

CHAPTER II

LITERATURE REVIEW

A. Motivation and Demotivation

Motivation and demotivation have relation that they explain things in different point of view. Demotivation comes from the word 'de' and 'motivation'. In English word formation, the prefix 'de' is used as the negative form of the next word. Motivation has close relation with learning because it is critically important to student, lack of motivation is a frequent problem with students at all levels. It can be said that by demotivation we mean a state or conditions that hinders a person from doing his or her best in achieving a specific purpose. (Soureshjani & Riahipour, 2012). According to Küper (2001) "demotivation is not just a reversal of motivation."

B. Motivation

In a process of teaching learning process, motivation has its own important role as one of the factors affecting it. Not only important, motivation is also the power of class's successful learning. Moreover, motivation has been known by both teachers and researchers as one of the key factors that influence the rate and success of the second/ foreign language learning.

Motivation stands as the first important factor to lead of learner's interest in learning a language. It gives the encouragement to establish the foreign language learning and later the driving force to support the long learning process. With no motivation, the learners even for those having high

intelligence cannot accomplish their long-term goals, and neither is appropriate curricular and good teaching enough on their own to ensure student achievement (Dornyei, 2001). There are two kinds of motivation, as follow:

a. Internal Motivation

Intrinsic motivation is self-determination activity, that conciously happen to the learner to have willingness of studying language. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure.

b. External Motivation

Extrinsic motivation comes from outside of the individual. Extrinsic motivation is a construct that affects whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

C. Demotivation

In contrast with motivation, demotivation gives negative impact to the demotivated learners. Similarly, demotivated learners could be regarded as the negative counterparts of motivated person. Furthermore, a demotivated learner is someone who has lost his or her interest for some reason. The loss of interest can derive from various sources of demotivation. For example, a teacher who cannot drive the class or a boring textbook can demotivates the learners.

The nature of demotivation it self brings the negative aspects to the learners. This is in line with Dornyei (2001) that demotivation is specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. These negative external forces include the teacher, the inadequate school facilities, the reduced self-confidence, the negative attitude towards the second language and second language community, the compulsory nature of second language, the attitude of group members and course book.

Demotivatiion can exceed in several areas, those are teachers' personalities, commitment, competence, teaching methods; Inadequate school facilities (very big group, not the right level, or frequent change of teachers); Reduced self-confidence due to their experience of failure or lack of success; Negative attitude toward the foreign language studied; Compulsory nature of the foreign language study; and Interference of another foreign language that students are studying.

D. Demotivating Factors

Any factors which can cause individu to not do an activity is called demotivating factors. Based on a study that collected data using questionnaires and semi-structured interviews, Addison and Brundrett (2008) had focused on the type of issues impacting motivation and demotivation, and concluded that poor responses from the children and the workload factors caused the demotivation.

In conclusion, the current study appears to contribute to the related literature for three reasons. First, studies on motivation and demotivation mainly focused on the EFL learners rather than teacher motivation and demotivation. Second, while motivation and demotivation include cultural aspects, only one study was found on EFL teaching in the Turkish context.

Third, the studies in terms of EFL teachers mainly focused on motivation, strategies to motivate teachers and student-teacher motivation relationship rather than teacher demotivation. Most of the studies on teacher demotivation researched some of the factors quantitatively and analytically rather than investigating all of the factors holistically and qualitatively. Thus, the current study aims to qualitatively investigate the factors causing demotivation in the EFL teaching process.

There are two types of demotivating factor, internal and external. The followings are the explanation of both factors:

E. Internal Demotivating Factor

The internal demotivating factor is from learner themselves. It means the factors come out from the learner themselves, like motivation. It deals with the learner attitude itself. However, this internal demotivating factors are the damaged one. Teacher should be able to motivate them in many ways cause the characteristic of inividu is never the same of one another.

F. External Demotivating Factors

External demotivating is factors which come from the outside situation or environment of the learners. The dangerous of this kind of factor is when

students have motivation from their internal, the external demotivating factors may damage them. However, teachers can help the external demotivating factors so that it does not disturb students' internal motivation.

