

Chapter One

Introduction

In this chapter, the researcher examines several things which are divided into six sections. These are the background of the problem, identification of the problem, delimitation of the problem, research question, objectives of the research, significance of the research, and organization of the chapter.

Backgrounds of the Problem

Reading is one of four language skills that people has mastered besides listening, speaking, and writing. It takes a lot of effort to master the English skills. Caparoso (2016), agreed the process of reading in a second language is quite difficult. The choice of texts, reading ability, reading incentives, and comprehension techniques are only a few of the factors that influence how effectively reading skills advance. Rintaningrum (2019), reading helps people improve their soft skills such as communication skills, presentation skills, leadership skills, and socialization skills (p. 934).

Reading is an essential skill that is widely recognized as a fundamental component of language learning (Grabe, 2009). In English language education, textbooks play a crucial role in teaching and learning. However, students' attitudes towards reading textbooks can have a significant impact on their learning outcomes. Understanding students' attitudes towards reading English textbooks is crucial for teachers and curriculum developers to design effective teaching materials and strategies that can motivate students to engage in reading activities.

The textbook is a foundation to learn the material in class. According to Gunantar (2017), textbooks in every part of the world possess various cultural orientations; whether it is based on cultural source, target culture, or international target (p. 174). A lot of English textbooks are available and easily accessible for free to pay to be used as study material to learn English. English textbooks are an essential part of the teaching and learning process, although it does not contain all aspects of the learning material.

A good reading attitude is essential to the learning process (Caparoso, 2016, p. 2). A student's ability to acquire reading abilities is greatly influenced by their attitude. There are factors that affect students' learning. The development of the proper attitude in pupils will serve as a motivation for them to increase their effort and perseverance to accomplish success in their studies. As a result, one of the aspects that must be considered to enhance the teaching and learning process in the classroom is attitude (Huzairan, 2017, p. 44).

Analysis of textbooks from a gender perspective is crucial. Textbooks are curriculum materials, or one could say books are curriculum documents, and they play a significant part in assisting the teaching and learning process in the classroom (Maufiroh & Lukmana, 2020, p. 42). The reading of English textbooks is viewed differently by students. Additionally, reading attitudes among male and female pupils differ. To teach language and social behavior, a textbook is an essential tool. Gender stereotypes in language include asking a man to initiate the conversation and giving women a smaller voice in two-way conversations (Pontiaka, 2018, p. 97).

Several previous studies have investigated students' attitudes towards reading English textbooks. For example, a study by Chang (2012) found that Taiwanese university students showed a positive attitude towards reading English textbooks, while another study by Chen and Su (2014) reported that Chinese university students had a negative attitude towards reading English textbooks. Similarly, a study by Stapa and Kamarulzaman (2018) found that Malaysian undergraduate students had a neutral attitude towards reading English textbooks and this situation happens at English Language Education Department of the Islamic Private University Yogyakarta that students have various attitude towards reading. The students have a different attitude toward reading English textbooks. Reading preferences are one of the variables in reading attitude differences.

This study aims to fill the gap in the literature and provide insights for teachers. Overall, the study is important because it provides insights into how students' attitudes toward reading English textbooks. By identifying the attitudes of the students, the findings of this study can help teachers and curriculum developers to design teaching materials and strategies.

Identification of the Problem

Reading is one of the learning skills. As an English learner, reading English textbooks is important. Every student has a different problem with reading attitude. There are various kinds of problems with students' attitudes toward reading. The factors of reading attitude differences are from low English competence, such as grammar and vocabulary. Lack of competence in grammar and vocabulary greatly affects students' reading interests. Another factor is

personality. A lot of students are lazy to read and lack the motivation to read. The differences in reading attitude towards English textbooks in English language education department 2020 have not been identified. Therefore, this research investigated is how students' differences in reading attitude and gender differences attitude toward reading English textbooks.

Delimitation of the Research

From the identification of the problem above, the problem has not been identified by the researcher. The researcher focus on how English Language Education Department students' attitude whether the attitude is positive or negative. The researcher also focus on the differences between male and female students' attitudes toward reading English textbooks whether there are significant differences based on gender. Based on researcher observation, every student has different preferences for reading. In addition, the researcher focuses on the factor of reading attitude differences as the delimitation of the research.

Research Question

Based on the explanation above, there is still a gap in the literature regarding students' attitudes towards reading English textbooks in the context of English language education departments students. Therefore, the purpose of this study is to investigate two research questions:

1. How is English language education department students' attitude towards reading English textbooks?

2. Are there any differences in attitude toward reading English textbooks between female and male students in the English language education department?

Objectives of the Research

1. To investigate English language education department students' attitude towards reading English textbooks
2. To investigate the differences in attitude toward reading English textbooks between female and male students in the English language education department?

Significances of the Research

From the explanation of the purposes of the research above, the significance of this research study is:

The students. The researcher hopes this research can help students to provide information and solve their problems in reading English textbooks.

The teachers. This research can help teachers and curriculum developers to design teaching materials and strategies that can motivate students to engage in reading activities.

The future researchers. The findings of this study can be used as a starting point for future research with a similar focus on student's attitude towards reading English textbooks in various areas or levels.

Organization of the Chapters

The first chapter, the background of the research was discussed with a related topic. There are several topic-related problems in the problem identification. The researcher also describes the focus of this research limitations. The primary goal of this research is covered by the research objectives and research questions. Lastly, the research's significance is discussed about the use of the research for the people.

The second chapter discusses about the literature review of previous studies related to the research. There is the definition of reading skills, reading attitude, reading English textbooks, and gender differences in reading English textbooks. The researcher also discussed previous studies from some experts that related to the study.

The third chapter discusses the research methodology. Also, explained how the study was conducted. This chapter consists of the research design, research participants, research setting, research sample, validity and reliability, and the method to collect the data.

The fourth chapter explained the finding of this study. There is the result of students' attitude towards reading, normality test, homogeneity test, and t-test. The researcher also explained the discussion of the findings related to the study.

The fifth chapter discussed the conclusion of the study. The researcher also discussed about the recommendations for the students, the teacher, and the other researchers.