CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerns to related literatures of students' demotivation problems in reading English textbook. It consists of some previous studies, theories from many sources about reading and textbook, motivation and demotivation, problems of demotivation in reading and the strategies applied to solve them.

A. The Previous Study

The following are some previous studies which are relevant to this research.

1. Effects of Eliminating Some Demotivating Factors in Reading English Extensively - by Atsuko Takase - Baika High School/Kansai University - 2003.

   This study investigates the effects of removing major demotivating factors from a year-long extensive reading program with 42 EFL Japanese high school students. This study concludes that providing a variety of interesting books at appropriate level and removing the stress of summary writing assignments could motivate learners to read English extensively. It also helps them develop a good reading habit. So, in this way they can devote themselves to reading with enjoyment.

2. Motivating and de-motivating factors among learners - by Fazal ur Rahman and Nabi Bux Jumani - International journal of academic research - 2010.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The objectives of the study is to identify the motivating and de-motivating factors to students in learning English and to find out the relationship between motivation and student achievement. This study notes that most motivating factors for learning English are self-esteem and honor. The result also indicates that there are gender differences in motivational factors. Male students are more motivated than female. However, the study does not find any significant gender differences in case of de-motivational factors for learning English.

3. Student and Teacher De-Motivation in SLA - by Huy Yan - School of Foreign Languages Qingdao University of Science and Technology - Asian Social Science - 2009.

This article reviews present research on student de-motivation in second language acquisition. It analyzes the teacher motivation from the macro-contexts and micro-contexts, and gives suggestions in removing de-motivation. The result says that complexity of motivation and human behaviors is only a little case but there are other different ways to remove student and teacher de-motivation.

4. Influences of stimulating tasks on reading motivation and comprehension - by John T. Guthrie and Allan Wigfield - University of Maryland - 2006.

The study focuses on the influences of stimulating tasks on reading motivation and comprehension. The finding is stimulating tasks in reading

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

helps students to increase their situational interest, intrinsic motivation as well as reading comprehension.

B. The Discussion about Reading

Discussing about reading does not occur just at the present but it has been a case for years ago. Many experts have revealed theories about reading on their studies. The followings are the explanation:

Pang S. and Muaka stated that reading is about understanding written texts with a complex activity involving both perception and thought. Furthermore, it is an activity which not only pronounces the written text, but also involves the visual activity, thinking and psycholinguistic.[10]

In the same point, another definition is explained by Ayup Dia. She has stated that reading is an activity involving thinking by combining the information from the text and their background knowledge to build the meaning. It purposes to get knowledge and create new ideas through interpretation of written or printed verbal symbols.[11]

Reading commonly consists of two related processes, those are: word recognition and comprehension. Word recognition refers to the process of perceiving

[10] Elizabeth S. Pang, Angaluki Muaka, *Teaching Reading*, IAE Educational Practices Series, 12th edn (Brussels: International Academy of Education (IAE), 2003), p. 6

[11] Ayup Dia P.S, Thesis: *"Using Interactive Reading Model to Help the First Year Junior High School Students in Comprehending Descriptive Text"* (Surabaya, Surabaya State University, 2010), p. 9.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.[12]

1. Guidance before Reading

Before students begin to read a text, teachers can do many activities. These activities aim as guidance to make them interested in reading. It may also provide them the global information about the text they are going to read.

According Nuttal, [13] there are five points of guidance that teachers possible apply. They are providing a reason for reading, introducing the text, setting up the task, breaking up the text and asking signpost questions.

a. Providing a reason for reading

Having to read texts chosen by the teacher is likely a boring activity for students. They may also give up early because the text is not appropriate to their interest. If this happens, they may feel bored. In this case, it is helpful to give students a good reason why they have to read. Providing a reason for reading will provide them kinds of information. It also gives them an imaginary about the text. They can decide what to skim over and what to step in detail. So, to understand the text completely, they do not need to read the whole text.

b. Introducing the text

---

[12] Elizabeth S. Pang, Angaluki Muaka, *Teaching Reading*, IAE Educational Practices Series, 12th edn (Brussels: International Academy of Education (IAE), 2003), p. 6

[13] Christine Nuttal, *Teaching Reading Skills in A Foreign Language* (Oxford: Macmillan Heinemann, 2008), pp. 154-161

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Introducing the text is a very important activity before reading. It will give advantages to teaching and learning if the teacher could run it well. In getting them, of course, teachers should avoid some faults that often appear.

