

## **Chapter One**

### **Introduction**

In this chapter, the researcher discusses the background of the research, identification of problems, delimitation of problems, research question, the objective of the research, significance of the research, and organization of the research. The background of this research contains why the researcher interest in investigating the issue. Identification of problems intends to identify the issue or problem in this research. Delimitation of problems explains about the limitation or scope of this research. The research question and objective section contain the specific aim of this research. Followed by the significance of the research describes the benefits of this research towards several aspects in the educational environment. Then, the last is organization of the research that contains the overview of each chapter in this research.

#### **Background of the Research**

Reading is one of the English Language skills that English learners must master. Through reading, the readers gain essential information that helps them to improve their comprehension (Patiung, 2016). One of the examples of English teaching and learning activities in reading is extensive reading. According to Mason and Krashen (1997), students could choose their book to read and make a summary or comment in extensive reading.

Usually, teachers and students also could use novels, magazines, or newspapers to read in extensive reading (Harappa, 2020). Ther efore, extensive

reading gives many benefits for students. Then, a study conducted by Jang et al. (2015) showed that extensive reading activity could make high school students more motivated in English class and their reading proficiency increased. It happened not only for high school students who benefit from intensive reading but also for adult learners. Yamashita (2008) found that extensive reading made L2 adult learners briefly establish their general reading ability.

Extensive reading serves a lot of advantages for students, increasing students' vocabulary, comprehension, and grammar. According to Setiarini (2018), reading English novels could make the readers happy and help to improve their vocabulary and knowledge. Nowadays, students will not get difficulties if they want to buy books, because they can easily buy them in the bookstore or borrow it from the library. With sophisticated technology, too, they can purchase or borrow an e-book from several online applications. Students can access e-books on phones, tablets, laptops, or computers. Students can develop their reading attitude, comprehension, and vocabulary by using e-books in extensive reading activities (Chen et al., 2013). Besides developing vocabulary knowledge, extensive reading could also help build grammar accuracy. Based on a study conducted by Alqadi and Alqadi (2013), they found that extensive reading helped students develop their grammar accuracy.

On the other hand, the fact said different things. Some people do not like reading. As Kurniawati (2016) found, some of the students did not put reading as their hobby and had low interest in reading because they preferred to read entertaining books than the textbook. Students have a common interest in reading

because activities outside the classroom are more fun, and some spend their spare time hanging out or chatting than reading. The students also preferred to read popular books such as political, training, and motivational than textbooks because the books are more up-to-date and attractive. Then, some students read the text to prepare for their examination, so they read that book not as a hobby but as an obligation. It also could be said that some students had low interest in reading, and it has become their habit; they were not reading because it was not their lifestyle (Hardianto, 2011).

In the English Language Education Department (ELED), there is an extensive reading activity on the Basic Reading and Writing course. All students in the first semester should take that activity. The lecturer required the students to read English books, and the students could choose the book by themselves, but the level of the books is determined. The first book is a children's book. The students must find an English children's book to read, and then they should summarize the story. Henceforward, the students could use the higher-level book for the second book. The students are still the ones who choose the book. Fifteen minutes before the class starts, the students are requested to read the book they bring, and they are also supposed to read the book before or outside the class. After reading in fifteen minutes, then the lecturer will start the lesson. The students must finish the book at a specific time and then summarize or review the book, and this activity is called extensive reading (Mason & Krashen, 1997).

Extensive reading affects students' English knowledge, such as enlarging students' vocabulary and grammar. Basic Reading and Writing classes do not

include grammar courses in the activity. The goal is to enable students to communicate English written and orally, but based on the researcher's experience when joining the class, and several students got advantages from the extensive reading activity in the Basic Reading and Writing class. They are started familiar with English structure sentences after doing the exercise.

As a student and learning through extensive reading activity, the researcher noticed that students face difficulties understanding structured sentences or grammatical issues. This issue can appear because most of them lack the source of learning material such as reading books. Research needs to be done to find whether extensive reading activity affects students' grammar or not. Therefore, the researcher will investigate whether the extensive reading activity affects grammar ability among ELED students or not.

