

# **CHAPTER I**

## **INTRODUCTION**

This chapter present: (1) background of the study; (2) problem of the study; (3) research objective; and (4) significance of the study.

### **1.1. Background**

Reading is one the skills that poses student to have understanding and experience of students toward reading text. Duffy (2009) confirmed that the principles of reading are students represent their experience withreading and they use that experience to prompt an understanding of the text. It is important to comprehend what is being read. In short, it is a skill that triggers students to have the critical ideas after comprehending the text.

Based on the survey conducted by UNESCO (2019) related to reading literacy, Indonesia ranks 60 of the 61 countries where it is one of the lowest in willingness to read. It indicates that the students in Indonesia have the tendency to ignore the reading skill not only in language learning but also in their daily life. It is related to research study developed in Indonesia by Abrori (2018) which explained that student has low interest in reading even only 5.4 % adults in Jakarta who wants to read the text and it is triggered by several problems, such as, gadget, tv, and social media. meanwhile, the information is obtained through reading literary to enhance the experience and also knowledge. In other hand, it is the crucial discussion where every single generation needs to be concerned.

From the discussion above, reading takes a part to be the intent topic that everyone needs to be improved as well. Furthermore, students learn English at school where reading is one of the skills to be mastered. Santi and Reed (2015) confirmed that reading may construct student's critical thinking and it is supposed to be emphasized by the learners. In order to reach the English language learning goals while teaching, it is completely real matter for the teachers to build up students' communication through reading skill. To interact to our students that skills and strategies are just "stepping-stones" toward real reading, we are supposed to, as often as possible allocate experience with using the reading as real readers do (Duffy, 2009, p. 6). Pointedly, learners are produced to be good readers so that students will improve their accurate information and also communication in learning English.

Apart from that, in fact, teachers as the experienced mediator in constructing students reading interest encounter several problems while teaching reading skill in the classroom. One of the big problems is student laziness in reading section. It is in line to research study conducted by Madsen (2018) which revealed that laziness is a low academic performance or lack of responsibility. It is common problem experienced by the teachers at school while they are teaching English language. Students are less motivated or need more encouragement to contribute well in some subjects. In this case, they have less motivation to participate in reading activity instructed by the teacher. It is relevant to research study developed by Adedokun (2016) elaborated that there some factors caused someone's laziness, as the reflection, 1). It is because of fear of responsibility and accountability, which means many are

unwilling to work and hold the responsibility given. 2). Fear of expectation which means people intentionally lazy to prevent others from having high expectations for them and to make people plan for them. 3). Fear of risks and failures which mean many people despondent and lose courage when they look at the risks involved. Definitely, from those factors, it indicates that students probably face one the factors as well. Therefore, they are unmotivated to participate in reading activity.

In addition, there had several previous studies related to current study, the first, Ghafournia and Farhadian (2018) entitled, the relationship among demotivating factors, gender, educational fields, and reading proficiency: a study of Iranian EFL learners. This study explored the probable significant relationship among demotivating factors, gender, educational fields and reading proficiency of Iranian EFL learners. The findings revealed a significant relationship between the participants' reading proficiency and language learning demotivating factors. The second, Al-Khairy (2013) entitled English as foreign language learning demotivation factors as perceived by Saudi Undergraduates. This study was an attempt to investigate the common factors that were perceived as demotivating by the students. The result reported that Saudi university undergraduates felt demotivated because of the factors which include textbooks, English faculty behaviors; peer pressure; teaching methods; insufficient use of modern teaching aids.

Furthermore, several problems appear which affect students being demotivated. Such as, the difficulties in pronounce the words or vocabulary, and the fear to show up. Klingner, Vaughn, and Boardman (2007) declared that the students

with unmotivated learning are literally to demonstrate difficulties with decoding, fluency (reading words quickly and accurately), and vocabulary. As the result, teachers are supposed to find other ways to release students' laziness in reading activity. In teaching strategies for the reading that teachers have to foster the qualities of competence, awareness, and self-initiation (Guthrie, Wigfield, & Perencevich, 2004 p. 12). Hence, the teachers as the mediators to encourage students in dealing the problems in reading activity are supposed to have extra initiation while teaching them because reading is one of the important concerns to make them gaining new comprehension and view of the text.

Significantly, in order to decrease unmotivated students in reading activity, teachers can do several ways. Klingner, Vaughn, and Boardman (2007) suggested several strategies that can be applied while teaching reading. For instance: 1). Design instruction that incorporates effective principles of the direct instructions and strategy instruction, 2). Provide modeling, support, guided instruction, practice, attributional feedback, and opportunities to practice across text types, and 3). Monitor students' progress and make adjustment based on the situation and condition of the students. In the other hand, teachers have the opportunity to recreate new condition in the class even though students still have less motivation in reading.

Based on my preliminary study, at Junior High school 22 Palembang, teachers were implementing the method in reading subject by instructing the students to read of the text, finding the meaning, and comprehending the value of the text. In reading a text, they were asked to read it aloud. It aimed to analyze the way they read the text

and teach them how to do it appropriately. It was done twice a week to all the classes in the ninth grade students. Nevertheless, teachers encountered challenges in creating students motivation to participate in reading activity. I did the interview to the English teacher. She was explained that several factors affected their motivation on reading. For example, students were nervous when they were given the chance to read the text in the class, then, they had the problems in pronouncing the words or vocabulary in the text, they kept being silent when teacher asked them, and sometimes students hindered the activity by doing another activity in the same time (in this case students felt bored). Teachers had already tried to encourage students to participate well in the activity. Ironically, they kept being unmotivated students in reading activity.

From the discussion above, students have been involved by the teachers to contribute more in the activity although the response is not as good as what is expected. Additionally, from the teachers' perception, I gained the reflection that teaching reading activity is one of the core to acquire in learning language. It is in line to research study conducted by Arpa and Kaya (2020) revealed that the acquisition of reading skill is one of the most important targets of the curricula applied in primary schools. Pointedly, teachers and students are ought to cooperatively support to each other in adjusting this skill. In short, this case encourages me to conduct the research about how to deal with student demotivation in reading subject at Junior High School 22 Palembang. I choose this school because I have well-known the condition, situation, students, and also the teachers there. I had the experience teaching in this

school. So, it will be conducted by using interview which is face to face interview to the English teachers who are teaching the ninth grade students.

## **1.2. Research Questions**

Relates to the problem above, the following research questions are formulated:  
Why do the students' feel demotivated in reading subject at Junior High School 22 Palembang?

## **1.3. Research Objectives**

From the problems above, the objectives of the study are as follow: To find the students' feel demotivated in reading subject at Junior High School 22 Palembang.

## **1.4 Significance of the Study**

The study is aimed to give more benefits in all aspects of learning process. I will get and reach more understanding about the factors of student laziness in reading subject. Hopefully, it helps teachers to get positive feedback to solve the problems inside of students. Meanwhile, students are going to be encouraged to learn reading section. They are going to have motivation after participating in this study.

For the institute, it is a great deal to construct better learning process and also provided facilities for reading subject. All teachers, students, and leaders at school will get reflection how to deal with student laziness in learning language. It supports every single part to recognize them how crucial student encouragement is.