**Chapter Two**

**Literature Review**

This chapter attempts to discuss theory and previous studies related to this research. There are several major subtopics to be review in this chapter namely theories on reading skills, intensive reading, extensive reading, definition of textbook, choosing the right textbooks, advantages of textbook and difficulties of understanding English textbook.

**Reading Skills**

Reading is one of four skills on English language. Reading is the interactive process between a reader and a text which leads to automaticity. Qanwal and Karim (2014) mentioned that reading is the key in acquiring a second language and reading plays as the fundamental instruction in all aspects of language learning. Moreover, reading is the language skills that needed by the students. In reading process, students mush be able to maximize on reading skills to get the information of the text. According to Qanwal and Karim (2014), read in terms of three categories ; reading as an interpretative and decoding skill, interactive skill, and active, cognitive, and process to think.

Furthermore, Reading as interpretive and decoding skills means that reading is process to understand the words to build the meaning, in order to give the information and to expand the readers' knowledge. Qanwal and Karim (2014) argues that reading is the skills to interprate or decode the printed symbols in order to interprate their meaning. The readers code the word to the holistic

meaning. According to Acheaw and Larson (2014), reading is the skills to understand the words in a document and using the knowledge for personal growth.

Moreover, reading as interactive skills means that reading involves the interaction process. Qanwal and Karim (2014) stated that reading is the communication of the mind, emotions and moods which they receives from others idea and felling. The communication process to obtain the information. Additional, reading is interactive skills that involves the knowledge to understand the written information. From the explanation above, reading as an interactive skill is media to share the fellings and ideas between readers and writers' idea to understand the information of the written material.

Besides, reading as an active, cognitive, and thinking process that involves thinking process, which demand for certain responses into the text (Qanwal & Karim, 2014). In addition, reading is an active process that the readers must be able to understand the text. Therefore, they obtain the information from the text. Moreover, reading academic text is not only finding the information from the text, but the process from students' knowledge to analyse the text. It means that reading is a complex activity that involves cognitive process to analyse, inference, and visualize. In this process, the readers extract the meaning of the written text.

In conclusion, reading is an interactive process between the readers and writers' ideas who the reader tries to obtain the meaning used the background knowledge, thinking process, and languistic knowledge. Reading skills can

empower the readers to interprat the meaning of written text and improve the independent comprehension.

**Intensive Reading**

There are some of definitions of intensive reading. According to Harmer (2001), in intensive reading the teachers need to tell students exactly what their reading purpose is. In addition, in intensive reading the teachers give the students clear information about how to achieve it. Baside, the students obtain the information about how long they have to do this.

In intensive reading, students usually read a page to understand the meaning and to be acquainted with writing mechanisms. Hedge (2013) stated that in intensive reading the students can obtain substantial practice in operating their reading strategies. These strategies can be either text-related or related with the lesson.  includes an awareness of text organization and strategies like linguistic and metacognitive strategies. In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategies.

**Extensive Reading**

There are the kinds of definitons of extensive reading. Doing extensive reading means someone need to read book freely. Waring (2011) stated that extensive reading is the the practice time where learners read a lot of easy book to read texts wholly. They try to read as fast as possible. Therefore, they have to

search the crucial points of the topic fast. Extensive reading helps students in becoming autonomous through providing books or texts, students are able to read independently, books which are of interest to the students, and independent to choose books (Brown, 2012). In extensive reading not enough to tell students to read a lot.  As the teacher needs to offer the students and programme which includes appropriate material, task, and facilities.

By knowing the appropriate material reading, extensive reading can be done effectively. According to Grabe (2009) Extensive reading is an approach to teach and learn reading that uses reading materials. The reading materials should be understandable and meaningful to the learner in order for learners to be able to read large amounts of books or texts. In addition, the Extensive Reading purpose is improvement in reading ability, fluency, vocabulary and enjoyment ( Day & Bamford, 1998; Krashen, 2011). Whereas, extensive reading is reading in quantity in order to gather an 10 understanding of what learners have been read. Thus, extensive reading is the activity that people do for pleasure. The readers can freely choose the books that they like, such as a textbook, magazine, novel and others. It is intendeda strategy to improve good reading habits, to incrase knowledge of vocabulary and structure and also to improve the reading habit.

**Choosing the right textbooks**

Textbooks are one of teaching material in learning process.  Furthermore, 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. According to Weddel (2009), criteria of choosing the textbooks. First, related with the national and school curriculum. By related material it can help the achieve of teaching learning.

The second is up to date, contains relevant content. Furthermore, teachers have to make sure that the contents of English textbooks are appropriate for students, which means that the textbook does not consist of rude language. Then, develops receptive skills before productive skills, especially with young learners. By receptive skills first than productive skills can help the students learning process, which means that by receptive can effective in productive skills. The textbooks also can integrates all four language skills. Besides, is age appropriate in design and format, which means that the textbooks contains have clear instructions and materials.

