

CHAPTER I

INTRODUCTION

Chapter 1 consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

1.1. Background of The Study

Just as driving is best learned by driving a car, so is reading by reading. Reading is one of the skills that a learner of foreign language should acquire. According to (Brown, 2004), reading is a basic skill in acquiring foreign language (p. 185). The goal of reading is usually complete and detailed understanding. Linse (2005) mention that reading is a set of abilities that includes making from the printed word (p. 69). Reading is also considered by many people as a very pleasurable free time activity that broadens ones knowledge and vocabulary.

Current discussion among the scholars, had claimed that extensive reading have significant positive effect on EFL learners' reading competence. This issue was explored by some researchers (Salehi, Asgari, et al, 2015; Dao, 2014; Macalister, 2010; Lyutaya, 2011; Lee and Hsu, 2009). The studies discussed the importance and impact of the extensive reading course on EFL learners (Salehi, Asgari, et al, 2015; Dao, 2014; Macalister, 2010; Lee and Hsu, 2009). The other study report that reading log is the ideal method for learning extensive reading (Lee and Hsu, 2009; Lyutaya, 2011). Reading log

is known as reading diary for pre-, during-, and post-reading activity. Yet, many of lecturers of EFL in higher education would use reading log in their extensive reading course. Therefore the students would understand that reading log are worthwhile and exhilaration activity for them.

Based on the observation in extensive reading course in Islamic Private University, the researcher found that reading log is applied by the lecturers to teach reading for the learners in this class which the students came with different characteristic and different learning style.

In the previous study on this issues, most of the studies tend to discuss the importance and the impact of extensive reading on the EFL learners (Dao, 2014) or just describe the connection between the reading log with extensive reading (Lyutaya, 2011). Meanwhile, the empirical studies rarely elaborate in to what extend reading log applied in extensive reading course for EFL learners. Therefore, this study aims at capturing EFL learner's experiences or view on the use of reading log in learning extensive reading course.

1.2. Identification of the Problem

As mention on Macalister (2010) and Lee and Hsu (2009) some challenges in reading logs are EFL students tend to copy the synopsis behind the book, and EFL students have difficulty in finding the meaning of the words. In this research the researcher would like to investigate more about students' perspective in using reading log for extensive reading skill to explore more experiences.

1.3. Formulation of the Problem

This research was conducted to answer a question:

How do students perceive the use of reading log for extensive reading in extensive reading course in Islamic Private University?

1.4. Objectives of the Study

This study aimed to investigate students' perception on the use of reading log for teaching extensive reading course in Islamic Private University.

1.5. Significance of the Study

The findings of the study can contribute to the lecturers in Islamic Private University and also for other researchers. First, lecturers can develop teaching strategies to explore more utilization in reading log in extensive reading course. Second, further researchers can explore more media and materials to support extensive reading skill.

