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# CHAPTER I

# INTRODUCTION

The chapter presents the background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation and definition of the key terms.

## A. Background of the Study

The mission of every teacher seems to get the students motivated to read. To achieve that target is a great challenge for the teacher because some students are not interested in reading class. They seem to give up joining reading class. It may happen because the teacher still uses traditional method. One example of traditional methods that most teachers do is translating the text word by word. So, the students are not involved actively in their reading activity since the teacher control the class. Of course, this would be a monotonous activity for students. Considering this, the teacher should have a good idea to motivate students to read.[1] Sometimes, it is helpful to motivate students by understanding what the students' needs.

To understand their needs, the teacher may use enjoyable activities or games in reading class. One of activities that can be applied is by showing the interesting pictures related to the text to recall the students' description about the text they are going to read. Another example is by introducing some unknown vocabularies as

[1] Monique Boekaerts, *Educatioanl Practice Series-10: Motivation to Learn*, (Chicago: IAE Educational Practices Series University of Illinois, 2002), p. 9



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keywords whose meaning is very crucial to understand the text. Hopefully by applying those activities, it helps to create better atmosphere where the students feel comfortable involving the activities.

On the other side, reading also cannot be separated from students' interest. However, if some factors disturb their interest, some students may be demotivated of reading class. Takase mentions that there are some factors which make students are not interested in reading. For example, they are lack desire to read because they read difficult text that contains unknown words recognition. They also get difficulty in pronouncing it.[2]

In this case, the teacher seems have important role to overcome students demotivation. Using creative reading activities as has been explained in the previous paragraph can be applied to minimize students' boredom. Another strategy is the English teacher can be a good model for students. The teacher can be frequently visiting the library to read. By doing this, the students will do as their teacher does.

There are some researches concern to the students and teacher de-motivation in SLA[3]. From the research findings, it shows there were some unmotivated students who were reluctant to read books. They claimed that materials and difficult texts have strong influence to their demotivation. The research findings are also interesting since

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[2] Atsuko Takase, Effects of Eliminating Some Demotivating Factors in Reading English Extensively, *JALT Conference Proceedings,* (2003), 95-113 (p. 96)

[3] Hui Yan, 'Student and Teacher De-Motivation in SLA', *Asian Social Journal*, 5 (2009), 109-112 (p. 109).

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it describes the reality which most teachers face. One of them is some students tend to be lazy when the English teacher gets them to read their English textbook.

Facing the reality that the students are not interested in reading English textbook seems to be a problem for the teacher because textbook is an important media in teaching. It contains varied knowledge and also has a great role for students to learn reading in various texts, exercises, and so on.

Callahan has stated:

> Of all the materials of instruction, the textbook has had the most influence on teaching content and method. For many teachers, it has been the "be all and end all" of their instructional life. This is unfortunate because, properly used, the textbook is merely one of many teaching tools.[4]

The quotation above implies that textbook has great influence in teaching and it can be used as learning tool for teachers and students. Thus, if the students are not interested in reading their textbook, of course, it seems to impede their achievement in acquiring language. The teacher may also have difficulties to run the study well since the students are not interested in reading.

Considering this case, the researcher thinks whether demotivation problems also happen to the students at the school which researcher chooses, that is in MTsN Diwek Jombang. So, the researcher did the preliminary study to ensure that his research is possible to be applied in the school. The preliminary study was conducted

[4] Joseph F. Callahan and Leonard H. Clark, *Teaching in the Middle and Secondary School* (New York: Macmillan Publishing Company, 1988), p.447

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by interviewing to Mrs. Zaimatus Sholihah, S. Pd., (the English teacher of first grade) about her reading class.

From the interview, it is known that the students of first grade use "*Bahasa Inggris SMP untuk SMP/MTs kelas VII*" published by Yudhistira as their textbook. She also said that some students are lazy or worried about making mistakes when reading their English textbook. The rest is they are afraid if their friends laugh at them when they pronounce the words incorrectly. These reasons make them demotivated to read the textbook.

