

CHAPTER I

INTRODUCTION

This chapter presents a brief introduction of the study including the background of the study, statement of problems, the purpose of the study, the scope of the study, the significance of the study, clarification of key terms, and the organization of the paper.

1.1 Background of the study

Reading is one of the two receptive skills, and it is considered to be one of the appropriate ways to help to develop the learners' language skills, particularly in input-poor settings. In learning English as a second or foreign language, reading skills is considered important as it can help students to enhance the process of their language acquisition and pursue a successful career in their education (Channuan & Wasanasomsithi, 2013; Huang, 2015). However, since reading becomes one of the receptive skills, its process and specific products are unobservable (Brown, 2003). Because of that, sometimes, it is quite difficult for teachers to know students' reading skills because the reading performance is an invisible process that happens in somebody's brain.

Moreover, some previous studies have also revealed that students face some problems in improving their reading skills. Those problems are related to limited vocabulary knowledge, inability to connect the word ideas and infer the information, inability to pronounce the word correctly, and the unfamiliar subject matter or topic of their reading (Hidayat & Rohati, 2020; Mohammed & Rashid, 2017; Riadil, 2020). In the higher education context, it has also been found that college students' view on reading is not generally positive. Some of them perceive reading as an uninteresting, stressful, and boring activity, which leads them to tend to be disinclined to read (Firmanto, 2005; Kweldju, 1996; Rukmini, 2004, as cited in Cahyono & Widiawati, 2006). In regard to this, there are a great number of reading approaches and strategies that can help students to improve their reading

skills, and two major approaches commonly used by teachers are known as intensive and extensive reading.

There are some differences between extensive reading and intensive reading, and one of the differences between these approaches lies in the length of the text to be read (Cahyono & Widiawati, 2006; Delfi & Yamat, 2017). In the intensive reading approach, students commonly deal with short texts with guidance from the teacher (Renandya, 2007). On the other hand, in an extensive reading approach, students will get the opportunity to read longer and more easy-to-understand text based on their interests and reading proficiency level (Park, 2017). One well-known definition of extensive reading is proposed by Bamford and Day (2002), who defined extensive reading as an approach to language teaching where learners will read a lot of easy material in the new language by choosing their reading material for overall meaning, information, and enjoyment. However, although two reading approaches have been explained before, this study is mainly focused on the implementation of extensive reading, especially in an Indonesian higher education context.

The implementation of extensive reading has been gaining popularity over the years. For more than three decades, a lot of studies have been conducted to investigate the benefits of extensive reading implementation both in secondary and higher education (Jayanti, 2019). In a higher education context, a great number of studies have demonstrated the benefit of extensive reading in improving reading speed (Nhapulo et al. 2017), reading comprehension (Al-Homoud & Schmitt, 2009; Edy, 2014; Nhapulo et.al, 2017), reading motivation (Edy, 2014; Huang, 2015), writing ability (Macalister, 2008; Mermelstein, 2015; Salameh, 2017), vocabulary (Macalister, 2008; Huang, 2015; Salameh, 2017), and grammar (Macalister, 2008). Furthermore, in the Indonesian higher education context, Delfi and Yamat (2017) also believed that extensive reading is beneficial for Indonesian students to improve their reading skills as well as their English proficiency as it was found that Indonesian students graduating from senior high school were still not competent in English (Cleophas, 2006, as cited in Delfi & Yamat, 2017). Renandya (2007), a language teacher educator and a researcher with extensive teaching experience in Asia, also had a similar experience regarding English proficiency. In his paper, he

Sarah Nur Azizah, 2022

THE INVESTIGATION OF EXTENSIVE READING IMPLEMENTATION IN A UNIVERSITY IN INDONESIA: USED PRINCIPLES, BENEFITS, AND CHALLENGES

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

told his personal experience and stated that as he studied English for six years in high school in Indonesia, he thought that his level of proficiency in English was close to being non-functional. In this case, Mukminatien (2007, as cited in Delfi & Yamat, 2017) believed that one of the causes of the incompetence made by Indonesian students is the lack of understanding of the content of the language. It is in line with Anindita (2020), who stated that Indonesian students still have a lack of reading interest, which resulted in interfering with their learning process and understanding of the content of the language. Therefore, to help the students to be able to understand the content of the language, Delfi and Yamat (2017) believed that extensive reading can be a possible way to improve the learners' ability in understanding the content of the language. As their understanding of the content of the language improves, their English proficiency is also expected to be improved. Nevertheless, the study conducted by Cahyono and Widiawati (2006) showed that reading instructions in various levels of Indonesian schools are dominantly still based on the intensive reading approach. Due to the previously-mentioned problems, the students must be introduced to extensive reading as soon as they enter college because it can help them to get exposure to the approach that can help them to improve their reading skills as well as their English proficiency.

However, even though the myriad studies that have been conducted to investigate the implementation of extensive reading in higher education revealed that the implementation of extensive reading has benefited students in terms of improving their reading speed, reading comprehension, reading motivation, vocabulary, grammar, etc., only a few studies have been conducted to investigate the core component of extensive reading, which in this case, the principles of extensive reading that are being implemented in generating such benefits. As reported by Martina et al. (2020), the extensive reading principles as the core component of extensive reading have less attention and are not implemented the way they should be in the EFL higher educational level. Therefore, in order to fill the gap in the study of extensive reading, this current study aimed to investigate the frequently-used extensive reading principles in one university in Indonesia as well as the benefits and challenges of the implementation through students' perceptions.

