

CHAPTER 1

INTRODUCTION

This chapter is focusing on the background of the study, formulation of the problem, operational definitions, aim of the study, and significance of the study.

A. Background of the Study

One of the abilities required for learning the English language is reading. Students must strengthen their reading skills to gain new information and expand their knowledge. It is a multifaceted and intricate skill that allows the reader to engage with the text and context as intended prior knowledge, purpose, posture, and objectives (Kandel, 2024). Reading is essential to education since it is a means of acquiring knowledge making it a crucial part of all subject areas (Shinta, 2024). Students should then be able to read comprehension to grasp reading. It is important, because it involves more than just reading written words and interpreting them, it also consists in comprehending and learning the text's meaning.

However, it takes a great deal of work and engagement for teachers and students in language classrooms to teach and learn a foreign language (Kandel, 2024). The students' reluctance to read English in Junior High Schools is challenging for the language teachers. For instance, some students may be motivated and engaged in the activity and the material when reading in class, while others may not pay much attention (Guthrie & Wigfield, 1997). Students might feel boredom, stress, or anxiety while they read English texts due to their circumstances, which can make them feel demotivated. Therefore, Talenta and Himawati (2023) argue that Students are more reluctant to retain the material provided during reading lessons if they aren't engaged in the learning process.

Reading engagement can be seen in students' reading activities in the classroom. Reading engagement manifests as involvement in some activity such as reading (Unrau & Quirk, 2014). It is related to the motivational and behavioral characteristics of students while they read. According to Kandel (2024), there are

four primary qualities of engaged readers such as strategic, motivated, knowledge-driven, and socially involved. Furthermore, suitable strategies can help students to gain their reading engagement and learning outcomes. Therefore, teachers should improve their reading techniques that would engage students and motivate them to learn English.

Understanding that students need to be engaged in learning activities, the Pomodoro technique is one of the learning strategies that may be applied. Furthermore, Francesco Cirillo developed the time management-based learning method known as "pomodoro" in the late 1980s. Cirillo officially introduced the technique to the public in 1992, and it has since become a widely known time management method used by individuals and professionals around the world. This technique is simple to use and produces positive outcomes. Moreover, this method allows students to finish activities within a set period of time by clearly defining the lines between work and rest. Moreover, with the assistance of a timer, this method allows work to be split into 25-minute cycles with short rests in between to avoid overworking (Costales et al., 2021). By allocating this technique to the reading workload which can make students read extensively, this method could be a considerable thing for teachers especially to conduct in the classroom.

In the meantime, this research explored the student's perspective when Pomodoro is used while they read English text. According to Nunan et al., (2009), the role of student engagement is important in a second-language (L2) classroom, it is more than just attending the classes. It requires students to actively use the language in meaningful ways. Further, the Pomodoro technique was conducted at one of the Junior High Schools in Tasikmalaya. In the English subject, one of the teachers usually asks the students to read English text with this strategy. In reading English texts, students practiced the Pomodoro study technique in their study sessions with the guidance of the teacher, students learn English material. Students have to focus on reading for 25 minutes, followed by a 5-minute break, and so on. This activity was not interrupted by someone or something, no one could talk just read the books or text or some called silent reading. Student's cell phones were

asked to turn off the notification, and after the session was done, then the students could rest for 5-minutes. Moreover, with this phenomenon, the idea arises for the researcher to explore students' perceptions about the use of Pomodoro on students' reading engagement. The researcher wants to determine the impact of Pomodoro techniques, such as silent reading and structured time management, on students' reading engagement. Reading engagement has four elements: behavioral engagement, cognitive engagement, social engagement, and affective engagement.

Several studies have been found related to the use of the Pomodoro technique as a strategy which were in Indonesian context. Shinoda K, (2020), examines by using Pomodoro technique which involved reading in intervals of 25 minutes followed by 5-minute breaks, statistically improvement in the reading abilities, it is suggested to adopt as a valuable educational tool to manage distraction and enhance concentration among students especially in pandemic situation in one of the higher education levels. Moreover, Ismail et al., (2022), revealed the use of Pomodoro has a positive impact on students' learning experiences in Zoom-based classrooms, emphasizing its role in fostering motivation, engagement, and effective time management from various majors during online learning. The same finding is also mentioned by Rafliyanto et.al (2023) that using Pomodoro in an islamic high education level settings in Malang also can inform teaching practices and enhance student learning experiences, on the other hand the challenges for the students by using this strategy is within this limited time frame, some students find it difficult to focus on learning. Furthermore, Septiani et al., (2022) conducted Pomodoro technique in one of the higher education in Sidoarjo proposed the fact that using this technique can significantly improve students' writing quality and can also help to maintain focus during writing tasks.

Based on several studies above, Pomodoro is a valuable strategy for students' learning experiences. It can help students maintain their focus, time management and motivation. On the other perspective, Pomodoro could have some challenges as a pressure for both students and teachers. However, to fill this gap, the researcher is focusing study on the Pomodoro technique used for the students reading

engagement context. This study aims to investigate in depth the students' perception of the Pomodoro technique as a strategy in students' reading engagement. This study seeks to offer valuable insight and strategies that can be applied in a similar educational context.

B. Formulation of the Problems

Research questions addressed in the present study is:

What are the students' perceptions of Pomodoro on Students' reading engagement in reading activities?

C. Operational Definitions

1. Reading Engagement

Reading engagement manifests the level of interest, motivation, and involvement that students exhibit while interacting with reading materials. In the context of learning. There are four elements of reading engagement such as, behavioral engagement, cognitive engagement, social engagement and affective engagement.

2. Pomodoro Technique

The Pomodoro technique constitutes a time management method that involves breaking work into intervals, traditionally 25 minutes in length, separated by short breaks of about 5 minutes.

3. Students' Perception

Student perception refers to students' feelings, understanding, attitudes, feedback and engagement regarding in the context of learning with reading material.

D. Aims of the Study

According to the research question, the researcher determines this research aims to investigate the students' perception of the Pomodoro technique on students' reading engagement.

E. Significances of the Study

1. Theoretical use

This study contributes to the development of a theory regarding students' perception of the Pomodoro technique used for reading engagement. This research can be the basis for the development of further research in the field of reading engagement and the use of Pomodoro as the strategy for learning English.

2. Practical use

This study provides useful insights for educators and researchers who are interested in increasing EFL students' reading engagement. By understanding Pomodoro can be a strategy for students' reading engagement, educators can develop more effective learning strategies to choose appropriate and interesting types of reading activities for students in increasing EFL students' reading engagement.

3. Empirical use

This research will provide new insight for the next researcher who is going to conduct a similar study about Pomodoro as a learning technique for students' reading engagement. The results of this study can provide empirical data for researchers interested in investigating the role of learning strategies in developing reading engagement.