

Chapter Two

Literature Review

This literature review presents significant matters related to the study. This literature review will discuss some of the important studies related to the students' motivation towards the use of the novel as a teaching material in reading class. To support the case, this chapter will explain more about the definition of motivation, the types of motivation, the definition of demotivation, demotivating factors in English reading activities, teaching material, English novels, Students' reading ability, and the benefit of reading English novels. The last thing in this chapter explains the previous study and conceptual framework.

Motivation

This part explains the definition of motivation and the types of motivation in classroom reading activities. In the definition of motivation, there will be some judgments from the experts. In the definition of motivating, there will be an explanation and types of motivating. Those types of motivating are intrinsic motivation and extrinsic motivation.

The definition of motivation. 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, Hamzah stated 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.

Previous Studies

Two previous studies had been conducted related to the current study. The first is a study conducted by Kasyulita and Ratnasari (2016) entitled "an Analysis of Students' Motivation in Reading Procedure Text at The First Grade of SMA 1 Rambah Samo". This article aims to investigate the students' motivation in reading, especially students' motivation in reading procedure text in the first grade of SMAN 1 Rambah Somo. The participant of this study is 21 students from the second-grade

students of SMAN 1 Rambah Samo in the 2014/2015 academic year. To achieve the aim of the study, the researchers used a questionnaire as an instrument to collect the data that consists of 10 items; the students have 45 minutes to answer all of the questions given by the researcher. The finding of the study revealed that there are several categories of the students' motivation in reading procedure text there are excellent, good, enough, bad, and very bad. Based on the study, eleven students had a good motivation, eight students had enough motivation, one student had a bad motivation, and there are no students had excellent and very bad categories in reading procedure text.

The second is a study conducted by Salikin, Bin-Tahir, Kusumaningputri, and Yuliandari (2017). The title of the study is "The Indonesian EFL Learners' Motivation in Reading". This article aimed to investigate second language learners' motivation in reading. The participant of the study is the freshmen students of English Department Faculty of Humanities, Jember University in the 2015/2016 academic year. The number of participants were 101 students. The researchers used both qualitative and quantitative method. The qualitative data was taken by Interview and quantitative data were taken by distributing questionnaires. The finding of the study revealed two kinds of motivation such as intrinsic motivation and extrinsic motivation. The finding of the study revealed two kinds of motivation such as intrinsic motivation and extrinsic motivation. The researchers concluded that the experience of the EFL students influence their intrinsic motivation in reading the English context. The students who have more experiences in English reading have more desire to interpret English context. There were 47.6% of students did not enjoy

to read such a difficult English text and 45.2% of students did not like to challenge themselves in English reading. Besides the learners who have extrinsic motivation in reading an English context have a desire to compete and get the highest score. The percentage of extrinsic motivation is 69.04% in which the students like to be rewarded by their teacher when they read well the English context. 54.8% of students also like to be regarded as good English readers. 42.9% of students are even happy when their friends acknowledge their ability in English reading.

Based on two previous studies there are similarities and differences with this study. The similarity of this study with the two previous studies was to find out students' motivation in the reading class. In addition, there are also differences in previous research with this study, namely research participants, places to collect the data and research methods. Besides that, this study focus on the motivation of students at a private university in Yogyakarta with participants who have taken reading class that use English novel as teaching material.

Conceptual Framework

In this part, the researcher would like to explain the conceptual framework of this study. Teaching materials are important things in teaching and learning process, especially in the language learning process. In one of the English Language Education Department at Private University in Yogyakarta, some teachers use the novel as teaching material in reading class.

In this study, the researcher focuses on the Students' motivation in reading class that the teacher uses English novel as a teaching material in one of the private

university of Yogyakarta. The researcher of this study would like to reveal about the motivating factors and demotivating factors based on the theory.

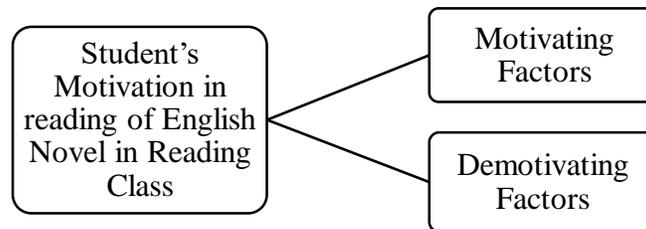


Figure 1 Conceptual Framework