

CHAPTER I INTRODUCTION

This chapter discusses an introduction part that covers several points. The first point is research background that explains several the reasons why this research should be observed. Next point followed by research question that shows the problems. Then, objective and significance of the research become the following points. Then, scope and limitation shows the limit and the scope of the research. The last point is definition of key terms to avoid misunderstanding about the terms that are used in this research.

A. Research Background

Learning about reading, Grabe states that many people around the world read more than one language.¹ If Grabe stated about many people, meaning that not all people read more than one language include their first language and second languages. Meaning that there are some people who do not read more than one language or they only read in their first language (L1). Grabe also said that people read in their second language (L2) only for several reasons.² People read in second language only for certain reasons as Grabe stated such as communication in multilingual countries, advanced their education opportunities, and global transportation.

¹ William Grabe, *Reading in a Second Language Moving from Theory to Practice* (Cambridge University Press, 2009), p. 4.

² *Ibid.*

Since most of people read in second language, Grabe stated that reading in a second language will be different with reading in a first language especially in English.³ It can be different because there is different language and structure among both of them. Even the languages are different, but the first language will give the connection to the second language. First language will provide the input to continue in second language. Second language in Grabe's theory here is same with the foreign language.

One of the reasons people learn to read in second language above is to advance their education opportunities, especially in formal academic setting. It refers that students learn to read second languages as subject in their school. Grabe stated that the most famous second language that is learned in school is English as subject, because English becomes an international language.⁴ That is why English becomes the subject in every school as second language especially in Indonesia. When students learn English in their school, certainly they will learn reading as one of the English skills. Chettri stated in her journal that reading becomes the significance term in education part especially in learning English.⁵ In education, the students will understand that reading is not only about enjoyment but also about the necessity, because they do not only read to complete their study, but also build their reading taste in English or it can be called as reading habit especially in English.

Chettri states that reading habit is the habitual activity of reading that has been done.⁶ Meaning that, reading habit is the repeated reading activity. People read as the enjoyment behavior of individual types and taste of reading. In this research, reading habit means the repeated reading activity that has several indicators of reading habit including English reading materials in form of printed or electronic readings and time spending on English readings.

Knowing about reading habit, the researcher shows several facts related to poor reading habit and the obligation of reading habit in Indonesia. Survey from UNESCO said that reading competency of 15 years old in Indonesia in the year of 2003 is at the

³ *Ibid.*, p. 1.

⁴ *Ibid.*, p. 6.

⁵ Ms. Kushmeeta Chettri, *Reading Habits - An Overview*, vol. 14, no. 6 (2013), p. 13.

⁶ *Ibid.*

level of 39 of 41 countries.⁷ According to *Programme for International Student Assessment* or known as PISA in the year of 2012 Indonesia's reading is still in low level of *Organization for Economic Co-operation and Development* or known as OECD, Indonesia has mean reading score is 396 of the average of OECD is 496.⁸ The newest PISA in 2015 about Indonesia reading already published and Indonesia had increasing 1 point from previous PISA. It becomes 340 from the average of OECD and it is still in below average. In addition, Central Bureau of Statistic in 2013 shows the data that people in Indonesia read only 20% while 80% prefer to watch the television or listen to radio.⁹ In additional, poor reading habit also happened in university students, Mangieri did the research of student teachers and it found that university students especially student teachers do not have highly value in reading.¹⁰ It is clearly found that reading habit of children, people and university students are in low level and need to be increased.

From that data, Indonesian' reading habit can be categorized of low level or poor reading habit. In fact, students usually read the books, article or other media only if they have the homework, even they have spare time or leisure time, they prefer to watch television or play games.

Specifically, to solve low level in reading habit case, the government publishes the newest obligation of educational ministry about *Gerakan Literasi Sekolah (GLS)*. *Gerakan Literasi Sekolah (GLS)* has introduced since 2015.¹¹ *Gerakan Literasi Sekolah (GLS)* requires each school in every level to give addition time at least 15 minutes for reading. This is one of the government strategies to increase reading habit of students. Even the reading materials are still in general.

