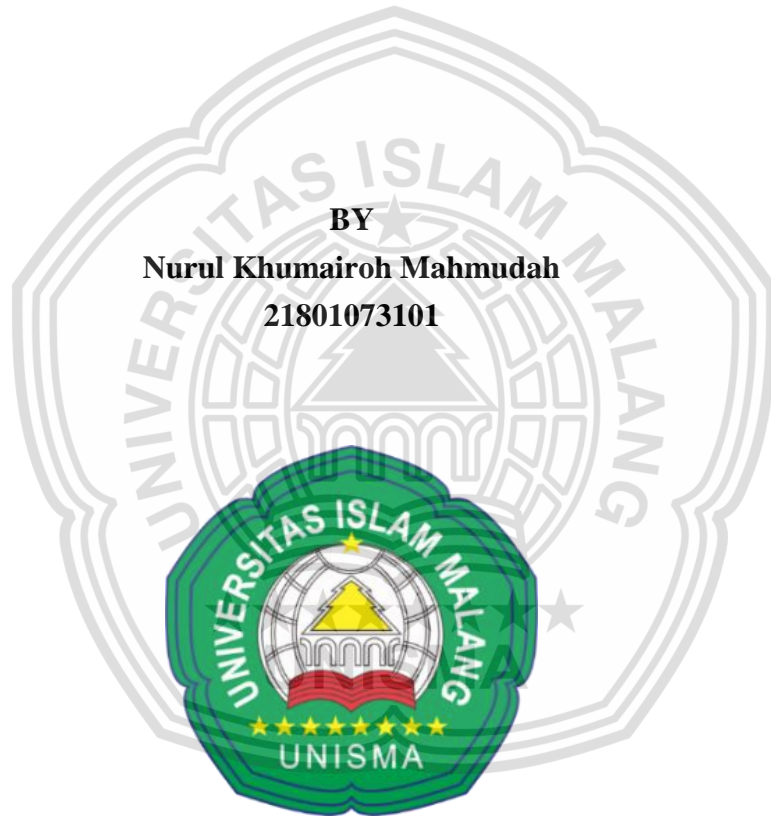# THE PERSPECTIVE OF EFL STUDENTS ON READING TEXTBOOKS AT THE UNIVERSITY LEVEL

SKRIPSI

BY
Nurul Khumairoh Mahmudah
21801073101

UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
FEBRUARY 2022

THE PERSPECTIVE OF EFL STUDENTS ON READING TEXTBOOKS AT THE UNIVERSITY LEVEL

SKRIPSI
Presented to
Faculty of Teacher Training and Education
Islamic University of Malang
In Partial Fulfillment of the Requirements for the Degree of
***Sarjana* in English Language Education**

BY
Nurul Khumairoh Mahmudah
21801073101

UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
FEBRUARY 2022

ABSTRACT

Mahmudah, Nurul Khumairoh. 2022. *THE PERSPECTIVE OF EFL STUDENTS ON READING TEXTBOOKS AT THE UNIVERSITY LEVEL*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Dwi Fita Heriyawanti, M.Pd.; Advisor II: Dzul Fikri, S.S., M.Pd.

Keywords: Reading, Students' perspective, Students' expectation, textbooks,

In Indonesia, English is considered to be one of the school lessons. There are four skills in English. One of the skills in English is reading. Reading is important to master in English. Reading helps the students to comprehend the material better in class. It also helps the students to be proficient in understanding English. However, Literation in Indonesia is not good as in other countries. As the report from English First by using English Proficiency Index, Indonesia ranked 61st among 100 countries in the world. The increase in technology has decreased the students' reading habits. In school, students are provided with the textbook as a tool in the teaching-learning process. Hence, this research aimed at investigating the students' perception of the use of textbooks in class.

In this research, the researcher used the qualitative descriptive method. 26 students of the 6th-semester study in the English education department of the University of Islam Malang as the subject of the study. The researcher used three instruments in this study. There are questionnaires, interviews, and documentation. Questionnaires were used to gain the students' perception of reading textbooks in class. The use of interviews was aimed to acquire depth information based on the questionnaires, while documentation was used as secondary data to know the students' abilities in the class.

