

CHAPTER I

INTRODUCTION

This chapter demonstrates the main content of this study. It concerns with background of the study, research questions, research purposes, research significances, research limitation, research framework, and previous researches.

A. Background

Before selecting the materials, it is crucial for the teachers to identify students' reading preferences in order to help them to practice their reading skill for better academic performance (Alshargabi, 2017). Students' preference is one of the most significant parts in reading selection process (Arias, 2007 cited in Safitri, 2020). Selecting books according to personal choices develops students' level of motivation, encourages them to adopt a positive attitude, and perform better in reading activity (Bozack, 2011). Considering students' preference will actively promote students' participation in reading activity and subsequently will improve their reading performance (Subbarau & Mustafa, 2016). Mc Grath (2002) says that a good material is the material that compatible with students' need that let them to improve their learning and also related to their background. If the material fits with the students' needs, they can effectively learn the materials (Richard, 2001).

Reading is one of the four primary skills in English that must be mastered by students, yet the process of learning may become enjoyable and easy or displeasing and hard for them. Reading is considered as a learning opportunity by some students while others will evade it because they find it difficult to learn (Wallace, 2007 cited in Alshargabi, 2017). Moreover, contents and arrangements of a text may not suit the interests, needs, or expectations of a particular cohort (Hedgecock, 2009 cited in Nordin, 2016). The quality and quantity of learning materials could affect the students' performance. Thus, poor performance of students in examination could be affected by inadequate of materials (Mwiria, 1985 cited in Okongo et al., 2015). According to Ahmad and Shah (2014) the use of textbooks which inappropriate with students' culture shows that the students have negative attitudes towards learning and fail to understand the

materials. Besides, an inappropriate learning material can affect to the teachers' performance in the class. Inadequate materials make the teachers handle the class in a non-exciting way with an abstract manner (Padmanabhan, 2001 cited in Okongo et al., 2015). Furthermore, the teachers as well as the students, are responsible for modify, making, recreating, and processing the materials and or offering interpretation to the class (Kurniawati, 2006).

Limited observation to obtain the information through an interview to 12 students from English Education of UIN Bandung shows that the students lack interest in reading because they easily get bored. They said that some of the materials that had been given by the teachers were uninteresting and unfamiliar. Besides, they stated that genre, topic and length of the text could influence their motivation to read. Thus, they struggled to comprehend the given text. Furthermore, the students have various preferences in terms of topic of the reading material such as motivation, comedy, politics, fantasy, romantic, and art.

This study aims at investigating the reading preference of English Education major students in semester 5th. The writer attempts to find out students' preferences among English Education students. This study is important for selecting texts that will beneficial for students to practice their reading skills.

There are several researches regarding reading preference in reading materials. First, research by Aydin and Ayrancı (2018) indicates that according to gender difference, female students of middle school mostly prefer to read a book while male students prefer to read stories. Then, both of the genders prefer to read printed text than non-printed text. Another research by Nordin (2017) reveals that the ESL students choose a website, blog, and fiction as their preferred in genre and text which are related to movies, and business management as their preferred reading content. Moreover, Topping (2014) observed the comprehension of students' preference in term of fiction and non-fiction books. The researcher found that male students mostly prefer non-fiction book than female students. In addition, the difficulty of both of the books is same for male and female students. Loh et al. (2019) conducted another research in Singapore that aims to examine the gendered

reading habits and preferences of adolescent students. The result demonstrates that Girls read almost every day while boys did not read at all. Besides, both genders tend to read for pleasure than functional reason. They also almost have similar preferences regarding the type of fiction text. Furthermore, Aharony & Bar-Ilan (2016) conduct another research that focused to investigate students' preference in terms of printed and non-printed text and the influence of cognitive variables to their reading preference. The centre of this research is focusing on students' reading preferences in type and topic of reading materials which same with some previous research above. However, this research is different from previous research. While the previous research focuses on students' reading preference based on gender, reading habit, cognitive variables and comprehension in middle school students and ESL college students, this research focused on the factors that affect the reading preference in EFL college students.

Therefore, this research takes the title “ENGLISH EDUCATION DEPARTMENT STUDENTS’ PREFERENCE IN READING MATERIALS TO PRACTICE THEIR READING SKILL”

B. Research Questions

There are several research questions regarding the problem in the background:

1. What are the students' preferences towards reading materials?
2. What are the factors that influence the students’ preference?

C. The Research Purposes

Regarding the research problems above, this study aims:

1. To find out the students' preferences towards reading materials
2. To find out the factors that influence the students’ preference

D. Research Significances

Theoretically, the study is expected to become a source of information about the student's preferences in reading material and then expected to give some idea and understanding to the teachers about the importance of considering students' preference in selecting text for reading activity. For policy, the results of this research may also help teachers and librarians understand how to better stock the

libraries to encourage students to become keen readers for practicing their reading skill. Practically, this research provides significance to:

1. Students

The result of this research is expected to support students' reading skill by knowing their preference in reading material.