Nuttal explains the advantages and the faults of introduction. Some advantages are described as follows:[14]

i. It arouses the students desire to read the text.

ii. It helps the students relate the text to their own experience, aims, and interests.

iii. It involves the students actively, for example by asking questions or discussion.

iv. It does not tell the students anything they can find out by reading the text.

v. It is usually short.

And the common faults in introduction stated by Nuttal are:[15]

i. It is too long.

ii. It gives away too much of the content of the text.

iii. It is irrelevant (and thus confusing rather than helpful, since it sets up misleading expectations).

iv. It is a monologue by the teacher with no student involvement.

c. Setting up the task

[14] *Ibid.*, p. 157
[15] *Ibid.*, p. 155

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

In setting up the task for students, teachers may start by asking for predictions toward the text based on the title or illustration. Teachers may also get the class to skim the text to answer the simple questions. Then, teachers invite students to check how far the correct responses they did. For example, teachers may provide the sequence of jumbled paragraphs of a text to be arranged into the right one or getting them to predict the content of a paragraph by removing every paragraph from the text.

d. Breaking up the text

Breaking up the text has some advantages in teaching reading, those are:

i. It makes the students easier to work on a short section of text than on a complete one.

ii. It is easier to hold students' interest if teachers deal with one section fully and then move on to fresh one.

iii. It leads to more effective learning.

e. Dealing with new language

Presenting key language items in introducing the text should not involve teaching all new language. It is just a guide to help students understand in inferring meaning from context. On the other hand, a long list of key words given as a warning that the text is too difficult to be understood.

f. Asking signpost questions

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

According to Nuttal, the signpost question has some functions namely: its purpose is not to test but to guide the readers, directs their attention to the important points in the text, preventing them from going off along a false track. The signpost also gives a specific reason for reading, one of them is students read more purposefully to find the answer or complete the task.[16]

As the definition above, signpost questions' aim is to direct students' attention to find the answer of the questions. However, it will be an obvious problem if they look only for the answer and do not continue to read the rest of the text carefully. If this happens, Nuttal suggests three ways to avoid this problem:[17]

i. Make sure that students know there will be a lot of more questions when they have finished reading.
ii. Make sure that the signpost questions cannot be answered until the whole section has been read.
iii. Devise signpost question that require students to think about the meaning, not just locate information.

C. Textbook

[16] *Ibid.*, p. 160
[17] *Ibid.*, p. 160

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

According to Callahan and Clark, textbook is a teaching tool. It can be a valuable thing particularly for beginning teachers because it has the most influence on teaching content and method of all instruction materials.[18]

The use of textbook can be applied in different ways to language programs. For example, it can be used as the main guide which provides both set of reading texts and exercises for skill practice.[19] It also can be used as an excellent base for building interesting, learning activities (discussion, inquiry, research activities) that stimulate the critical thinking.

1. Advantages of textbook

Teaching and learning English cannot be separated from the use of textbook because it has some advantages:[20]

a. It provides structure and syllabus for a program.

b. It helps standardize instruction.

c. It maintains quality.

d. It provides a variety of learning resources.

e. It is efficient.

f. It can provide effective language models and input.

g. It can train teachers.

h. It is visually appealing.

---

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

[19] Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 254

[20] *Ibid.*, pp. 255-256

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. Disadvantages of textbook

There are also potential negative effects of using textbook:[21]

a. It may contain inauthentic language.

b. It may distort contain.

c. It may not reflect students' need.

d. It can impede teachers' creativity.

e. It is expensive.

