment, they will likely become demotivated in reading. The participants mention their problems in the classroom as the first participant mentioned “When I have to read in noisy environment, I clearly cannot focus on reading.” (P1.2). The second participant also mentions the same statement:

“The problem that I face when reading in the class is that the class is too noisy. The lecturer once asks us to read while the class is noisy. Then, I have to find a good spot to read because I cannot concentrate while reading in noisy environment.” (P2.4)

The third participants also stated that “Sometimes when I read in the class, people outside the classroom are too noisy which disturbs my concentration.” (P3.2). 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.

In another aspect, sometimes other friends 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. The second participants mentioned “...when you are ready to read your book and then your friends come and she or he tries to talk to you. As the result, you are not interested to read anymore.” (P2.3). The third participant also shared the same opinion as he mentioned that “When I’m in the classroom, sometimes there is a friend who is bothering me when I tried to read...” (P3.3)

Based on this statement, there is possibility that a friend could affect students’ behavior especially to lower students’ motivation in reading. Students that are constantly distracted by other friends will have no time to do their activities such as reading. This is because when the students are ready to do their activity, the other students or friends who also have lack of motivation will come and disturbed them. As a result, none of the students

will actually do their activity as they supposedly do. Guthrie (2004) stated that one of the character engagements in reading is emphasized affect surrounding engagement which focused in social and physical environments. Students that have this type of engagement in reading have to be monitored. Therefore, teacher's role in monitoring student's activity is needed. Lamba (2014) also stated that if students do not pay attention during teaching learning activities, they will be involved in other activities such as private conversations, dropping pen or pencils, excessive movement of body parts, passing notes to others.

***Finding 5: Students are given too many pages in limited time.*** This is the fifth finding. If the students get too much pressure in reading, for example they have to read too many pages in limited time; they tend to be demotivated to do a reading activity. The participant argued as follows:

“Sometimes we are instructed by the lecturer to read many pages with limited time. When I read, sometimes I thought that I have read so many pages but in fact I only read a few pages. After that I will be like: Okay, I will continue later but at the end, we become lazy to read.” (P2. 2)

In addition, 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.

In another aspect, the teacher perhaps should find the perfect balance between giving a task and seeing students' capability. The teacher that could challenge the student is important, but they also have to see students limit. Ur (1996) stated that the teachers have to find the balance between putting some pressure on the students and giving some freedom in

learning. Putting too much pressure on students will only make them more demotivated in reading. In this case, telling students to read too many pages with limited time could lead them to become demotivated.

***Finding 6: Students are too tired.*** In this finding, students think that being too tired also one of the problems that lead them to be demotivated in reading. One of the participant mentions their demotivating factors as he stated “Sometimes when you are sleepy, you cannot read. Maybe it’s because I am too tired. Especially if you read at night and your body is too weak and then you are not continue to read.” (P2.3). The third participant also mentioned the same problem as he stated “...or sometimes it is because I am too tired so that I cannot focus.” (P3.4)

Despite the fact that students’ motivation comes from within students themselves, they also have to recognize when is the perfect time to read. When the students’ emotion or physical condition is not in a good state, it will be easier for them to be demotivated. However, Adler (1965) stated that a reader have to realize that one of the major purpose of reading is reading to learn and reading for enjoyment. When students realize the primary purpose of reading, they might be able to read even if they are tired because they use reading as fun activity.

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

In order to stay motivated, students also have to come up with strategies to cope with their demotivating factors. It is not easy to get motivated, but there must be a solution to every problem. 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.

***Finding 1: Guessing the meaning of new words.*** This strategy is one of the solutions that students use to overcome the first problem which is finding new words in the text. When the students read a book and they are not able to understand the meaning of the word, the first and second participants think that one way to understand the meaning of the word is by guessing it. As the first participants stated “... we can also guess the meaning of the words according to the writer.” (P1.6). The second participant also shares the same opinion as he stated that “Perhaps we can guess the meaning of the word. So, just suppose that this is the meaning and then see if it is actually right...” (P2.6).

Both of the 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. That is why guessing the word also can help the students more critical in analyzing the word and become more aware of the grammatical context. Huang and Eslami (2013) also mentioned that contextual guessing generally used to understand the the meaning of the new word when the learner have a lack of knowledge in vocabulary, grammar, or other linguistic elements in the text. Guessing the word could also become fun activities because students are challenged to see whether their guess is actually right or not.

***Finding 2: Finding the difficult words in dictionary.*** This strategy is still related to the first problem in this strategy, participants think that the solution for the problem such as difficult word can be solved by looking it at dictionary. As the participant commented:

“...maybe like other friends’ strategies, I would highlight the complex word and then find it in dictionary or just directly looking it at dictionary. And sometimes, when I do not understand the meaning, I just look it at my phone and use Google translate or other apps. After that, I will try to memorize the word” (P2.6)

The third participant claims that “...When I find a problem such as difficult vocabulary, I try to find the meaning of it in Google translate or dictionary.” (P3.5).

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. This is in line with Huang and Eslami (2013) who stated that access to a dictionary can help students become more autonomous because they are able find the right meaning of unfamiliar words in sentences without asking their teachers to explain. When students use dictionary, they can learn how to pronounce the word and learn how and when is the most appropriate to use the new word that they just learn. Students can also learn that a single word may have several different meaning and students can learn to determine the meaning based on the context of the text. As the result, the meaning of the sentence will make sense. Therefore, students who tend to be demotivated in reading will become more enthusiastic in reading. Students will be more enthusiastic because they will be able to find and explore new words, learn to use the words correctly, and determine the meaning based on the context while doing their reading activities.

