

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the study. The first part of this chapter is research background which is related to the reasons why the researcher was interested in researching the students' difficulties and strategies in reading English novel. In addition, this chapter also presents the research questions as research guide and objectives of the research which describes specific purposes of the study. The identification and delimitation of the problems are also presented in this chapter to identify and limit the research problems. Besides, the following section of this chapter is significance of this research. In the last part of this chapter, the researcher mentions the organization of the chapters.

### **Background of the Research**

Reading is an activity which many people like to do. It is a useful activity in order to gain accurate information. Besides, it is one of the skills to find out information especially in a text. Mayer (2005) stated that information obtained from reading will be channeled into memory storage which involves sensory such as working and long-term memory which represents different cognitive processes in human's information processing systems. At schools, universities, or educational institutions, all students are required to seek and understand the knowledge as much as possible by reading. In reading activity, the students can learn and find a lot of information contained in a reading text. By reading, a lot of students can be more independent and able to find new discoveries. Therefore, reading is one of the skills which must be possessed by the students.

To strengthen the students' English reading skills, teachers usually determine the learning media for their students. Reading English novels become one of the alternative reading activities that the students should involve in their learning process. However, reading English novels might

cause difficulties for the students in learning English. This is because according to Michael and Luby (2008), reading is a series in the stage of identifying narrative text structures, finding word meanings, and understanding the contents contained in the reading context in order to gain knowledge in every period. The series of each stage in reading might not run well if the reading text does not suit the students' ability. Therefore, students should read the English novels which suit to their reading abilities.

Some other difficulties in reading English novels deal with the process of reading. Netten, Droop, and VeSrhoeven (2011) said that students need to learn how to decode words as limited word knowledge to master in the reading process along with other factors such as motivation and self-confidence. This means that reading English novels is not always easy especially for those who learn English as a foreign language. They must prepare enough vocabulary for reading. They should have good vocabulary because vocabulary can have various meanings, and the different words may carry the same meanings. Hence, to read English novels the students should prepare themselves from the beginning so that they can read English novels well.

Because reading English novels may cause difficulties for the students, some strategies can be applied during the reading activity. For example, Nation (2000) suggested that the students need a piece of paper to write an important part which has been thought about while reading. The students can also read consistently. By reading consistently, the students can be more active in reading. Besides, the teacher also plays as an important role in assisting the students to make teaching points and help them when discussing reading materials.

Dealing with the difficulties and strategies in reading, the researcher was interested in conducting a study on the students' experiences in reading English novels at an English language Education Department (ELED) of a private university in Yogyakarta. In this department, the

students are required to learn English by using novels in Basic Reading and Writing (BRW) course. When learning in the class, the students are assigned to find their own English novels. They had to read three novels. The activity done by the students was rewriting the story in a reading journal. From initial interviews with students who had experienced to use English novels in the basic reading and writing class, it was reported that some students had problems dealing with the use of English novels in their course. They stated they got confused on how to get right understanding in reading English novels. The lack of comprehension in reading English novels may be due to the fact that the students were still in their early semester so that they might lack English exposure.

Based on the background mentioned above, the researcher intended to investigate the students' experiences in the implementation of reading English novels at an English Language Education Department (ELED) of a private university in Yogyakarta. This study aimed to explore students' perceptions on the difficulties faced and the strategies in the use of English novels especially in Basic Reading and Writing (BRW) course.

### **Identification of the Problems**

English is not easy to understand especially for the students who are learning English as a foreign language. When students decide to take lectures in English, they are required to understand the use of English well during teaching and learning process. ELED of a private university in Yogyakarta uses reading English novels to support the students' English learning activities especially in Basic Reading and Writing course. Reading English novels becomes an alternative for the students to learn English in a fun way. It is expected the students' English reading, speaking, and writing skills will be better by using English novel.

The use of English novels in teaching and learning process may raise some problems. The problems of reading English novels are related to the difficulties faced by the students in reading novel activity. There is a possibility which the teacher is not aware of the students' difficulties in details during the reading novel activity. In addition, the teacher also may not be aware of all strategies used by the students during reading activity. The problems may deal with the teaching method of using novels in the classroom. In addition, the students' low English mastery, inappropriate learning styles, as well as students' motivation might cause the problems in using English novels in teaching.

### **Delimitation of the Problem**

This study did not deal with many aspects in reading activity such as the teaching method, students' motivation, and many others. Because numerous factors can influence the students' problems in reading English novels, the researcher only focused on investigating the students' difficulties and strategies used by the students in reading novels as a learning activity. The difficulties in this research refer to the problems and challenges faced by the students during reading novels. Meanwhile, strategies in this research refer to the strategies in general. They refer to the ways of the students in reading the English novels. They are not specifically aimed to solve the problems. This research aimed at finding out the difficulties and strategies in reading novel as supporting activities based on the students' experiences and perception. Besides, the researcher conducted this research only at ELED of a private university in Yogyakarta involving the students of batch 2020. This research was conducted by applying qualitative approach.

### **Research Questions**

Based on the description and issues mentioned above, this research is intended to answer the following questions:

1. What are the difficulties in reading English novel faced by the ELED students?
2. What are the strategies in reading English novel used by the ELED students?

### **Objectives of the Research**

Based on the research questions, the objectives of the research are:

1. to find out the difficulties in reading English novel faced by the ELED students.
2. to investigate the strategies in reading English novel used by the ELED students.

### **Significances of the Research**

This research is aimed to give some advantages for some parties such as the students, teachers, and other researchers.

**For the students.** This research will be useful for students who learn English using novels. They can anticipate the difficulties that they probably face when doing the similar activity. In addition, they can imitate the difficulties they faced in reading English novels. . Therefore, other students have references and suitable recommendation about learning English using novels by reading this research.

**For the teachers.** From this research, the teachers can know various difficulties faced and strategies used by the students in reading novels. Besides, it is expected that this research inspires the teachers to help their students to ease their difficulties and to encourage more strategies in reading English novels. Besides, this research can be useful for the teachers as a reflection and evaluation of using English novels in their teaching.

**For the next researcher.** From this research, other researchers can know the difficulties faced and strategies used by the students in reading English novels. Besides, the other researchers can use the findings of this research as the theoretical overview for further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it

can also encourage the next researchers to conduct the similar research based on the strengths and weaknesses of this research.

### **Organization of the Chapters**

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are seven parts namely background of the research, identification of the problem, delimitation of the problem, research questions, objective of the research, and significances of the research. In the last part of this chapter, the researcher mentions organization of the chapter.

The second chapter of the research is a literature review. This chapter provides the information and basic theory which covers a topic related to the difficulties and strategies in reading English novels. This chapter two covers reading skill, reading novel, difficulties reading, and strategies reading, and review of related studies. At the last of this chapter, it provides conceptual framework.

In chapter three, it discusses about research methodology. This chapter provides explanation on how this research was conducted and how the data were collected. This chapter three consists of six parts of methodology namely research design, research setting, research participants, data collection technique, data gathering procedure, and data analysis.

Chapter four presents the research findings and discussion. This chapter provides the detailed information about the findings from the data analysis. Besides, the researcher also relates the findings of the research to the relevant literature or theories in the discussion.

Chapter five discusses the conclusion and suggestion. In this chapter, the researcher presents the summary of the research. In addition, this chapter provides the suggestion for some parties related to this research.

