Chapter One

Introduction

This chapter is the introduction of this study and it consists of seven parts. The first part discusses the background of the study explaining why the researcher chooses the topic. The next is identification of the problem in which the researcher presents some problems related to the topic. The third part is delimitation of the problem. Next, research questions which explain the things investigated by the researcher. The next part is the researcher explains the significance of the research. The last part of this chapter is the organization of the chapter.

Background of the Study

In the learning process, reading is one activity that is done by teacher and students at school especially for learning a language. Reading is one of the important skills that should be mastered by English Foreign Language students. By reading, students will get a lot of vocabulary, knowledge, and information in target language. Thanuskodi (2011) stated that reading can give effect to reader's skills, such as getting new facts, stimulating thought and emotion, and supporting academic success and intellectual growth. The process of reading starts from processing individual words to generating meanings from complex texts. At the end, the purpose of reading is to understand the meaning of the text. Each student has a different perspective on reading activity. It will be an interesting activity for some students, but it can also become a boring activity for some others. There are many factors that contribute to reading activity, one of them is the engagement.

Trowler (2010) stated that students' engagement is an interaction between student's time, effort, and relevant resources to optimize their experiences and improve the learning outcomes and performances. It is also supported by Yulia et al., (2020) who said that engagement in reading is useful for students to their academic reading in any level because it can boost students' spirit, spend longer time in reading and have more effort in reading activity.

Students' engagement is a crucial factor to improve students' reading achievement. Protacio (2017) stated that enhancing students' reading engagement is one way to facilitate students' reading achievement. It is because the engagement in reading is also an integral part to improve the students' motivation to read. By having the engagement in reading, the students have enjoyment and spend longer time reading. The students will also have a lot of reading experiences and get information from any books or resources to support their learning process. Guthrie and Anderson mentioned that having engagement in reading does not only help students to achieve reading skill, but it also helps them to gain their own purposes in any contexts (as cited in Pflaum & Bishop, 2004). Thus, it can be said that students' engagement plays an important role in helping student to get good reading achievement.

Unfortunately, not all students are fully enthusiastic to read the material texts in the learning process. It happens because the topics in the text are more complex and difficult to understand. In addition, having engagement in reading is not easy. It can depend on students' background knowledge and level of language or the level of complexity of the context. Fredricks, Blumenfeld, and Paris

explained that the other aspects of engagement in school are such as behavioral engagement, emotional engagement, and cognitive engagement (as cited in Guthrie et al., 2012).

In addition, there are also some studies discussing students' reading engagement. Protacio (2017) investigated reading engagement in Junior High school used as a second language classroom. This study found that the four components (motivation, strategic knowledge, construction meaning of the text, and social interactions) are closely related and an integral part of students' reading engagement. The missing component can give effect to the quality of reading engagement. Based on the researcher's experience as an English department student of English Language Education Department (ELED) of a private university in Yogyakarta, the students of this department need to read many English texts, because of the complexity of the materials and the assignments. Since reading becomes one of the keys to achieve academic achievement, the students need to feel engaged in reading activity.

In English Language Education Departments (ELED) of a private university in Yogyakarta, reading is a crucial skill. In reading class, the students are asked to read various texts to support their knowledge and academic achievement. There are several learning media used to support reading activity. It can be books or online articles. Using a lot of learning media and various topics also give effect to students' engagement in reading. Some students will be interested in reading the topic, but the others might not enjoy reading the text.

Based on the explanation above, the researcher was interested in investigating the university students' engagement in reading especially the students who learn foreign languages. Additionally, it can be stated that there are several types of engagement, and the university students have a lot of materials that require them to read English reading materials. Therefore, the researcher focused on finding out the type of students' engagement while reading in reading class and the factors that support students to feel more engaged in reading because it is important to know the engagement especially in English reading activity.

Identification of the Problem

The students of English Language Education Department (ELED) of a private university in Yogyakarta, read English text because it is useful for them, and the materials of their courses are provided in English. By reading the English-reading text, the students can get more knowledge and information to support their academic achievement in English courses. However, based on researcher observation there are some problems faced by students in reading English text. Having different backgrounds, culture, knowledge, and grades make the students unwilling to read English-reading text because the content of the text is unfamiliar for them. The differences in students' motivation, time, and effort to read English-reading text also become the problems. Then, the students showed different results in reading, especially their comprehension of English-reading material even though the topics given are from the same in books or online articles. It shows that in reading activity, some students feel highly engaged to read the English text, but the other has low engaged in reading activity.

Delimitation of the Problem

Based on the problem identified in the previous section, the researcher was interested in finding out students' engagement in reading. There are several types of students' engagement in reading and factors that make students feel engaged in reading text. In this study, the researcher investigated when the students feel highly engaged and less engaged. Moreover, the researcher also explored the factors that makes the students feel engaged in reading English text from the students' perspective. Thus, this research only focused on the students' engagement while reading English text in and outside classroom and time when students struggle in reading activity, especially to get engagement in reading.

Research Questions

Based on the background presented in the previous part, the researcher formulated two research questions. The research questions are presented below:

1. What type of engagement do EFL students experience in reading English texts?

2. What are the factors that make students engaged with reading English texts?

Purposes of the Study

Based on the research questions, the purposes of this research are presented below:

1. To explore the type of engagement that appears in EFL students experienced in reading English text.

2. To know the factors that make students engaged with reading English texts.

Significance of the Study

The researcher hopes that this study can give benefit to teachers, students, and other researchers. The explanation is presented below:

The teachers. By reading this study, the teacher can give support to the students' engagement in reading activity by considering the result of this study about the type of students' engagement and the factors that make student engaged in reading English texts.

The students. The students will know the types of the engagement and the factors that makes them engaged in reading English text. So, the students can reflect on themselves about which type of engagement they will engage in reading and what factors make them engaged in reading English text to support their reading performances and academic achievement.

Other researchers. This study can inspire and become reference for the other researchers who are interested in conducting study using the same topic. Besides that, this study also provides insight in conducting research on students' engagement in reading English text.

Organization of the Chapter

There are five chapters in this study. The first chapter is introduction. This chapter consists of background of the study, identification of problem, delimitation of the problem, research questions, purposes of study, significance of the study, and organization of the chapter.

Chapter two is literature review. In this part, the researcher presents theories about second language reading, students' engagement, type of engagement, and factors making students engaged in reading English texts. In addition, the researcher also presents review of related studies.

Chapter three is research methodology. This chapter describes how this research was conducted by the researcher. This chapter discusses the research design. In addition, the research setting is also explained by the researcher in this chapter. The next part is research participants explaining the people getting involved in this study. The research instruments and data collection procedure are also included in this chapter. The last part of the third chapter is data analysis.

Chapter four is about findings and discussions. In this chapter, the researcher presents the findings based on the data analysis. Additionally, some related theories are also provided by the researcher to support the findings of this study.

The last chapter is chapter five. This chapter consists of two parts. The first part is conclusion in which the researcher presents the summary of this study. The second part is recommendations which are addressed for some parties.