CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion about students' demotivation problems in reading English textbook, the factors that make students demotivated and the strategies applied by the English teacher.

A. Research Findings

Based on the questionnaire and the interview conducted to first grade of MTsN Diwek Jombang Lesson Year 2011/2012 and the English teacher, then obtained the following results:

1. Students' demotivation problems in reading English textbook and the factors.

The researcher in his questionnaire has revealed students' demotivation problems in reading English textbooks through seven items which aimed to find out what demotivation problems experienced by students in reading their English textbook. From the analysis conducted, the researcher found several points of students' demotivation problems in reading English textbooks:

a. Lack of desire to read

b. No pleasure to read

c. Lazy to read

d. Bored to read

e. Afraid to read

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f. Bashful to read

g. Anxious feeling while reading

The previous paragraphs explained the findings about students demotivation problems in reading English textbooks. The researcher revealed students demotivation factors through 20 items which aimed to find out what factors that caused students demotivation problems experienced by students. From the data analyses that researcher conducted, it was found that the factors described as follows:

a. Materials

   i. Difficult texts and tasks

   ii. Unknown words recognition

   iii. Too long/boring materials

   iv. Uninteresting topic/content

   v. Complex grammar

   vi. Difficult to pronounce

b. Attitude toward textbook

   i. Uneasy feeling because of no translation

   ii. Guilty feeling for not using the dictionary

   iii. English language in general is perceived difficult

c. Sociocultural environment

   i. Classroom activities (classmates' distracting behavior)

   ii. Lack of parental control

   iii. Lack of teacher's attention

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An analysis has been conducted on the questionnaire; the result was the researcher found students' demotivation problems in reading English textbooks and the factors as the table shows below. For more details about the demotivation problems in reading English textbook and the factors, it can be seen in the table below.

Table.4 Students' Demotivation Problems in Reading Textbook and the Factors

NO	DEMOTIVATION PROBLEMS AND FACTORS	OFTEN		SOMETIMES		SELDOM		RESPONDENTS
		F	%	F	%	F	%	
1.	**Lack desire to read**	54	46.96%	32	27.83%	29	25.22%	115
	- Difficult texts and tasks	69	60%	25	21.74%	21	18.26%	115
	- Unknown words recognition	69	60%	25	21.74%	21	18.26%	115
	- Difficult to pronounce	69	60%	30	26.09%	16	13.91%	115
	- Lack of teacher's attention	27	23.48%	28	24.35%	50	43.48%	115
2.	**No pleasure to read**	27	23.48%	43	37.39%	45	39.13%	115
	- Difficult texts and tasks	56	48.69%	29	25.22%	30	26.09%	115
	- Unknown words recognition	50	43.48%	32	27.83%	33	28.69%	115
	- English language in general is perceived difficult	48	41.47%	28	24.35%	38	33.04%	115
	- Complex grammar	55	47.83%	33	28.69%	27	23.48%	115
	- Difficult to pronounce	45	39.13%	47	40.87%	23	20%	115
3.	**Lazy to read**	41	35.65%	33	28.69%	41	35.65%	115
	- Unknown words recognition	61	53.04%	29	25.22%	25	21.74%	115
	- Difficult texts and tasks	53	46.09%	34	29.56%	28	24.35%	115
	- Uninteresting topic/content	39	33.91%	30	26.09%	46	40%	115
	- Lack of parental control	41	35.65%	47	40.87%	27	23.48%	115
4.	**Bored to read**	43	37.39%	44	38.26%	28	24.35%	115
	- Too long/boring materials	34	29.56%	33	28.69%	48	41.74%	115
	- Unknown words recognition	65	56.52%	30	26.09%	20	17.39%	115
	- Difficult to pronounce	55	47.83%	46	40%	14	12.17%	115
5.	**Afraid to read**	39	22.61%	30	26.09%	46	51.30%	115
	- Difficult to pronounce	28	24.35%	34	29.56%	53	46.09%	115
	- English language in	40	34.78%	37	32.17%	38	33.04%	115

