

Chapter One

Introduction

There are essential points that are going to be discussed in this study. In this chapter, the researcher discusses the background of the study. The background explains and describes the use of English novels as a learning media in reading class. Then, the second point is the delimitation of the problem. Third, the researcher explains the research questions, objectives of the research, the significances of the research, and the organization of the research.

Background of the Study

Listening, speaking, reading, and writing are the four skills that are covered when learning English. Students learn English as a foreign language are required to acquire those four abilities in order to use the language properly. There are several aspects that should be mastered by students, including mastering several English vocabularies, have the basic knowledge of English language can use, phonemes, syntax, grammar, morphemes, etc. well, and have a sense to solve a problem, etc. To improve the ability, the learners should practice use several techniques such as watching videos or listening to some podcasts on any platform, learning with friends or teachers, joining a group course, and the last is by reading several books.

Reading expands a student's vocabulary and grammar it simply supports and feeds the brain with proper language structures. Reading is also one of the skills that hold a prominent role in learning a language, especially the English

language. The more people read the more knowledge and information that they can gain. The knowledge that they can obtain by reading is vocabulary mastery and grammar structure. Thus, reading plays a vital role in language learning. It is supported by a study that was conducted by Zielinska (2000), the researcher stated reading could engage the two channels perception and also increase the number of associations by the given words, so they can help them to retain in long-term memory. Zielinska also stated that isolates the essential meaning components of sentences and looks for patterns in the way words could be combined to produce sentences.

To develop reading skills, teachers and students need a learning media. In education, there are lots of learning media to train students' reading skills. According to Maibodi (2015), reading could be taught as a two-way conversation between the reader and the text. The learning media in context of reading activity which often used by teachers or students are graded readers book, short story compilation, comic, newspaper, module, biography, and novels. From the types of learning media above, teachers used them during the learning process and designed it to be more enjoyable. For the example is novel, some activities to improve reading skills included novels as their learning media where students follow the activity and report the progress.

Reading English novels is popular among people who want to learn the English language. English novels can be easily found in the library, borrow from relatives, or bookstore. By reading English novels, the reader can gain some valuable benefits such as improving vocabulary mastery, gain new knowledge and

information, use as a preference for any specific purposes, develop the reader's ability in sentence structure, etc. However, during the activity in any reading-based courses, students can choose their own novels to read as extensive reading, or the teacher ask them to read one novel as teacher's preference, or it can be called intensive reading. Maibodi (2015) argued that Extensive reading inspired pupils and builds their confidence in their ability to read.

The example of reading activity in a course is in English Language Education Department in one of private Islamic University in Yogyakarta. There is a reading-based course were known as Basic Reading and Writing course. The activity in that class is reading some novels as a learning media, and the students choose their English novels as an extensive reading approach. However, based on a short interview between the researcher and the participants at the beginning of the study, some participants showed various answers and perceptions while doing this activity. Some students thought that reading book was not easy and they could not understand the books. The students worried about find the words that they did not know the meaning and could not understand the content of the whole book. On the other hand, several students enjoyed and followed the activity enthusiastically.

Students felt some experiences towards reading an English novel in reading classes. This issue needs to be investigated considering that students may face several occurrences during the class activity. By recognizing the experiences from students, the researcher will fulfil the findings and could be a fruitful study as a reference for students who want to use English novels as learning media,

lecturer and also others researcher. They also have a strategy to overcome with the problems about how students could enjoy and understand the book's content that they want to read. For example, use an English novel as reading comprehension and extensive reading. According to Mori (2015), the teacher needed to provide a situation that could promote students' motivations toward reading a book and learn the language. Then, Agustin (2017) also stated that choosing a tremendous English Novel could motivate students to learn the target language. Therefore, English novels can also help some students to learn the English language easily. It also has some factors that can help the students to increase their English language skills. From some of the phenomena that have been explained, the researcher interested in exploring the use of English novels as learning media in reading class.

Identification of the Problems

In English Language Education Department where this research setting will be conducted, there are several phenomena about reading English novels as learning media in reading class. The students who enrolled in the course Basic Reading and Writing as the reading-based course were required to find their own English novels suitable for their reading ability. Moreover, the students will read the novels and be responsible for writing a report as a progress of their reading activity.

