

THE LOW MOTIVATED FACTORS IN EXTENSIVE READING ACHIEVEMENT

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ABSTRACT

The purpose of this study is to explain what are low motivated factors in extensive reading achievement. It is based on the problems that some students had a low motivation in extensive reading, and they had a problem with their motivation. The bad effect of that problems the students are lazy to read in or out of the classroom. To achieve the purpose of study, the writer used case study with the design descriptive case study. The research participants took from the students from the second semester who took the extensive reading class at English Department University of Wiralodra Indramayu. To get the data, the writer used questionnaire, observation and interview. The findings showed that there was an equal percentage 21 % who said that reading ability and attitudes toward reading as the factors made them low motivated in extensive reading. In line the findings, Day and Bamford (1998: 29) revealed that low level reading abilities would normally lower expectations of success and thus lower motivation to read. And then, 26 % of students said that sociocultural environment made them low motivate in extensive reading. The last, the highest percentage was 32 % who said that materials made the students low motivated in extensive reading. Regarding the research findings, the lecturer should create an interesting and meaningful materials to increase students motivation and achievement in extensive reading

Keywords : *achievement, extensive reading, low motivated factors*

Sari

Tujuan penelitian ini adalah untuk menjelaskan faktor-faktor rendahnya motivasi mahasiswa dalam prestasi *extensive reading*. Penelitian ini berdasarkan masalah bahwa beberapa mahasiswa rendah motivasinya pada *extensive reading* dan mereka memiliki masalah dengan motivasinya. Dampak buruk dari masalah ini, mahasiswa jadi malas untuk membaca baik di dalam maupun di luar kelas. Untuk mencapai tujuan penelitian ini, peneliti menggunakan metode penelitian case study dengan desain penelitian descriptive case study. Responden penelitian ini berasal dari mahasiswa semester dua yang mengambil mata kuliah *extensive reading* pada Program Studi Pendidikan Bahasa Inggris Universitas Wiralodra Indramayu. Untuk mengumpulkan data, penulis menggunakan kuesioner, observasi dan wawancara. Hasil penelitian menunjukkan bahwa ada jumlah persentase yang sama sebesar 21 % yang mengatakan bahwa kemampuan membaca dan perilaku terhadap membaca sebagai faktor yang membuat rendahnya

motivasi dalam *extensive reading*. Sejalan dengan hasil ini (Day & Bamford, 1998 : 29) mengungkapkan bahwa rendahnya kemampuan membaca akan berakibat pada rendahnya prestasi sehingga motivasi membacapun rendah. Kemudian, 26 % mahasiswa mengatakan bahwa lingkungan sosial membuat mereka rendah motivasi dalam *extensive reading*. Yang terakhir, persentase tertinggi adalah 32 % yang menyatakan bahwa materi sebagai faktor rendahnya motivasi mahasiswa dalam *extensive reading*. Melihat hasil penelitian ini, Dosen harus dapat membuat materi yang menarik dan bermakna untuk meningkatkan motivasi dan prestasi mahasiswa dalam *extensive reading*.

Kata kunci: *rendahnya motivasi, extensive reading, prestasi*

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Introduction

In terms of extensive reading, motivation play important role for students. Since it is important, the high motivation the students have, the better their achievement in extensive reading. Day and Bamford (1998: 27) explain that motivation is another well-known affective domain of language learning that plays a vital role in successful L2 reading ability. Day and Bamford (1998) also defined that motivation as the learners' emotional drive, or lack thereof, that "makes people do (or not do) something". Due to the importance of motivation in extensive reading, the numerous studies of extensive reading have shown that the advantages of extensive reading in teaching English as foreign language. Mori (2002) found that foreign language reading motivation, looked at Japanese university students' motivation in L2 reading. By using a 30-item, 7-point Likert scale questionnaire that drew upon Wigfield and Guthrie's (1997) domain-specific motivation theories, Mori was able to delineate four sub-components of reading motivation: intrinsic value, attainment value, extrinsic value, and expectancy for success. She also claimed that motivation to read in a foreign language is not independent of general motivational constructs but is a multidimensional phenomena.

