CHAPTER IV

FINDING AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussions.

4.1. Finding

The research finding was related to factors students' demotivation in reading. It was conducted by using phone-called interview. The data gained from the interview was analyzed by using thematic analysis. In the explanation related to the participants, I used initial name for all participants involved. There were six students, the first student initially (S1), the second student initially (S2), the third student initially (S3), the fourth student initially (S4), the fifth student initially (S5), and the sixth student initially (S6). They got involved to share their views related to demotivation factors in reading activity.

4.1.1. Factors Demotivated Students in Reading

After analyzing the data gained from the interview conducted to the students who assumed demotivated, I discovered the factors of students' demotivation in reading which could be classified into several indicators. The themes and codes gained from the analysis of qualitative data were listed in table. 1. It could be explored as follow:

Table.1. Theme and Code of Factors Demotivation in Reading

NO	THEME	CODE
1	Unfamiliarity to the reading text provided by teacher	1. Students revealed that reading unfamiliar text or articles demotivated their interest in reading because they needed to comprehend each word in the text. 2. Other students maintained that having fun in reading text could build their interest in reading, while, they usually got unfamiliar text or article where discussing about news and report that decrease their motivation in reading. 3. It was found that students were unmotivated to discuss unfamiliar reading text because they had to explore the meaning and its words. So, it released their motivation in reading.
2	Fear of Reading Evaluation	1. Students confirmed that they had a fear to read the text or article assigned by the teacher because they felt nervous to be evaluated by friends and teacher. so, students had less motivation to read text in front of their friends and teacher. 2. Other students also revealed that they had limited knowledge. When they had the turn to answer the questions given by teacher, they rarely answered it in correct way because they already felt shy, panic, and anxious before delivering their answer. It showed that students had a fear to share what they thought as well.
3	Students' Attitude Factor	1. In reading activity, students did not really pay attention to learning process because they felt boring in the same time.

		2. Both of students confirmed that they preferred to play the game than reading text and listening to what their friends read about because they did not really need it in their daily activity.
4	Sociocultural Environment Factor	1. Students argued that something in the class could demotivate them to participate in reading because sometimes class situation was too noisy. Mostly, students talked about other things outside of the topic in reading, or sometimes students just played around with their peers that built unwell condition in the class. So, it was not appropriate to develop their reading skill as well.
		2. Other students revealed that their peers rarely support them to learn how to read well, it decreased their motivation to have good reading skill because their friends also indicated unmotivated to learn together.
5	Teacher's Monotones	1. Students revealed that when coming to reading activity, they would automatically feel bored because the teacher merely asked them to read and read. Then, teacher discussed the text and requested them to answer several questions. It was done mostly every single meeting. As the result, it triggered students unexcited to participate in reading activity.
		2. Students confirmed that when teacher explained the lesson, each student had turn to answer teacher's random questions even though they did not understand the lesson yet. So, students being unmotivated because they had limited chance to have well-preparation.

*Administered data: November 25, 2020

The themes and codes were formulated from the qualitative data as listed in

table 4.1.1. It was displayed about the factors of students' demotivation in reading

activity. It consisted of several discussions which tent to negative sides. Then, it was described in the following discussion below.

2.1.1.1. Unfamiliarity to the Reading Text Provided by Teacher

In reading activity, teacher had prepared the following reading text to be shared to students. Students were asked to read and comprehend the article or text. Meanwhile, students tent to be unmotivated when it came to discussion and reading session. In the process of reading activity, teacher had implemented the method that was appropriate to encourage students in reading. The teacher provided the material and discussion for each meeting. Teacher would guide them and followed by the students in the same time. The materials usually talked about new information or news coming from the facts happened around people right now. In fact, teacher encountered some students rarely participated to read in reading activity. Specifically, students indicated demotivated to read the text assigned by the teacher.

