CHAPTER I
INTRODUCTION

This chapter provides detailed information on the research background, research question, research purposes, research significance, research scope, and previous study.

A. Background

Reading skill is undeniably one of the most essential abilities in today's knowledge-driven world. Amin (2019) states that reading is regarded as the most important collaborative skill for both school and life. It serves as the gateway to inform, enabling individuals to access a wealth of knowledge and make informed decisions across various aspects of life, from education and career to personal enrichment and critical thinking with good reading skills, one can gain knowledge on a wide range of topics, from the latest news to academic knowledge. Reading also provides access to vital knowledge that applies to daily living. Students can improve their reading, critical thinking, creative thinking, higher-order thinking, and problem-solving abilities if these exercises are used regularly (Damaianti, 2020).

The journey to master this invaluable skill begins with understanding how our brains process words on a page. McGeown (2015) states that the reading skills necessary to easily and fully involve in different reading activities will vary. Reading allows students to broaden their knowledge, comprehend new information connected to their academics, and increase their reading comprehension (Pragasam & Sulaiman, 2023). Furthermore, encompasses various sub-skills, such as word recognition, vocabulary comprehension, and the capacity to extract information, infer meaning, and critically analyze written content.

Reading can be intimidating if the information is too advanced for students. They are thought to think that reading is a challenging and boring activity as a result of this situation. According to Heick (2018), there are twelve typical explanations for why pupils do not read. A person's reading habits are influenced by several

major elements, including the amount of time spent reading, how frequently it was done, the books he selected to read, his attitude towards those books, the reason he read, and his reading practices (Risman et al, 2019). Therefore, the problem faced by students is that they are when reading or not interested in reading activities, and they are difficult or limited to get reading material that suits their interests. The reason is the lack of motivation to read, which causes students to lack insight or knowledge.

In fact, Extensive Reading can motivate readers to gain a broader knowledge of the world, cultures, and various topics. The knowledge gained can stimulate curiosity and motivate the reader to continue seeking new information. Grabe (2009) states that the study of language learning motivation often involves a set of beliefs (self-concept and self-efficacy), values, expectations, and behaviors. Readers can create a rich literacy environment, foster interest in reading, and motivate themselves to continue exploring ideas in reading. The feeling of progress in literacy skills can provide a sense of accomplishment and increase motivation to continue reading.

Furthermore, reading motivation in students is key to developing literacy. For students, reading is not only an academic requirement but also a skill and activity that can provide benefits. Reading helps expand vocabulary, improve grammar understanding, and improve students' writing skills. The more students read, the better their language skills. Grabe (2009) states that English reading motivation in the context of learners of English as a foreign language (EFL) has mainly been categorized into motivation due to the classroom environment, which influences the motivation to read. Reading provides students with opportunities to explore their personal interests. By choosing readings that match their interests, students are more likely to involve and find enjoyment in reading.

There are several studies have been conducted related to this research. The study conducted by Day and Bamford (2002), for instance, enumerated eleven characteristics shared by numerous effective Extensive Reading programs: Students should be able to select what they wish to read, and there should be a large variety

of reading materials available on a number of topics. The reading material should be straightforward.; students should read as much as they can; reading should be done for pleasure, information, and general understanding; reading should be enjoyable in and of itself; reading should be done silently and alone; teachers should orient and guide their students; and finally, teachers should be role models for readers. The current study's research focus is different from that of earlier studies, despite its continued relevance. The present study examines how Extensive Reading affects students' reading involvement significant at the university level, based on their personal experiences.

B. Research Questions

Based on this research problem, it was formed to examine the research questions as stated in the problem:

1. How are Students Motivation when they involve in Extensive Reading activities?
2. How are the Students' experiences in their involvement with Extensive Reading course?

C. Research Purposes

This research is intended to address the objectives in the problem based on the research question:

1. To find out how Students Motivation when they involve in Extensive Reading activities.

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2. To figure out the Student's experiences in their involve with Extensive Reading course.

D. Research Significant

This research is expected to provide theoretical and practical benefits:

1. Theoretical significance

    For the researcher to delve into the effects of Extensive Reading programs on students' reading involvement, providing valuable insights into the increasing motivation of Extensive Reading courses.

2. Practical significance

Participating in this research offers an opportunity to contribute to understanding the students' experience in involvement with an Extensive Reading course, potentially influencing future educational practices. Besides, the findings of this study could offer practical insights into how EFL teachers are expected to find appropriate strategies to increase students' reading motivation.