**Textbooks**

There are several reading materials that can be used to enhance reading ability. The reading materials such as textbook, newspaper, magazine, article, journal, article, and novel. English textbooks are often as teaching material in several schools and used as media of teaching learning process.

**The definition of textbook.** According to Graves (2000), textbooks are books used as an instrument for teaching and learning in educational area which those have standard information source. In addition, textbooks in the learning situation serve much of input for the learner and as a language practice that occurs in classroom. They are also as a literary that are relevant to the study of a subject.

Additionally, textbooks are defined as useful resources and easy to access for both teachers and students, which they can apply it according to their needs (Mahmood, 2011). For teachers, textbooks are used as a resource to design the course. In the other hand, for students, textbooks are used as a resource to receive English language. Therefore, textbooks are tool in academic purposes. It is used to help in teaching learning process through the subject that has been design in curriculum.

**The Advantages of textbooks.** There are several advantages of textbooks in the language classroom. Some experts such as Ricards (2010), Bojanic and Topalov (2016) have been mentioned the advantages of textbooks. Here is the detail explanation of them.

*Textbooks provide structure and a syllabus for a program.* The first advantages is provide structure and a syllabus for a program. Without textbooks a program may have no central core and learner may not receive a syllabus that has been systematically planned and developed (Richards, 2010).

*Textboks help standardize instruction.* The second advantages are to help standardize instruction. The used of textbook in program can ensure that the students in different classes receive similar content and therefore can be tested in the same way (Richards, 2010).

*Textbooks are efficient.* Another advantage is efficient. They save teachers' time, enabling teachers to devote time to teach rather than material's production (Richards, 2010). By saving time, means that the teacher can distribute more time in helping students comprehending the materials rather than making them.

Therefore, the teacher can spent more time in developing activities. Thus, textbooks can be efficient for teachers to help the students in teaching learning process.

***Textbooks help students' language skills improvement.*** The next advantages are help students' improvement. Textbooks are necessary tools for language teaching learning. On the one hand, they help students improve their language skills, learn about the subject content, and become familiarized with the cultures and way of life of people from foreign countries (Bojanic & Topalov, 2016)

**The factors that influence students to read**

Reading is one of skills in learning process. In developing students' reading, it takes considerable factors to develop students' reading interest. Therefore, it shows that the factors have many functions in learning process in the classroom. Those factors give significances for both teachers, as informations to consider about it and students, as the language learner can take some informations to obtain the benefits by these factors as presented by the following paragraphs.

**Motivation**. In education, reading is one of  process to obtain the knowledge. Shehu (2015) argues that self motivation as individual personal factor in reading. Basides, when students have a high motivation they will be consistent to read books. According to Creethman, Harper and Ito (2017) stated that motivation is a factors which impacts students to read. Thus motivation is one of factors that influence students to read the books.

**Types of reading text**. In class activities, one of input the knowledge is reading. Shehu (2015) stated that new word, types of reading text, background of knowledge, and pronoun are the factors students to read. In addition, the easy vocabulary is also effect students to read. According to Mourtaga (2005), he stated that the linguistic competence, students' first language and second language, and the spelling or sound of word are problems which influence students to read

**Teachers**. Reading is one of teaching activities in the classroom. In reading proces, the teachers asked to the students read some books. By reading the books, the teachers hope that the students improve their English skills. The teacher used the books to facilite students' sources. Thus, the teachers have the role to play the reading activities. According to McKool and Gespass (2009), the teachers, after parents, are the ones who have the greatest opportunity to influence student"s reading habits.

Thus, we can cnclude that there are several factors which influence students to read. These factors are motivation, the types of reading text, the teachers. Therefore, it shows these factors have many functions in teaching learning process. These factors above give the benefit information for both teachers, as creators of the lesson to explain the information and students, as language learners to obtain language exposure.

**The difficulties on reading textbooks.** In reading textbooks**,** students might face several difficulties. According to Wallace (2007), students have

different views of reading process.Some of them are interested in reading while the others find the obstacle on it. Some experts such as Shehu (2015), Chou (2011), and Chung (2012) have been identified the difficulties in comprehending reading materials especially English textbooks.

**Unfamiliar content.** The first difficulty relates to unfamiliar content. According to Carrell, Devine, and Eskey (2000), background knowledge of content gives more benefit for readers in order to help them to remember and to understand the text than someone who is unfamiliar with the topic. This unfamiliar content might lead the problem in reading process. In this situation, students might face the problem in comprehending the text. Thus, students take long time to read texxtbooks.