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	general is perceived difficult							
6.	**Bashful to read**	55	47.83%	32	27.83%	28	24.35%	115
	- Classroom activities (Classmates' distracting behavior)	46	40%	29	25.22%	40	34.78%	115
7.	**Anxiety**	59	51.30%	31	26.96%	25	21.74%	115
	- Uneasy feeling because of no translation (Guilty feeling for not using a dictionary)	65	56.52%	32	27.83%	18	15.65%	115

The researcher also explains the content of table into sentences to make it easier to be understood by the reader. The explanation is described as follows:

a. Lack of desire to read

NO	DEMOTIVATION PROBLEMS AND FACTORS	OFTEN		SOMETIMES		SELDOM	
		F	%	F	%	F	%
1.	**Lack desire to read**	54	46.96%	32	27.83%	29	25.22%
	a. Difficult texts and tasks	69	60%	25	21.74%	21	18.26%
	b. Unknown words recognition	69	60%	25	21.74%	21	18.26%
	c. Difficult to pronounce	69	60%	30	26.09%	16	13.91%
	d. Lack of teacher attention	27	23.48%	28	24.35%	50	43.48%

The table shows that a number of 54 respondents (46.96%) often experienced lack of desire to read, 32 respondents (27.83%) stated that they sometimes had that feeling and 29 respondents (25.22%) stated that they seldom had lack of desire to read.

The contributing factors that made respondents had different feeling are explained as follows:

i. Difficult texts and tasks

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A number of 69 respondents (60%) stated that this factor often influenced them, so they were lack of desire to read, 25 respondents (21.74%) stated that they sometimes felt the feeling and 21 respondents (18.26%) stated it seldom occurred to them.

ii. Unknown words recognition

Unknown words recognition became another factor that caused respondents to be lack of desire to read. From the 115 respondents, 69 respondents (60%) stated that unknown words recognition often influenced them, 25 respondents (21.74%) stated that they sometimes were influenced by this factor and 21 respondents (18.26%) stated that they were seldom influenced by this factor.

iii. Difficult to pronounce

The researcher found 69 respondents (60%) stated that difficult to pronounce often influenced their lack of desire to read, 25 respondents (21.74%) stated that this factor sometimes happened and 21 respondents (18.26%) stated that this factor seldom gave influence to them.

iv. Lack of teacher attention

Teacher attention means that the English teacher seldom motivated students to read the English textbook. This factor gave the least effect among the others. Only 27 respondents (23.48%) who agreed that the English teacher always motivated them, 28 respondents (24.35%) stated sometimes and 50 respondents (43.48%) stated that the English teacher seldom motivated them.

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b. No pleasure to read

NO	DEMOTIVATION PROBLEMS AND FACTORS	OFTEN		SOMETIMES		SELDOM	
		F	%	F	%	F	%
2.	**No pleasure to read**	27	23.48%	43	37.39%	45	39.13%
	a. Difficult texts and tasks	56	48.69%	29	25.22%	30	26.09%
	b. Unknown words recognition	50	43.48%	32	27.83%	33	28.69%
	c. English language in general is perceived difficult	48	41.47%	28	24.35%	38	33.04%
	d. Complex grammar	55	47.83%	33	28.69%	27	23.48%
	e. Difficult to pronounce	45	39.13%	47	40.87%	23	20%

The result shows that 45 respondents (39.13%) stated that they seldom experienced "no pleasure to read", 43 students (37.39%) stated that they sometimes felt this feeling, while 27 respondents (23.48%) stated they often experienced it.

The factors that caused this demotivation problem are described as follows:

i. Difficult texts and tasks

56 respondents (48.69%) stated that difficult texts and tasks often made them unpleasant to read, 29 respondents (25.22%) said sometimes and 30 respondents (26.9%) stated it seldom made them unpleasant to read.

ii. Unknown words recognition

Unknown words recognition became another factor that caused students got no pleasure to read. From the 115 respondents, 50 respondents (43.48%) said that feeling no pleasure to read influenced by unknown words recognition, 32 respondents (27.83%) stated that this factor sometimes made them unpleasant to read and 33 respondents (28.69%) stated seldom.