E. Research Scope

This research discusses students' experiences in involvement with the Extensive Reading course. This study focus on fourth-semester students of the English Language Education Department at UIN Sunan Gunung Djati Bandung who have completed the Extensive Reading course during their Fourth Semester. This research is related to students' motivation in their reading activities and experience in Extensive Reading Course.

F. Conceptual Framework

In a study conducted on Extensive Reading, Renandya and Jacobs (2002) emphasized the value of reading widely for pupils' relevant knowledge growth. Conversely, some research focuses on the relationship between students' inventiveness during language acquisition and reading levels. In other words, reading a much would improve pupils' vocabulary and syntactic understanding. Another study conducted by Hitosugi and Day mainly proved that Extensive Reading would extremely be influential on the students' reading skills (2004).

McCabe (1991) focuses a great deal on the connection between academic success and creativity. Conversely, some research focuses on the relationship between students' creativity in language acquisition processes and their Extensive Reading habits.

According to Mitek (2022), extensive reading serves multiple functions, such as boosting students' confidence and motivation, enhancing their proficiency in English, expanding their vocabulary, improving their understanding of grammar, and increasing their reading speed and fluency. Through reading, students are exposed to many words, including unfamiliar ones (Aliyeva, 2021). Additionally, students will encounter various grammatical structures, some of which they have not previously encountered (Mardiyana et al., 2021).

Granting students the freedom to choose their reading materials is essential for maintaining motivation. When students have the autonomy to select texts that align with their interests, they are more likely to remain involved and motivated (Krashen, 2004). This approach to self-selection encourages a more personalized learning experience, which has been linked to improved reading outcomes (Mori, 2002).

One of the aspects that influence students' reading comprehension is reading motivation. Guthrie and Wigfield (2000) stated that reading motivation refers to an individual's personal goals, values, and beliefs regarding the topics, processes, and results of reading. A study from Ahmadi (2013) showed that students with higher reading motivation have a higher chance of improving their reading comprehension and English reading proficiency. Within the context of mastering a foreign language, it is often suggested that motivation for reading is an important aspect associated with students' emotional responses and their willingness to learn from further reading activities (Ismail et al., 2012, as cited in Namaziandost et al., 2019).

G. Previous Study

Numerous studies on prolonged reading have been conducted, and they are connected to the current study. First, the process of students' involvement during Extensive Reading practice mediated by Let's Read Asia and students' responses during Extensive Reading practice mediated by Let's Read Asia in the eleventh grade in one of the Senior High Schools at Karawang by Prihartono (2021). This research aims to find out the process of students' involvement during Extensive Reading practice. This research used the qualitative approach and basic interpretive research as the research design. The result of this research showed that the teacher can involve students because students actively follow teacher instructions during the process of Extensive Reading practice.

Second, A study by Suk (2017) investigated the effects of Extensive Reading on reading comprehension, reading speed, and vocabulary acquisition and showed that Extensive Reading develops students' reading ability and especially improves vocabulary acquisition. Therefore, the previous research focused on the effect of Extensive Reading on reading comprehension, reading speed, and vocabulary acquisition, this study not only focuses on Extensive Reading.

Third, the study was conducted by Rahman & Mohamad (2023), the purpose of this study was to explore the effectiveness of Extensive Reading (ER) as a powerful tool to promote reading motivation among ESL learners. The research delves into various aspects related to the topic, such as the significance of the English language as an international lingua franca, the importance of reading skills, the concept of reading motivation, and the implementation of Extensive Reading programs in Malaysia. The research found that research provides studies that shed light on the impact of ER on ESL learners' reading motivation and their overall language development.

Fourth, the study from Yuliandari et al. (2016) investigated Indonesian students' reading motivation stated that the learners will be motivated to read in English if the materials are related to their topic interest. The learners also 9 tend to read

materials that are grammatically and syntactically easy to understand. However, this research is not only using reading motivation but also comprehension

Fifth, a study conducted by Day and Bamford (1998) focused on how extensive reading programs affect language learning, particularly in second language acquisition (S.L.A.). Extensive reading, where students read large amounts of material for pleasure and without the pressure of comprehension tests, was shown to increase motivation and fluency. The study found that students who involved in extensive reading developed more positive attitudes toward reading. These students showed significantly improved vocabulary and reading speed compared to those in more traditional reading programs.

The focus on Extensive Reading among university-level EFL learners as seen from students' experiences, is a commonality between the prior and present study. In terms of factors and methodology, the new study deviates from the earlier research. The current study employs a narrative inquiry design with a qualitative methodology. The current study focuses more on students' reading involvement in Extensive Reading Courses.