

CHAPTER I

INTRODUCTION

A. Background of the Research

Nowadays, in global education system, reading has become an alternative technique for teaching reading. Reading as a language teaching/learning procedure in that it is reading of large quantities of material or long texts; for global or general understanding; with the intention of obtaining pleasure from the text. Further, because reading is individualized, with students choosing the books they want to read, the books are not discussed in class. Therefore, it can push them to read more books and turn it into their activity or hobby. It is very useful to encourage it use to more deeply understand the multiple factors influencing its successful implementation. Reading influence on the student's reading comprehension performance.

This research will investigate the students' learning experience in academic reading in teaching reading and as well as students' attitudes toward it like building students' perspective that reading is a fascinating activity, creating enjoyable learning atmosphere, helping students in developing a wide vocabulary, improving student's reading comprehension and increasing students' motivation in reading. Reading program has been reported to have effective contribution to language learning.

Academic reading is an effective and pleasurable way for undergraduates to learn to read English as a foreign language as an alternative to intensive reading courses. By combining sustained silent reading and out-of-class

pleasure reading, students gradually move from a learning-to-read orientation to a reading-to-learn framework. By academic reading what they choose and enjoying their reading students have a great deal of flexibility, which caters to the different needs and interests of individual students and allow them to develop their reading competence at their own rates. This can turn, students' motivation to read will hopefully increase, also can help them to approach the target language easily. In addition, under the academic reading program, the interests of students are best served as control of the reading activity is left in their hands rather than those of the teacher with respect to choose of topic, text type and difficulty. Students are permitted to assume responsibility for their own learning, which also helps them to a position of independence of the teacher and is ultimately essential for the development of learner autonomy.

In spite of the importance of academic reading experiences in real life situations, reading instruction in EFL classrooms does not meet such needs. One could say that students do not feel strongly motivated to learn from reading in English. Considering the notion that reading ability can be developed through reading a variety of materials over a period of time. Most individuals find language learning a challenging task that calls for substantial effort and resources. The challenge becomes even greater when reading is the only option that can help acquire fluency in a given language. Unfortunately, many people do not enjoy reading -particularly the current generation of young people that prefer to spend their spare time playing games on the

computer or watching videos. In short, a major hurdle to the development of a reading culture in many societies is the existence of a negative outlook towards reading.

Through the reading activity, the students can enlarge their knowledge and it can also make them wise and respectful. Students' academic reading ability must be developed. Teachers have duties to develop their skill and ability. Everything teachers do in reading class should be designed to build students' ability to understand increasingly complex content of the texts. The methods, techniques, and teaching media that is chosen and used by the teacher will influence the success of teaching learning process and students' achievement. In the teaching reading activities a good method, media, and strategy are needed in this research.

A good method can be an effort the students' reading ability better. Media and strategy also make the class to be alive during the reading lesson. By developing good method, technique and media students are expected to be able to have an active learning. Active learning can make the students interested in the reading lesson that given to them, not only silent or passive in the teaching and learning process.

Academic reading text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author. In other words, readers negotiate the meaning with the author by applying their prior knowledge to it. But this process is only possible if the

reader uses a series of categories of analysis, some of which are specific to each academic discipline. Thus, working with a text and recreating its meaning entail both non disciplinespecific and specific strategies. The expert reader has incorporated these categories and applies them almost intuitively. But, first-year students ignore these categories of analysis. So, professors in each discipline need to teach both the general analytical tools and the discipline- specific values and strategies that facilitate disciplinary reading and learning.

B. Scope of the Research

This research focuses on students' experience in academic reading class at English Language Education Study Program Khairun University

C. Statement of the Research

What are students' experience in learning academic reading class at English Language Education Study Program Khairun University?

D. Objective of the research

The research intent to know students' Academicreading at English Language Education Study Program Khairun University

E. Significance of the Research

Basically, there are two kinds of research significance as follows: (1) the theoretical significance and (2) the practical significance. The significances are as follows:

1. Theoretical of the research

This research is expected to be able to give information for the researcher herself and people in educational field dealing with academic Reading.

2. Practical of the Research

a. For the students

The result of the study is expected to be useful for students at English Language Education Study Program. The researcher hopes that the students will get more information about how to read English text so they can improve their reading.

b. For the researcher

The researcher hopes that the students will get an appropriate treatment in academic reading so that they are going to read English text comfortably and do not get any difficulties anymore.

c. For the reader

By reading this research, the reader will get more information and experiences about academic reading.