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iii. English language in general perceived difficult

Undeniably, many students considered that English is a difficult language as a whole. From such assumption, it impacted their attitude to their textbook. So, they experienced demotivation in reading their English textbooks. It can be seen on the table. A total of 48 respondents (41.47%) said that they agreed / often experienced this problem since the assumption above, while 28 respondents (24.35%) said sometimes this thing affected them, and 38 respondents (33.74%) said that it seldom happened to them.

iv. Complex grammar

In reading textbooks, students often faced to the problem of the complex grammar. It caused the emergence of having no pleasure to read to students. It can be seen from the result of questionnaires on the table. 55 respondents (47.83%) said that complex grammar influenced them to have no pleasure to read, 33 respondents (28.69%) stated sometimes and 27 respondents (23.48%) stated that this factor seldom influenced them.

v. Difficult to pronounce

As the lack of desire to read in the previous paragraph, difficult pronunciation was also a factor of demotivation problem. It can be proved from 45 respondents (39.13%) who stated that difficult to pronounce often made them have no pleasure to read, 47 respondents (40.87%) said sometimes and 23 respondents (20%) said this seldom happened to them.

c. Lazy to read

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NO	DEMOTIVATION PROBLEMS AND FACTORS	OFTEN		SOMETIMES		SELDOM	
3.	Lazy to read	41	35.65%	33	28.69%	41	35.65%
	a. Unknown words recognition	61	53.04%	29	25.22%	25	21.74%
	b. Difficult text and task	53	46.09%	34	29.56%	28	24.35%
	c. Uninteresting topic/content	39	33.91%	30	26.09%	46	40%
	d. Lack of parental control	41	35.65%	47	40.87%	27	23.48%

The table shows that 41 respondents (35.65%) were often lazy to read, 33 respondents (28.69%) stated that they were sometimes lazy to read, while 41 students (35.65%) stated it seldom happened to them. In this case, the percentages indicate that the number of students who were often lazy to read and who were seldom was the same.

The following are the factors, namely:

i. Unknowns word recognition

A number of 61 respondents (53.04%) said that unknown words recognition often made them lazy to read, 29 respondents (25.22%) stated that they were sometimes lazy to read caused by this factor and 25 respondents (21.74%) stated it seldom they felt.

ii. Difficult texts and tasks

Based on the table, a number of 53 respondents (46.09%) stated that difficult texts and task they experienced, so they felt lazy to read. Then 34 respondents (29.56%) stated sometimes and 28 respondents (24.35%) stated it seldom occurred to them.

iii. Uninteresting topic / content

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If the topic or the content contained in the textbook was interesting, of course, it would increase students' motivation in reading the textbook. But if the topic / content is not appealing, then automatically they would be lazy to read it. A total of 39 respondents (33.91%) said that they often felt lazy to read caused by uninteresting topic / content in the textbook. Then 30 respondents (26.9%) stated sometimes and 46 respondents (40%) stated that it seldom influenced them.

iv. Lack of parental control

Parents played an important role to the growth of students' motivation in reading the textbook. Lacks of parental control lead them to be lazy in reading their textbook. A total of 41 respondents (35.65%) said that they often felt lazy to read because of this factor. Then 47 respondents (40.87%) said that this factor sometimes made them felt lazy to read and 27 respondents (23.48%) stated seldom.

d. Bored to read

NO	DEMOTIVATION PROBLEMS AND FACTORS	OFTEN		SOMETIMES		SELDOM	
		F	%	F	%	F	%
4.	**Bored to read**	43	37.39%	44	38.26%	28	24.35%
	a. Too long/boring materials	34	29.56%	33	28.69%	48	41.74%
	b. Unknown words recognition	65	56.52%	30	26.09%	20	17.39%
	c. Difficult to pronounce	55	47.83%	46	40%	14	12.17%

The table shows that there were 43 students (37.39%) who often felt bored to read, 44 students (38.26%) stated sometimes, while 28 students

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(24.35%) stated that they seldom felt bored to read. In this case, students who stated that they often felt bored to read and who stated sometimes were only quarrel 1.

