

CHAPTER I

INTRODUCTION

A. Background of the study

Engagement refers to the extent of a student's active involvement in a learning activity. It describes how the three types of engagement have been defined, how the definitions vary, and where they overlap. Fredricks et al. (2004) define engagement as three closely interrelated yet conceptually separate dimensions: behavioral, emotional, and cognitive. Numerous studies have investigated related to students' learning engagement, and EFL students discover that classroom exercises are discouraging and tedious (Mahboob & Elyas, 2014). In this case, reading engagement refers to an individual's actual involvement in reading, as reflected in behavior, affect, or cognition (Guthrie, Wigfield, & You, 2012) in accord with domain-general conceptualizations of academic engagement (Reeve, 2012).

Reading is one of the activities that can help students become more knowledgeable and proficient (Newton et al., 2018). This supports the statement by assuming that reading may be viewed as a means of extracting information from a text and forming an interpretation of it. Reading is crucial in EFL classes since much information is currently delivered in texts. As a result, reading proficiency is crucial for students. Studies have been conducted on the impact of novels and short tales on EFL readers' comprehension. Gareis et al. (2009) state that reading books for longer periods has real, compelling effects. It can be applied to a range of programs and complement any curriculum. It is emphasized by Bojovic (2010) that when dealing with printed texts, a person can employ their cognitive ability to read.

There are numerous attractive and efficient media, like novels, nonfiction texts, short stories, poetry units, magazines, comic books, etc. can be utilized to teach reading abilities. One type that makes

fascinating analysis is the novel. Regardless of a reader's competence level, grammar chart, or writing practice, novels offer narrative, characters, and setting context, all of which enhance reader engagement, so adopting them as real texts to support student-centered learning has multiple advantages (Garies et al. 2009).

Melon (1994), as cited in Tsai & Hsin (2012), observed that novels are great sources of understandable information. While real textbook books are considered reading material for enjoyment, they are hardly ever used to augment reading (Tsai & Hsin, 2012). Novels are regarded as efficient and effective media; they can impart knowledge to their readers and have eye-catching packaging that gives them a unique appeal. The fact that the author uses simple language to deliver his lesson without boring the reader is one of the novel's benefits as a teaching tool. Through innovative plots and characters, rather than requiring instruction as in the educational process.

Practically, novels are used as teaching material in Extensive Reading in the English Education Department, Faculty of Teachers' Training and Educational Sciences, in one of the universities in Tasikmalaya, Indonesia. Typically, this course required students to read various texts for pleasure, encouraging them to read many light-hearted, engaging books that fit their reading level and interests. In this course, the lecturer used novels as a learning media. Students are required to read novels in this instance, both individually and in groups. Students are required to review the novel individually, after which it is submitted to the blog.

Additionally, groups are given this task as part of their final semester test requirements, including reviewing one page of a novel. Based on a preliminary interview conducted with a few students who took Extensive Reading in semester 2, reading a novel is pleasurable and beneficial. Based on their interests or proficiency level, students can select novels. Both individuals and groups have assignments that involve

reading logs. The National Research Council & Institute of Medicine (2003) reported that students' involvement levels differ when novels employ teaching tools or media. The observation revealed that students used novels as their learning resource in extensive reading classes. Students can study in two ways, individually and in groups, by using novels. This study was competent based on the findings of this research's preliminary investigation, impacting reading achievement and interest in reading more fiction and nonfiction content (Guthrie & Wigfield, 1997). Novels have much potential for engaging students in reading at a time when a myriad of competing interests are drawing their attention and time.

Extensive reading is a situation where students read a lot of texts at their level in a new language for pleasure while also seeking out general, overall meaning and information, which is an approach in teaching reading (Day & Bamford, 2002). Extensive reading is an effective way to create beneficial reading habits, improve vocabulary, and organize knowledge (Yamashita, 2008). Using novel media in extensive reading courses is very important because many students engage with the use of novels in extensive reading classes.

According to Tarihoran & Dewi (2020), a novel is a lengthy piece of writing that consists of chapters, continuous stories of an individual's life, and several sub-chapters that are arranged in line with the story. After reviewing the results from several similar studies with the researcher's previous studies on students' reading interests, Rachmijati & Anggraeni (2019) emphasized the importance of popular novels in improving language skills and reading engagement. In order to combat English failure at the secondary school level, many pieces of earlier research have elaborated on a range of themes, including the effect of reading large books on performance in understanding English (Dhliwayo, 2020).

The importance of this study it helps learners and lecturers focus

on using novels in extensive reading classes. Many students are involved in the classroom when novels are used. Starting with behavioral, cognitive, and emotional engagement.

It also makes learning easier in longer reading classes, particularly for the lecturer. Therefore, those are some of the ways in which this research is different from the previous research on reading texts: The previous research focused only on the effects of reading lengthy books on secondary school students' comprehension abilities. Meanwhile, this study focuses on the students engagement use novels in extensive reading classes, and it is essential to improving teaching methods that motivate students to use novels in extensive reading classes.

B. Formulation of the Problem

Based on the background of the study, the Problem in this research is formulated: “What are the kinds of students’ engagement in learning extensive reading through novels?”

C. Operational Definitions

1. Novel

A novel is a written work that tells a story. It is commonly used in extensive reading courses, both in individual and group reading activities.

2. Students Engagement

The student’s engagement is the student’s behavioral, cognitive, emotional engagement in learning or extensive reading activities using novels.

3. Extensive reading

Extensive Reading is one of the reading courses requiring the students to read for enjoyment that encourages them to read a large amount of text, one of which is by using novels.

D. Aim of the study

This study aims to investigate the kinds of students' engagement in joining an extensive reading course through a novel.

E. Significance of the Study**1. Theoretical Use**

This research contributes to existing theories about student engagement in novels and briefly discusses extensive reading as a course and their motivation.

2. Practical Use

The present study contributes to the English language teachers' concern with the students' engagement in novels at Extensive Reading and Engagement. Using novels in the classroom makes students' progress and improves their reading skills.

3. Empirical Use

This research will provide some experience for the researcher to explore students' engagement in Extensive Reading through novels.