### **Identification of Problems**

Because of reading, the learners can get a lot of knowledge and new vocabulary, which will help the learners to be fluent in English. A book such as textbooks, journals, newspapers, novels, or comics can be the choices to learn English by reading and having that skill better. Anyone can use the novel as the media in learning English especially the students of English Language Education. As beginners, novels or other reading materials are often used at the start of the semester. Reading a book like a novel can be the easiest way to learn English and be the primary media before reading a complicated book like educational books or journals. Besides gaining new knowledge, reading an English novel can help the readers to increase their grammar. The text highlighted in this study is novel.

Then, the researcher would like to collect the data for this research use a method such as "choose by yourself on what books you want to read." This activity involves students in the first semester in the English Language Education Department in a private university in Yogyakarta.

Thus, the English Language Education Department of a Private University in Yogyakarta has Extensive Reading Activity on Basic Reading and Writing classes. This is an obligatory class for students in batch 2021. The students get a lot of books as the material in learning English. However, the researcher wants to know whether extensive reading activity has effect on students' grammar ability or not, since extensive reading activity is naturally an activity where the students suppose to enjoy the activity and read the book as much as they can without worrying another aspects, in addition there is no research among this thesis project in English Language Education Department. Moreover, this research focuses on the effectiveness of doing extensive reading activities on the grammar ability of English Language Education Department students.

### **Delimitation of the Problem**

As the researcher mentioned above, the researcher focuses on the effect of extensive reading activity on students' grammar ability. To improve the grammar ability, the students can learn through various ways, such as extensive reading. In that case, the researcher focuses on how extensive reading affects students' grammar ability. As a result of this limitation, the researcher has a vested interest in focusing on the effect of extensive reading activity on grammar ability among ELED first-semester students.

### **Research Question**

Based on the explanation about the research background above, this research intended to answer the following question:

1. How is the effect of doing extensive reading activity on grammar ability among the first semester students at the English Language Education Department?
2. How is the students' mean score in the pre-test?
3. How is the students' mean score in post-test?

### **The Objective of the Research**

This research aims to find how extensive reading activity affects students' grammar ability in English Language Education Department at a Private University in Yogyakarta. The researcher wants to know the effect because the researcher is curious whether the extensive reading activity effectively increases the grammar ability of the first semester at the English Language Education Department or not. To find the answer, first of all, the researcher will do a pre-test and post-test to measure students' grammar ability before and after extensive reading and compare the result from the pre-test with the score from post-test. The result will help the researcher observe the effectiveness of extensive reading activities to increase students' grammar ability.

### **Significance of the Research**

This research aimed to give advantages for several parts such as researcher, students, teachers, and other researchers.

**For students.** This research will be helpful for students, and it can change students' points of view about reading English books. They can find another

benefit in reading except for entertains. Students can read English books for fun and learning, which is they can spend their time and learn at the same time. It should have been evident to students that reading has numerous advantages.

**For teachers.** The researcher expects that this research can make teachers aware of using more books to teach English. Such as using novels, newspapers, or magazines can lead besides using textbooks from school. The teacher can engage students in various activities while teaching reading, ensuring that they do not become bored.

**For other researchers.** This research can be a guideline or source for another researcher who focuses on reading activity to improve students' grammar ability. This study attaches research on the effectiveness of extensive reading activity to increase students' grammar ability, especially in university students. The other researchers might found another problem related to the extensive reading activity. Then this study can help them to support their research and be the place to find another issue. The issues that are probably found are the weakness, strength, or challenge in using extensive reading activity to increase students' grammar ability.

### **Organization of the Research**

This research is divided into five chapters. In this section, the researcher will explain the overview for each chapter. The first chapter shows the introduction of the research, which consists of the background of the research, identification of the problems, delimitation of the problems, research question,

objective of the research, significance of the research, and organization of the study.

The second chapter discusses the literature review. This chapter provides the information and the basic theory about the topic in this study. Besides, this chapter also explains the definition of each variable and the related studies that suit this current research.

The third chapter discusses the research methodology. The researcher's method and the other explanation related to how the researcher gathers the data will explain here. Several sections will present the research participant, data collection method, and data analysis.

The fourth chapter will show the research result and discussion; this chapter gives detailed information about the result from the data that has been analyzed. The researcher also links the research finding with the literature review or theories to be discussed in the research.

The last chapter is the conclusion and suggestion. In this chapter, the researcher shows a decision of the research findings and the issues of the study. Also, this chapter provides some guidance related to the research.