The researcher does a research in MTsN Diwek Jombang because of some reasons. Firstly, it is a state school. The level of students' ability is equal. They are categorized as good students since there are standard scores to be achieved for entering this school.

The second reason is that MTsN Diwek Jombang is one of the best schools in Diwek. Although it is a state school and one of the best school, but the researcher is curious whether students have good habit in reading their textbook.

Another reason is that MTsN Diwek Jombang is near from the researcher's village. This statement relates to the cost. Suharsimi says that there are four factors that support a research; one of them is the research cost.[5] If the researcher does not have enough money to do the research, it will inhibit the research activities in conducting a research.

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[5] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), pp. 31-32.

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The researcher chooses students at the first grade of MTsN Diwek Jombang as the subject of this research. From the results of the preliminary study by conducting interview to the teacher, it is assumed that their understanding about language is still not good. They are lack of vocabularies and their pronunciation is not good enough.

Based on the theoretical background and cases of motivation that researcher has stated in the previous paragraph, the researcher is going to conduct a research on first grade students. It attempts to prove whether cases of demotivation problems do happen to them. Therefore, the researcher conducts the study by the title "A Study of Students' Demotivation Problems in Reading English Textbook" (A Case Study at First Grade of MTsN Diwek Jombang).

## B. The Statement of the Problem

Based on the background of the study, the following are problems of the research:

1. What are demotivation problems faced by first grade students of MTsN Diwek Jombang in reading English textbook?
2. What are demotivating factors that cause students demotivation problems in reading English textbook?
3. What are the strategies used by the English teacher to solve students' demotivation problems in reading English textbook?

## C. The Objective of the Study

1. To know the problems of demotivation faced by the first grade students in reading English textbook.

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2. To analyze the factors that make them demotivated in reading English textbook.
3. To know the strategies used by the English teacher to solve students' demotivation problems in reading English textbook.

**D. Significance of Study**

The objective of this research is to get the data and information, to learn and identify the problems of students' demotivation at the first grade students of MTsN Diwek Jombang in reading their English textbook. The factors that cause them demotivated and how the strategies applied to solve the problems.

The researcher hopes that the result of this research will help students to understand their demotivation problems in reading English textbook and the factors that cause them.

For the teacher, the researcher hopes that it will be useful to solve the students' demotivation problems in reading English textbook.

The last, for future researchers, the study may be useful to provide a scientific reference on the study of students' demotivation problems in reading textbook and the strategies used to solve the problems.

**E. Scope and Limitation of Study**

The study limits on first grade students of MTsN Diwek Jombang. The research is going to focus on students' demotivation problems, the factors that demotivate them in reading their English textbook. Beside that, the strategies in solving students' demotivation problems also become the focus of this research.

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## F. Definition of Key Terms

The researcher includes some definitions of key terms used in this research. They are presented as follows:

1. **Demotivation** = specific external forces that reduce or diminish the motivational basis of a behavioral intention of the students.[6]
2. **Demotivation problem** = a difficulty that needs attention and thought of students' motivation in reading English textbook.[7]
3. **Demotivating factor** = any of the forces, conditions, influences, etc., that act with others to cause students' demotivation in reading English textbook.[8]
4. **Demotivated student** = a student who initially had a motivation to fulfill a goal in reading English textbook but has lost his/her motivation because of negative factors.[9]
5. **English Textbook** = a standard book for the study of English subject used in MTsN Diwek Jombang.

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[6] Hui Yan, 'Student and Teacher De-Motivation in SLA', *Asian Social Science,* 5 (2009), 109-112 (p.109).
[7] Dale H. Schunk, *Motivation in Education: Theory, Reseach, and Applications* (Ohio: Pearson Education, 2008), p. 4
[8] Fazal ur Rahman and Nabi Bux Jumani, 'Motivating and de-motivating factors among learners', *International Journal of Academic Research*, 2 (2010), 206-212 (p.206).
[9] *Ibid.*, p.200

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