In addition, according to Day and Bamford's (1998), explain that expectancy value model, learners' decisions to read in the second language are made up of four major variables: (a) materials, (b) reading ability in the L2, (c) attitudes toward reading in the L2, and (d) the socio-cultural environment including the influence of family and friends. With regard to the weight of the components, Day and Bamford stated that ER materials

and attitudes have more influence on motivating learners to read than reading ability and socio-cultural environment. For this reasons, the writer thinks that the role of motivation is very important in extensive reading. Since extensive reading is type of reading for pleasure. According to Yamashita (2004), reported that comfort and self-perception in reading influenced positive attitudes in the participants' reading habits, while anxiety and the value one places on the reading had no impact at all. Yamashita added that no matter how participants feel about reading, they read more if they feel comfortable reading in their first language (L1) or L2 and consider themselves to be good readers.

However, studies related to the use of extensive reading especially in Indonesian schools level are still limited since reading instructions in various levels of Indonesian school dominantly adjust to intensive reading (Cahyono and Widiawati, 2006). In addition, the studies of motivation and extensive reading in Indonesia are also still limited, it can be seen from the few result of research in that field. And then, researchers in teaching English foreign language have shown considerable interest in ER; however, most of them have targeted groups of learners and do not present a detailed picture of individual experience. More specifically, none of the ER studies has focused on individuals with poor L2 reading habits, despite the fact that more exploration is needed to discover why some individuals have poor reading habits and what could be done to boost their reading performance. In this case, the low motivated students for example, they have to be increased their motivation in extensive reading; the extensive reading activities should make them interested in the teaching learning. Even though Saito et al. (1999) highlighted anxiety as a factor that has a negative impact on L2 reading performance and identified two anxiety provoking factors—L1-to-L2 cultural differences and differences in writing systems—possible remedies for these issues have not yet been addressed. In light of these considerations, anxiety and motivation should be further investigated for possible interference effects with L2 reading and language learning. Furthermore, there is a need for greater clarity in concepts such as positive feeling (Yamashita, 2004) and positive attitude (Crawford Camiciottoli, 2001). As a matter of fact, the main purpose of this study is to explain how the low motivated students toward their achievement in extensive reading. Therefore, the paper is sought to investigate

1. What are low motivated factors in students' extensive reading achievement?

2. How are low motivated factors in extensive reading achievement?

Methods

This research used qualitative approach with case study design. According to Merriam (1988, cited in Duff, 2008: 22), “qualitative case study as “an intensive, holistic description and analysis of a single entity, phenomenon, or social unit”. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources”. The present qualitative study uses a pattern-matching, logic single-case study research design (see Yin, 2008) with group of students as the primary unit of analysis.

Yin (2008) informed that the results of this research design can strengthen the internal validity of a group participant case study if patterns are found to coincide with other research results, thereby determining whether a causal relationship exists between certain conditions believed to know the factors influence in extensive reading and to explain low motivated students toward their achievement in extensive reading. In this case, Yin (2003: 70) also informed that a different categorization of case studies, by describing them according to purpose : exploratory, descriptive, or explanatory. In this research, the writer used a descriptive case study, Hood (2009: 70) explain that the aim of this case study is only to present a detailed contextualized picture of a particular phenomenon. The phenomenon of this research was about the low motivated factors in extensive reading achievement.

The participants of this research took from the group of students who took the extensive reading class; there were twenty four students who joined this class. In this case, the writer observed extensive reading class to get the research data.

Results and Discussion

Regarding the formulation of problems that there were two purpose of this research are : to know the factors low motivated students in extensive reading ; to explain the low motivated factors in extensive reading achievement. In this part, the writer would like to discuss each the purpose based on the research finding.