The findings showed that even though the students only spent a little time reading, the use of textbooks in the class was effective, helpful, and understandable. Reading textbooks improve their score and abilities in class. The students acknowledge that they might get a standard score if they did not read textbooks. They also admitted that reading textbooks in class are their responsibility, not the lecturers'. For the findings of this research, the researcher suggests the lecturer give the students new strategies to motivate them to read. The researcher also suggests the students not wait for the lecturers' instructions to read textbooks since that is their responsibility. For future research, the researcher expects to conduct the observation directly to meet the subject and deeply investigate the students' anxiety related to the instruction to read by the lecturer.

CHAPTER 1

INTRODUCTION

This chapter presents some topics related to the introduction of the study. They are the background of the study, research problems, objective of the study, significance of the study, scope, and limitation of the study, and the definition of key terms.

1.1. Background of the study

Humans are social creatures which means that human lives depend on other humans. They cannot live in isolation nor do anything by themselves. As social creatures, human needs to interact with other humans, they need language to make it happen. Language is really important for human life. Language itself can help people to communicate with each other. In the world, there are so many languages since every country has different international and local languages.

One of the languages is English. In line with Ilyosovna (2020), 67 countries have English as their language and 27 countries have English as a secondary language. English may not be the most widely spoken language in the world, but there are 53 countries and over 400 million people use English as their language. English is always developing all the time. Based on Crystal (2003), it happens at the end of the nineteenth century where British colonial power was up and the rise of the United States as the superpower of the world economy. That is the reason why English is spoken in almost every country in the world.

Lauder (2008) states that even though in Indonesia English is not widely spoken, it is still seen as a priority as the most important foreign language to be taught, However, the level of English interest in Indonesia seems not good enough. Indonesia known as the most populous country in the non-English-speaking world continues to be an important market for English education. It also highlights a position in the Association of Southeast Asian Nations (ASEAN) community where English is the most spoken language that driving force of globalization with influences extending beyond linguistics also spanning the economy, politics, culture, and ideology (Zein, 2019).

Indonesia has low proficiency in learning English. It is ranked 61st among 100 countries in the world. The data were carried out by English First using English Proficiency Index (EPI) (Yosintha, 2020). If a student wants to be proficient in understanding English, they must also be diligent in reading. Not only low in English but also literacy, Wijayanti (2020) stated that the students read less than they should due to the distraction of the internet. Wijayanti also stated that the reading habit decreases as the use of technology increases. Many students tend to be used social media instead of doing their academic tasks.

Nowadays, English is an international language. There are four skills in English such as reading, speaking, listening, and writing. Reading, one of the skills in English is an important part of learning a new language. But today, many students think that it is difficult to read English books. That is one of the reasons why students are not interested in reading. According to (Berry, Cook, Hill & Steven (2010), many researchers report that the students do not read assignments

and do not consider the textbook as an important part of learning. (Sikorski et al., 2002) also surveyed that students only purchased books a few times.

From the previous study, almost 18% of the students reported that they did not read the textbook, and approximately 92% of the students spent up to three hours or less reading their finance book. It means that some of the students only spent time reading a book in a week. Some students realize that they did not aware of what their professors expect from them by spending only a little time reading (Berry et al., 2010). The students know how important reading is, but they choose to not read the textbook (Culver & Hutchens (2021), Aagard et al (2014)). The statements show that textbook seems not used well in the teaching-learning process. All previous studies also only revealed the students' perception of how important reading is and how much the students take time to read.

1.2. Research Problems

The research problems of this study can be stated as follows:

1. What are the students' perceptions of the textbook as a tool in the teaching-learning process?

2. How do students perceive the benefits of reading textbooks?

3. What are the students expect about the use of textbooks in the class?

1.3. Objectives of the Study

The objectives of the study are:

1. To investigate the students' perspectives on reading a textbook at the University of Islam Malang.

2. To investigate whether the textbook can help students pass their course or not.

3. To investigate the University of Islam Malang students' expectations about using textbooks in the class.

1.4. Significance of the study

The significance of this study is to find out the students' perspectives on the textbook in school. Since literacy in Indonesia is low, this study provides the students' perspectives on the use of textbooks as a tool in the teaching-learning process whether it can help them to enhance their achievement. This study will help the reader become aware of the right tools to use in the classroom.