To minimize the disadvantage of the textbook, we could use the following strategies, namely;

a. Use the textbook if it seems desirable but do not let us become depending on the textbook. Use only the parts of textbook that seem good to the students' need and skip the other parts that do not relate to the topic that the teachers are discussing.[22]

b. Teach students how to study the textbook and to use its parts, such as table content, index, headings, charts, graphs, and illustration.[23]

c. Incorporate the textbook into a multiple-text teaching strategy.[24]

d. Do not use the textbook as the only one source of materials and activities.

e. Considering to choose the cheap textbooks but they have good quality.

---

[21] Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), pp. 255-256

[22] Joseph F. Callahan and Leonard H., Clark, *Teaching in the Middle and Secondary School* (New York: Macmillan Publishing company, 1988), pp. 447-448

[23] *Ibid.*, p. 448

[24] *Ibid.*, p. 448

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

KEMENTERIAN AGAMA PERPUSTAKAAN IAIN SUNAN AMPEL SURABAYA

f. Adapt the materials and activities from the textbook based on students' needs.

D. Problems in understanding text

Students often find difficulties to read. It is helpful if the teacher understands different kinds of the problems and able to recognize which students need special treatment and which students need regular treatment. Students who need special treatment are usually difficult to find out the main idea of the text. Teacher may treat them by presenting the key words and also break up the text into some small sections. For the students who need regular treatment, teachers may just ask them to skim the text.

To know the kinds of reading difficulties, Cecil and Ann have quoted from Bond, thinker and Watson about the general classification of common reading difficulties:[25]

1. Faulty word identification and recognition.
2. Inappropriate directional habits.
3. Deficiencies in basic comprehension abilities.
4. Limited special comprehension abilities (such as inability to locate and retain specific facts).
5. Deficiencies in basic study skills.
6. Deficiencies in ability to adapt to reading needs of content fields.

[25] Cecil D. Mercer and Ann R. Mercer, *Teaching Students with Learning Problems* (New York: Macmillan Publishing Company, 1989), pp. 337-338

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

7. Deficiencies in rate of comprehension.
8. Poor oral reading.

E. Motivation and Demotivation

The term of motivation comes from the Latin verb *movere* (to move). It is reflected as something that gets us going, keeps us working and helps us completing tasks. There are many theories explain about motivation and demotivation. One of them is coming from Schunk. He defines simply that motivation is a process for goal-directed activity.[26] It refers to the factors which move or activate the organism. We can realize the presence of motivation when we see someone works or acts toward certain goals. For example, we may observe to students who always study hard. Based on this phenomenon, we can know that there has been motivation that encourages them to act and achieve the goals.

There are essentially two levels of motivation, those are: intrinsic and extrinsic motivation. Intrinsic motivation refers to behaviour performed for its main goal because it is enjoyable and satisfying. For example, human beings eat because they are hungry, they drink because of thirsty. Extrinsic motivation, on the other hand, refers to behaviour performed in order to achieve some instrumental aims, such as receiving a reward (for example good grades) or avoiding punishment.

The opposite of motivation is demotivation. Dornyei defines that demotivation is a specific external force that reduces or impedes the motivation to

[26] Dale H. Schunk, *Motivation in Education: Theory, Reseach, and Applications* (Ohio: Pearson Education, 2008), p. 4

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

act. [27] Hui uses a similar term names amotivation. It means that the absence of motivation is not caused by a lack of interest but rather by the individual feelings of incompetence and helplessness when faced to the activity.[28] If motivation is considered as positive thing because it stimulates organism to act, demotivation is negative one. The reason is it influences motivation negatively or impedes motivation to activate organism in doing something.

Anyone who in demotivation condition called a de-motivated person. This term was reported by Qashoa who quoted from Domyel. He interpreted that a de-motivated person is someone who firstly had a motivation to fulfill a goal in an activity, but because of negative external factors, he / she has lost the motivation to do activity or achieve the goal.[29]

F. Motivating and Demotivating Factors for Reading English Books

Motivation and demotivation cannot be formed by itself. There should be factors that cause motivation and demotivation appear to the people. According to Day and Bamford, four major variables play a crucial role in motivating L2 learners to read extensively, they are: materials, reading ability, attitude toward reading in the second language, and the socio-cultural environment which includes influence of

[27] Hui Yan, 'Student and Teacher De-Motivation in SLA', *Asian Social Science,* 5 (2009), 109-112 (p.109).
[28] *Ibid.*, p.109
[29] 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).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

family and friends. Among these variables, they claim that materials and attitudes toward reading in the second language have stronger influence than the other two.[30]

The previous study about students' motivation and demotivation factors also has been conducted by Takase.[31] This study investigated the effects of removing major demotivating factors from a year-long extensive reading program with 42 EFL Japanese high school students. From the study, he assumed that students would read more if some of these demotivating factors could be removed or at least reduced.