⁷ Laksmi, *The Effectiveness of Reading Habit Promotion in Public Libraries of DKI Jakarta Province* (2007), p. 165.

⁸ Selly, *The Influence of E-Books on Reading Habit and Reading Comprehension Achievement of The Eleventh-Graders of SMA Xaverius 1 Palembang*, vol. 3 (2016), p. 96.

⁹ Hafiz Al Nazhari, *A Study on English Reading Habits of students of English Study Program of RIAU University*, p. 4.

¹⁰ M. Cecil Smith, *Reading Attitude of Pre-Service Education Majors*, vol. 29 (1989), p. 231.

¹¹ KEMENDIKBUD, *Manual Pendukung Pelaksanaan Gerakan Literasi Sekolah*, p. 1.

Based on some facts above, it can be called that Indonesia's reading habit is still in low level. Furthermore, government needs to increase student's reading habit and it can be achieved through school as the academic setting. According to the characteristics of 2013 curriculum at the point 2 has stated that

“Menempatkan sekolah sebagai bagian dari masyarakat yang memberikan pengalaman belajar agar peserta didik mampu menerapkan apa yang dipelajari disekolah ke masyarakat dan memanfaatkan masyarakat sebagai sumber belajar”.

From that characteristic, school can serves knowledge and experiences. In addition, reading can provide the worth experience.¹² More importantly, that second point of the characteristics of 2013 curriculum above has connection to the experience requirement or vice versa. That experience requirement can be achieved through reading.

Discussing about reading in education term, there are students and teachers. Teacher holds the main role or becomes the model in classroom.¹³ It means that teacher needs to guide the students in order to build their reading habit. Teacher is not only guide the students' reading habit to the achievement quality but also to build students' types and taste of reading. Not only teachers who can guide students' reading habit, but also as the candidate of teachers should do. The candidate of teachers or also known as student teachers is the students who learn about the teaching practice theory in the university level.¹⁴ That is why, before teachers and the candidate of teacher that is known as student teachers guide the students to build their reading habit. in addition, teachers and student teachers need to be aware with their own reading habit level.

¹² Chettri, *Reading Habits - An Overview*, p. 13.

¹³ Smith, *Reading Attitude of Pre-Service Education Majors*, p. 231.

¹⁴ Rosyidatul Arifa, *Thesis: “Student Teachers' Self Efficacy in Using Instructional Strategies at Practice Teaching Class (PPL1) of English Teacher Education Department UIN Sunan Ampel Surabaya”* (2015), p. 13.

From the explanation above, student teachers as the candidate of teachers, they should build and aware their reading habit as the experience requirement as stated in K13 curriculum. Wyse stated that when student teachers teach English especially reading skill, they are required to select or choose reading materials, not only for the lesson but also to inspire the students in the class.¹⁵ It refers to the experiences with some kinds of English reading materials. Before student teachers give or select reading material, they should have experienced with any kinds of reading materials. Their experiences of reading can be built by reading habit before they go to the real field in Education that is school. So, knowing about student teachers' English reading habit level as the candidate of teachers is important.

In this research, there is a reason why the researcher wants to observe student teachers' English reading habit in UINSA Surabaya. According to some articles that have published in UINSA website, it stated that UINSA is the first college that becomes the activator in literacy program in Surabaya City as the obligation of Mayor Tri Rismaharini. It can be explained that students of UINSA especially in Education faculty and teachers training are already familiar with reading habit and it can make the researcher feel easy to collect the data. So, the researcher can make the connection among English reading habit and student teachers especially in English Teacher Education Department.

Explaining about English reading habit in student teachers, student teachers should be aware and consider about their reading habit level. According to American Library Association that stated in Oguz's journal, there are three level readers in reading habit.¹⁶ The levels of reading habit here can be categorized as seldom, moderate and constant readers.¹⁷ Knowing about their level of reading habit, it can become their preparation dealing with their reading behavior before they go to the real teaching practice in

¹⁵ Dominic Wyse, *Teaching English, Language and Literacy Second Edition* (Routledge Taylor & Francis Group, 2001), p. 87.

