

CHAPTER I

INTRODUCTION

A. Background

In the past few years, acquiring and developing extensive reading in English as Foreign Language has become more popular. The popularity of extensive reading is shown by several studies conducted in this field, one of the research is conducted by Chang and Renandya (2017) which focused on the current practice of extensive reading in Asian contexts. Furthermore, the benefits of extensive reading on students' vocabulary acquisition also contributes to the popularity of extensive reading as a new method of learning a foreign language. Nation (2015) stated the most important way that vocabulary learning from extensive reading can be increased is to do a lot of extensive reading and the minimum amount of reading should be around one graded reader every two weeks. Meanwhile, the term 'extensive reading' is known as reading for pleasure or reading enjoyment. Although extensive reading becomes more popular in EFL teaching and learning context, it can be challenging for EFL students, especially in comprehend the text in English.

In the Extensive reading course, EFL students are required to be more independent and they can choose the reading materials based on their interest. Those ideas are stated by Day and Bamford (2002) in their ten principles of extensive reading. In reality, based on the phenomenon that

occurred in the class, choosing reading materials itself can be challenging for students because they have a different interest in choosing the reading materials, in line with Jacobs (2014) explanation, two areas in which students' interests may diverge are topics and text types. As to topics, some students enjoy reading about our fellow animals, while others enjoy materials about food, fantasy, Facebook, or families. The list of interests is long and growing. In addition to topic, students also vary as to the types of text they prefer to read. For instance, some students prefer mysteries, while others are keen on adventure. Furthermore, the lack of knowledge about the principles of extensive reading becomes challenging during an extensive reading class.

In this research, the researcher has investigated the issue and phenomenon of extensive reading in English foreign language classroom. The issue of this research focused on the challenges faced by students during the extensive reading course. The researcher had found the challenges experienced by EFL students in the class, especially in comprehend the texts in English. Furthermore, the amount of tasks given in the class also become challenges for EFL students, especially, in this class, extensive reading is only taught within two hours. In two hours of class, students are required to read a text given by the lecturer and also they have to do some assignments, such as summarizing the text from English to Indonesia, make questions based on the text, and answer the

questions right away. It can be challenging for EFL students especially with a limited time of class.

A myriad of the research into extensive reading has been conducted, but less attention has been paid to the challenges faced by students during extensive reading course. The previous research conducted by Amelsvoort (2016) entitled “Extensive Reading Onboarding: Challenges and Responses in an Optional Program” is focused on investigating the challenges experienced by the lecturer in implementing extensive reading programs and design. The challenges are included providing the extensive reading materials and the method of teaching extensive reading. This research conducted in one of the new departments of private Universities in Japan.

The previous research mentioned above is more focus on how to implement extensive reading in a university program and how to design the appropriate teaching method for the lecturer. Otherwise, in this research, the researcher would fill in the gap of the previous research, by focusing on the challenges faced by students during the extensive reading course rather than focus on the lecturer. The researcher considered some aspects of extensive reading and the challenges occurred based on the EFL students’ contexts. Meanwhile, this study is aimed to find out the challenges experienced by EFL students while taking the extensive reading course.

B. Formulation of Problem

In particular, there is question addressed in this study:

What are the challenges experienced by EFL students during attending Extensive Reading course?

C. Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to this study, as follows:

1. Extensive Reading course : Extensive reading is one of the course conducted in English Education Department in Tasikmalaya. In this research, the researcher focused on the challenges that might be occurred in the extensive reading course.
2. English Foreign Language : A traditional term for the use or study of the English language non-native speakers in countries where English is generally not a local medium of communication. In this case, researcher is conducted a research based on the EFL university contexts who took extensive reading course.
3. Challenges : A challenge is something new or difficult which requires great effort and

determination. This research focused on finding out the challenges faced by students during the extensive reading course.

D. Aim of the Study

The study aimed to find out the students' challenges in the extensive reading course. Through the result of this study, it is expected to give a benefit for the students and lecturers to know the information about the challenges faced by students during the extensive reading course. Therefore, for lecturers and teachers, the information about students' challenges is essential to create appropriate materials and it is also important for deciding the appropriate teaching method for this subject.

E. Significances of the Study

1. Theoretical

This study provides the reader about the importance of knowing the challenges faced by the student in extensive reading in order to gain students' interest in reading and also it is important for the lecturers to decide the appropriate materials based on extensive reading principles.

2. Practical

This study boosts students' interest in reading and also denotes some challenges of the extensive reading course faced by EFL students which is important for both student and lecturer.

3. Empirical

This study provides the readers with useful evidence of the need to develop ‘the ten principles of extensive reading’ especially in an extensive reading class for EFL students’.