

Chapter One

Introduction

This chapter aims to introduce this research in which the researcher presents the background of the study to elaborate the underlying reason in conducting this research. To make it be more precise, the identification and the limitation of this research are elaborated after the background. This chapter also provides the research questions and objectives to clarify how the research is carried out. At the end of this chapter, the significances of the research are provided for those who may take benefits from this study.

Background of the study

Reading is one of the necessary receptive activities and one of the fundamental skills in language learning. That is because people will get the model of language inputs and information during reading activity which can develop their language proficiency. As a result, reading can help them to learn about grammar, vocabulary, expression, and even culture of the language which can assist them in using the language productively. That statement is supported by Walker; Banno and Kuroe; Fourault (2015) stating that extensive reading improves their vocabulary and grammar. In addition, Babae and Yahya (2014) claimed that there are significances of using literature in foreign language teaching especially in reading contexts such as offering real-life situation like setting, promoting the students' attitude and knowledge on different culture, traditions, and societies.

Even though reading is important for the language learners, many students often consider reading as a challenging activity. Loucky as cited in Ferdila (2014) stated that reading is complex and involves the combination of both lexical and text progressing skills that are usually recognized as being interactive. The complexity of the information receiving process is not the only challenge that the students encounter in reading English books. As the learners who are still in an attempt to increase the language, they also have a barrier in the language. Hence, it even burdens them in doing the activity.

The obstacles encountered by the students concerning reading difficulty that outweighs their desire to read will be overcome by the teachers' proper guidance. The teachers should provide the strategies to make the students enthusiastic and enjoy in reading, especially reading English books. One of the strategies to teach and learn reading is extensive reading which highlights the students' personal preference in reading.

Extensive reading is increasingly popular worldwide than it was over the decades. According to Bamford and Day as cited in Jeon (2016), extensive reading is a method of language teaching in which the students read many easy materials in the target language. In other word, extensive reading is the way of learning a language through reading for enjoyment which is known as "pleasure reading". Pleasure reading means that the reading activity is based on the students' willingness. The students are allowed to read a relatively huge quantity of simpler texts typically for getting pleasure. The students doing pleasure reading means that they "learn to read", they practice the reading skill by reading for

information. Reading for pleasure enhances the students' motivation in reading so that it leads the students to spend more time in reading (Channuan, 2016). Extensive reading can attract the students' motivation to read because they can choose their book based on their interest. Since most of the students think that reading is boring, they have less motivation and the awareness to read, especially reading book in other languages particularly English books. In fact, many students become the hesitant readers (Kweldju, as cited in Ferdila, 2014) as reading in a foreign language is not easy and the students are still learning the language.

Book choices play an important role in extensive reading because book choices can affect the students' motivation in reading. That statement is in line with Babae and Yahya (2014) who stated that using an appropriate book increases the students' motivation and interest. When the students know about the words of the page, read the materials quickly, and comprehend them at high level, they will feel that they have done it well. It is in accordance with Sewell (2003) who stated that the students should feel successful while reading. Thus, by feeling that way, they will be motivated to keep reading. Since motivation is important to drive the students to read. It is in line with the statement proposed by Barone and Barone (2018) who stated that intrinsic motivation is critical in reading. When the students enjoy reading, they have more curiosity about what they read and they persist doing it even though it is difficult.

So, it is clear that book choices can affect their motivation in reading. When the students choose the wrong book, it affects their language input. The students will not understand the content of the book. If the students do not

understand what they read, they will not get any language input from the book that they read and it becomes useless. Furthermore, the students will not be eager to improve their reading ability if they choose the book that is easy for them. Thus, it is important to choose the right books which are suit to their level. Unfortunately, most of the students remain to encounter the difficulties in choosing the books. Therefore, the researcher would like to explore more about the students' book choices for extensive reading.

Based on researcher's experience as a university student in an EFL context when choosing the books for reading for pleasure, the researcher and some of friends did not know the kinds of books that are appropriate to help in enhancing the English ability. Hence, the researcher selected the books that are not appropriate for the researcher. The books have high language level and the content is out of interest. It then affects the researcher to be overwhelmed and stopped reading. It can be concluded that the book choices that are not appropriate for students can affect the mood and the motivation to read the books. Thus, based on the above-mentioned elaboration, it is interesting to explore the students' book choices for extensive reading in the EFL context.

Identification of the Problem

According to the introduction above, the researcher exposed several problems associated with the students' book choices for extensive reading. Based on the researcher's preliminary observation, there are the problems encountered by the students in extensive reading implementation related to books that they chose. First, the students did not know the kinds of English book that can help

them increase their English ability. Many of them which were randomly selected were the authentic English novel in which they ended up being overwhelmed with the language and then stopped reading. Second, regarding the types of book files, the students have a set of selection of soft-file and hard-file books. However, that statement might be not strong and need empirical evidence to support each judgment. Third, the students who are still in their effort to build up their love of reading need the book recommendation from others whose circumstance is the same as theirs. The book recommendation from people who have similar problem will enlighten them to follow the recommendation.

Delimitation of the Problem

It has been mentioned that there are three problems related to the book choices in the implementation of extensive reading. However, this research will focus on scrutinizing EFL students' book choices for extensive reading.

Research Questions

According to the above-mentioned theoretical background and issues, the researcher formulates two research questions as follows:

1. What books do the students read for extensive reading?
2. What is their perception about the book that they read?

Purposes of the Study

According to the research questions, there are two primary purposes of the study. First, this research aims to explore the books that the students read for extensive reading. Second, it also aims to discuss the students' perception or

opinion about the books that they have read in the implementation of extensive reading.

Significance of the Study

The researcher hopes that the result of this study will be beneficial for the students, lectures, other researchers, and institutions. Below is the significance of this research for each party:

Students. This study is to inform the students who are still on their way to increase their reading motivation of English books. In short, this research gives the students book recommendation for extensive reading.

English Teachers. For English teachers, the result of this study will become the basic consideration to choose reading materials if they are interested in implementing the extensive reading in the classroom.

Other researchers. This study explores the students' book choices for extensive reading. Other researchers can refer to this research data as a reference if they are willing to conduct the similar topic of studies.

Institutions. This research provides the information about students' preference of book for extensive reading. It will be used for the institution as the consideration of what books to provide in their library for extensive reading.

Research Outline

This research consists of five chapters. The first chapter presents the introduction of the research. It consists of the background of the research,

identification of the problem, delimitation of the research, research questions, purposes of the research, and the significances of the research.

The second chapter contains the literature review. It reviews the extensive reading, the materials for extensive reading, and the types of reading materials for extensive reading. Moreover, this chapter shows the review of related study and the conceptual framework of the research.

The third chapter is about research methodology. It includes the research design, research setting, research participants, data collection technique, data collection procedure, research instrument, and data analysis.

The fourth chapter presents the finding and discussion of this research. There are two main finding being proposed in this research; the books that students read for extensive reading and their perceptions toward the books.

The last chapter provides the conclusion which is the summary of the finding of this research. In addition, this chapter offers the recommendations of this research.