¹⁶ E. Oguz, *Assessing Reading Habits of Future Classroom Teachers in the Context of Their Socio-Demographic Features* (2009), p. 1005.

¹⁷ *Ibid.*

Teaching Internship. They can be aware about experienced with any kinds of reading materials. In addition, several factors can be influenced people's reading habit itself. People can be categorized as seldom, moderate or constant readers in their reading habit must be affected with some factors.

Beside knowing about students' level of reading habit, It is also important for knowing the most common factor which influences people's reading habit. Chettri stated that motivation and technological change are two common factors that influence reading habit.¹⁸ From those factors people especially student teacher can be aware with the reason why do they want to read. An anonymous quotation also said that the more they read, the more they get. Equally, building reading habit can be as the stick-holder for them before going to the real teaching. That is why knowing student teachers' reading habit level and the most common factor that influence them this research is important to be done.

Identifying about English reading habit, some researchers have observed about that problem. Journal from Selly has already observed related with reading habit entitled *The Influence of E-Books on Reading Habit and Reading Comprehension Achievement of The Eleventh-Graders of SMA Xaverius 1 Palembang*. Based on her research, she not only focuses on reading habit but also on reading comprehension achievement and e-books. She also focuses on the senior high school students. It will be different with the current research that only focuses on English reading habit especially in English reading habit level and the most common factor that influence the students. In addition, the researcher chooses university students as the object of this research. This current research will be more focus on the English reading habit especially in level and common factor analysis of student teachers at English Education Department. After knowing the level of reading habit of student teacher, student teacher will be more aware to their reading habit before going to the real teaching in the Teaching Internship later. It means that this research will be more

¹⁸ Chettri, *Reading Habits - An Overview*, p. 15.

specific than the previous research even those are observe about reading habit.

B. Research Question

1. What is the reading habit level of student teachers at English Teacher Education Department?
2. What is the most common factor that influences reading habit of student teachers at English Teacher Education Department?

C. Objectives of the Study

1. To know the reading habit level of student teachers at English Teacher Education Department.
2. To know the most common factor that influences reading habit of student teachers at English Teacher Education Department

D. Significance of the Research

The results of the study are expected to achieve the students' reading habit level.

1. For Readers

They can have new knowledge dealing with English reading habit. Even people have had familiar with reading habit, but there are a lot of new knowledge inside reading habit. In addition, they will be more aware with their level of reading habit especially in English readings.

2. For Student Teachers

They can be more aware with experience requirement dealing with literacy aspect especially reading in educational system. As the candidates of the teacher, student teachers should consider about their reading habit in order to get the readiness before going to the real teaching, because they are as the main role in the teaching and learning process. If they do not have good reading habit they can be more difficult to get the experiences, skill and new knowledge. Through reading, student teachers can get the experiences, skill and new knowledge that can be delivered to their students in the real teaching.

3. For Lecturers or Teachers

The lecturers or teachers especially English teachers, they can be more aware with their English reading habit, because they are also the model in the classroom. As the model in the classroom, teachers or lecturers also have already experienced with any kinds of reading materials when they teach reading as one of English skill. If they knew their reading habit level, they can give the recommended readings for their students in order to build their students' reading taste especially in English.

4. For Future Researchers

The results of the research are also useful for the researchers who want to do research in this field. It means that this research can be the previous study for the researchers who want to do their research related with reading habit in the future.

E. Scope and Limitation

The scope of the study focuses on reading habit, especially in level and common factors analysis. The researcher measures the reading habit level according to Oguz's theory. The last is, the researcher also analyzes the most common factor that influences reading habit based on Chettri's journal.