1.5. Scope and limitation of the Study

The scope of this study is EFL students at the University level. The research focuses on the sixth-semester students at the University of Islam Malang. There are five classes in the sixth-semester class. The limitation of the study is the researcher cannot do observation directly with the subject. Since this research is conducted in the pandemic era. In addition, the researcher interviewed two students in the sixth semester of the University of Islam Malang.

1.6. Definition of Key Terms

The definition of key terms is provided to avoid misunderstanding and ambiguity. There are some terms used in this study that needed to be defined.

Reading is one of the skills in English. Reading in this study means the ability of the students to understand the meaning of some books related to their

materials. Usually, the teacher gives the students some books to make them easier to learn.

Perspective is the students' point of view about the use of textbooks as a learning tool in English lessons whether textbooks can help the students to pass the course or not.

The textbook is a book that contains materials that will be taught to the students. It is used as a guide in the teaching-learning process. The textbooks are used by the teacher to help the students more understand the English materials which will explain.

Students' expectations in this research mean what they want to do with the use of textbooks in the class. The students need about how to use the textbook in the class in order to make it more helpful.
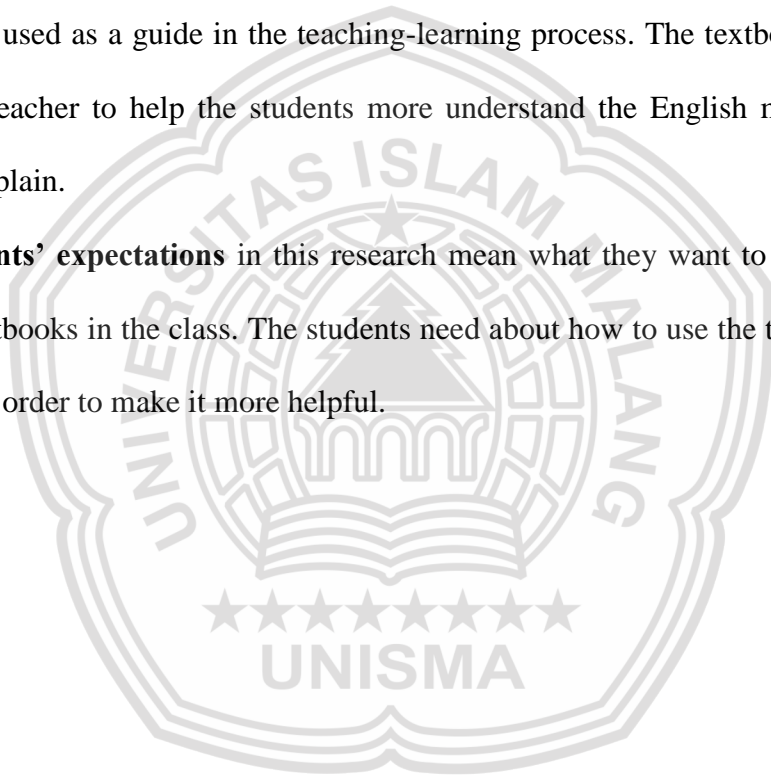
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provided conclusions and suggestions. In conclusion, the researcher withdraws a brief conclusion from the finding and the discussions obtained previously in chapter IV. Furthermore, the researcher also provided suggestions for future researchers related to this study.

5.1. Conclusion

Based on the finding and the discussions from the previous chapter, the students acknowledge that the use of textbooks in the class gives them a positive impact. They find that the use of textbooks in the class is effective and helpful. Even though the students only spent a little time reading, they admitted that they can get many information and knowledge. Based on chapter four, the students agree with some statements that the textbooks they used are understandable and helpful. In fact, the students feel that their textbooks are not interesting. Some of the students stated that they prefer textbooks consisting of pictures or diagrams rather than only text. However, reading is important for the students to be successful in class. The students acknowledge that they could earn a D score or worse than that if they did not read the textbooks. The research found that the students who read a lot of textbooks get a better score rather than the students who seldom or never read textbooks. Moreover, the students admitted that reading textbooks are their responsibility, not the lecturers'. However, many students still seldom read their textbooks. Lack of motivation from their lecturer can be one of

40

the reasons. That is the reason why they expect their lecturer to motivate them. They also ask the lecturer to give them some strategies to more comprehend the textbooks.