2. Teachers

This research could contribute to the teachers to know what the students' preferences and the importance of considering students' preference and needs in selecting reading materials to practice students' reading skill.

E. Research Framework

For language learning process of EFL learners, reading has played a vital role to increase their L2 capability (Troike, 2006 cited in Salikin, 2017). In reading, prioritizing preferences is essential to raise students' reading quality and willingness (Aydin & Ayrancı, 2018). In organizing the reading situation, interest and needs of students should be counted. According to Aytaş (2005: 467) as cited in Aydin & Ayrancı (2018), reading event should be organized by considering the interests and needs of students, and an atmosphere that is attractive and charming should be established rather than dictation environment. He adds, before giving a text to students, it is necessary to set up them for reading in terms of saving, patient, and energy.

All individuals have different preferences depend on their age and needs. By adolescence, most readers have developed their preferences in reading and more selective about what their read (Loh et al., 2019). In education, priority of preferences should be given to make the reading activity more attractive and enhancing the quality of reading. (Aydin & Ayrancı, 2018). Bouchamma et al. (2013) states that book selection should come from students rather than be imposed by the teacher, as students' personal choices amplify their enthusiasm and encourages them to take a positive outlook, and increase their achievement in this regard.

Students' preference for classroom activities has been associated with motivational factors, which affect students' choices, involvement in the classroom, attempt, and tenacity (Dörnyei, 2011 cited in Salikin et al., 2017). Thus, the teacher should take the

students' preference into consideration for the selection of classroom activities including the texts that will be used.

Furthermore, the incompatibility between teacher and student expectations about what should happen in the classroom is one of a severe hindrance to learning (Papangkorn, 2015). Hence, it is important for the teachers to discover students feeling and attitude towards the material. The teacher should know what students preferred and vice versa because the incompatibility between teachers' and students' perceptions can cause unsatisfactory learning outcomes (Papangkorn, 2015). Therefore, considering students' preference based on their interest and needs in selecting a book by the teacher is essential to foster their motivation in practicing their reading skill.

F. Previous Researches

There are some earlier researches related to the theme of this research. First, a research by Aydın and Ayrancı (2018) investigated reading preference of middle school students in Turkey. This research emphasized reading preference of the students on the type of text also printed and non-printed text by considering the gender of the students. The result of this research illustrates that the female students mostly prefer to read a book while male students prefer to read stories as the type of text that they prefer to read. Furthermore, both of the genders mostly prefer to read printed text than non-printed text.

Then, Nordin (2017) from University Sains Malaysia investigated ESL students' reading preference that focused on the content of reading material. This research reveals that the ESL students choose a website, blog, and fiction as their preferred in genre and text which are related to movies, and business management as their preferred reading content.

Another research was conducted in UK by Topping (2014). Students aged 5–18 in grades 1–13 were involved in this research. This research aims to investigate the comprehension of students' book preference in term of non-fiction and fiction book and measured their gender. The researcher demonstrates that male students do like non-fiction more than girls. However, the difficulty of non-fiction books was the same as that

for fiction books, so there was no evidence that either male or female students read non-fiction books more successfully than fiction books.

Another side Loh et al. (2019) conducted another research at six secondary schools in Singapore that aims to examine the gendered reading habits and preferences of Singapore adolescent students. The result indicated that both genders tend to read for enjoyment than functional reason. Then, both genders also preferred the printed text than reading to digital format. Moreover, girls and boys don't have much difference towards their preference in terms of type of fiction such as adventure and mysteries although girls more prefer to read about relationships and folktales than boys did. Furthermore, for type of non-fiction, boys tend to read about sports, sciences, and history while girls prefer to read the text that related to their hobbies and travel. In terms of the frequency of reading, girls read more than boys. Girls read almost every day or every weekend but boys did not read at all. Girls mostly stated that they spend to read more than one hour while boys reported read for less than 30 minute.

Aharony and Bar-Ilan (2016) conducted another research that involved LIS students of a Department of Information Science in Israel. This research aims to investigate students' preference in terms of printed and non-printed text and the influence of cognitive variables to their reading preference. The finding demonstrates that though there are so many technological innovations nowadays, students still prefer to read printed text over electronic ones. They can more concentrate and feel comfortable while reading printed text. The finding also illustrates that if the students perceive the relative advantage of reading from non-printed materials, they will prefer to use them. Deep learners admit the advantages of non-printed text as part of their search for full comprehension of learning materials. While, to invest minimal time and effort, surface learners recognize that non-printed materials may simplify their process of learning. In addition, if the students more understand the text assigned to them in non-printed format, they will prefer to use that format. Furthermore, boys are more technology oriented than girls, thus boys' electronic preference is higher than girls'.

This research investigates students' preference in terms of genre and topic of reading materials as well as some previous research above. Nevertheless, this present research is different from the previous researches above. While the previous research focuses on students' reading preference based on gender, comprehension, reading habit, and cognitive variables in middle school students and ESL college students, this research emphasize on the factors that can affect students' preferences in EFL college students.