The factors are described as follows:

i. Too long / boring materials.

Too long / boring materials also became the factor of students' demotivation problems to read English textbooks. This factor caused students felt bored to read. A total of 34 respondents (29.56%) stated that they often felt bored to read, 33 students (28.69%) stated sometimes, while 48 students (41.74%) stated that they seldom feel bored to read because of this factor.

ii. Unknowns word recognition

It became another factor that caused students felt bored to read. From the 115 respondents, 65 respondents (56.52%) said that they experienced this often, 30 respondents (26.9%) stated sometimes and 20 respondents (17.39%) stated that unknown words recognition seldom caused them felt bored to read.

iii. Difficult to pronounce

As the problem lack of desire to read and no pleasure to read described in the previous paragraph, difficult pronunciation also became the factor of feeling bored to read. It can be proved from 55 respondents (47.83%) who stated it often became the factor, 46 respondents (40%) said sometimes and only 14 respondents (12.17%) said that this factor seldom influenced them to feel bored in reading.

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e. Afraid to read

NO	DEMOTIVATION PROBLEMS AND FACTORS	OFTEN		SOMETIMES		SELDOM	
		F	%	F	%	F	%
5.	**Afraid to read**	39	22.61%	30	26.09%	46	51.30%
	a. Difficult to pronounce	28	24.35%	34	29.56%	53	46.09%
	b. English language in general is perceived difficult	40	34.78%	37	32.17%	38	33.04%

The table shows that 39 respondents (22.61%) often felt afraid to read, 30 respondents (26.9%) stated that they sometimes felt afraid to read, and 46 respondents (24.35%) stated that they seldom felt afraid to read. In this case, there were more respondents who seldom felt afraid to read than the respondents who stated often. This feeling was caused by two factors, namely they were difficult to pronounce and perceived that English in general was difficult.

The factors are described as follows:

i. Difficult to pronounce

The first factor that caused students felt afraid to read was difficult to pronounce. A total of 28 respondents (24.35%) stated that this factor often influenced them, 34 respondents (29.56%) stated that this factor sometimes influenced them and 53 respondents stated that difficult to pronounce seldom affected them to feel bored in reading.

From the result, we know that the respondents who claimed seldom were greater than who stated often.

ii. English language in general is perceived difficult

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The students were afraid to read caused by the assumption that English in general was difficult. The table shows that a number of 40 respondents (34.78%) stated that this factor often made them afraid to read, while 37 respondents (32.17%) stated that it sometimes affected them, and the remaining was 38 respondents (33.04%) stated that this factor seldom happened to them.

f. Bashful to read

NO.	DEMOTIVATION PROBLEMS AND FACTORS	OFTEN		SOMETIMES		SELDOM	
		F	%	F	%	F	%
6.	**Bashful to read**	55	47.83%	32	27.83%	28	24.35%
	a. Classroom activities (Classmates' distracting behavior)	46	40%	29	25.22%	40	34.78%

One problem of students demotivation problems was they were bashful to read. Bashful here meant that the student were shy in reading the textbook. The table shows that 55 respondents (47.83%) claimed that they were seldom bashful to read, 32 students (27.83%) stated it some sometimes they felt, while 28 students (24.35%) stated that they often felt bashful to read.

i. Classroom activities (classmates' distracting behavior)

Bashful to read happened because of classroom activities (classmates' distracting behavior). When English teacher asked the students to read in front of the class or read by aloud voice, the classmates laughed at them since the reader made some mistakes, such as errors in pronouncing the words. Being laughed by other students caused the reader became bashful to read. A number

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of 46 respondents (40%) stated that they often felt bashful to read because of this factor, 29 respondents (25.22%) stated sometimes, and 40 students (34.78%) stated that this factor seldom made them bashful to read.

g. Anxious feeling while reading

NO.	DEMOTIVATION PROBLEMS AND FACTORS	OFTEN		SOMETIMES		SELDOM	
		F	%	F	%	F	%
7.	**Anxious feeling while reading**	59	51.30%	31	26.96%	25	21.74%
	- Uneasy feeling because of no translation (guilty feeling for not using a dictionary)	65	56.52%	32	27.83%	18	15.65%

The table shows that there were 59 students (51.30%) who stated often experienced anxious feeling in reading, 31 students (26.96%) stated that they were sometimes, and 25 students (21.74%) stated that they seldom got anxious feeling in reading.

