CHAPTER 1

INTRODUCTION

This chapter presents wide-ranging of the description of the research. It comprises the background, formulation of the problem, operational definition aim of the study and significances of the study.

1.1 Background

Extensive reading (ER), a widely recognized approach in language learning, involves providing learners with a large quantity of reading material for independent reading. As Benettayeb (2010) stated, extensive reading refers to the independent reading done by students outside of the classroom. There are several benefits in the implementation of ER. According to Kuswardani (2021), numerous studies have shown that extensive reading improves academic performance. It has significantly improved academic performance by expanding vocabulary and comprehension skills. Furthermore, ER practices have successfully improved EFL learners' reading interests and competencies (Wijaya, 2021). The practice has particularly proven beneficial for EFL learners, improving both their reading interests and competencies. In conclusion, the evidence suggests that ER is crucial in promoting language learning success and pursuing a genuine enjoyment of reading.

The practice of ER can utilize books on a variety of topics. For instance, literary works such as novels could be used to help students learn to read more effectively. With their engaging narratives and proficient vocabulary, novels are often considered valuable resources for ER programs. Garies (2004), cited by Ghiabi (2014), states that one of the four reasons why one should read novels extensively is because adopting novels as course texts makes reading more enjoyable and varied. Anindita (2020) discovered that most students prefer novels as ER practices because novels

can make reading more enjoyable, contain easy-to-understand content, and increase cultural knowledge. Furthermore, novel reading can develop positive attitudes and pleasure in learners (Alshammari & Ahmed, 2019; Ghiabi, 2014). Therefore, the evidence supports the conclusion that using novels in ER practices is a valuable approach with many benefits for students' reading proficiency and enjoyment of learning.

ER practice was found as a course at the English Education Department in one of the Universities in Tasikmalaya. They are provided with a reading program course called Extensive Reading in their first year, precisely in the second semester. According to the syllabus, this course is designed to encourage learners to read texts for enjoyment. It aims to motivate students to read a large quantity of easy and interesting reading materials that are appropriate for their level and interests. Additionally, it helps to enhance students' reading skills in various aspects, such as reading comprehension and vocabulary development. This course offers a diverse range of reading materials, including English novels. Each student receives a novel that aligns with their individual interests, and the novels are assigned as peer reading materials to encourage discussion and exchange of opinions among the students. Finally, students had the opportunity to present their thoughts on the novels they read in front of the class.

Several studies have been conducted on the use of novels in extensive reading practices (Anindita, 2020; Ghiabi, 2014). Ghiabi (2014) has found that using novels in the ER practices significantly improved students' attitudes, confidence, interest, and novel-reading ability for approximately fifty Iranian students. In addition, Anindita (2020) explores students' perceptions regarding extensive reading; 8 out of 10 students chose novels as reading material. They found it more enjoyable and wanted to know about other cultures. Previous studies show that using novels as reading material in ER classes is advantageous for EFL students.

Although novels increase EFL students' reading interests and abilities, students face problems while reading novels. The students at one

of the universities in Tasikmalaya encounter problems when reading novels as a topic of material for ER class. According to Kirchhoff (2013), EFL learners were less familiar with reading novels because they felt they were not good readers. In addition, some of them did not enjoy reading novels they were not used to reading long texts and found many unfamiliar words that made it difficult to understand the novel's plot. Alshammari and Ahmed (2019) said that their primary issue was a lack of vocabulary, preventing them from interacting with the text. Moreover, it can be caused by their need for more experience reading English novels. Anindita (2020) suggests that future researchers who want to conduct additional research explore the challenges experienced by the extensive readers and solutions to overcome such problems. As a result, to fill the gap from Anindita (2020), this study will explore the problems that EFL students face when engaging in the novel-reading practice in ER classes and what are the solutions to these problems. This study employs a qualitative case study design, using semi-structured interviews as the primary data collection method. The study focuses on three students at one of the universities in Tasikmalaya. Thematic analysis by Braun and Clarke (2006), is utilized to analyze the data.

1.2 Formulation of the Problems

Based on the background above, the writer can conclude the formulation of the problems with research questions as follows.

1. What problems do students encounter when practicing reading novels in the Extensive Reading class?
2. What solutions do students overcome when practicing reading novels in Extensive Reading class?

1.3 Operational Definitions

To avoid misunderstandings about the terms mentioned in this study, the research provides the following definitions:

1.3.1 English Novel : English novels are works of fiction written mainly in English modern and address topics such as love, adventure, and societal issues. Novels are distinguished by their length, which is often more significant than short stories, and their capacity to sustain a plot and develop characters over an extended period. These days, a novel can serve as a source of material for language acquisition. In this context, an English novel is a material that is used by participants in their English language learning process during extensive reading class.

1.3.2 Extensive Reading : Extensive reading is a language acquisition practice in which students read a significant amount of material in the target language for enjoyment and general comprehension without necessarily examining the language in detail. ER is based on the idea that students can acquire language spontaneously through reading relevant and enjoyable texts. In this context, extensive reading practices help students to improve their English ability through reading.

1.4 Aims of the Research

The research aims to identify EFL students' problems in reading novel practices during extensive reading class and the way of the students in overcome with those problems.

1.5 Significance of the Study

1.5.1 Theoretical Uses

This study contributes to the theories of educational uses of novel-reading practices in extensive reading class and to provide insight into the problems that students faced when reading novels in extensive reading class and the students' way in overcome with the problems.

1.5.2 Practical Uses

This study contributes to the teachers and students to know the students' problems in using novel reading in extensive reading class, especially in the process of reading novels and the way to cope with those problems. Therefore, the students will aware in choosing types of novels before reading it, including preparing the knowledge that support joining the class.

1.5.3 Empirical Uses

This study will provide empirical insights for research into what problems and solutions EFL students get while reading novels in extensive reading classes.