G. Demotivating Factors in Reading

The low motivation in reading habit has great impacts on students' achievement. A study conducted by Takase in 2004, Takase interviewed 81 out of 219 students who were enrolled in a year-long extensive reading program. She found several factors that motivated her eager readers, such as materials, attitudes toward extensive reading, after-reading tasks, which included summary writing, a sense of achievement and self-confidence, and sociocultural environment. At the same time, she found that some of these same factors also hindered the reluctant students from reading English extensively. In addition, participants in her study showed that L1 reading habits unexpectedly demotivated some participants from reading in English. Table 1 summarizes the results of her study of both motivating and demotivating factors elicited through interviews with the 81 students mentioned above (Takase, 2004).

Takase drew a table of students' motivating and demotivating factors in reading as follows:

Table 2.1 Demotivating Factors in Reading English Text

Factors	Motivating Factors	Demotivating Factors
Materials	Easy to read Good length Different from textbooks Interesting Stories	Difficult to read Too long Too easy English Shallow content No interesting genre
Attitudes toward extensive reading	Free choice of materials Free choice of time No translation No dictionary Sense of accomplishment Self-confidence	Uncomfortable reading speed Uneasy feeling because of no translation Guilty feeling for not using a dictionary
After-reading tasks (Summary writing)	Good way to review Practice of writing English	Annoying Time consuming
Sociocultural environment	Parents' positive involvement or encouragement	Busy school life (tests, clubs, after school classes) Busy with other subjects
L1 reading influence	None Fond of reading	L1 bookworms' devotion to L1 reading

The table shows both internal and external demotivating factors, then the researcher identify that the internal demotivating factors are:

1. Students think that reading is annoying and time consuming.

Reading is assumed to be a boring activity because there are many development of technology that helps the people do not need to read. They can easily get information by watching video, listening and from a picture. Those such ways make the reading is time consuming.

2. Students are less interested in the genre of the text.

Many students only want to read one or two genre of the english text. Besides, they are not interested to the topic provided within the text. It appear double trouble factors.

3. Students feel difficult to read whithout translation.

The influence of L1 makes the students feel less confidence to read the text that is not their L1. Moreover in English as foreign language, they are depending on the use of dictionary. They are not aware enough to know that reading is used to learn how to understand the passage of the text by trying to guessing the difficult word based on the context.

H. Reading

Comparing to four basic english skills, reading is considered as the main important skill. It has received more attention than any other aspects of education. Reading can be categorized into receptive skill, like listening. This means it involves responding to text, rather than producing it.

I. Definition of Reading

Reading has many definition as it is explained by many experts. According to Brown (2000), reading is a process of getting the meaning of something written or printed by interpreting its characters or symbols. Reading is a second language that defined as process of catching full linguistics meaning in the new language through the symbol used to represent it.

The statement has close meaning to Harris's (1992:9) that he said reading is the meaningful interpretation of printed or written verbal symbols which also involves sensing, perceiving, achieving meaning, learning reacting in variety of ways.

From these definitions, it can be said that reading is an activity from the reader comprehend the meaning and information from the text by

understanding, catching, translating, and giving meaning to the written form. Therefore, it can be concluded that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word to understand the content of a text and to get information from the text.

J. The Importance of Reading

Reading skill becomes very important in the world of education. By reading, students may get beneficial information that is not given by teachers in the classroom. Furthermore, more than 50 percent of the national final examination items consist of reading skill. Therefore, the students should be trained in order to have good reading skill. Harmer (1998:684) states that, reading is useful for language acquisition, because it is needed for career, for study purposes, or simply for pleasure. By reading they will acquire the new vocabulary they never know before as well as the information.