This problem happened to students because of their uneasy feeling where there was no translation. From 115 respondents, 65 respondents (56.52%) stated that this feeling affected them to be anxious, 32 respondents stated that it was sometimes they felt and only 18 respondents (15.65%) who said this factor seldom influenced them to had anxious feeling.

The result described that the most significant demotivation problems in reading English textbook was anxious feeling. It can be seen from 59 respondents (51.30%) stated that anxious feeling often happened to them. Then, the most low demotivation problem was they did not have pleasure to read, just 27 respondents

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(23.48%) said that it often happened to them. It means that this problem really occurred in grade first although it was not a significant problem for them.

2. The English Teacher Strategies to Solve Students Demotivation Problems in Reading English textbook

Besides exploring the problems of students demotivation in reading English textbooks and the factors, the researcher also tried to reveal the strategies applied by English teacher to overcome these problems. To get the answer, researcher has conducted the interview with English teacher to find out what strategies she applied. From the interview, the researcher got some strategies applied by the English teacher to overcome demotivation problems in Reading English textbook, namely:

a. Telling students to read

For the problem of bashful to read caused by the classroom activities (classmates' distracting behavior), the way to overcome was the teacher told students to read aloud in front of the class. When they made an error, the teacher told them to repeat it then the teacher corrected directly. Teacher also urged other students not to laugh if the reader made an error while reading. This method was also useful to address the problem of students' demotivation because of the difficulties in pronouncing.

b. Being a good example

To be a mentor for students to increase their motivation to read, the teacher should be able to set an example by demonstrating good attitudes and actions. It

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indicated that their teacher had an interest in books and loves to read. For example, the teacher visited the school library.

c. good parental control

The teacher did not only motivate students but also motivated their parents to give a positive control, so that the interest and motivation of their children to read was able to arouse.

d. Giving advice

The English teacher always gave constant advice to motivate them to read their textbook. For example, teacher gave some advices about the importance of reading textbook every time the lesson starts or finishes.

e. Providing a reason for reading

In reading class, it was not practicable for students to choose their own text. So, the teacher provided a good reason for students why they should read the textbook. The teacher provided a good reason by telling them that there were many advantages they would get. The teacher also informed that the text was appropriate to students' needs or interest.

f. Introducing the text

According to the teacher, it was helpful to introduce the texts before students started to read. This intention was to point them in the right direction, to get them into the right mood for the particular texts and made them felt interested in reading. So that, students would not judge that the texts were too difficult, long and boring.

g. Breaking up the text

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A long text commonly influenced to weak students. When the teacher asked them to read a text, the slower students felt that the time was inadequate while the faster students finished faster before the time was up, so the slower students were bored and restless. To solve these problems, teacher broke up the texts before getting them to read.

h. Dealing with new language.

The texts frequently contained of vocabularies which the students had never understood before (unknown words recognition). It caused their reading motivation decreased. Thus, the teacher provided key language items of the text during the introduction. The teacher just presented the important key words because presenting many key words was a sign that the text was too difficult. Instead of arouse their motivation this would reduce their motivation to read.

i. Involving students in some activities

The teacher involved students in some activities, for example, joining linguistic contests, making clippings from newspaper or magazine, discussing certain topic in the library, doing games related to the topic in the textbook. These kinds of activities were interested and motivated students toward their reading.

B. The Discussion

There are some previous studies that concern to motivation and demotivation in second language acquisition. One of the previous studies was conducted by Takase. His study focused on effects of eliminating some demotivating factors in reading english extensively. This study investigates the effects of removing major

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demotivating factors from a year-long extensive reading program with 42 EFL Japanese high school students.[1]

The difference between this study and the previous studies is this study more focus on specific aspect and the previous study concern to more general aspect of second language acquisitions. This study focuses on demotivation problems in reading English textbook, the factors and the strategies applied by English teacher.