1. The factors low motivated students in extensive reading

To know the factors low motivated students in extensive reading, the writer used three instruments were questionnaire, interview and class observation. First, the finding from the questionnaire found that majority of students said neutral about reading as the favourite skill (question no 1). In terms of extensive reading, the students said that they read English book to become a faster reader (question no 10) and they also said like extensive reading than intensive reading (question 13). In general they have motivation to read, this finding is line with the statement of Day and Bamford (1998) that motivation as the learners’ emotional drive or lack thereof, that “makes people do (or not to do) something”. Secondly, the findings from interview showed that there were four factors made the students low motivated in extensive reading. According to Day and Bamford (1998: 28) :

“ expectancy value model, learners’ decision to read in the second language are made up of four major variables : (a) materials, (b) reading ability in the L2, (c) attitudes toward reading and (d) the sociocultural environment including the influence of family and friends.”

In line with the statements above, the writer tried to ask the students some questions:

1. What do the factors make you motivate in extensive reading?

The result of students interview can figured out in the following chart:

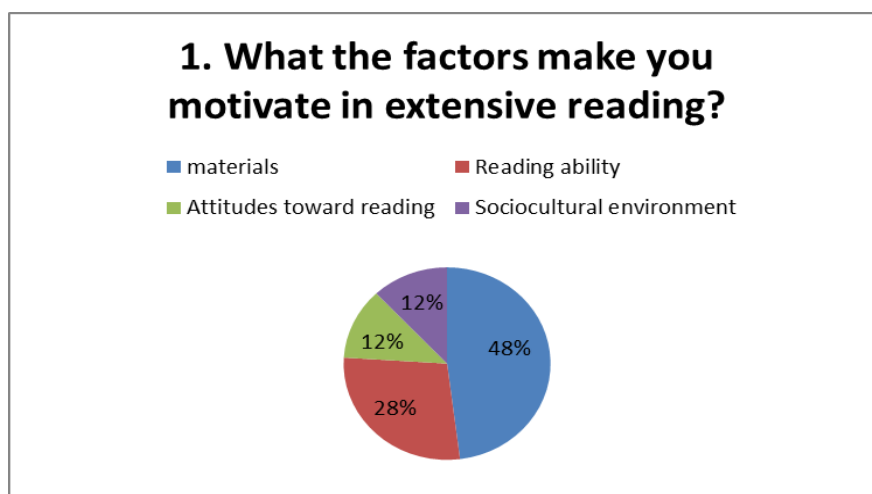


Figure 1.1 Question chart no 1

When they were asked this question, the majority of students said materials as the most factor motivate them in extensive reading. In line this finding, Day and Bamford (1998: 29) informed that the reading materials used in extensive reading motivate positively the decision to read in the second language, as they are interesting, at appropriate linguistics

level and readily available. Day and Bamford (1998) also informed that it is difficult to place too much emphasis on the role interesting material plays in the desire to read.

2. Do you think materials important in extensive reading?

The result of students interview for question no 2 can be figured out in the following chart:

