

CHAPTER I

INTRODUCTION

In this chapter, some information is introduced as the basis of this study. This chapter is aimed to present the background, statement problem, objective, and significance of the study. Other sections, such as the theoretical framework, assumption, limitation, scope, definition of key terms, and organization of the study, are also explained.

1.1. Background of the Problem

Nowadays, English is an essential language in the world since it is used in all aspects of life especially in education. Many papers, journals, textbooks, and resources are primarily written in English. On the other hand, English is still considered as a foreign language in Indonesia. It means that Indonesian students have less exposure to English, thus, bringing more difficulties for them to understand English.

Indonesian students who major in English Education are supposed to acquire sufficient English skills including both receptive and productive ones. Understanding English texts is very important for students of English Department to support their learning process. In order to develop the students' professional knowledge and skills, they do not only need the explanation given in every interaction occurring between lecturer and students, but they also need to enrich their knowledge by reading printed sources or online texts in English.

**The Students' Perception of Extensive Reading Activity
through Reading Log in Reading A Class of the English Department**
(Gabriella, 2019)

To obtain the knowledge, students need to apply their reading skills. Reading requires literacy, vocabulary and grammar acquisition, and sufficient background knowledge. However, the majority of the students do not have enough reading proficiency. There are a few reasons behind that problem. The most common cause is that the students have a minimum exposure on English texts because they lack motivation for reading English.

In response to the students' need, there are some methods to develop their reading skills including extensive reading activity. Basically, there are two approach in reading which are intensive reading and extensive reading. According to Ghanbari and Marzban (2013), intensive reading means providing students to read a particular English text in order to master certain reading skills and grammar points. On the other hand, extensive reading means getting students to read a great amount of texts in which they are required to read independently. Through a lot of researches and studies, it is discovered that using extensive reading in classroom can be very advantageous to develop students' reading proficiency.

Understanding the importance of reading extensively, English Department arranges a supplementary activity in Reading A course. The students are encouraged to read a novel they prefer regularly and make reading logs afterward. In the activity, the lecturer guides the students by checking their comprehension shown in their reading logs and giving some feedback to improve the students' reading skills and language acquisition. Through this activity, the English Department expects that the students can be motivated to read more in order to develop their reading skills as well as English proficiency.

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In order to find out the students' perception after doing extensive reading activity, this study was conducted through questionnaire and interview. Instead of observation, survey was used to collect the data because the activity had been done individually by the students outside the classroom, so it was difficult to observe them one by one. It was presumed that the students were able to convey their perception by answering the questionnaire which was constructed based on the theories and what had happened during the activity. In addition, the lecturer was also interviewed to confirm and strengthen the students' perception.

1.2. Statement of the Problem

Based on the background, the problem of the study was "What is the students' perception on extensive reading activity through reading log in Reading A class?".

1.3. Objective of the Study

This study was conducted to find out the students' perception on extensive reading activity through reading log in Reading A class.

1.4. Theoretical Framework

Some theories and previous studies were used as the framework to support the study. The first theory was about teaching reading for foreign learners. This theory included the importance of reading, the skills acquired as reading proficiency enhanced, and how to teach reading skills effectively. The second

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theory was about extensive reading as an approach to teach reading. This theory was to explain the focus of the study about the students' perception on extensive reading activity in classroom. The third theory used was about reading log, which facilitated the students to write what they had read through the extensive reading activity. The last theory about perception was used to analyze the students' and the lecturer's responses and to find out their opinions toward the implementation of extensive reading.

1.5. Significance of the Study

Based on the findings of this study, there are some advantages which can be gained by both the teachers and the next researchers:

- For teachers or lecturers, this study offers extensive reading as another alternative in teaching reading especially for foreign learners. Furthermore, teachers and lecturers can use this study as a reference to evaluate the implementation of extensive reading in their classrooms.
- For the next researchers, this study can be used as a good reference for their next studies on similar topic. Besides, they can also find some more sources or theories used in this study to support theirs.

1.6. Assumption

Due to the possibility that there were some variables which could not be measured and proved, it was assumed that all students wrote the reading log about the summary of the novel they had chosen, and the lecturer checked their reading logs. In addition, both the students and the lecturer had given their honest

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responses either in the questionnaire or during the interview based on their own perception and personal experiences.

1.7. Limitation and Scope

Because the scope of reading and the subjects available were very broad, the study was limited to only some points. The study focused on the extensive reading activity which means giving the opportunity for the students to choose their own texts to be read based on their preference without any force as extensive reading means reading for pleasure. In this study, the students were able to choose a novel they were interested in. Furthermore, the subject of the study were the students of the English Department who completed Reading A class where extensive reading activity was the part of the class' syllabus. At last, this study attempted to figure out how extensive reading motivates the students to read more and what improvement occurs due to extensive reading based on the students' and the lecturer's perception gained from personal experiences and opinions.

1.8. Definition of Key Terms

- a) Reading is a mental activity which involves the reader's comparison of their schemata and new information of the text they have read (Mikulecky, 2008).
- b) Extensive reading means getting students to read a great amount of texts in which they are required to read independently. In other words, the students

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can choose any texts they like based on their capacity (Ghanbari and Marzban, 2013).

- c) Reading Log is a type of journal written to summarize what the students have read in order to give both the students and the teacher the understanding of the English text (Lyutaya, 2011).
- d) In general, perception is a way of capturing the reality that someone faces using not only sensory receptors but also higher cognitive processes (Demuth, 2013).

In this study, there are some components investigated to discover the students' perception on extensive reading activity.

- General Attitudes to Extensive Reading: The students' perception about the qualities of extensive reading.
- Exposure to English Texts: The students' perception about the importance of exposure to English texts offered by extensive reading to improve their reading skills.
- Motivation: The students' perception on how extensive reading gave the students encouragement in reading more.
- Impact to Other Skills and Components of English: The students' perception on the advantages of extensive reading in enhancing other skills and components of English.

1.9. Organization of the Study

This study consists of five chapters. The first chapter is the introduction of the study. In that chapter, the background of the study is followed by the

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statement of the problem, the objective of the study, and the significance of the study. Review of literature, the second chapter, is about theories and previous studies used as the basis of the research. The subject and the method of collecting and analyzing data are in the third chapter about research methodology. The fourth chapter about findings and discussion presents the survey result and its interpretation associated with the theories and studies in Chapter II. Finally, the conclusion of the study and some suggestions are presented in the fifth chapter.