

Chapter 1

Introduction

This chapter consists of seven sub-chapters. The first sub-chapter is the background of the study. This part discusses the reasons why the researcher is interested in doing this study, followed by the statement of the problem. This part discusses the possible problems of the study, and followed by the delimitation of the problem. The fourth is about the research question of the study which contains some questions that will be investigated in the study, followed by the purpose of the study. It discusses the goal of the study based on the research questions. The sixth is about the significances of the study which describes about the benefit of the study. The last is about the organization of the chapter which explains the overview in each chapter of the study.

Background of the Study

People communicate each other in the society using several ways such as direct and indirect communication. In terms of direct communication, people can talk face to face, use telephone, or use video call, while in terms of indirect communication, people can communicate using written communication in the form of an e-mail, a letter or messages. In order to understand written communication, people are required to have reading skills.

Reading skill is necessary in understanding written communication because people need to digest the information of the written messages. In this case, the written messages can be in the form of books which become one way for people to communicate with other people across the world indirectly. Tampubolon (1987) mentioned that “reading is one of the basic language skill besides listening, writing and speaking and also it is one of part of written communication” (p.5). Thus, reading skill is not only important in written communication to understand the information of the message, but also an essential skill for people to enrich their knowledge from what they read.

Reading skill is a series of actions affected by several factors which lead people’s understanding in processing the information. Harjasujana (1996) stated that “reading is a process, but reading is not a single process, rather a combination of various process which accumulates in a single act” (p. 4). Moreover, Palani (2012) mentioned that thinking, evaluating, judging, imagining, reasoning and problem solving involve in reading activity. Nurhadi (2008) added, reading involves various internal factors and external factors. He mentioned the term of internal factors includes intelligence (IQ), interest, attitude, aptitude, motivation, and purpose of reading, while external factors include the means of reading, reading text, environmental factors or factors of socio-economic background, customs, and traditions of reading. So, reading is not a simple process, yet people are expected to try their best to be good readers in order to get most of its benefit.

Therefore students are expected to master reading skill because it is essential skill. According to Anderson, Hiebert, Scott, and Wilkinson (1985) as cited in Küçüköğlu (2012) stated that reading is one of the basic skills that should be mastered by students because it plays important roles at school. Reading contributes for students to create a literate which helps them to develop proper thinking strategies and creates new ideas (Palani, 2012). In line with that Grabe and Stoller (2001) as cited in Demiröz (2010) stated that reading becomes an inevitable aspect for independent learning, no matter whether the aim is to improve learning achievement, enrich knowledge from subject matter, or improve language abilities. Not only as a powerful weapon by students to be better in improving their achievement, but it also helps students to settle any problem in their learning (Bashir & Mattoo, 2012 as cited in Acheaw & Larson 2014).

There are some factors that affect students to read. Grabe (2009) as cited in Cheethman, Harper, and Ito (2017) stated that motivation is a factor which affects self-directed reading. This motivation arises because of students' curiosity and seeking for information (Anugra, Yusup, & Erwina, 2013). In addition, Shehu (2015) added reading activity is affected by several factors such as for developing and expanding their knowledge, learning more about the world, obtaining any kind of new knowledge, refreshing and spending their spare time, their habit, and doing assignments from lecturers.

Based on the above explanation, it is also regarded important to read books and resources among university students, including the students of this Islamic private university who study at English Language Education Department. To be able to use English language well and gain knowledge, they should be skillful in reading. Therefore, students of ELED of this Islamic private university should be independent readers by reading textbooks or other types of reading without any compulsion from others.

Statement of Problem

In the previous study which examined students' reading habit at ELED of one of Islamic private university in Yogyakarta, Setyarini (2016) found that students' reading habit of this Islamic private university is in the average category, which means these students need to improve their reading activity. It would be better if they become independent learners, including becoming independent readers. Students do not only obtain the knowledge from the teachers to achieve their learning improvement but they are expected to be independent learners by doing independent reading to receive the knowledge as much as they read. In other words, they should have their own initiative to continue learning by reading as parts of their obligation as university students (Chang, 2007 as cited in Monkaresi, Abbasi, and Razyani, 2015).