By doing so, it is expected to assert the importance of extensive reading principles

Sarah Nur Azizah, 2022

THE INVESTIGATION OF EXTENSIVE READING IMPLEMENTATION IN A UNIVERSITY IN INDONESIA: USED PRINCIPLES, BENEFITS, AND CHALLENGES

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

in its implementation and to help teachers in designing the extensive reading program more carefully in the future.

1.2 Statement of The Problems

Based on the background explained above, this study is going to answer the following questions:

1. What are the frequently-used extensive reading principles in extensive reading implementation in a university in Indonesia?
2. What are the benefits and challenges that the students gain and face from extensive reading?

1.3 Purpose of The Study

Based on the statement problem, this study is conducted to meet the following aims:

1. To investigate the frequently-used extensive reading principles in extensive reading implementation in a university in Indonesia.
2. To investigate the benefits and challenges that the students gained and faced from extensive reading.

1.4 Scope of This Study

The focus of this study is investigating the frequently-used extensive reading principles in extensive reading implementation in a university in Indonesia as well as the benefits and challenges of the implementation through students' perceptions. In this case, eighth-semester students majoring in the English Language Education study program were chosen to be interviewed regarding their perception of the frequently-used extensive reading principles in extensive reading implementation in a university in Indonesia as well as the benefits they got and challenges they faced.

1.5 Significance of The Study

This study investigated the frequently-used extensive reading principles in extensive reading implementation in a university in Indonesia as well as the benefits and challenges of the implementation through students' perceptions. Theoretically, the result of this study is expected to assert the importance of extensive reading principles in its implementation and the importance of exposing students to extensive reading as soon as they enter college as it offers a great number of benefits

Sarah Nur Azizah, 2022

THE INVESTIGATION OF EXTENSIVE READING IMPLEMENTATION IN A UNIVERSITY IN INDONESIA: USED PRINCIPLES, BENEFITS, AND CHALLENGES

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

to help them in improving their reading skills. Practically, the result of this study can provide teachers with some information regarding the extensive reading principles and challenges that students often face during the implementation so that teachers can be more prepared in terms of deciding how they will set up the activity and how they will take part in the activity. Professionally, the result of this study is also expected to be used as a reference for considering extensive reading to be involved in the curriculum as a part of a compulsory activity in reading class. Those things are expected to lead to a better implementation of extensive reading in the Indonesian higher education context.

1.6 Clarification of Key Terms

To avoid the misinterpretation of some concepts presented in this study, this section will clarify the following terms:

1.6.1 Extensive Reading

Extensive Reading (ER) is an approach to second or foreign language reading, where learners will read extensively, and they read an easier reading material to build their reading comprehension, speed, and fluency (Bamford & Day, 2002; Renandya, 2007). In this study, the extensive reading activity itself was conducted in students' reading class (Reading for General Communication I) during their first semester for nine out of sixteen weeks of class meetings.

1.6.2 Higher Education Students

In this study, higher education students refer to students majoring in an English Language Education study program in their eighth semester. Their level of English proficiency is intermediate to advanced. In terms of their reading experience, they have taken a series of reading courses that help them in developing their reading proficiency in English. As the eight-semester students at the English department in the current site of study, they have taken five reading courses gradually, which involve Reading for General Communication I, Reading for General Communication II, Reading in Professional Context, Reading for Academic Purposes I, and Reading for Academic Purposes II. In this case, they have joined the extensive reading

activity in the Reading for General Communication I class in their first semester.

1.6.3 Principles for Extensive Reading Implementation

The extensive reading principles that are being discussed in this current study are the ten principles of extensive reading implementation proposed by Day and Bamford (2002). Day and Bamford (1998) define these principles as the characteristics or key ingredients for successful extensive reading program. The principles are: (1) The reading material is easy, (2) A variety of reading material on a wide range of topics is available, (3) Learners choose what they want to read, (4) Learners read as much as possible, (5) The purpose of reading is usually related to pleasure, information, and general understanding, (6) Reading is its own reward, (7) Reading speed is usually faster rather than slower, (8) Reading is individual and silent, (9) The teacher orients and guides students, (10) The teacher is a role model of a reader.

1.7 Organization of The Paper

This paper is organized into five chapters. Each chapter is provided with some subtopics to give an insight into the topic under investigation.

The first chapter of this paper is the introduction. This chapter provides a brief introduction of the study including background, statement of problems, the purpose of the study, scope of the study, the significance of the study, clarification of key terms, and the organization of the paper.

The second chapter is the theoretical foundation. This chapter elaborates on some theories about the nature of the extensive reading approach and its activity, and previous studies regarding the implementation of extensive reading.

The third chapter is methodology. This chapter focuses on the research method used in this study covering research design, research site and participant, data collection, and data analysis.

The fourth chapter is findings and discussions. This chapter presents findings and discussions on the data collected from this study. The findings are presented based on the data collected from the interview and documents (students' reading logs and materials).

Sarah Nur Azizah, 2022

THE INVESTIGATION OF EXTENSIVE READING IMPLEMENTATION IN A UNIVERSITY IN INDONESIA: USED PRINCIPLES, BENEFITS, AND CHALLENGES

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

The fifth chapter is the conclusions. This chapter presents conclusions drawn from the results and discussions on the findings of this study and suggestions for further studies related to the topic of this current study.