Furthermore, while using an English novel as a learning media, students may encounter many experiences. The researcher also have conducted preliminary interviews with participants to investigate students' experiences in reading

English novels. During the preliminary interview process, the students exposed many experiences and they also stated some issues when they reading English novels. This interview was conducted before the researcher collecting the data and the purpose of this interview is to explore the current situation and general problem of reading among students in Basic Reading and Writing course. By facing several experiences during the class activity, the researcher divided the exposure of students to find out and overcome the issues of reading English novel. When doing the activity in reading class, not all students could read an English novel well, because of the difficulties they found. There are some obstacles which cause students to be unwilling to read an English novel. Damayanti (2017) explained the first problem in reading is some students have difficulties in gaining information or learning something by reading a book, and they feel bored through the time reading the books. Furthermore, the students have difficulties in comprehend the content of the books. The reasons why the students cannot understand the content are because they do not know the strategies that can be used to comprehend the novels, lack of vocabulary mastery, lack of concentration when reading the novels, and other significant reasons.

The second issue that many students encountered while reading an English novel is that some students were unmotivated to read because of the difficulty of finding suitable novels for the learning process. Choosing exemplary English novels for the students may help them understand the content of the novels and write the report without any struggles.

However, there is no research has been undertaken to determine how students accept reading activities in a reading-based course, to identify whether students have difficulty in joining reading activities, or to discover how students deal with obstacles they encounter while doing the activity. The researcher believes that further research on this issue is needed, therefore the article can be used as a guide or source to make classroom activities more effective and efficient.

Delimitation of the Problems

From all of the issues mentioned, this research focused on the criteria that students used to choose the English novels as their learning media and the strategies that students used to comprehend the content of the novels that they read. Furthermore, this research explored the information among English Language Education Department students in one of the Private Islamic University in Yogyakarta.

Research Questions

1. What are the criteria students of English Language Education Department used for choosing English novels as learning media?
2. What are the strategies used by students in English Language Education Department in solving a problem while reading English novels?

Objectives of the Research

1. To find out the students' criteria of choosing an English novel as learning media in the English Language Education Department
2. To identify the strategies are being used by students in English Language Education Department using English novels as learning media.

The Significances of the Research

Students. Through this research, students can recognize and find out the criteria on choosing English novels that suitable with their preference of novels they want to read. Furthermore, if students are struggling with reading an English novel, the students may identify what kind of strategies that students can use to comprehend the content of novels with this research. Then, this research can be used as material or source for consideration when students will do independent learning using English novels to improve English language skills

Lecturer. This research aims to provide teachers with information regarding students' experiences of reading English novels as their learning media. This research will be filled with the data about the criteria that students prefer to choose their own novels to read during the class. Then, this information will be an idea for the lecturer to let the students decide their own novels to improve their ability in English language. Thus, the information about strategies that students use to overcome the struggles to comprehend the content of English novels will be a consideration for the lecturer to help the students when they faced the challenges when using English novels.

Future Researchers. This research can be used by any researchers who are interested in the same field. The researcher hopes this research can also be a reference for future researchers. Third, it can provide the knowledge and information that may be useful for subsequent research. Finally, the result of this research may support the education program development and scientific interest in the English language.

Organization of the Research

This research contains five chapters, there are:

Chapter one. It consists of the introduction of the study that explains a general discussion in this chapter. There is the background which explain about the context of the study, and also this section describes why this specific research issue is relevant and necessary to be researched. Then, it followed by identification problems where describes the issues that researcher found as the reason for conducting this research. Chapter one also has a problem section limitation, and in this research, research questions also has been written based on the issues that have been found. Last, there are objectives of the study, the significance of the research, review of related studies and also the organization of research.

Chapter two. Several components will be explained in this chapter, such as related theory and study in the same field as reading English novels in reading class. This chapter explains about the definition of reading and also the role of reading in language learning. Furthermore, this chapter also contains the preference of reading English novels that people have based on the previous research. The criteria or preference that have been described could be a reference for this research and also the strategies explained in the other studies. The other points in this chapter is the framework of the research.

Chapter three. This chapter consists of the method that will be used in this research, the setting, the participants, the instruments of this research, the data collection, and the data analysis. This chapter explicitly discusses the method and

any procedure in obtaining the data to find out the result of this study. Thus, this section provides some information about the process to be carried by the researcher.

Chapter four, it consists of the findings of this research. There are two main findings that answer the research questions. First, students' criteria of choosing English novels and the second is the strategies of reading an English novels.

Chapter five, presents the conclusion of the research that have been conducted. The conclusion consists of the brief summary and result based on the findings in the previous chapter. Moreover, there is a recommendation for the students, teacher or lecturer, and other future researchers.