

Chapter One

Introduction

This chapter discusses the introduction of the research. Here, the researcher presents the reason why the researcher is interested in choosing this topic which is stated in the background of the research. It also includes identification and limitation of the problem, research questions, purposes of the research, and significances of the research.

Background of the Research.

Reading is a necessary skill for students, because they must able to read and understand an English text. According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Quadri and Abomoge (2013) refer reading as a key to wealth of experience that links people in a way far beyond distance or time. Reading can be used by English teacher as teaching learning process to increase other skills likes writing, speaking, and listening. Thus, reading is the process to obtain knowledge and enhance other skill.

According to Harmer (2001), to get maximum benefit from their reading, students need to be involved in both extensive and intensive reading (Harmer, 2001). Kinds of reading are extensive and intensive reading. Extensive reading is where students are reading material especially at their level and their own. Furthermore, the students enjoy and feel pleased with their reading. According to Harmer (2001), such a program in extensive reading will make students more

positive about reading, improve overall comprehension skills, and give them a wider passive and active vocabulary. Intensive reading requires students to read the same material in the classroom (Harmer, 2001). In intensive reading, the teachers have roles to ask the students to read intensively. In addition, intensive reading has deep process and also task in the end of it.

The kinds of material in the teaching are textbooks. Hall-Quest (as cited in Khoirawati, 2012) argues that textbook is the record of racial thinking that has been made as instruction. According to Richards (2001), textbooks are subject instrument in most of language program. Beside, textbooks provide a lot of information for teachers and students. Textbooks are used as guidance to know what students are going to learn in every subject. Then, students can have discussion related to the content of textbooks. Therefore, reading textbooks is strongly related to reading comprehension skill. In order to understand the content of textbooks, students should have a good reading comprehension skill.

The students at an English Language Education Department are required to read English textbooks in the learning process. The teacher usually use English textbook as a teaching material. The students must read all of the English textbook that they have to carry out their learning. According to Tomlinson (2012), materials can include textbooks, audio-visual aids, computer mediated resources, real objects, or performance. Teachers and students will get benefits when textbooks are used in teaching and learning process (Harmer, 2007). The other factors that affect students in learning is motivation. According to Istianti (2013) motivation is one of important part in learning something. Furthermore, students

who learned English language should engage with written text in English and consequently should have good skill in reading. Based on the definition above about motivation, it can be concluded that motivation directs students to achieve the goals in learning.

From the researcher observation in joining a course called “Principles of Teaching and Learning” which required the students to read English textbooks, most of the student encounter some problems, such as they do not continue in reading the textbooks when they find the difficult words, they only read the textbooks because they are asked to read by the teachers. Moreover, when they meet the difficult word and some educational theories, they do not continue to read those textbooks. They also think that textbooks are not important. The other students also think that they can search the information on those textbooks from their friends. Thus, from those problems they do not continue reading textbooks in the learning process.

Therefore, the researcher is interested in conducting the research on the English language Education Department students’ perception on reading English textbooks focusing on the factors influencing students by the English Language Education Department students to read textbooks. Besides, the researcher interested to find the difficulties on reading textbooks.

Identification of the Problem

Students of English Language Education Department of a university in Yogyakarta have been taught several subjects related to read intensively and how

to present what they have read. The subject related that are Principles of Teaching and Learning, Teaching English as a Foreign Language and Language Assessment and Evaluation. Nunan (2003) defines reading as being composed of four elements; those are the text, the reader, fluency, and strategies. It is because there are some components that should be included in a reading process.

Based on the researcher's experience on reading practice in the English Language Education Department, the first problem related to the reading textbooks is the researcher did not implement their skills well in the reading activities. The second problem was the reading time allocation. The researcher assigned to read one chapter with the number of pages ranging from 10-20 pages in the week. However, the researcher did not implement their skills in the reading assignment. The other problem was several students felt that the items on the textbooks are difficult to understand, because the sentence structure on the textbooks unfamiliar and the content of the textbooks related the educational theories.

Limitation of the problem

To make this discussion more focused, the researcher limits the problem. Therefore, the researcher wants to find out the factors influencing students on reading English Textbooks at English Language Education Department. Then, the researcher wants to investigate the difficulties encountered by the English Language Education Department students in understanding English Textbooks.

Research Questions:

To conduct this study, two research questions are used as a guideline. The research questions in this research are:

1. What are the factors that influence English Language Education Department in reading English Textbooks as perceived by the students?
2. What are the difficulties encountered by the English Language Education Department students in understanding English Textbooks?

Purpose of the research

This research has purposes which could be formulated as follows:

1. To find out the factors that influence English Language Education Department in reading English Textbooks as perceived by the students.
2. To find out kinds of the difficulties encountered by the English Language Education Department students in understanding English Textbooks.

Significance of the Research

The researcher hopes that this study can give benefits to:

Teachers. This research will give the information to the teachers about students' problem in reading textbooks and the factors that influence students in reading textbooks. Furthermore, the teachers can choose the textbooks that appropriate with the students level.

Students. This research will give the information to the students about factors influencing students and the difficulties in reading textbooks. Then, the students are able to find their own strategies to solve the difficulties.

Other Researchers. This research is expected to give the information about the problem in the teaching learning process and support their research as reference. Especially, the researcher who searches the information about factor influencing students and difficulties on reading textbooks.

Organization of the Research

This research consists of five chapters and each chapter has sub-chapter, they are:

Chapter one is about the introduction of the research. This chapter consist of the research background, statement of the problem, limitation of the problem, the research question, the purpose of the research, significance of the research and the organization of the research. Chapter two discusses theories related to the types of advantages of textbooks. There are several contents which are discussed in chapter two, including the definition of textbook. The chapter also presents information on the difficulties on understanding English textbook among teaching process. In addition, the researcher also give review of previous studies.

Chapter three presents the methodology that is employed in this research. There are six sections of this chapter. First, research design in which the researcher explores about the type of research design that is presented. Second, research setting where the research is conducted and participant are discussed subsequently. Besides, participants who contributed in this research. After that, the researcher will go the interview deadline as the data gathering/collection. Then, the data collection method which describes how the data is collected in the

following section. The last is data analysis presenting the procedure of analyzing the data, as well as its procedure in analyzing the data. Finally, interpreting issues and trustworthiness as part of the research methodology are discussed in this chapter.

Chapter four is finding and discussing about the collected data, this chapter consist of description of the data, finding and discussion. The last, chapter five is the conclusion of the research and it provides recommendation. This conclusion present the answers related with research questions. Furthermore, recommendations are added in the end of this research.