

# CHAPTER I

## INTRODUCTION

### A. BACKGROUND

Reading is an essential tool for learners that can be a key to reach what they want to be in the future. Some previous studies have proven that reading is essential. Reading clearly introduces young people to new words, so the link between reading for pleasure and vocabulary development is expected.

Reading also introduces young people new ideas. Along with teaching them new vocabulary, it helps them understand and absorb new information and concepts at school. It also has positive influence on academic performance. Without the ability to read, the opportunities for academic and occupational success are limited (Alice Sullivan, 2013) ; Reading is very important and has main role in our life, it can enrich our experience and knowledge about science, technology and easy way to get much information that is useful for us (Amam Musfiroh, 2014) ; Reading also can improves social skills, reading improves general knowledge and communication skills and this leads to more participation in the community. A person is able to share the ideas, opinions and feeling with those around him especially with the other gender (Cunningham and Stanovich, 1997) in (UKessays, 2017).

Regarding the importance of reading, it is necessary for students to establish reading habit because they can get great benefit from it. Especially students who took English as their field of study at the university, because

students are required to master all the courses taken. Students are expected to read, so as to get the expected grade point. Achievement in the Colleges requires awareness of facts and acquisition of skills in the field of study. All these can be acquired through reading.

Reading is one of the indicators of being literate is an art of interpreting a written discourse. Meanwhile, a habit is a repeated action which people do often and regularly, sometime without knowing that they are doing it. It pattern of behaviour which acquires constant, regular, often unconscious inclination to perform an act through frequent repetition which is applied to any activity established during a course of time as a part of personality of an individual (Good, et al., 2008) in (Iftanti Erna, 2012). Therefore, a habit of reading is established by repetition of reading practices which EFL students do often and regularly until it becomes the second nature of their daily activities.

In line with Akyay's & Ogeyik's (2009) and Renandya's (2007) studies in Iftanti (2012), these students are interested and experience joy and happiness when they are reading. They indicate that the EFL students who have good reading habit have highly entertaining reading practices, have vast amount of reading, and have good proficiency in English. And other indicators of good English reding habit is that they stay motivated to read English and have strong willingness to go to libraries and bookstore to find their own reading materials.

Moreover, based on the previous studies there are certain factors which are found to actively contribute to develop students' reading habit. There are enjoyment of reading, reading interest, time factor and influence of media and peers (Ukessays, 2017). According to Iftanti (2015) the habit of reading does not reflect most of the students in University. Further, she stated that a college learner knows how to read, what to read, when to read and where to read. The assumption states that students must have a book to read at a particular time, whether for pleasure or to pass examination.

The same things also found from the pre-interview that the researcher did with students in English Education Departmentt, some of them only read for compliting the task from the lecturers or to pass examination. So, the resercher wants to know deeper the reading habit of the students and factors actively contribute of reading habit itself.

## **B. REASONS OF CHOOSING TOPIC**

Reading is main skill to reach successful study and also has main role in our life. So, more reading means more knowledge. In this research the researcher want to know about what extent of EFL students' reading habit. It also seeks to find out the factors that actively contribute of EFL students reading habit.

### **C. RESEARCH QUESTIONS**

The problem of this research are formulated in the following research questions :

1. To what extend does the EFL students reading habit belong?
2. What are the factors that actively contribute of EFL students reading habit?

### **D. THE AIM OF THE RESEARCH**

In this research the researcher limits the discussion by stating the following aims of the research :

1. To know what the extent of EFL students reading habit.
2. To find out the factors that actively contribute of EFL students reading habit.

### **E. SIGNIFICANCE OF THE RESEARCH**

The significance of the research is divided into three parts as follows :

1. Theoretical Benefit

The result of this research hopefully can be used to students applying reading as their habitual to help them gaining either information or knowledge. Besides, the teacher or lecturer has role as a model for the students to encourage their reading habit.

## 2. Practical Benefit

The result of this study hopefully can be used for students to maintain their reading habit at school and home in all genres of reading texts. Therefor, the library may provide genre of books that students prefer. It may lead them to be more creative and innovative in their future.

## 3. Pedagogical Benefit

The result of this study hopefully can be used for teachers or lecturer to use reading habit as one of consideration for teaching reading.