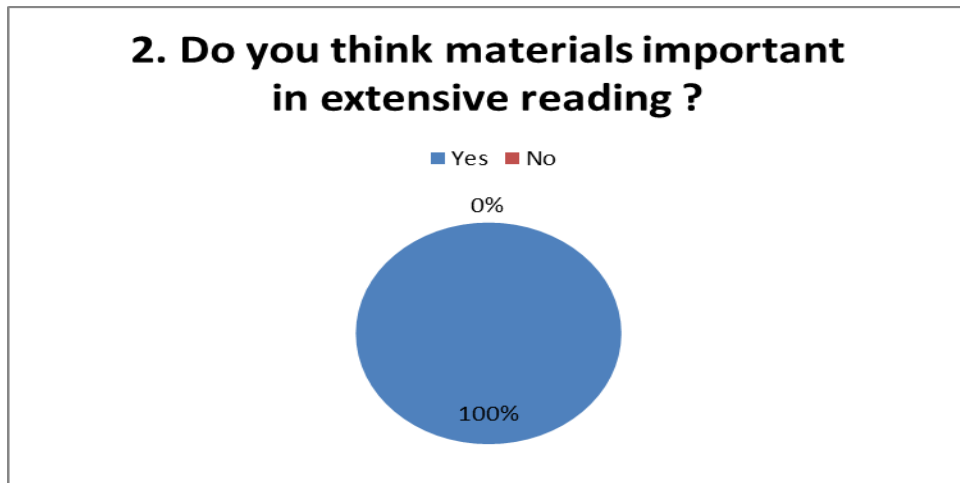


Figure 1.2 Question chart no 2

All the students said that materials were important in extensive reading. It means that the lecturers should create an interesting materials and also appropriate in the students level. In extensive reading, the students can choose what materials they want to read (Day and Bamford, 2004).

3. What do the factors make low motivated in extensive reading?

Question no 3 was the core of this research, the result of students answered can be figured out in the following chart:

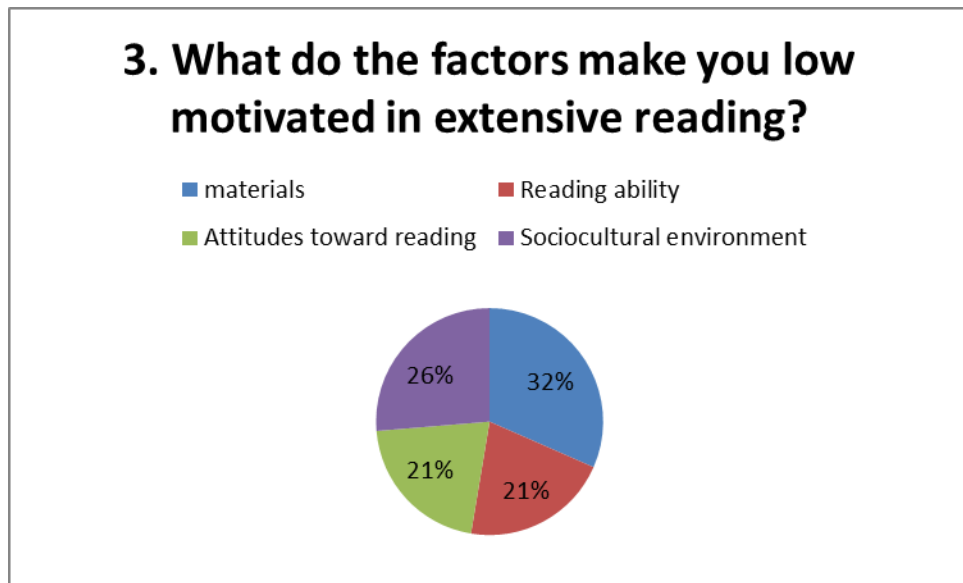


Figure 1.3 Question chart no 3

The findings showed that there was an equal percentage 21 % who said that reading ability and attitudes toward reading as the factors made them low motivated in extensive reading. In line the findings, Day and Bamford (1998: 29) revealed that low level reading abilities would normally lower expectations of success and thus lower motivation to read. And then, Day and Bamford (1998) also revealed that an extensive reading approach is likely to produce positive attitudes toward reading in the second language. Regarding this statements, the lecturer should consider the students reading ability and always pay more attention their attitudes toward reading. The result of study showed that attitudes and motivation are two concepts that are highly related to language learning achievement (Dörnyei, 2006). Attitude, on the other hand, is described as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly & Chaiken, 1993, p. 1). Students' attitudes towards the learning situation influence their level of motivation to learn another language. In other words, they serve as foundations for motivation (Masgoret, Bernaus, & Gardner, 2001). While the learners' negative attitudes and feelings pose an obstacle to progress, positive emotions and attitudes make language learning far more effective and enjoyable (Merisuo-Storm, 2007; Oxford, 1990). More surprisingly, 26 % of students said that sociocultural environment made them low motivate in extensive reading. Day and Bamford (1998) infomed that an extensive reading approach creates environment that values and encourages reading. Such an environment can counteract the influence of society, family and friends if they are less

than encouraging toward reading. Lastly, the highest percentage was 32 % of students who said that materials made them low motivated in extensive reading.