When talking about reading, we are very close to the use of a text. Reading is not only about sentence or paragraph but mostly about text. Oberholzer (2005:1) stated that understanding the reading text is far more important than knowing the mechanical skill of reading. Without comprehension, reading would be nothing. It can be inferred that understanding the text is the main purpose that need to be achieved by the students because reading is not simply about mechanical skill. In order to understand text, Westwood (2001:31) argues that readers must use information they already have to filter, interpret, organize and reflect upon the incoming information they get from the text. He thinks that efficient

interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Therefore, understanding the text is not an easy thing, so that is why there are many students find difficulties in understanding the text. Moreover, someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while answering the questions. Since the common questions on the text are mostly about the main ideas, finding reference, understanding the structure and an inference that can be drawn from the passages, the researcher considers that those questions are the basic difficulties faced by the students in understanding the text. Below, the researcher shows the possible difficulties faced by the students while understanding the text.

a. Extracting main ideas (skimming)

The main idea is a statement that tells the author's point about the topic. The main idea provides the message of a given paragraph or the argument that is being made about the topic. According to Vener (2013) identifying main idea is important because it is included in the overall idea of the paragraph.

Furthermore, she argued that the author should locate the main idea in different places within a paragraph. The main idea is usually a

sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Reading for specific information (scanning)

This is another purpose of reading, looking for specific information. The definition from Brown (2001:45) is scanning is quickly searching for some particular piece or pieces of information in a text. Then, when scanning the reader lets his eyes wander over the text until he or she finds the point, whether it is name of place, a kind of food, specific word, or specific information. However, to make the students scan effectively is not easy, they should know what kinds of information they need; also, they should have the strong belief where is the part from the text.

Therefore, sometimes it is difficult for a student to see and distinguish between important and unimportant information in the text in order to find specific piece of information such as name, date, word or phrases, and references in the text.

K. Causes of Difficulty in Understanding Text

Many different factors contribute as the cause of students' difficulties in understanding text. **Peter (2001:1)** states that some of those factors are located within the learner's background, some within the teaching technique, and some within the learner's environment

1. Learner's Background

The learner's background means something which comes from the learners themselves. It was related with the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner have known before.

a. Interest

Interest is being one of the important factors in order to increase the students' achievement in reading. Shalahuddin (1990:95) stated that interest is a concern that contains elements of feeling. It can motivate the students to be active in their job or their activity. Furthermore, De Bortoli (2010:28) argued that having an interest in and enjoying a subject affects not only the intensity, quality and persistence in specific learning situations but can also affect engagement in learning situations in general and enhances motivation.

Therefore, if the readers have interest to read, it will be easier for them to understand what they read. On the other side, if the readers have no any interest to read, it will be difficult for them to understand it.

b. Motivation

Motivation plays an important role in understanding the text. Motivation is an important factor that may contribute to success at school and to lifelong learning. Motivation is a kind of internal drive, which pushes someone to do things in order to achieve something. As Brown (2004:160-166) points out, motivation includes factors such as

the need of exploration, activity, stimulation, new knowledge, and ego enhancement.

c. Dealing with unfamiliar words

One of the common problems facing by the student is lack of word or expression they know in the text. The reader will find the difficulty in neither understanding the text, because he is not familiar with the text. A written text may be difficult to understand because it contains many words unknown to the student. If students find many unfamiliar words in the text, even though the students are allowed to open the dictionary, it is still so hard for students to comprehend the text. Therefore, unfamiliar key words about the text need to be taught to students before reading the material so that they can be easily understand the material.

Therefore, it can be concluded that the good interest and motivation result the good achievement of the students. It will be easier for the students to achieve something if they have interest and motivation to learn it. As well as it will be easier for them understand text, if they have interest and motivation to read the text.

L. News Item Text

News item text is a text that many people can read the most. It is provided in newspaper, magazines, internet, and social media. Therefore, Sukarya (2012) states that news item text is a with the social function to inform the readers, listeners or viewers about news of the day which are considered newsworthy or important.

Every text has their own generic structure, the news item's are:

- a. News worthy event(s). in this stage, the writer/reporter gives the recount of events in summary form.
- b. Background event(s). in this stage, the event(s) clearly elaborated. Such as what happened, where and when the events happened, to whom or in what circumstances the events happened.
- c. Source(s). in this stage, the writer/reporter informs some comments by participants in, witness to and authorities expert on the event (s).

