

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Reading is one of the major skills in achieving English proficiency. When we are trained to read, we can feel the difference of skills' improvement that we have made from it. As cited in (Maharsi et al., 2019). Comprehending what you are reading is crucial. Readers engage with the text as their prior knowledge is brought to bear during the communicative process known as reading comprehension (Ahmadi, 2017). Additionally, reading comprehension assessment is crucial for both academics and practitioners to track progress in reading comprehension education (Kocaarslan, 2019). Besides, reading comprehension assessments demonstrate the level of the students' reading proficiency.

On the other hand, many students may agree that reading is a tedious and exhausting task. This case is related to Nadrah and Arono (2019), who asserted that when students read an English text, they should engage in the tedious activity of translation, which is caused by students' lack of linguistic background knowledge. Because of cultural influences, they may make mistakes when translating some idioms and unfamiliar words that do not fit with their native language.

In addition, Balqis (2022) has confirmed the most difficulties that faced by students in reading comprehension are time pressure in quick reading and comprehending the content of a text, difficulties in finding the main idea of a text, difficulties to understand the whole meaning of the text, and difficulties in reading comprehension because they do not understand English structure. These difficulties may affect how well students understand the text to those that make it challenging to grasp the true meaning of reading, which leads them to become apathetic students or not enthusiastic about

reading activities. In keeping with this idea, Ahmadi (2017) provided an example of what pupils should be doing when reading. He claimed that motivated readers are kids who read for pleasure and use engaging tactics to promote their comprehension. These types of learners frequently see reading as an important part of their daily lives, encounter difficulties as they read, and are likely to be proficient readers. Therefore, in this situation, instead of blaming students for not being proficient readers, we have to be concerned about what makes students feel either motivated or unmotivated in reading activities. When students feel motivated, they will enthusiastically participate in reading activities and they will know what the enjoyment of reading is.

Moreover, based on the researcher's experience in Micro Teaching, that has been done as Field Introduction Practice or *PPL 2.1 (Praktik Pengenalan Lapangan)*. Her primary focus at the time was on teaching reading skills. Based on her observation in the class, many students did not enjoy the learning, and sometimes they looked doubtful and nervous about reading English texts. What she could conclude after seeing those behaviors was that they were caused by a low background knowledge of English, which has become a common problem because, as she knows, English is a foreign language in Indonesia.

Therefore, this paper attempts to reveal students' enthusiasm in reading activity, in the line of exploring the background of what makes students either feel enthusiastic or not in reading activities.

## **B. Limitation of the Study**

In this research, the researcher will only explore the students of XI and XII MIPA (Matematika dan Ilmu Pengetahuan Alam) and IPS (Ilmu Pengetahuan Sosial) or (Mathematics and Natural Sciences) and (Social Sciences) at a public senior high school in Gresik, East Java, by analyzing students' enthusiasm in reading

activity. Specifically, the researcher will explore the process of learning in the class when they are participating in reading activity, meaning that students do it without any pressure from reading assignment.

### **C. Research Question**

According to the background of the study, the work is guided by the following research questions:

1. What makes students lose their enthusiasm in reading activities?

### **D. The Purpose of the Research**

According to the research questions, the researcher will explore:

1. The reasons behind the students' lack of enthusiasm in reading activities.

### **E. Significance of the Research**

Based on the aim of the study, the result of this study are expected to be beneficial:

1. For teacher: This study is expected to have both theoretical and practical contribution, especially when they teach reading, meaning that teachers are more aware of what makes students more enthusiastic about participating in reading activities.
2. For students: This study is expected to make them to be proficient readers after noticing the reasons of what make students lose their enthusiasm in reading activities. Moreover, this study will exhibit that reading is crucial for students as benchmarking about how far their English proficiency is. Therefore, it is quite unfortunate that they have not already mastered the reading skill.
3. For school: They may adopt reading activities in which students participate actively in it by requiring them to read at least 10 books as prerequisite for graduation. Besides adopting new rules, schools may create a comfortable environment for students to read in, such as a library with many sources of interesting books and complete facilities as well.

## **F. Definition of the Key Terms**

There might be some difficult terms that have to be explained further in order to make the better comprehension of the reader. There are some definitions that can be considered:

### **1. Enthusiasm**

According to Qodariyah (2021), she noted in her book that the student's enthusiasm indicator enthusiasm through the amount of frequency about enthusiastic or encouraging nonverbal behaviors such as facial expressions, vocalizations, and gestures (p. 13).

Thus, when we were showing an enthusiasm in doing something, we feel excited about it. Specifically, the researcher will observe students as the object of this study in order to know how enthusiastic students in class activities, particularly in reading activities. As said by Qodariyah, the qualification or categories of enthusiasm can be seen by nonverbal behavior. Therefore, the researcher is interested to observe not only nonverbal behavior but also verbal behavior of students in reading activities to analyze whether they are enjoying it or not.

### **2. Losing Enthusiasm**

According to Park and Spector (2017) who stated in their book entitled "Motivation, Learning, and Technology: Embodied Educational Motivation", that enthusiasm and motivation can be contagious. It is assumed that when one student shows her/his enthusiasm, it is enough to spread it throughout the entire class, and vice versa. In addition, students may lose their enthusiasm because of how the teacher teaches in the class. Whether the teacher has used the updated strategy or not, whether the teacher has chosen the right material or not, whether the teacher has given the interactive learning process or not.

Commonly, students see their teacher as the main figure in the class. They will surely follow what the teacher instructs them to. Rochman (2017) also agreed that the best teacher are

typically the ones who transfer an attitude or an orientation connected to the acquisition of mental talents or who are associated with the particular values that one finds personally motivating and inspirational. Related with this statement, students will be unmotivated in their learning activities if the teacher does not give instructions interactively. Worsely, students will just do the learning activity without catching any important material that the teacher has explained to them, and this will lead them to not have any improvement in achieving targeted skills.

### 3. The Activites in Reading Comprehension

“Reading is activity of acquiring meaning by understanding it through form of text” (Maharsi et al., 2019, p. 81). Similarly, Lissett Olaya et al., (2020) who asserted that students should comprehend the material they are reading and apply it to their field of expertise. This mean that comprhend what you are reading is crucial. Moreover, Habib (2016) stated that reading comprehension involves more than just decoding texts and developing a specific understanding. It can be seen as a process that involves techniques that allow the reader to fairly reconstruct the author's message that has been coded. Furthermore, the researcher also explore how students' achievement in reading activity should be base on the basic compentence in curriculum of 2013, which are:

1. understand the purpose, structure of the text, and language feature of spoken and written texts.
2. capture the meaning of the text.
3. identify main thoughts and detailed information with precise and accurate.
4. draw conclusions and inferences from written discourse.
5. know the author's style and intent in conveying ideas in written discourse.