

CHAPTER 1

INTRODUCTION

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

1.1 Background

Reading is one of the English skills which has to be mastered. At the university level, students need to read as often as possible to explore the materials that are related to their major. Students are expected to read actively even though they are not assigned by lecturers to read because reading could improve their knowledge about the subject being studied and makes them ready to enter the real professional world later after they graduate from university. On the other hand, based on the student's experiences they found difficulties in a reading text, such as lack of vocabulary and low motivation they face when they read in intensive reading class. Lack of vocabulary and low motivation is the greatest problem for students. The researcher has some talks with several students regarding their problems in reading. The result showed that the problem mostly comes from students' low interest in reading which affects the ability to become an expert in reading skills (Wijayanti, 2018). It is caused by the strategy that they use is not appropriate for the text. Thus, students do not read the text before the class begins and they do not make their summary tasks by themselves but by searching on the internet also most of them tend to neglect their tasks by keeping silent in class. This condition will cause difficulty for them in mastering reading skills. There is a need for the lecturer

to find any tasks to help the students succeed in reading. One of them is by using reading logs. Wijayanti, (2018) argued that through reading logs, the students can express their opinions, ask questions, and get more knowledge. Therefore, reading logs will be a good alternative to help and motivate students to read the text given. It can be used by the lecturer to make them successful in reading.

The use of a reading logs as a reading strategy is expected to encourage the students to become more active and it can improve student reading ability. Note taking in the form of a reading log has become the common reading strategy utilized by students to highlight some information or knowledge from something being read. According to Lyutaya (2011) in the reading logs, students will be able to maintain a written record of personal reactions to the text on several levels. The reading log provides some space for the students to express their attitudes towards a text, based on their discoveries, and make the connections between what they know and what they are learning. In completing the reading log, the students deserve to choose an article based on their interests and it is also useful for them to measure their own reading ability.

The concept of a reading logs is for students to record the amount of time spent reading every day which involves students always reading anywhere and anytime because the purpose of reading logs is to improve students' reading skills. Lyutaya (2011) even stated that reading logs are very useful because it is a place to take risks, speculate, ask questions, and express opinions, and knowledge, giving students the ability to grow as learning strategies and independent learners. The use of reading logs in intensive reading class has an important role such as making the

students become critical readers and independent learners, and makes the students have extensive knowledge, especially for their vocabulary.

In this case, the researcher focuses on students' perception of using reading logs in the reading class. The perception of this student is related to the stimulus provided by the teacher that need to know to evaluate learning, especially in reading classes. Students as subjects in learning have an important role in the learning process to achieve learning goals. However, it is important to see the student's points of view on whether the use of a reading log supports the students' reading skills. Thus, the researcher has investigated the students' perception of the use of reading log in intensive reading class of English language education study at one of universities in Tasikmalaya and they have various views on the use of reading log in intensive reading class.

This fact leads experts to pay attention to a study related to the reading logs, such as Wijayanti (2018) in her research entitled "Students' Perceptions on the Use of Reader's Log in Reading Classes". The study aims to see students' perceptions of the use of a reader's log in reading classes. The students' perceptions show whether the use of reader's log is effective to be used in reading classes or not. This research is survey research. In this study, there are two instruments for obtaining data, namely questionnaires and interviews. Then, Wijayanti (2018) found that reader's log is effective to be used in reading classes. Based on the findings, 73.9% of the students agree that the use of reader's log can help them in improving their reading skills. However, in the implementation of reader's log, the students still

need critical feedback from the lecturers in order to have a better understanding of their work.

The facts and findings of the previous study have triggered the researcher to be on the same line by researching students' perception of the use of reading log in reading class, especially in one of the universities in Tasikmalaya. Considering previous research focused on mixed methods that involve both quantitative and qualitative data using survey research with the objective results being present effectively to be used in reading classes or not. Meanwhile, in this study, the researcher conducted qualitative research to focus on how the students' perceptions of the use of reading log in an intensive reading class as the basic class reading at English Department in one of universities in Indonesia, to get more coverage on related topics with entitled "Exploring Students' Perceptions of The Use of Reading Log in Intensive Reading Class at EFL Context".

1.2 Research Question

A research question addressed in this present study is "What are the students' perceptions on the use of reading log in intensive reading class at a University in Tasikmalaya?"

1.3 Operational Definitions

To avoid misinterpretation of this study, here are some operational definitions of each keyword:

1.1 Reading Log : Reading log is a system of documenting reading activities carried out by students

in handwriting regarding the titles of books/articles/journals that were read, what was read, when to read, how long and a summary of the content read which aims to enhance students' reading skills in EFL context.

1.2 Intensive Reading class : The intensive reading class focuses on reading texts intensively i.e., thoroughly with clear goals, e.g., answering comprehension questions, studying the vocabulary, and learning subject matter.

1.3 Students' Perceptions : Students' perceptions are the students' views, responses, and feelings toward the use of reading logs in intensive reading class.

1.4 EFL context : EFL context is that stands for English Language Education Study Program is one of the study programs at Siliwangi University which has a goal to prepare good future educators. This study program belongs to the Faculty of Teachers Training and Education. The researcher

took the data based on the perception of the first semester of the students in English Language Education.

1.4 Aim of the Study

The present study aims to find out students' perceptions of the use of reading log in an intensive reading class at one of the universities in Indonesia

1.5 The Significances of The Study

1.5.1 Theoretical Uses: This study is expected to give some reference to all researchers who want to do the same research related to the use of reading log in intensive reading class. The researcher expects that this study can inspire the other researchers. They may discuss any information dealing with the topic of the study. For instance, they can discuss further the use of a reading log or the new material design by using a reading log in reading class.

1.5.2 Practical Uses: For the lecturer, this study provides information on how students value the use of reading log in Intensive Reading Class. Based on the students' perception, the lecturers can see the students' reading problems. Thus, the lecturers will also be able to find the solution to solve the students' reading problems by maximizing the use of reading logs. This study can be an evaluation of how to teach reading through a reading log strategy. For students, the study will be useful especially in the English Language Education Study Program at Siliwangi University. Through this study, the students can reflect and evaluate how the use of a reading log drives them to have a positive or negative perception. Therefore, this study allows the

students to give suggestions on the use of reading logs in intensive reading Class.

1.5.3 Empirical Uses: For the researcher, this study provides empirical insights about the benefits of using reading logs, especially in reading class. Moreover, this research is expected to enrich the writing experience of researchers to further improve quality.