2. The low motivated factors in extensive reading achievement

To get data of low motivated in extensive reading achievement, the writer used observation, questionnaire and interview. Firstly, the finding from the classroom observation shows that most of students gave positive response in extensive reading class, for example, they have involved during the class discussion actively. In class discussion, the students were divided into five group which consist of six students for each group. Before they presenting the materials, they were asked to read the novel (*Holes*). After they have read the novel, they were asked to present it. For the presentation session, the writer applied literature circle, Daniels (2002) explains that a literature circle is an activity in which members meet to discuss and respond to a book or story that they have read. And then, as Cameron et.al (2012) also explain that literature circles are led mostly by students, and performs only basic control functions. Roles are usually assigned to members of the literature circle to allow the group to function productively and to help members remain focused on the chosen book. In literature circle, there are five students roles in literature circle namely discussion director, literary luminary, illustrator, summarizer and vocabulary enricher (Daniels and Steineke, 2004). The Discussion Director's task, for example, could be to develop at least five questions about the text and then share these questions with the group. The Literary Luminary pinpoints important parts of the text for the group in order to stimulate thinking and elicit some interesting facts about the text. The Illustrator's job might be to draw pictures related to the reading and share the drawings with the group; the group members then speculate on the meaning of the pictures and connect them to their own ideas about the text. The Summarizer's role is to recall what happened in the reading and prepare a summary for the group, and ; the Vocabulary Enricher helps the group find and discuss new or difficult words (Daniels and Steineke 2004). And then, after they got the roles, they have to present in front of their friends. The result of discussion observation found that only some students who understood the content of novel, while the others were not. In this case, the writer tried to ask why the didn't understand the content; and they said that they novel was too difficult in vocabulary and grammar. More surprisingly, since it was difficult vocabulary they

were lazy to read. Regarding this findings, the writer have to change materials with the appropriate level of linguistics.

Secondly, the findings from questionnaire indicates that students showed a positive attitude in extensive reading. They want to be faster reader and develop their literacy skills in extensive reading. The last, the findings from students interview revealed that, mostly the students said that materials were the factors made them low motivated in extensive reading achievement. Therefore, they gave some suggestion about the materials. The writer tried to summarize the students suggestion relate to extensive reading materials were : they want to be asked reading in front of the classroom, hence they more confident and the lecturer could give them a feedback and correction about their understanding; they also said that the lecturer should give an interactive method; the materials should appropriate with their level; the materials should be variative for them.

To sum up, the findings above informed that there were four low motivated factors in extensive reading achievement were : reading ability, attitude toward reading, socio-cultural environment and materials.

Conclusion & recommendation

This research was focus to know the low motivated factors in students extensive reading achievement. The findings revealed that there was an equal percentage 21 % who said that reading ability and attitudes toward reading as the factors made them low motivated in extensive reading. More surprisingly, 26 % of students said that sociocultural environment made them low motivate in extensive reading. Lastly, the highest percentage was 32 % of students who said that materials made them low motivated in extensive reading. Regarding this findings, the writer recommend that extensive reading should give students a positive attitude especially the students habit in reading. The ultimate goal extensive reading is building students habit in reading. Also, the lecturer have to create a positive atmosphere during extensive reading class in order to build students motivation. Lastly, the successful of extensive reading depend on the materials were given, therefore the materials should consider students need and interest.

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Biography

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