

CHAPTER I

INTRODUCTION

As an introduction, this chapter presents background of study, statement research question, purpose of study, significance of study, scope limitation and definition of key term.

1.1 Background of the Study

As an International language, English has the important role in the world, because it is used by people to communicate with foreign people. Not only to communicate but English is used by people to get more information about education, politics, economics, science, etc. Therefore, people in the world try to learn English.

English has four skills, those are reading, speaking, writing, and listening. All of English skills are important, especially reading skill. As a skill, reading has important role in learning the language, because people are trained to speak words of foreign language by reading a text. Not only that, people can gain their vocabulary and information about language by reading a text. So, when people read it same they get information and gain their knowledge. Rahmany, et.al (2013: 1238) said that Reading is a source of the information and a pleasant activity which must be learnt because of its importance as a communicative and learning tool. Based on the statement above reading is a source of information, because people can read many kinds of books, such as: Mathematics book, Economics book, Politic book, etc. Not only book people can read newspaper or magazines that there is much information about news that had happened. Then reading is a

pleasant activity because when people interesting to the text it makes them enjoy in reading.

Qanwal and Karim (2014: 1019) said that “reading as a major source of comprehensible input in language learning, and recognizes it as a skill that is most needed to be employed by the serious learners“. From the statements above as source of comprehensible input in language learning, reading is the important skill which needed by the learners. Daly (2015: 193) said that reading is a complex skill and comprehension of text is affected by many factors such as the background knowledge about words and concepts that students bring to a text. For those, based on the statement above reading is complex skill and comprehension of the text, people must comprehend the contents and concepts of the text to get information in the text.

Reading is the communicative process between reader and writer. The writers pour their thought in the text and the reader get information from reading the text. “During reading process, the reader extracts meaning from the text by utilizing his/her previous knowledge through employing effective reading comprehension strategies (Javed, et.al, 2015: 139)”. In accordance to the explanation above, if the reader read a text that use foreign language and they are not able to understand the meaning of the text people can utilize their previous meaning comprehension of the text, it is called reading comprehension strategies. Based on Tok and Mazi (2015: 1) said that Reading comprehension can be referred as understanding what is being read, a complete and right understanding

of what is being transferred in the text. From the statement above it means that the readers understand about information of text related to the meaning of the text.

Through extensive reading, people can develop their reading ability and gain knowledge. Therefore reading comprehension plays role in extensive reading, because when people read they must comprehend the meaning of the text. Based on Sheu (2004: 214) said that Extensive reading (ER) has been seen as an indispensable means of developing learners' reading ability and enriching their knowledge of the language and the world. Meng (2009: 133) state that extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and encourage a liking for reading. From the statement above, not only develop reading ability and gain knowledge but extensive reading can build up their vocabulary and support them to liking reading.

People need motivation for reading, because motivation can build their willingness to read. When people read, they have a reason for doing it, either explicit or implicit reason. "Likewise when they avoid reading a text that they may be expected to read, they usually have a reason for their resistance" (McRae and Guthrie in Hiebert, 2009: 55). For those, when people is interested on reading a book, they have a motivations from their own. Based on Walters, et.al (2013: 503) state that motivation has been studied as one factor that impacts students' learning to read, reading engagement, and reading comprehension. Therefore, motivation is important role in reading, because when people have motivation to read, they have the willingness to read anything text in book, magazines, newspaper, novel, article, journal, etc. Because, through reading people can gain

their knowledge about anything especially when they learn foreign language. Refers to Muhammadiyah University of Ponorogo, the subject of this research is sixth semester of English Department Students. Extensive Reading II is one of the courses that students must take. In this course, students must read novels minimum three novels which contain of 600 pages. The problem that appears in Extensive Reading II is students could not understand the text, so they need motivations to support them to read.

When students have a motivation, they will be interested on reading a novel, so it can help them to understand what the contents of the novels, even they do not understand word by word in the novels. So, their motivation to read is important role in this course. As it can be seen that every student has different level of motivation, these are low motivation and high motivation. So, the researcher tries to find out the strategies of students in sustaining their motivation to read. Then, this research uses qualitative method to research it.

Based on the explanation above, the researcher conducts the research with the title “ **The Analysis of Students’ Strategies in Sustaining Motivation in Extensive Reading Class of English Education Department at Muhammadiyah University of Ponorogo**”.

1.2. Research Question

Based on the background of study above, this study promotes the problem formulate into:

What are the students' strategies in sustaining their motivation in Extensive Reading Class of English Department Students at Muhammadiyah University of Ponorogo?

1.3. Purpose of the Study

Focus in the problem of study, this study has a purpose as follows:

To describe the students' strategies in sustaining their motivation in Extensive Reading Class of English Education Department Students at Muhammadiyah University of Ponorogo.

1.4. Significance of the Study

1. Lectures

From this research can help the lectures knowing their students' motivation to read and students' strategies to keep their motivations in reading. For those, it helps them to use method that appropriate to their students.

2. Student

This research can motivate students to keep their motivation to read. Then they can push their motivation to read, because by reading they can get knowledge.

3. Next Researcher

This research is hopefully can be references for the next researchers who conduct the same topic of research. It shows the students' strategies in sustaining of motivation in reading.

1.5. Scope Limitations

To understand this research, the researcher gives scope and limitation. The scope of this research is analyzing the students motivation in Extensive Reading Class.

Then the limitation of this research is analyzing the students's strategies in sustaining their motivation in extensive reading class.

1.6. Definition of Key Term

To make easier to understand this research, the researcher defines the key term of the title in this research.

Motivation : A multifaceted construct, and the exact nature of the constituent components activated in a particular situation depends greatly on contextual factors (Dornyei, 2003: 1)

Extensive Reading : Reading many books (or longer segments of text) without a focus on classroom exercises that may test comprehension skills (Nunan, 2003: 72).