5.2. Suggestion

The researcher provides several suggestions related to this study. There will be three suggestions to be presented, first for the lecturers, second for the students, and third for the future researcher.

5.2.1. For the Lecturers

Lecturers need to bring new strategies to motivate the students. The lecturers also can provide some tips and tricks in reading their textbooks so that the students can more comprehend the materials in the textbooks. The lecturers can improve the students' frequency of reading by giving more time for them to read and select the topic based on their interests and then, ask the students to write or present their reading reports in front of the class.

5.2.2. For the Students

Students should be more frequent reading their textbooks. In autonomous learning, the students should be aware to learn by themselves. The students already know that reading their textbooks is their own responsibility hence, do not wait for the lecturers to give motivation. The students can start with a book that they like to read. Then, read it consistently and raise the frequency of their reading time day by day. It will help the students to create their reading habits.

5.2.3. For Future Researcher

First of all, the researcher is well aware of the many shortcomings of this study. First, since this study took place during the pandemic era, the researcher cannot conduct the interview face to face and cannot freely observe the subject directly. The researcher expects that the future researcher can do the study directly in the place. Second, the researcher expects that future researchers can use better instruments to get more detailed results. Regarding the research that the students have high anxiety when the lecturer asks them to read, the researcher expects that future research can deeply investigate this students anxiety.
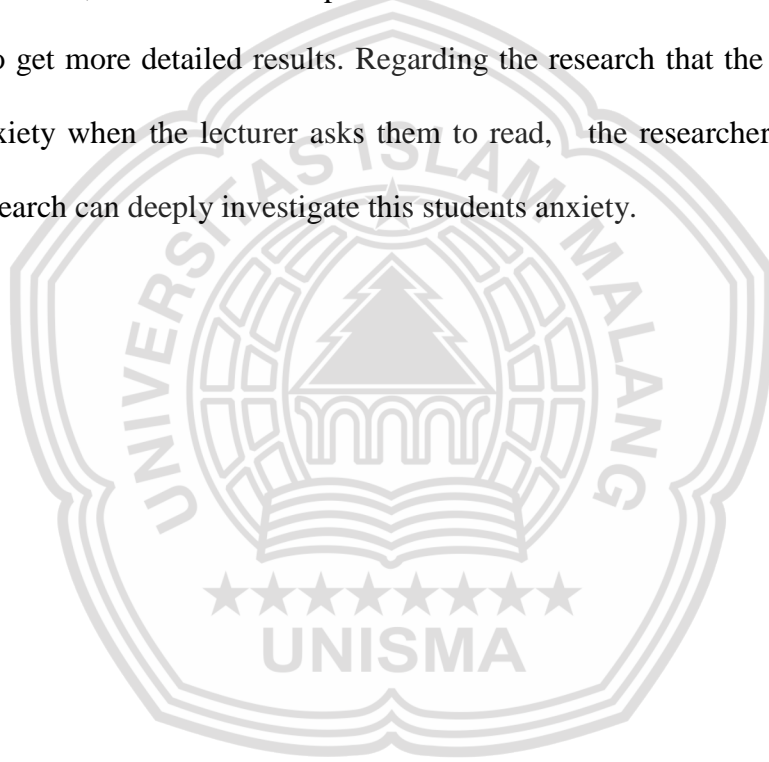
REFERENCES

Aagaard, L., Conner II, T. W., & Skidmore, R. L. (2014). College textbook reading assignments and class time activity. *Journal of the Scholarship of Teaching and Learning*, *14*(3), 132–145. https://doi.org/10.14434/josotl.v14i3.5031

Berry, T., Cook, L., Hill, N., & Stevens, K. (2010). An Exploratory Analysis of Textbook Usage and Study Habits: Misperceptions and Barriers to Success. *College Teaching*, *59*(1), 31–39. https://doi.org/10.1080/87567555.2010.509376