Table below shows the result of the study; motivation and demotivation factors for reading English book conducted by Takase.[32]

Table.1 **Motivating & demotivating factors for reading English books**

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	L1 bookworms'

[30] Atsuko Takase, Effects of Eliminating Some Demotivating Factors in Reading English Extensively, *JALT Conference Proceedings*, (2003), 95-113 (p. 96)
[31] *Ibid.*, pp. 95-98
[32] *Ibid.*, p. 97

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	Fond of reading	devotion to L1 reading

G. Assessing Motivation in Reading Text

Motivation can be assessed in various ways, for example by direct observations, ratings by others, and self-reports.[33]

1. Direct observations

   Direct observations refer to behavioral instances of choice of task, effort expanded, and persistence (working for a longer time). These behaviors are valid indicators of motivation to the extent that they involve little inference on the part of observers.

   Cecil D. Mercer and Ann R. Mercer divide direct observation to be three components: observation of behavior, observation of teacher-student interaction, and observation of environment.[34]

2. Rating by others

   Another way to assess motivation is to order observers (e.g., teachers, parents, researchers) to rate the students on various indicative characteristics of motivation. Some advantages of ratings by others are observers may be more objective about students' evaluation than when students assess themselves. Another advantage is try to capture motivational processes that underlie behaviors.

---

[33] Dale H. Schunk, *Motivation in Education: Theory, Reseach, and Applications,* (Ohio: Pearson Education, 2008), pp. 13-16

[34] Cecil D. Mercer and Ann R. Mercer, *Teaching Students with Learning Problems* (New York: Macmillan Publishing company, 1989), pp. 146-147

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. Self-reports

Self-reports capture people's judgments and statements about themselves. Self-reports technique provides the students an opportunity to report on their own specific behaviors.[35] Questionnaires, interview, stimulated recalls, think-alouds, and dialogues are types of self-reports instruments.

a. Questionnaires

Questionnaires present respondents with items or questions about their actions and beliefs.

b. Interviews

An interview is a type of questionnaires in which an interviewer presents the questions or points and participants answer orally.

c. Stimulated recalls

For stimulated recalls, individuals work on a task and their performances are filmed. After that they watch their films and attempt to recall their thoughts at various points. Investigators typically stop the films at different times and ask questions to help respondents recall their thoughts.

4. Think-alouds

Think-alouds refers to students' expression or performance of their thoughts, actions, and emotions while working on a task. Their performance may be recorded by observers and scored for the presence of statements

[35] *Ibid.*, p. 154

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

relevant to motivation. This procedure captures students' thought at the time they occur and requires students to express it. However, in some case, students are not accustomed to express aloud while working. So, it seems awkward to some students. If it happens, they may have difficulty to express their thoughts. Investigators must prompt students when they reluctant to express it.

5. Dialogues

Dialogues are conversations between two or more people. The mechanisms of dialogues usually use actual interactions where the partners need to interpret the meaning to be able to communicate each other. In interpreting the meaning, of course, it may be different between a people to the others. Different interpretation may cause the result of problems emphasized in dialogues will be subjective.