**Lack of vocabulary knowledge**. The second difficulty relates to vocabulary knowledge. Vocabulary and motivation to re-read become the highest problem that occurs in comprehending English reading (Chung, 2012). It is also supported by Shehu (2015) she stated that a great problem in comprehending the text is unfamiliar words. It shows that vocabulary knowledge and reading comprehensions are related. It is necessary for students to have adequate knowledge of vocabulary in order to understand fully passage in foreign language (Chou, 2011). Vocabulary knowledge gives an influence for students to be a successful reader.  Students might struggle with unfamiliar words during the reading process whereas vocabulary knowledge determines the students' interpretation towards the text. In addition, if students do not understand the meaning of word, they will not be able to comprehend of the textbooks well.

Moreover, students will be difficult to access the information without having good vocabulary knowledge.

**Low motivation to read.** The further difficulty is students' motivation to read. Clarke, Truelove, Hulme, and Snowling (2014) mentioned one of the possible difficulties is motivation to read. It is supported by Boardman, Roberts, Vaughn, Wexler, Murray, and Kosanovich (2008) who stated that reader who are struggling in reading often face lack of motivation to read. This situation might be influenced by kind of reading text or the length of text which students have to read. Lack of motivation affects to students' reading process such as they are difficult to comprehend, they are not able to develop effective reading strategies, and it limits their exposure to important content area information, world knowledge, and vocabulary (Morgan & Fuchs, 2007). This situation might occur because students do not read for pleasure. According to Karim and Hasan (2007), students spent long time to read article, journal, academic books, and website because the obligation of doing assignment, instead of their pleasure. Furthermore, the students only read the textbooks because they are asked by theachers.

**Short term memory**. The other difficulty faced by students in reading comprehension is working memory. Shehu (2015) mentioned students face the difficulties to recall the information of what they just read. Students need to read some passages which contain a lot of information. It is supported by Clarke et al., (2014) who stated that working memory is essential for text comprehension, because it is necessary for reader to integrate the information that has just been

read towards the upcoming information. For the length of text, students need to comprehend all of the information and keep it to their memory. However, some students are difficult to recall some passage they have read. Student struggle to comprehend textbooks even they have a lot of experiences in using textbooks. Therefore, this problem affects for student in reading process, which also gives effect for students' reading textbooks.

**Review of Previous Studies.** The researcher found previous study that similar with this research. The first previous study was from one of Islamic private University at Yogyakarta. The title is *English Education Department of Universitas Muhammadiyah Yogyakarta Students' Difficulties in Understanding English Textbooks.* Pratama (2017) conducted this research to find out the difficulties faced by EED of UMY students in understanding English textbooks and to discover some strategies used by EED of UMY students to overcome the problems in understanding the English textbooks. The research adapted descriptive qualitative as the research design. There were four students batch 2014 of EED of UMY who became the participants of this research. The research used interview guide approach as the data collection method. The validity of interview result was checked through member checking, and the data of interview were analyzed by coding. Based on the result of this research, it showed that there were five difficulties in understanding English textbooks faced by EED of UMY students, namely unfamiliar vocabulary, the high language level of the book, low motivation to read, unfamiliar topic, and lengthy text. On the other hand, the result also presented ten strategies to overcome the difficulties, namely re-reading, using

intensive reading, using dictionary, guessing, taking notes, writing summaries, using collaborative learning, asking the lecturer, increasing self-motivation, and focusing the content goals for reading.

The second, Farichah (2018) conducted his research to investigate the factors inhibiting students to read at English Language Education Department of an Islamic private university in Yogyakarta. The research used descriptive qualitative as research design. Then the research aimed In addition, interview was used as the data collection method. Based on the research of this study, there are seven factors which inhibit students to read. These factors are time constraints, web attraction, social life, personal concerns, type of reading texts, lack of background knowledge, and language proficiency in English. The time constraints such as doing homework, part time job and house chores do not allow them to have reading time. Students also reluctant to read because they prefer to have social media, hang out and me-time. Moreover students do not want to read because they do not like to read a scientific or academic text. Furthermore, students are also reluctant to read because the text is written in English. They found difficulty in understanding the vocabulary, structure, and the context of the language.

**Conceptual Framework**

One of the uses of textbooks is as the literature in the classroom. Nevertheless, in using English textbooks as the literature, students might face some difficulties related to comprehending the reading text. This study intends to find the factors on reading textbooks and the difficulties faced by students in

understanding English textbooks. Furthermore, in using textbooks as the literature in learning process, students need to implement some strategies in order to solve the problem in reading comprehension. By implementing some strategies, it helps students to comprehend English textbooks that they read. It means that students can achieve learning goals, which comprehend a subject they learn.

Figure.1 Conceptual Framework

*Figure 1.* Conceptual framework

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│   Students' Perception on Reading│
│        English Textbooks         │
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│ the factors      │   │ the difficulties │
│ influencing      │   │ encountered      │
│ students to read │   │ students in      │
│ English Textbooks.│  │ understanding    │
│                  │   │ English Textbooks│
└──────────────────┘   └──────────────────┘
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