CHAPTER II

LITERATURE REVIEW

This chapter discusses the following: (1) concept of reading (2) purpose of reading (3) concept of reading comprehension (4) concept of demotivation (5) Factors of Demotivating in Reading (6) previous related to studies.

2.1. Concept of Reading

Reading is one of interactive processes between the reader and the text, in which the reader has knowledge to create and understand meaning of the text. Additionally, Nunan (2003) found reading is process combining information from a text and their background knowledge. While, Brassel and Ransiski (2008, p.15) found that the reading is the creation of meaning from the printed page. In short, reading is an interactive meaning process between readers and the text to get understanding meaning or information that delivered by author text.

There are two processes of understanding the content of reading English. According to Lauren (1986), understanding both process of reading is bottom-up and top down. Bottom-up process is a way of the reading, that is done by first recognize the various sign of linguistics. Such as, letter, morphemes, syllable, word, phase, discourse markers, and the use of the mechanism of the process of linguistic data that will be used as cues. Meanwhile, top-down process is process of reading, which is focused on an overview of the text content in general or as whole. Therefore, it can be

concluded that reading is process one of communication between the reader and the written text in the way of getting author's message of the text.

2.2. Purpose of Reading

There are three main points of reading. Accordance with Berardo (2006) reading for survival, for learning or for pleasure (as cited in Mishan (2015), p.). It is for survival that considered to be in response to our environment, to find out information and can include street signs, advertising and timetables. It depends very much on the day needs of the reader and often involves an immediately response to a situation. Otherwise reading for learning in considered to the type of reading done in the classroom and goal oriented. While reading for pleasure is something that does not have to be done. While, Grabe and Stoller (2013) said that there are seven purpose of reading there are:

1). Reading to research for simple information

2). Reading to skim quickly

3). Reading to learn from the texts

4). Reading to integrate information

5). Reading to write (or search for information needed for writing)

6). Reading to critique texts

7). Reading for general comprehension.

Reading comprehension for student is supposed to construct pronunciation skill, reading speed, and also practicing for communication with their peers. Students

will comprehend the text they read and scan the context of the text itself. As well as that, students can be triggered to pose themselves in learning other skills by reading the English story which means it supports students to get other skills.

2.3 Concept of Reading Comprehension

In reading text, the reader should comprehend what they read about the text to get information. Duffy (2009), comprehension is mind's ability to understand the ideas in a text and the message (p.14). Briefly, the comprehension is the process that involves thoughtful comprehension to the text.

Reading comprehension is the skill to process text, understand its meaning, and integrate with what the already knows. According to Brassel and Rasinski (2008), revealed that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that the information. While, Klinger, Vaughn and Boardman (2015) ssuggest reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text previous knowledge as well as variables related to the text itself interest in the text, understanding of the text types. Moreover, Duffy (2009) stated reading comprehension depends on prior knowledge or knowledge about the world. Prior knowledge is expressed with words. When comprehending, readers say to themselves.

Furthermore, Harber (1978), stated that the three levels of comprehension:

1) Level One

Literal – what is actually: fact and details, rote learning and also memorization, and surface on understanding only on this category are objective tests with true/false, multiple choice or fill-in-the-blank questions. Generic questions may be used in this type are who, what, when, and where questions.

2) Level Two

Interpretative - what is implied and meant, somewhat than what is actually stated with: Drawing the inferences, drain into prior knowledge/experience, append new learning on the old information, can making logical leaps and educated guesses, Reading the lines between determining what is meant by what is stated. In this category are subjective, the types of questions are asked are open-ended, like why, what if, and how.

3)Level Three

Applied -taking what was said or literal and from what was meant by what was said or interpretive and then, extend or apply the concepts or ideas beyond the situation. With: analyzing, synthesizing, and applying. In this level use are analyzing, synthesizing information and also applying it to other information (as citied in Roberto 2003, p. 23).

Furthermore, at SMP N 22, students' reading comprehension is in around level 1. They learn reading by memorizing, comprehending, and exploring the surface

of discussion with the teacher.Students are requested to answer several questions related to reading text and deliver the point of view about the text.To sum up, it indicates that, teachers and students are supposed to have a clear goal in learning target language, in this case is reading. Teacher sets reading's goal and need to be implemented to the class so that students learn based on their capability as well.

2.4   Concept of Demotivation

Motivation is divided into two sides: positives and darker sides. The latter can be regarded as the other side of motivation that may diminish motivation, which is as known as demotivation. It is regarded as the decreasing or losing of the motivation. It is the same as motivation for EFL learners in language learning. Dornyei (2001) defined demotivation as specific external forces that reduce or diminish the motivational basis of behavioral intention or an ongoing action. Furthermore, it can be defined as a situation that causes a lot of problems during the process of learning a language, and it may lead the learner to a complete rejection. Deci and Ryan (1985) reveal that demotivation came up with another term to be compared with *demotivation.* They claimed that demotivation is not absolute absence of motivation which may due to an initial interest, but due to the learners' experience of a situation I which he/she feels incompetent and unable to learn that language.