There are two limits of this research. The first is limit of the object research. Object of the research is students in the sixth semester of English Teacher Education Department UIN Sunan Ample Surabaya that takes student teacher or Microteaching course. There is the main reason why the researcher chooses student teacher of UINSA as a subject. UINSA students become the subject of this research because as published in UINSA website stated that UINSA is the first college that becomes the activator in literacy program in Surabaya City as the obligation of Mayor Tri Rismaharini. So, the researcher can make the connection among reading habit and student teacher.

Second limit is related with theories about reading habit. The researcher measures reading habit level based on Oguz's journal that is related with three kinds of reader in reading habit level. There are Seldom Readers, Moderate Readers, and Constant Readers. Then, the researcher also analyzes the most common

factors that influence reading habit based on Chettri's journal dealing with two common factors such are motivation and technological change. In the motivation itself, the researcher only focuses of two domains in motivation for reading. There are three domains of reading motivation such are intrinsic motivation, extrinsic motivation and self-efficacy, but in this research, the researcher only focuses in intrinsic and extrinsic motivation.

F. Definition of Key Terms

In this research, the writers uses the several terms related with the topic of the study. To avoid the misinterpretation the title of this study, the writer explains the several key terms that were used in this study. The terms are:

1. Reading Habit

Based on Abeyrathna on her journal, she explains that reading habit is the amount of different reading materials, the frequency of reading and the time that was spent on reading materials.¹⁹ In this research, reading habit means the repeated reading activity that has several indicators of reading habit including English reading materials in form of printed or electronic readings and time spending on English readings.

2. Reading Habit Level

According to Oguz's journal, he divided reading habit level into three kinds of readers. There are Seldom Readers, Moderate Readers and Constant Readers.²⁰ This research, reading habit level is the parameter to measure reading habit. This research used the parameter from Oguz's theory. Those are Seldom Readers, Moderate Readers and Constant Reading that each kind of readers has their own characteristic based on numbers of the books and time spending.

3. Common Factors influencing Reading Habit

Chettri stated there are two common factors that affect reading habit in this globalization era. There are motivation to read and technological change.²¹ In this research, factor

¹⁹ P.H.A... Abeyrathna, *A Study on Leisure Reading Habits and Interest Among Secondary School Students in Sri Lanka* (2004), p. 4.

²⁰ Oguz, *Assessing Reading Habits of Future Classroom Teachers in the Context of Their Socio-Demographic Features*, p. 1005.

²¹ Chettri, *Reading Habits - An Overview*, p. 15.

influencing reading habit is the something that can influence someone on her/his reading habit. In this research, researcher limits on two common factors based on Chettri. There are motivation to read and technological change

4. Motivation for Reading

Motivation for Reading is one of the common factors that influences reading habit. Grabe explained that when someone is motivated to read means that she or he is pushed to read something based on her or his choices.²² In this research, motivation for reading is when someone is pushed to read something. Motivation for reading also has three domains. There are intrinsic motivation, extrinsic motivation and self-efficacy, but in this research, the researcher only focuses on intrinsic and extrinsic motivation.

5. The Advancement of Technology

The advancement of technology is one of the common factors that influence reading habit. It is difficult to avoid digital media in this globalization era.²³ In this research, technological change means here is the change of media for reading from past to this era, from printed books to electronic books or known as e-book.

6. Student Teachers

Student teachers are students who are learning about teaching practice theory.²⁴ Student teachers in this research means that the college students from English Teacher Education Department UIN Sunan Ampel Surabaya who take Teaching Practice (PPL 1).

²² Grabe, *Reading in a Second Language Moving from Theory to Practice*, p. 175.

²³ Ziming Liu, "Reading behavior in the digital environment: Changes in reading behavior over the past ten years", *Journal of Documentation*, vol. 61, no. 6 (2005), p. 700, accessed 2 Mar 2017.

²⁴ Arifa, *Thesis: "Student Teachers' Self Efficacy in Using Instructional Strategies at Practice Teaching Class (PPL1) of English Teacher Education Department UIN Sunan Ampel Surabaya"*, p. 13.