CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some points related to this research. Those include the background of the research, statement of research problems, objectives of the research, significances of the research, scope and limitation of the research, and definitions of key terms.

A. Background of the Research

There are many kinds of language in the world. One of them is English which is used as international language. It means that English is used for communication toward people from other countries. Therefore, in this globalization era, English is learnt considerably by all levels of society from students even until general people. As the consequence, the government of Indonesia has decided to put English, as a foreign language, to be one of the subject taught in all school levels, from kindergarten until university.

In English subject, the students have to master the four basic language skills. They are listening, speaking, reading, and writing. The reading skill is very important in the educational field, students need to get more exercise and training in order to have a good reading skill. Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it (Harmer, 2007:99).

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to

read. If their reading ability is poor, they are likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they may have a better chance to success in their study.

One of the biggest frustrations that many teachers wrestle with in the classroom is a lack of motivation among students. Teachers worry about how to motivate students who appear unmotivated and apathetic. They worry because as decades of research have revealed, motivation is integrally connected to achievement. They know that students who are motivated tend to learn more. Therefore, Rasinski (1988) states students' interest and choice should be an integral part of a reading program if students are going to become excited about reading and become lifelong readers. When teachers limit reading experiences to teacher-selected materials, students often choose not to read because they feel the material is uninteresting or unengaging (Mercurio, 2005). This often leads to a negative feeling about reading.

The role of teacher is critical in developing motivated readers. Research suggests students become more interested in reading when teachers show enthusiasm for reading. Teachers must become positive reading role models for students if they want to increase students reading for pleasure (Rodriguez & Lira, 1998). Gambrell (1996) states the teacher must be an explicit reading model. "A key factor in motivating students to read is a teacher who values reading and is enthusiastic about sharing a love of reading with students" (Gambrell, 1996:20). When teachers share their own reading experiences, students see that reading is

important and can enhance and enrich lives. By sharing our love of reading with students it reinforces the idea that reading also provides pleasure and enjoyment.

Follos (2007) believes students who are forced to read books in their classes that are dull and old fashioned, books that they endure and struggle with learn their distaste for literature is warranted. Self-selection allows students to develop their interest in reading (Rodriguez & Lira, 1998). Students will be able to move forward and develop a taste for more mature kinds of literature when they are able to choose for themselves the books they read. Self-selection is one way to positively affect reading motivation.

The purpose of self-selected reading is to help students learn to enjoy reading and to develop reading habits and behaviors. Most students will need ongoing instruction and support as well as daily opportunities to develop and sustain interest in texts. As teachers, we must focus on helping students learn and practice self-selected reading behaviors. Reading materials for self selected reading should be easy and accessible enough for students to read on their own, or with minimal supports. It is important that many interesting texts are available, as well as various formats (e.g., print, electronic, print with audio). Classroom texts should represent different genres, including fiction and nonfiction. Texts can include trade books, magazines, poems, song lyrics, as well as teacher or student made texts (print and electronic). Students must have real choices about what they read, balanced by teacher guidance and encouragement to choose appropriate level texts and to continually broaden/ explore new kinds of texts. Emergent readers who do not yet solve new texts will benefit from re-reading familiar texts

(including memorized or "pretend" reading). Emergent readers can also follow along with taped texts or view and listen to electronic texts. Students like to read books they can personally connect to or that speak to their interest. Students also like to read books that embrace their cultural, ethnic, and linguistic identities (Sewell, 2003). Guthrie and Wigfield (1999) define "personal interest as an individual's valuing and positive affect associated with topics that are contained in texts". Personal interest plays an important role in reading motivation since students are able to make connections to the text.

At MAN Tulungagung 1, the self-selection on reading material has been implemented by English teacher, she let her students to select their reading material by themselves. The teacher mentioned that self-selection material by students can motivate students to read their text because students they choose the text based on their interest and need. This self-selection reading material is considered well because it can increase the students' motivation in reading. Based on the reason above, the researcher is interested to know more by conducting research entitled "The Implementation of Students' Self-Selection on Reading Material at MAN Tulungagung 1"

B. Statement of Research Problem

Based on the background of the research above, the researcher state the research problem as follow:

1. How are the procedures of the implementation of students' self-selection on reading material?

2. How are the students' responses toward the implementation of students' self-selection on reading material?

3. What are the advantages and problems of implementations of students' self-selection on reading material?

C. Objectives of the Research

Based on the research problems above, this research aims to:

1. Describe the procedures of the implementation of students' self-selection on reading material.

2. Describe the students' responses toward the implementation of students' self-selection on reading material.

3. Describe the advantages and problems of the implementation of students' self-selection on reading material.

D. Significances of the Research

The result of the research could give a valuable contribution especially the students who learn English, English teachers, Headmaster and the further researchers. These contributions could be mentioned as follows:

1. For Students

It is useful for students to know whether the students' self-selection on reading material gives them benefits or not in language learning process.

2. For Teachers

This research will be useful to teachers in order to know the contribution of students' self-selection on reading material and students' responses towards the implementation of students' self-selection on reading material.

3. For Institution

It can be a reference whether they want to apply the implementation of students' self-selection on reading material in schools or not.

4. For Further Researchers

This research will be useful for the further researchers as recent data to conduct further research on the same aspect of research.

E. Scope and Limitation of the Research

This research studies on the implementation of students' self-selection on reading material at MAN Tulungagung 1. The research is done with teacher and a number of students at MAN Tulungagung 1 that implementing students' self-selection on reading material. This study concerns on procedure of implementation of students' self-selection on reading material start from the instruction from teacher until the activities after reading material, students' responses towards the implementation of students' self-selection on reading material, also the advantages and problems of implementation of students' self-selection on reading material.

F. Definitions of Key Terms

1. Reading

   Reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively a reader brings her or his background knowledge, emotion, experience to construct his or her idea in understanding meaning of the text.

2. Self-selection Reading Material

   For this study, self-selection reading material will be defined as texts or books that are chosen by students themselves and those reading materials must be appropriate with genre of text that is studied in the school. Then, those reading materials will be read and presented by students in the classroom.