2.4.1.   Factors of Demotivating in Reading

There are several factors affecting student demotivating in reading activity. Previous research on motivation and demotivation at the college levelhadidentified

several demotivating factors utilizing both quantitative and qualitative methods (Jung, 2011). The first demotivating factor is related to teachers: teachers' attitude, personality, language proficiency, and teaching style, for example. This is mentioned as the biggest demotivating factor in some of the studies. Second is related to the organization of the class.This can include class materials, contents and pace of the course, and boring lessons. The third factor is related to class environment, which includes lack of appropriate school facilities, attitude of classmates or friends, and compulsory nature of English classes. Besides these external demotivation factors, there were also some internal factors: lack of interest and experiences of failure. Students with lack of interest tended to think English taught at school was not practical and/or unnecessary. They also considered English as not important in the real world and/or were not interested in English-speaking cultures.

Then, the source of experiences of failure were disappointing test or quiz scores, and not feeling accepted by teachers or peers, etc. Using these demotivation factors, some studies researched their relationship with students' achievement level with Korean college students (Cho and Chung, 2014) found that external factors caused higher demotivation level than internal factors for Korean college students, and low-proficiency students were more strongly affected by both the external and internal demotivating factors than high-proficiency students. Such different between proficiency levels were also apparent in Yoon and Kim (2018) and Ha (2019) although the specific demotivation factors were all not identical. Then, Lee, Kim and Bae (2016) contain an interesting finding in that parent factor (such as parental

pressure and expectation), which is usually not considered in other previous studies, was found to be a significant demotivation factor for mid to low proficiency students.

Additionally, Kang (2019) revealed that some problems in reading motivation are as follow:

1). Unfamiliarity to reading text

This aspect usually makes students being unmotivated to read. Such as, difficult to read (pronunciation of the words), too long (the duration of reading activity), to easy English (for some students who have mastered English as their daily activity), shallow content (the material that is to short and also unclear), and no interesting genre (the type of reading text that is unfamiliar for students).

2). Teacher's Competence

In the class, teacher plays prominent role to engage students in teaching learning process. Meanwhile, several teachers still apply conventional teaching style that make students feel bored. In this case, students had no motivation because teacher teaches with monotones activity.

3). Sociocultural environment

In this factor, students and their friends participate in learning process as well as reading activity, sometimes, the class atmosphere is noisy for studying a reading text or some students did not support to each other in reading. In short, this factor can demotivate students in reading subject.

4). Test Score or Evaluation

In reading subject, teacher usually evaluates students' reading performance. So, some students feel afraid to make a mistake. They decide to be silent or passive in reading activity. As the result, students are unmotivated to participate in the reading subject.

5). Attitude

Students indicate various characteristics. Several students are good at listening to the teacher or pay attention to their friends. Meanwhile, some students did not do the same. So, it can demotivate students in reading subject.

2.5 Previous Related Studies

There are several related studies discussed about demotivation in reading and learning English. First, Kang (2019) entitled seeking to relieve demotivation for Korean College students learning English. The results demonstrated that three of the factors (Teachers' Competence & Teaching Styles, Lack of Intrinsic Motivation, and Peer Environment) did not function as high demotivation factors, while the other two (Learning Contents & Materials and Test Score) were demotivating for low achievement level students.

Second, Khouya (2018) entitled students demotivating factors in the EFL classroom: the case of Marocco. This study was conducted to investigate the problem of demotivation in English language learning (ELL) within the Moroccan context. To attain this objective, two instruments were adopted: a questionnaire and a writing test.

Students did not consider English language as a demotivating factor while learning it itself; (3) students were largely positive towards their teachers of English; (4) crowded classrooms were the main demotivators in learning environment among classmates, textbook of English, and classroom atmosphere; (5) generally, learning environment was the main demotivating factor in ELL; (6) as for gender, there was no significant difference between males and females in terms of the number of demotivating factors that they encountered. In the light of these findings, some pertinent implications were provided.

Third, Ghaith (2019) entitled the interplay of selected demotivation determinants and achievement in EFL critical reading and writing. This study investigates the interrelatedness the English as a foreign language demotivation factors of learning difficulties, threats to self-worth, monotonous teaching, poor student-teacher relationships, and learners' proficiency in critical reading and writing. Eighty (n =80) EFL learners participated in the study.Results revealed positive correlations between perceptions of threats to self-worth and learning difficulties and proficiency in critical reading and writing. Likewise, while monotonous teaching was negatively correlated with proficiency in critical reading, it correlated positively with learning difficulties and threats to self-worth. It was also found that poor student-teacher relationships were positively related to perceptions of learning difficulties, threats to self-worth, and to perceptions of learning difficulties.