The table below shows the outline of methods in assessing motivation suggested by Schunk:[36]

Table.2 **Methods for Assessing Motivation**

Direct observation	Behavioral instances of choice of tasks, effort, persistence
Rating by others	Judgments by observers of students on characteristics indicative of motivation
Self-reports	People's judgments of themselves
I. Questionnaires	Written ratings or items or answers to questions
II. Interviews	Oral responses to questions
III. Stimulated recalls	Recall of thoughts accompanying one's performances

[36] Dale H. Schunk, *Motivation in Education: Theory, Reseach, and Applications,* (Ohio: Pearson Education, 2008), p. 13

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	at various times
IV. Think-alouds	Verbalizing aloud one's thoughts, actions, and emotions while performing a task
V. Dialogues	Conversations between two or more persons

H. Strategies Solve Demotivation Problems

Some strategies for managing reading classes to arouse students' motivation described by Callahan and Clark:[37]

1. Creating a positive atmosphere

   Following are some suggestions for creating positive atmosphere in the classroom to arouse students' motivation:[38]

   a. Pay attention to the classroom's physical appearance.

   b. Watch out for students' comforts.

   c. Be supportive.

   d. Try to run a happy learning.

   e. Try to encourage students' high levels of aspiration and self-esteem.

   f. Try to use interesting strategies and tactics.

   g. Personalize the teaching.

2. Providing good example

   Students of school age learn most of their behavior by imitating others. Teachers can provide them with good prestigious models that they will pattern themselves. If the students realize that their teachers are trying really to serve

[37] Joseph F. Callahan and Leonard H. Clark, , *Teaching in the Middle and Secondary School* (New York: Macmillan Publishing company, 1988), pp. 137-146
[38] *Ibid.*, 137

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

them well and teachers really care to them, they will probably respond well to their teaching.

3. Inducing a favorable set

When teachers begin a lesson or activity, try to induce students an appropriate set which will generate interest, mood and attention. By this way, it is hoped that students will work enthusiastically and diligently.

4. Introducing Variety and Novelty

Teachers do not let themselves get stuck in the same teaching style by using the same procedures and same manners. Teachers also should not change their procedures too often or too rapid. Changing activities, content, or method frequently is liable since it will make students confuse.

5. Keep up the pace

Teachers should create a live atmosphere and do not let students feel bored. Inform them on their progress and involve them in their own learning. Another consideration for teachers to do is they should be sure that the work is difficult enough to be challenging, but it should not be too difficult.

6. Using reinforcement techniques

Following are some principles of reinforcement that may be helpful in motivating and controlling students:

a. Try to reinforce new desired behaviors by rewarding every time students are able to do the task well.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b. Once the behavior has been established consistently or the students' behaviors have shown good performance, the frequency of reinforcement should be reduced or it can be applied only when the students do mistakes.[39]

c. Reward the students' positive behavior as soon as possible. Then, when the students become more confident, teachers may delay the reward somewhat.

d. Try to use suitable rewards for every student. What is rewarded for one student may be a punishment for another.

e. In using rewards with recalcitrant students, teacher may start by giving some simple activities. Hopefully, by this way, it can minimize their boredom. When they have done the activities better, teachers should reward directly. Teachers may keep rewarding continuously until they achieve the positive behavior desired.[40]

f. Utilize contingency contract.

7. Build trust

Teacher should build trust among students. Careful preparation, hard working, good teaching technique, empathy, respect for students, fairness, and justice will help teachers to generate desirable students motivation.

[39] *Ibid.*, p. 144
[40] *Ibid.*, p. 154

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

In the previous paragraphs, Callahan and Clark have mentioned some strategies for managing reading class to arouse students' motivation. Similar to Callahan and Clark, Pang and Muaka point out some practical applications to solve students demotivation in their reading, namely.[41]

1. By talking to students about the different purposes of reading, they will be more aware of what to focus on as they read.
2. The use of different types of texts (stories, news articles, information text, and literature) will promote their skill and understanding in reading.
3. The use of authentic texts and tasks will promote purposeful reading.
4. Books and reading materials that are interesting and relevant to students will motivate them to read more.
5. Make connections between reading and students' lives.
6. Develop students' reading habit by involving them in some activities, such as: joining linguistic contests, making clippings from newspaper or magazine, discussing certain topic in the library, etc.

[41] Elizabeth S. Pang, Angaluki Muaka, *Teaching Reading*, IAE Educational Practices Series, 12th edn (Brussels: International Academy of Education (IAE), 2003), p. 15

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id