Based on the result of interview, it was found that students felt demotivated because they needed to comprehend the meaning of the text that hindered them to do so. The first student initially S1 said, *"hmm.. I am not really interested in reading the unfamiliar text because I prefer something fun"*(Personal Communication, November 25, 2020). It was supported by the third student initially S3 also added, *"I prefer discuss about familiar text in reading yea, because I will more understand than reading unfamiliar text"*(Personal Communication, November 25, 2020). Additionally, the topic and the material in reading were a bit higher for the level of students. The sixth student S6 revealed the same idea, *"sometimes, the material is*

complicated, I do not really know what to read and how to read, I need more guidance as well"(Personal Communication, November 25, 2020).

Furthermore, students were requested to comprehend each word in text. Moreover, the text was talking about unfamiliar topic such as American History or Worldwide singer biography. This definitely could demotivate students to participate actively in reading because they felt uninterested in the topic discussion as well as it was hard to be comprehended.

2.1.1.2.Fear of Negative Evaluation

In the class, teacher sometimes requested students to read the text provided by teacher. Then, they were asked to comprehend the words in the text and they would have chance to share their idea. In this case, students felt nervous, shy, and anxious in the same time because they knew that their reading comprehension would be evaluated by teacher as well as their friends in the class. the evaluation sometimes was not always good made students being unmotivated because they had limited English knowledge. Therefore, several students chose to be silent in reading activity. It indicated that students had the fear of negative evaluation.

The result of interview proved that students were unconfident when they were requested to read the text in the class. It was conveyed by the first student initially S1, he stated, *"I need to read when the teacher asks me to do so, in fact, I worried whether I get good score or not"*(Personal Communication, November 25, 2020). It was also supported by the forth student S4 confirmed, *"I will keep participating, but I do not want to be evaluated, I feel shy because my friends will know my*

skill"(Personal Communication, November 25, 2020). It indicated that this was one of the aspects that hinder students to pose reading skill. Students became pessimistic to show up their reading performance even though it was not felt by all students in the class.

2.1.1.3.Attitude Factor

In learning process, all students were supposed to be good individuals. In this case, not all students could be controlled in the class. The result of interview revealed that students did not really pay attention in reading activity because they felt boring in the class. It was supported by the sixth student S6 revealed, *"I did not really listen to what teacher say because I sometimes talk to my seating friend, as the result, I did not completely understand about the lesson today"*(Personal Communication, November 25, 2020). The second student S2 also shared the same idea, *"I do not know kak, sometimes I listened to my friends and teacher but I am reluctant to dig more information on it"*(Personal Communication, November 25, 2020). It showed that needed to behave well in the class in order to pay attention to what the teacher delivered. As the result, it could be one of the factors that demotivate them in reading skill.

2.1.1.4.Sociocultural Environment Factor

Learning English in the class, students were expected to show up their ability in all language skills. It was one of the accurate places for students to explore English language with their peers and teachers. Students were able to be engage the time to sharpen their reading performance. In fact, based on the result of interview, students

argued that there were few students who supported to learn how to practice reading skill. Mostly, students had limited knowledge of English, as the result, students did not have time to discuss about the lesson. It was supported by the first student S1, he said, *"my friends do not really want to study together because they were also reluctant to join reading activity. Sometimes, maybe 3 or 4 students in the class who master reading skill"*(Personal Communication, November 25, 2020). The fifth student S5 added, *"I tried to learn by myself even though I know that my friends can read well, they rarely share what they know"*(Personal Communication, November 25, 2020). It indicated that class situation and peer relationship in the class could influence their motivation in reading performance.

2.1.1.5.Teacher's Monotones

Teacher played prominent role as the facilitator in the class. Students sew the teacher as their role model in learning process. In fact, in learning activity, sometimes teacher needed to upgrade their competence in teaching. It was because teacher still applied classic method to the students while they were modern students who needed fresh learning process. In this case, teacher conducted monotone teaching process in reading activity by asking students to read the text one by one, then, they were asked to find the meaning of the words, after that, they were asked to deliver what they had obtained. As the result, students would feel bored to participate in reading. Automatically, it demotivated students in reading activity.

The result of interview showed that several students revealed that the reason why they felt unmotivated because of the teacher taught the same method in whole

time. It was supported by the first student S1, he revealed, *"I am bored because the teacher asks us to read and read only"*(Personal Communication, November 25, 2020). The fifth student S5 also said, *"I was sleepy when teacher explains the lesson with the same way such as finding the meaning and delivering summary"*(Personal Communication, November 25, 2020. It displayed that students felt unmotivated to read and participate in reading activity. Therefore, teacher needed to upgrade their teaching competence so that students would be interested in reading.