Moreover, from the previous study conducted in the same university by Parmiyanti (2015), she found three major problems that students encountered during reading activity, which may leads to be factors inhibiting for them to read. These

problems are linguistic knowledge especially vocabulary and sentence structure, background knowledge, and inappropriate reading habit. Consequently, the students will find difficulties in improving their learning achievement because they do not fully understand the material.

Therefore, this study conducted to examine whether these problems affect students not to read or there are other factors which make them reluctant to read. Since from the researcher's experience, some of her classmates are reluctant to read whether students were given reading assignment or not. For example: in one course which required students to read some chapters from a book, some of the students did not read it. They admitted that they did not read and they preferred to ask their friends.

Delimitation of the Problem

This study focuses on the factors inhibiting students to read at ELED in this Islamic private university. Of several methods of research, the qualitative method is used and descriptive qualitative research design is selected in this study. Also, among the variety of data collection methods, individual interviews in semi-formal ways will be chosen in this study, meaning that each participant is given freedom to answer the questions as much as their answer reflects about themselves. This study is conducted among the students of ELED of this Islamic private university in Yogyakarta from batch 2015, 2016, and 2017.

Research Question

Based on the description in the background of the study, statement of the problems and delimitation of the study, the research question is “What are the factors inhibiting students to read at English Language Education Department of this Islamic private university in Yogyakarta?”

Purpose of the Study

Based on the research questions above, the aim of this study is to reveal some factors which discourage to read among the students of ELED of this Islamic private university in Yogyakarta.

Significance of the Study

The finding of this study will give benefit for students, lecturers of English Language Education Department of this Islamic private university in Yogyakarta, and the researcher, and other researchers.

Students. Since every student has different factors which may inhibit them to read, this study aims to give some more information which is expected to encourage the students to have more awareness about themselves so that they can become an independent learner by reading.

Lecturers. This study intends to give the information for lecturers about some factors inhibiting students to read. It is expected that by knowing those factors, the

lecturers could give contribution to guide the students to read. Moreover, this study is helpful in providing information for lecturers to develop a model of learning that can encourage students' interest in reading.

The researcher. This study will give benefits for the researcher as the student and prospective teacher. It is expected that the researcher is more aware of the factors inhibiting students to read and then can apply appropriate reading strategies to encourage students' interest in reading.

Other researchers. The findings and results of this study are expected to provide references for other researchers who want to continue this study into deeper study. Besides, the researcher hope that this study will help other researchers for further research on the similar study in the same field.

Organization of the Chapter

This study consists of five chapters and each chapter has sections and sub-sections, they are as follows:

Chapter one is about the introduction of the study. This chapter consists of the background of this study which explains about the reason why the researcher is conducting the study. The second sub-chapter is statement of the problem, and this part discusses the possible problem of the study. The third sub-chapter is delimitation of the study. The fourth sub-chapter consists of the research questions of the study as the guideline in conducting the study. The fifth sub-chapter is the purpose of the

study. It discusses the goal of the study. The sixth sub-chapter is the significance of the study. It explains about the benefit of the study for lecturers, students, the researcher, and other researchers. The last sub-chapter is the outline of the study. It describes about the overview of each chapter of the study.

Chapter two discusses about the literature review that is used in this study. This chapter consists of the theory about reading skills, followed by discussion on the importance of reading. The next section discusses about the factors inhibiting students to read. The last section discusses about related study.

Chapter three discussed the methodology used by the researcher in doing the study. It explained the type of research approach and design. The research method that would be used in this study was qualitative method and the research design was qualitative descriptive research design. The second section explained about the setting of the research, which consisted of where and when the research conducted. The third section explained about the research participant. The fourth section explained about the data collection techniques, and the fifth section was data gathering procedure. The sixth section was data analysis followed by interpreting issues and trustworthiness.

Chapter four discusses the finding and discussion about the factor inhibiting students to read among students of English Language Education Department of one of private university in Yogyakarta. An elaboration of the discussion of the findings and the theories of experts is provided in chapter four.

Chapter five provides conclusion and recommendation. The conclusion present the summaries of the finding of this study, and the recommendation consists of some suggestions for students, teachers or lecturers, and others researchers.