

## **CHAPTER I**

### **INTRODUCTION**

The chapter provides detailed information on the research background, research questions, research purposes, research scope, research significance, conceptual framework, and previous studies.

#### **A. Background**

This research aims at finding out the students' reading interest in Extensive Reading subject and how the students perceive the impacts of Extensive Reading subject on their reading interest. One of the English skills that language learners should master is reading skill (Brown, 2004). By reading, the students can get information from written source. That statement follows the opinion of Jackson (2020) who states that reading is an activity to understand written text. It implies that when reading, someone must understand the content of the text rather than simply reading it word for word. Based on the definitions above, it can be concluded that reading is a primary skill that language learners should master because it contains activities to capture and understand information, ideas, or messages in the written text.

Meanwhile, interest and motivation are essential in learning English (Nurpahmi, Asmawati, Zulfaidah, Dewiyanti, 2022). According to Lena, Trisno, Khairot (2022), interest is the willingness to take out activities to achieve a goal, while motivation is the enthusiasm that inspires a person's effort to perform activities to achieve a goal. Therefore, these two things are interrelated (Nurpahmi, Asmawati, Zulfaidah, Dewiyanti, 2022). Students' reading interest are effected by students' motivation dominantly (Zur, Zulkifli, Hestiana, 2022). In conclusion, both interest and motivation are interrelated and influence each other. Interest is the ability to engage in activities to achieve a goal. Then motivation is the desire that motivates a person to engage in activities to achieve a goal.

Reading interest can be defined as a strong preference for reading or a strong willingness to engage in reading activities (Dewi, Fahrurrozi, Hasanah, Wahyudi, 2020). It becomes essential in reading activities (Zur, Zulkifli, Hestiana, 2022). If

students are interested in reading, they can easily understand the text. It is in line with Akmal, Dhivah, Mulia (2020) who state that students should be encouraged to read more because strong interest and sufficient knowledge will be very beneficial in understand the written text. Therefore, students' interest in reading is needed to develop reading skill and awareness of the importance of reading (Zur, Zulkifli, Hestiana, 2022). Based on the definition, it can be said that reading interest is the willingness and inclination to read for pleasure and with a high level of frequency. One of the benefits of reading interest is that it can improve comprehension in reading (Mardiyana, Setyarini, Amalia, 2021). It is in line with Zur, Zulkifli, Hestiana (2022) who state that high or low students' reading interest effects students' reading comprehension. Then, from a high interest in reading, students can feel the advantages of reading.

However, from the observation at an EFL class in an Islamic university in Bandung, Indonesia, some students are not interested in reading. Students were found to be lazy to read in other classes as well. The students are lazy when doing assignments related to the reading activity. Therefore, the problems faced by students are that they are lazy when read because they have no interest in reading and choose to do other activities. They are also lazy and feel objected when they have to do reading assignments. Last, they are difficult or limited to get reading material that suits their interests. According to Heick (2018), as cited in Ruzin (2019), there are 12 common reasons why students do not read. One of the reasons is that reading can be intimidating if the material is not appropriate for their level. This case will cause students to think that reading is a complicated and boring activity. Besides, Andreas (2018), as cited in Lindawati (2021) has shown that reading interest in EFL students in universities in Indonesia was at level one, which means that the lack of reading interest is still high.

On average, English Education Department in Indonesia has a curriculum for reading courses. One of the reading courses is the Extensive Reading subject. Extensive Reading has been used in various language-learning contexts as part of an ongoing reading course (Yulia, 2018). Not only in universities in Indonesia, but Extensive Reading is also taught in other countries such as Singapore. In Singapore,

Extensive Reading is taught to ESL and EFL students in University level (Renandya Ching, Ng, 2019). Extensive reading involves the reader reading for pleasure and selecting the text based on their wants (Hidayat & Rohati, 2020). According to Intanuari (2019), Extensive Reading subject is a subject that involves students reading much text or a long text for global understanding, where the goal is making students enjoy reading. To sum up, Extensive Reading subject aims to develop students' reading skills and their positive perspectives on reading various texts.

One of the benefits of extensive reading is that it fosters students' reading interest. It is in line with Yamashita (2013) who states that extensive reading improves students' motivation, reading interest, confidence, and overall feeling. According to Mardiyana, Setyarini, and Amalia (2021), extensive reading embeds students' interest in reading. Therefore, interest in reading and extensive reading are two interrelated things. To sum up, extensive reading can influence and provide benefits to students' reading interest.

Several research on extensive reading have been carried out. First, the research conducted by Yen (2018) looked at the advantages of extensive reading for Vietnamese EFL students in university. Second, the research done by Salameh (2017) investigated the effect of extensive reading on EFL learners' reading attitudes at Hail University in KSA. Third, the research conducted by Lindawati (2021) looked at the students' perceptions towards extensive reading in EFL contexts. Despite its relevance, the current research differs from previous research in terms of research focus. The current research focuses on students' reading interest in the Extensive Reading subject at the university level seen from students' perceptions.

## **B. Research Questions**

Regarding the issues mentioned above, this research poses the following questions:

1. How is the students' reading interest in the Extensive Reading subject?
2. What are the students' perception of the impacts of Extensive Reading subject on their reading interest?

