

## **Chapter One**

### **Introduction**

This chapter discusses the introduction of the research such as background of the study and statement of the study. This research also consists of two research questions that are in line with the problem as well as objectives of the study to answer the research questions. Significance of the study in this chapter indicates the benefits of the research and why it should be conducted. Finally, the organization of the chapter explains the contents of each chapter in this research.

#### **Background of the study**

Reading ability levels in Indonesia has become an issue especially in education context. In fact, Indonesian reading literacy has been in the low position in the world. Based on the newly released Program for International Student Assessment (PISA) report, Tuesday 3<sup>rd</sup> December 2019, Indonesia's reading score is ranked 72 out of 77 countries. Among Southeast Asian countries, Indonesia is at the last bottom ranked in reading. This fact has become a nation problem that has been happening so far.

Reading has an important role in education. By reading, the students can gain knowledge of more than various aspects at once. Reading can support students in terms of learning new things. Also, students can understand the content of the text and then they can retell it to their friends. Through reading, students can get to know other places, into other things that they previously do not know for a wide range of experience and gain some knowledge. There are several elements involved in the

reading materials such as linguistic, knowledge, culture, and moral values (Choudhury, 2014). The more the students read, the more they learn (Abdurrahman, 2003).

In addition, reading is an activity where readers can analyze and comprehend sentences, so they can recognize what is delivered by the writer. Understanding the contents in the text is one of the main objectives in reading. For the readers, comprehending the content of the text is important, so they can understand the main idea of each paragraph. Reading is not a simple way of taking the words from the page. Reading is a process where the reader uses their intelligence to identify the meaning of the text (Sinambela, Manik, & Pangaribuan, 2015).

Learning to read from childhood is also influenced by the environment. The environment of a child is an important role in developing the reading habits. Flores as cited in Fernández-Blanco, Prieto-Rodríguez, and Suarez-Pandiello (2017) explained that family environment has a big number of influences in particular on reading habits of children and teenagers. Furthermore, encouragement from parents, teachers, and people nearby are also the essential things in conducting a child's reading habits. However, they have no intention of learning to read. The students do not understand that reading is something that has to be learned in order to get a better understanding.

In English learning, reading is one of the activities that is often done by students and teachers, and it is important for them to develop their language skill. One of the types of reading approach that is promoted in the English as a Foreign Language (EFL) context is Extensive Reading (ER). Extensive reading is reading approach where the readers read for pleasure and they can choose their own reading materials based on their

interest (Powell, 2015). Students can choose the reading materials based on their interest and ability (Jacobs, 2014). Based on the explanation above, it can be concluded that Extensive Reading is reading for fun and there is no pressure on it. There are several materials which belong into extensive reading materials. For example, articles, magazines, comics, novels, newspapers. Extensive reading during classroom practice that applies several ER principles, for example in practice students can choose books to read according to their interests, according to their level.

Book is one of the sources of reading materials in the world. Books are the information key for students. Book choices play an important role in extensive reading because book choices can affect the students' motivation in reading. That statement is in line with Babae and Yahya (2014) who stated that using an appropriate book increases the students' motivation and interest. When the students know about the words on the page, read the materials quickly, and comprehend them at a high level, they will feel that they have done it well (successful). It is in accordance with Sewell (2003) who stated that the students should feel successful while reading. Thus, by feeling that way, they will be motivated to keep reading. Clarity (2007) says that the selection of reading material based on the level of student ability will greatly help students to build their confidence because they will not experience difficulties in understanding the contents of reading materials. So, it is clear that book choices can affect their motivation in reading. When the students choose the wrong book, it affects their language input. The students will not understand the content of the book. If the students do not understand what they read, they will not get any language input from

the book that they read and it becomes useless. Furthermore, the students will not be eager to improve their reading ability if they choose the book that is easy for them.

Thus, it is important to choose the right books which are suit to their level.

Unfortunately, most of the students remain to encounter the difficulties in choosing the books. Therefore, the researcher would like to explore more about the students' book choices for extensive reading.

Based on the researcher's experience as a university student in an EFL context when choosing the books for reading for pleasure, the researcher and some of friends did not know the kinds of books that are appropriate to help in enhancing the English ability. Hence, the researcher selected the books that are not appropriate for the researcher. The books have high language level and the content is out of interest. It then affects the researcher to be overwhelmed and stopped reading. It can be concluded that the book choices that are not appropriate for students can affect the mood and the motivation to read the books. Thus, based on the above-mentioned elaboration, it is interesting to explore the students' book choices for extensive reading in the EFL context.

### **Identification of the problems**

According to the introduction above, the researcher exposed several problems associated with the students' book choices for extensive reading. Based on the researcher's preliminary observation, there are the problems encountered by the students in extensive reading implementation related to books that they chose. First, the

students did not know the kinds of English book that can help them increase their English ability. Many of them which were randomly selected were the authentic English novel in which they ended up being overwhelmed with the language and then stopped reading. Second, regarding the types of book files, the students have a set of selection of soft-file and hard-file books. However, that statement might be not strong and need empirical evidence to support each judgment. Third, the students who are still in their effort to build up their love of reading need book recommendation from others whose circumstance is the same as theirs. The book recommendation from people who have similar problem will enlighten them to follow the recommendation.

### **Research question**

Based on the statement of the problems that are explained above, there are two questions in this research, as follows:

1. What considerations do students have in choosing books in extensive reading?
2. Why does selecting on books/e-books matter according to students' perspective?

### **Objectives of Study**

Based on the research question above, the objectives of this research are:

1. To discover the consideration of students in choosing books of extensive reading.
2. To explore the importance of selecting books according to the students' perspective.

## **Significance of the Research**

This research is expected to have a positive contribution and will be beneficial for the teachers, the students, and future researchers.

### ***Students***

This research is to inform students who are still on their way to considering the choice of books for extensive reading. and also the student's perspective on the selected book. In short, this study provides consideration and perspective of students' books for extensive reading.

### ***Lecturers***

For lecturers, the results of this study determine the progress of students in choosing books for extensive reading. The lecturer also knows the students' perspectives in the selected book in extensive reading. so that teachers can provide reading books that are easily understood by students.

### ***The Department***

This research is expected to provide insight into students' extensive reading and help departments to adjust and provide appropriate learning facilities and policies.

Thus, students can improve their learning process and provide significance achievement for the department.

### ***Other Researchers***

Research might help other researchers researching with the same variables.

Other researchers can consider this research as a comparison in previous studies of students' experience of participation in extensive reading activities.

### **The Organization of the Chapters**

This *skripsi* is divided into five chapters. The first chapter discusses the background of the study, identification of the problem, delimitation of the problem, research question, research objectives, significance of the research, and organization of the chapters. The second chapter will discuss theories related to the topic under study. The third chapter discusses research methodology. Researchers will display research designs, research settings, research participants, data collection method, research instruments, data collection procedures, data analysis, and trustworthiness. The fourth chapter discusses the findings and discussion. In this chapter there is a detailed explanation of data collection. This chapter also discusses the relationship between findings and theories in the literature review. The last chapter will discuss conclusions and suggestions. This chapter contains conclusions from the discussion and also discusses proposals for several parties related to this research.