Bertolini, K., Stremmel, A., & Thorngren, J. (2012). STUDENT ACHIEVEMENT FACTORS. *Bulletin of the American Association of University Professors*, *15*(8), 601. https://doi.org/10.2307/40239747

Brown, P. (2004). A closer look at the five Essential components of effective reading instruction: A review of scientifically based reading research for teachers. *Learning Point Associates*. http://login.ezproxy.lib.umn.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=eric&AN=ED512569&site=ehost-live

Carney, A. G., Fry, S. W., Gabriele, R. V., & Ballard, M. (2008). Reeling in the Big Fish: Changing Pedagogy to Encourage the Completion of Reading Assignments. *College Teaching*, *56*(4), 195–200. https://doi.org/10.3200/CTCH.56.4.195-200

Crystal, D. (2003). English as a Global Language. In *The Palgrave Handbook of Economics and Language* (2nd ed.). CAMBRIDGE UNIVERSITY PRESS. https://doi.org/10.1007/978-1-137-32505-1

Culver, T., & Hutchens, S. (2021). Toss the Text? An Investigation of Student and Faculty Perspectives on Textbook Reading. *Journal of College Reading and Learning*, *51*(2), 81–94. https://doi.org/10.1080/10790195.2020.1734884

Cunningham, S. A., Yount, K. M., & Halim, N. (2015). Governmental investments in primary education and children's achievement in India. *Hubert Department of Global Health*.

Cuttler, C. (2019). Students' Use and Perceptions of the Relevance and Quality of Open Textbooks Compared to Traditional Textbooks in Online and Traditional Classroom Environments. *Psychology Learning and Teaching*, *18*(1), 65–83. https://doi.org/10.1177/1475725718811300

Debat, E. De. (2006). Applying Current Approaches to the Teaching of Reading. *English Teaching Forum*, *44*(1), 8–15.

Dockx, J., Bellens, K., & De Fraine, B. (2020). Do Textbooks Matter for Reading Comprehension? A Study in Flemish Primary Education. *Frontiers in Psychology*, *10*(January), 1–19. https://doi.org/10.3389/fpsyg.2019.02959

Gaona, J. C. G., & González, E. R. V. (2011). Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students. *Revista De La Educación Superior*, *1*(157), 59.

Grellet, F. (2007). *Developing Reading Skills A Practical Guide to Reading*

Comprehension. Press Syndicate of the University of Cambridge.

Harmer, J. (2010). *The_Practice_of_English_Language_Teachin.pdf* (4th ed.). Pearson Longman. https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer

Herlinda Riana. (2014). THE USE OF TEXTBOOK IN TEACHING AND LEARNING PROCESS (A Case Study of Two EYL Teachers) Riana Herlinda. *The 61 TEFLIN International Conference*, *Herlinda R*(1998), 359–362.

Hutchinson, T. (2008). *Project 3. Student's Book*. OXFORD UNIVERSITY PRESS.

Ilyosovna, N. A. (2020). the Importance of "English" Language. *International Journal of English Learning & Teaching Skills*, *2*(1), 1028–1035. https://doi.org/10.15864/ijelts.2119

JAFAR, T. N. (2012). *IMPROVING STUDENTS' READING COMPREHENSION USING SMALL GROUP INTERACTION (A Classroom Action Research at Second Grade of SMP N 1 Salem, Brebes Academic Year 2011/2012)*. UNIVERSITAS MUHAMMADIYAH PURWOKERTO.

Kuşdemir, Y., & Bulut, P. (2018). The Relationship between Elementary School Students' Reading Comprehension and Reading Motivation. *Journal of Education and Training Studies*, *6*(12), 97. https://doi.org/10.11114/jets.v6i12.3595

Lauder, A. (2008). the Status and Function of English in Indonesia: a Review of Key Factors. *Makara Human Behavior Studies in Asia*, *12*(1), 9. https://doi.org/10.7454/mssh.v12i1.128

Loucky, J. P. (2005). Combining Intensive and Extensive Reading Strategies withCo-operative and Communicative Learn- ing Activities(Online). *Seinan Women's University*, *2003*.