### **C. Research Purposes**

Seeing the research questions above, the purpose of this research covers:

1. To find out the students' reading interest in Extensive Reading subject
2. To discuss the students' perceptions of the impacts of Extensive Reading subject on their reading interest

### **D. Research Scope**

This research limits its investigations to extensive reading in teaching and learning in one class of the fourth semester of the English Education Department at an Islamic university in Bandung, Indonesia. This research analyzes the Extensive Reading subject and students' reading interests. This concern is related to students' reading interest in the Extensive Reading subject and their perceptions of the impacts of extensive reading subject on their reading interest.

### **E. Research Significances**

This research is expected to provide theoretical and practical benefits. Theoretically, this research is expected to provide in-depth information for researcher, teachers, and students about students' reading interest in the Extensive Reading subject and the students' perception of the impacts of extensive reading subject on their reading interest. This research gives insight that reading is not always a boring activity.

Besides providing theoretical benefits, this research also provides practical benefits. Practically, this research is expected to prove that extensive reading is beneficial. By knowing students' reading interest in the Extensive Reading subject, this research can be used to revise and develop the syllabus of the Extensive Reading subject.

### **F. Conceptual Framework**

Extensive Reading is incorporated into the reading curriculum (Yulia, 2018). Extensive Reading is a reading course that aims to develop students'

reading skills and to develop students' positive attitudes toward reading various texts (Intanuari, 2019). An Extensive Reading course provides theoretical and practical knowledge about reading widely and with various types of reading. Extensive reading is identified as reading for pleasure and seeking general information, which students do it not only in the classroom as a part of the learning process, but also outside the classroom with no time constraints (Anindita, 2020). According to Aliyeva (2021), extensive reading allows students to read longer pieces of reading that they select at their speed and skill levels. The other activity in the Extensive Reading subject is that the students report what they read into a journal by writing down the title, author, number of pages, vocabulary, summary, and comments on the reading material. They can be encouraged to review what they have read orally and in writing.

According to Mitek (2022), extensive reading has several purposes, including increasing students' confidence and motivation, making them more proficient in using English, expanding their vocabulary, assisting them in understanding grammar, and increasing their reading speed and fluency. When reading, students will read many words and may even find words that they did not know before (Aliyeva, 2021). Besides, students will also meet various grammar patterns, some of which have never been encountered by students (Mardiyana, Setyarini, Amalia, 2021).

Reading interest can be interpreted as a high desire to read (Springer, Harris, and Dole, 2017). Reading interest is a complex psycho-cognitive concept that mainly refers to the three phases of a reading lesson, but most strongly to the pre-reading phase (Lustyantie & Aprilia, 2020). To sum up, reading interest is students' love for reading.

Aspects of reading interest consist of reading pleasure, awareness of the advantages of reading, reading frequency, and the number of books that have been read (Sudarsana, 2014). It is in line with Kamah (2002) who states that reading interest means the attention to read with pleasure in high frequency. Reading interest is very important because to read, someone needs interest first, and from

reading itself, someone can get information from written sources (Sudarsana, 2014).

The initial motivation to read is interest to read. According to Lustyantie & Aprilia (2020), reading interest is influenced by personal and external factors. Personal factors include age, identity, intellectual ability, reading ability, perceptions, and psychological state. Outside factors include the type and quantity of available reading materials, social status, economic status, ethnic background, peers their age, and the influence of teachers and parents.

According to Poetra (2021), students' perception refers to students' thinking, viewpoints, and emotions about individuals, situations, and events. Students' perception is how students respond to what they have done or what they have learned (Ansow, Olli, Kumayas, 2022). Through perception, students can take a concept of something and extend it into a new idea. Based on the two definitions above, it can be concluded that students' perception is the students' response to and opinion about something.

Students are part of the learning process, and their position is important and cannot be eliminated. Therefore, knowing students' perceptions of aspects related to learning is necessary (Poetra, 2021). One of them is to learn about students' reading interests in Extensive Reading subject. According to Ali, Yuan, Vanessa (2018), extensive reading can increase students' reading interest. Therefore, interest in reading and extensive reading are two interrelated things.

## **G. Previous Studies**

There are a number of research on extensive reading that have been carried out that are related to the current research. First, the research conducted by McLean and Rouault in 2017 looked at the efficiency and effectiveness of extensive reading in improving reading rates at the university level. The participants of this research were 50 Japanese EFL learners. The research used a quantitative method with an experimental design. The research findings demonstrated that increasing reading rates through extensive reading was more

efficient and successful than conventional reading training that included grammar-translation tasks.

Second, the research done by Lekawael and Ferdinandus in 2021 investigated the impact of extensive reading on students' vocabulary mastery at the university level as perceived by students. Questionnaires and interviews are used in the research. The participants were 40 undergraduate Indonesian EFL students in second and fourth semesters in the English department. The results of this research revealed that most students showed a positive response to and perception of extensive reading. Besides, the progress of students' reading comprehension and the development of their vocabulary building also showed positive results.

Third, the research conducted by Marpaung in 2015 explored university students' attitudes toward extensive reading. This research focused only on the Extensive Reading subject. Questionnaire was used to gain the data in this research. The participants were 40 Indonesian EFL students from the English Department who took the Extensive Reading course. The results of this research showed that the participants had a positive attitude toward Extensive Reading.

The similarity between the previous and current research is that the focus is on extensive reading among EFL learners at the university level and is seen from students' perceptions. However, the current research differs from the previous research regarding variables and methods. The current research uses a qualitative method with a case study design. The current research focuses more on students' reading interest in the Extensive Reading subject seen from the students' perception.