***Finding 3: Learning grammar by breaking sentences.*** In the third finding, the researcher found that the students can cope with their demotivating factors in grammar by breaking the sentence. First participant think that students can improve their grammar by breaking the sentence. As the first participant stated that “...That is why we have to learn



grammar; we need more book to learn it. After that, we have to learn break the sentence...”

**(P1.5)**

Students who are used to read a book can perform this activity to improve their ability in grammar. The student who has a good grammar will understand the content of the book easily. In addition, Supakorn et al. (2017) pointed out that one of the strategies to improve students ability in grammar is through cognitive exercises. 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. Therefore, students who become demotivated in reading because of grammar problem can learn grammar easily. As a result, they will be more motivated to read.

***Finding 4: Listening to music.*** This is the fourth finding. This finding is the strategy that student use to cope with the unsupportive environment. The third participant thinks that listening to music can help him more focus on his reading material. The third participant stated that “I used to wear headset while listening to music so that I can stay focus and not getting distracted by other people or friends in the classroom.” **(P3.7)**

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. It is clear that some type of music can help students to be more focus in reading activity.

***Finding 5: Improving the reading habit.*** This is the finding of the strategies to cope with students' demotivating factors if there is no test after reading activities. The participants states that one of the ways to stay motivated is by making reading activity as habitual action. Therefore, they have to force themselves to read whether they like it or not.

“One way to cope with demotivating factor is to force yourself to read and making it as habitual action. Because if you are not getting used with reading activity, you will not be able to stay motivated. So you have to force yourself until you get your motivation back” **(P1.3)**

Based on the statement, the first participant thinks that he can cope with his demotivating factors by making reading activity as a habit. This is in line with Acheaw and Larson (2014) that reading habit has influence on students' academic performance. In order to make it as part of a habit, students also have to force themselves to read. However, despite the fact that students have to force themselves to read, they also have to balance between their ability and the type of book they are reading. Reading a book with sophisticated words may only increase students demotivating factors. Thus, students have to choose the book that is suitable with their language level. The book should not be too difficult or too easy. As a result, student who enjoy to reading can spend their effort, time, and concentration that will improve their grade in the class.

In other case, the first participant think that one way to solve his demotivating problem is by bringing book wherever he 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. As the first participant mentioned that “... Wherever you go, you have to bring a book...” **(P1.4)**

Although it seems pretty hard to do, this method could cope with students' demotivating problems. It is hard because it involves self-awareness to cope with students' demotivating factors. Students have to be fully aware of the importance of reading in order to get the motivation. Rai (2011) states that awareness with their thinking means the learners have to organize their method and problems in general. When the students fully understand the importance of reading, they will be able to organize and create their own method to solve their problems. Thus, students who bring a book wherever they went is actually aware of their problems and able to solve it by hoping that at some point they will find the motivation by carrying the book wherever they went. Students who have high level of dedication will not work for a short amount of time, they will invest their time, effort, and concentration in order to achieve their goal.

Additionally, students also have to make sure that whenever they bring a book, they have to bring an English book or article. As the first participant mentioned that "Wherever you go, you have to bring a book and you have to make sure that you bring English book."

**(P1.4)**

First participant think that when students bring a book and want to improve their ability in English, students have to make sure that they always bring an English book. English book will help the students to learn new types of vocabularies and learn the pattern of the grammar. Besides, students who are used to read English book might be easier to understand the content of the book rather than the students who are not.

Based on the finding, it can be concluded that the participants give solution to cope with their demotivating factors. However, Brown (2007) stated that teacher can also influence this type of motivation by building learners' self-confidence and autonomy, developing learners' goal-orientation, initialing the learning process, and developing a relationship with

learners. It means that teacher can also take participation in developing students' internal motivation by building learners' self-confidence or other actions that could lead students to be more motivated in reading. Students who have confidence that they are a good reader will believe that they can read fluently and understand well about the material. In the other hand, students who do not have self-confidence will start to doubt their ability and become poor at reading.

***Finding 6: Finding a good spot to read.*** This finding is related to the students' strategies if the class is not set in supportive environment. The second participants stated that "The lecturer once asks us to read while the class is noisy. Then, I have to find a good spot to read because I cannot concentrate while reading in noisy class." (P2.4)

Based on the statement, 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. She also further explain that the teacher can help to solve this problem by modificating seating arrangement or arranging students who have the same interest into one group.

***Finding 7: Managing the time.*** 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. The second participants think that when he can manage the time, he will be able to divide how many pages he can read in a day. The second participant stated that "...if there are too many pages that I have to read, sometimes I read three pages a day. So, I solve it by dividing the pages." (P2.5)

By dividing the pages, students will be able to focus more on the content of the book they are reading. They also can save their energy because they divide a large task into a smaller one by doing it in different time. It is in line with Brewster and Fager (2000) who 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. Effective time management meaning students have to use their time in optimal way to increase productivity and to achieve their goals. Sahito and Vaisanen (2017) stated that the goal may be achieved by advanced planning, organisation and implementation. He further explain that people who have good time management are those who know how to: spend their time, set priorities, plan, organize their activities, schedule their assignments, delegate their time and work, stop procrastinating, minimize and manage external time wasters, focus on one task at a time and avoid multi-tasking, and feel positive to reduce stress and stay healthy.

***Finding 8: Take a break for a while.*** This finding is a solution to the students who is too tired to read. The third participant stated that “Sometimes when I’m too tired to read, I will stop for a moment and continue the reading later.” **(P3.8)**

However, Donner (2013) find out that the outcomes reported from her study show that there is no a significant difference between classes receiving a break during lecture and those who are not but the classes that take a breaks took a more active role in the class period while the classes not receiving breaks were more passive learners. Although there are no significant differences between the classes who take a break, the participants still 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.