Mclaughlin, D., Drori, G., & Ross, M. (2000). *NATIONAL CENTER FOR EDUCATION STATISTICS Research and Development Report School-level Correlates of Academic Achievement Student Assessment Scores in SASS Public Schools* (Issue May). National Center for Education Statistics. http://nces.ed.gov

Medina, X. B. (2018). Evaluating English Textbooks : A Cultural Matter The Process of Conceptualizing About Culture in Textbooks. *HOW*, *15*, 167–191.

Meylana, A. (2019). *Students' reading comprehension ability and problems in an advanced reading comprehension class*. UNIVERSITAS NEGERI SEMARANG.

MUSFIROH, A. (2012). *AN EFFORT TO IMPROVE READING COMPREHENSION THROUGH ROUND TABLE TECHNIQUE (A Classroom Action Research at Eighth Grade Students of SMP Muhammadiyah 2 Karang Pucung in Academic Year 2013/2014) A*. MUHAMMADIYAH UNIVERSITY OF PURWOKERTO.

Patel, M. ., & Jain, P. M. (2008). English language Teaching (Methods, Tools & Techniques). In *Year's Work in English Studies* (Vol. 36, Issue 1). SUNRISE PUBLISHERS & DISTRIBUTORS. https://doi.org/10.1093/ywes/XXXVI.1.44

Radić-Bojanić, B., & Topalov, J. (2016). Textbooks in the EFL classroom: Defining, assessing and analyzing. *Zbornik Radova Filozofskog Fakulteta u Pristini*, *46–4*, 137–153. https://doi.org/10.5937/zrffp46-12094

Ramadhana, M. A., Indah, O. D., & Suhardi, S. (2019). An Evaluation of English Language Textbook: Interlanguage English for Senior High School Students. *Jurnal Studi Guru Dan Pembelajaran*, *2*(1), 33–39. https://doi.org/10.30605/jsgp.2.1.2019.1262

Salgot, J. A. (2015). *Efl and Clil : a Textbook Analysis* (Issue May). Universitat de Vic-?- Universitat Central de Catalunya.

Schiefele, U., Schaffner, E., Möller, J., Wigfield, A., Nolen, S., & Baker, L. (2012). Dimensions of reading motivation and their relation to reading behavior and competence. *Reading Research Quarterly*, *47*(4), 427–463. https://doi.org/10.1002/RRQ.030

Schilling, A., & Hammond, H. (2019). This is How We Do It: Getting Students to Read the Textbook. *Journal of Instructional Research*, *8*(2), 106–109. https://doi.org/10.9743/jir.2019.8.2.14

Sikorski, J. F., Rich, K., Saville, B. K., Buskist, W. D., Drogan, O., & Davis, S. F. (2002). Student use of introductory texts. *the teaching of Psychology*, 312 313.

Sugiyono, D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan* (19th ed.). Alfabeta Bandung.

Sulistiyo, U. (2016). ENGLISH LANGUAGE TEACHING AND EFL TEACHER COMPETENCE IN INDONESIA. *Fourth International Seminar on English Language and Teaching*, *1994*, 396–406.

Syarif, N. (2010). *a Study on Students' English Achievement At Multi Prima College (Mpc) Makassar* [ALAUDDIN STATE ISLAMIC UNIVERSITY MAKASSAR 2010]. https://www.mendeley.com/catalogue/f70746c1-3a84-3bc2-9f73-b69c790c618b/

Westwood, P. (2008). *What teachers need to know about Reading and writing*. ACER Press.

Wijayanti, S. (2020). *Indonesian Students' Reading Literacy*. *390*(Icracos 2019), 61–65. https://doi.org/10.2991/icracos-19.2020.13

Yosintha, R. (2020). Indonesian Students' Attitudes towards EFL Learning in Response to Industry 5.0. *Metathesis: Journal of English Language, Literature, and Teaching*, *4*(2), 163. https://doi.org/10.31002/metathesis.v4i2.2360

Zein, S. (2019). English, multilingualism anglobalizationon in Indonesia. *English Today*, *35*(1), 48–53. https://doi.org/10.1017/S026607841800010X