To know the demotivation problems that this study concerns, the result of the questionnaires shows that there were 59 of 115 respondents stated that the most significant problem was anxious feeling while reading the English textbook. The percentage showed that 51.30% of the total respondents had anxious feeling (see question number 24 in appendix 1and table number 7 in appendix 2).

Other problem which has been revealed was 54 respondents or 46.96% were lack of desire to read (see question number 1 in appendix 1and table number 1 in appendix 2), 27 respondents or 23.48% stated that they were no pleasure to read (see question number 5 in appendix 1 and table number 2 in appendix 2), 41 respondents or 35.65% were lazy and bored to read (see question number 11 in appendix 1 and table number 3 in appendix 2), 39 respondents or 22.61% were afraid to read (see question number 19 in appendix 1 and table number 5 in appendix 2). Beside that, there were also 55 respondents or 47.83% who were bashful to read the textbook (see question number 22 in appendix 1 and table number 6 in appendix 2).

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

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The problems of demotivation happened because of some factors. There were three aspects of factors which contain some sub-variables factors. First was about materials. It became one of students demotivation problem because it contained of difficult texts, unknown words recognition, too long or boring materials, uninteresting topics and contents and complex grammar.

The second was students' attitudes toward textbook. Their attitudes were uneasy feeling because of no translation (guilty feeling for not using a dictionary), difficulties in pronouncing and perceiving English in general was difficult.

The last was because of social environment. It contained of classroom activities (classmates' distracting behavior), lack of parent control and lack of teacher attention. The teacher attention here meant that the teacher seldom gave the student some supports and advices to motivate their reading.

Based on the previous paragraphs that the researcher illustrated, students demotivation and the factors obviously happen to the students. From the results can be concluded that every problem occurred because of certain factor, for example, students ware lack of desire to read because they felt that the texts were difficult. They were also difficult to pronounce them. Unknown words recognition and teacher behavior also encouraged them to have lack of desire.

As written on the result of interview, English teacher has explained what strategies the teacher applied in minimizing demotivation problems. Researcher also analyzed other strategies besides the strategies that were explained above. Those strategies were telling students to read, being a good example for students, giving a

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good parental control, giving advice, involving students in some activities and giving rewards to students.

Guthrie and Wigfield stated that in rewarding the students, the English teacher can include such activities as reading for Pizza Hut prizes or working for recognition in reading.[2] They also stated that giving rewards for reading are controversial, and, under some circumstances, undermine intrinsic motivation, which energizes long-term reading activities.[3]

In overcoming the demotivation problems, there are some strategies suggested by the experts followed by the English teacher. As described in the previous paragraph, the English teacher used rewards to overcome the problems. This strategy is the same to the Guthrie and Wigfield strategy. The English teacher also used introducing the text as another strategy. This strategy was suggested by Nuttal on his theory. According to Nuttal, introducing the text is a very important activity before reading because it gives some advantages in teaching and learning, for example, it arouses the students desire to read the text and help students relate the texts to their own experience, aims and interest.[4]

In using the strategies to overcome the problems was based on the characteristic toward the problems itself. For example, by providing a good reason for reading, the students would have an imagination to the texts, so they would not judge

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[2] John T Guthrie and Wigfield. 'Influences of stimulating Tasks on Reading Motivation and Comprehension', *The Journal of Educational Research*. (Maryland: Heldref Publications, 2006). p. 99
[3] *Ibid.*, p. 99
[4] Christine Nuttal, *Teaching Reading Skills in A Foreign Language* (Oxford: Macmillan Heinemann, 2008), pp. 154-161

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that the texts were difficult or boring. They were also able to skim over and decide which part should be read in detail to find out the information. This strategy was helpful for teacher to solve students' demotivation problems caused by difficult text and task, unknown words recognition and uneasy feeling because of no translation, namely; lack of desire to read, no pleasure to read, etc.

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