2.2. Discussion

Based on the finding above, the results of the data were displayed by using thematic analysis. I discovered several aspects related to the factors that demotivate students in reading activity. It consisted of 1). Unfamiliarity to reading text provided by teacher 2). Fear of negative evaluation, 3). Attitude factor, 4). Sociocultural environment factor, and 5). Teacher's Monotones. These factors were elaborated in the following discussion below:

The first factor was unfamiliarity to reading text provided by teacher. This was one factor that could build students' demotivation in reading performance. Teacher and students would discuss a lot of topic, thus, teacher was supposed to upgrade the material to be more interesting for students because it was the crucial main point in teaching learning process. Students would feel boring and monotones if they got unfamiliar or uninteresting topic and texts that they needed to read. It is in line to research finding developed by Sakai and Kikushi (2009) proved that material,

attitude, test score, and teacher' competence were included as demotivating factors for students in reading activity. In short, it indicated that having well-preparation was a must to hinder students' demotivation and to construct their belief and comfort to practice reading as well. It was also supported by research finding conducted by Kang (2019) elaborated that some factors that demotivated students in reading were learning content and material, teaching style, and lack of motivation from within individual. Briefly, students encountered difficulty in comprehending the material given by teacher because they had limited knowledge of English.

The second factor was fear of negative evaluation. In reading activity, teacher usually conducted assessment while they were reading. In the same time, other students in the class would pay attention to check the reader. As the result, students could be more nervous when they were evaluated directly. It could trigger students' worry to show their reading performance because they were afraid of making mistake. It was supported by some research that students felt worried and unconfident when having evaluation in reading. It is in line to research finding developed by Sakai and Kikuchi (2009) discovered that several factors affected students' demotivation in reading were material, test score or evaluation, teacher competence, and attitude. Research finding conducted by Hu (2011) also proved that students demotivation in reading proficiency could be affected by assessment or evaluation to the students. It displayed that students' evaluation in reading activity was the factor of students' demotivation.

The third factor was attitude. It was one of the factors that prompted students to be demotivated in reading activity. Definitely, students were required to follow the instructions and the rules well. Meanwhile, in this case, students had negative attitude toward reading activity that could decrease their belief in their own reading skill. It was proved by research finding conducted by Trang and Balduaf (2007) elaborated that negative attitude and poor self-assessment toward lesson as the main possible of learner related demotivation. Therefore, having positive attitudes towards reading and willingness to engage in reading are linked to high attainment in reading. Reading motivation refers to the learner's personal values and beliefs about reading process and its results. Attitude and motivation in establishing, developing and maintaining reading habits are important because of their effect on the learner's participation in reading activity (Pumfrey, 1997). Meanwhile, in this case, students had negative attitude toward reading activity.

The fourth factor was sociocultural environment factor. This was one of the factors that hindered students to participate in reading activity. Basically, students and teacher spent the whole learning process in the class. Students and teacher learnt together in the class. In fact, sometimes class situation did not support them to learn comfortably. It was in line to research finding conducted by Khouya (2018) discovered that learning environment was the most demotivating factors chosen by the students which had the percentage 38% a bit higher than other factors. In short, to support students' reading competence not only the teacher who played important role in the class, but also the students. It was also relevant to research finding discovered

by Ullah and Fatema (2013) maintained that stressful in the class made reading classes less motivating to learners. It proved that having good class environment was crucial aspect to make comfortable condition in reading activity. Thus, creating good class atmosphere was needed to achieve goal in reading.

The fifth factor was teacher's monotones. Based on the description above, there were five main factors of students' demotivation in reading activity which influenced their reading performance in the class. It was close to some previous related study where the focus of the study was similar. It was in line to research finding developed by Kang (2019) 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.

Pointedly, this finding and previous related studies mentioned above had some similarities about several factors which affected to students' reading performance. The result of this finding was obtained through analyzing data thematic analysis.