

CHAPTER II

REVIEW OF RELEVANT LITERATURE

This chapter elaborates a review of the previous study and the theories that form the basis for this research. At the beginning of this chapter, the researcher will review the students' motivation in extensive reading of previous research on what underlies this research. The discussion is then continued by explaining the theories that support the research being conducted. Reviewing previous studies and exposure to these theories will help with data analysis.

2.1 Review of relevant literature

2.1.1 Previous Study

In order to support this study, the researcher reviewed previous studies related to the topic under investigation. Indrayadi (2021) outlines that EFL learners' reading motivation claimed that extrinsic motivation played a more critical role than intrinsic motivation. Students are more motivated to read because they want to impress their friends, obtain good grades, gain information from the text, and simply complete the task. Therefore, extrinsic factors are more dominant as increased student motivation in reading.

Moreover, another study by Mikami (2020) found various patterns of students' motivation in extensive reading. The study found that when students use goal-setting effectively, they feel rewarding achievement, increase their intrinsic motivation and self-efficacy, and form a cycle of virtue toward new goals. On the other hand, when students cannot use goal-setting effectively, they repeatedly fail to achieve the goal and appear less motivated to read. By using interviews, Mikami's study implied that guiding students to set the goals for their reading lesson is critical to improving their reading motivation.

The third research from (Masduqi, Fatimah, & Subiyanto, 2021) reported that researchers and EFL reading teachers in Indonesia are interested in conducting studies on the effectiveness of intensive reading and extensive

reading in their academic institutions. They also mentioned the development of the current EFL reading theory and qualitative research on EFL reading in Indonesia.

From the third previous study, the researcher concluded that by knowing students' motivation, it is also possible to know their learning abilities, especially in reading. Reading skills need to be considered because this is crucial if students lose their motivation to read. The researcher also catches that extensive reading cannot be separated from language learning. Because extensive reading relies on speed and frequency of reading, the researcher also wants to know how the level of undergraduate students' motivation in extensive reading is

2.1.2 Motivation in learning

Dörnyei (1994) revealed that motivation is defined in three levels of the educational approach because it focuses on motivation in the classroom. Foreign language motivation categories in three levels, there are:

2.1.2.1 Language Level

The language level involves various components related to foreign language aspects. The first is the involvement of sociocultural in the syllabus of foreign languages, such as playing movies or TV recordings, listening to relevant music, and others. Second, develop a cross-cultural awareness system on cross-cultural similarities, not just differences Dörnyei (1998). The third is introducing students to foreign-language speakers or conducting foreign language student exchanges. Lastly, increase students' instrumental motivation by discussing the role that foreign languages play in the world and their environment.

2.1.2.2 Learners Level

Based on Dörnyei (1994), the second level of motivation in English is the level of learners, including individual characteristics brought to study such as self-confidence, self-efficacy, self-perception, and students anxiety. This level requires achievement and self-confidence consisting of various aspects of language anxiety, perceived language competence, causal attributions about past

experiences, and self-efficacy.

2.1.2.3 Language Situation Level

The third level of foreign language motivation is the learning situation level, which is made up of intrinsic and extrinsic Dörnyei (1994). According to Wang and Guthrie (2004), who developed the theory of Wighfield and Guthrie (1997) on the Motivation Reading Questionnaire. There are eight points about something that influences students' motivation in reading.

1. Reading for Curiosity
2. Reading for Involvement
3. Reading for Challenge
4. Reading for Recognition
5. Reading for Grades Reading for Social
6. Reading for Competition
7. Reading for Compliance

The three motivation levels reveal that student motivation occurs because of different levels. Motivation usually occurs due to certain factors, with the motivation of students to be more active in reading. For instance, in theory, expressed by Dornyei (1994), researchers find continuity that motivation is related in all respects, especially in this research.

2.1.3 Factors influencing students' motivation in learning reading

According to Fitri (2020), There are several factors that influence students in learning reading which is divided into two parts, namely internal factors, and external factors

2.1.3.1 Internal Factors

a. Curiosity

Curiosity is one of the factors in the internal motivation that motivated students (dornyei 1994). Curiosity will consider whether they want to continue reading or not. Another researcher from Indonesian Fitri (2020) stated curiosity related to the exciting topics being read, and the more interested they are, the more curiosity students have. Furthermore, according to Alhamdu (2020), interest

will lead students to read with pleasure and enthusiasm.

b. Goal setting and having a goal

According to Mekami (2020), when students use goal-setting effectively, they feel achievement, increase their motivation and self-efficacy, and form a virtuous cycle toward new goals. Furthermore, having a goal will make people have a clear vision of what they want to achieve and achieve through reading itself, and it will motivate them to read every day without missing (Fitri 2020). According to Fitri (2020), having goals are divided into two-part, there are Enhance knowledge and insight and master the language

2.1.3.2 External Factors

a. Home Environment

The home environment has an essential influence on students reading habits. As Clark and Hawkins (2010) found in their study, students who are motivated by their parents and have parents who discuss reading tend to have positive attitudes toward reading. Furthermore, the influence of environment is very strong to motivate children to read from the age of children, students who are familiar with reading will experience more progress in reading and develop more complex language structures. Chen (2008) found that children whose parents provided a home environment conducive to reading spent more time reading than children who did not have these resources. According to Indonesian researcher Iftanti (2015), successful reading habits are influenced by several factors, such as the student's home environment, including parental involvement, to influence students into reading habits.

b. Teacher influence

in academics, Teachers or lecturers are one of the factors for students to be able and willing to do something; for that reason, the teacher becomes the first role model in learning. Sani, Cheek, Nick, and Russell (2011) stated that a teacher or lecturer tries to increase students' reading interest by increasing students' intrinsic motivation to become active readers. with lecturers providing hope and effectiveness in teaching, this can also make students' motivation to learn reading

influential.

c. Peer influence

The influence in terms of motivation also occurs by peers because it is found that a lot of people will do something if they have friends to do it. According to Halinan (1983) Peer or friendship can improve student achievement or other school-related outcomes. Influence can be defined as any factor that directly influences beliefs and thus influences the formation of attitudes and opinions. As found by researcher in Indonesia Fitri (2020) having friends who like to read has a very positive effect on motivation because they can borrow books from each other and discuss books.

d. First Language Reading Habit

One of the primary keys to success in learning to read (EFL Context) is a habit. According to Garner (2022) First language reading has a role in students' motivation to read. The habit of reading the first language is also an essential reference. As found by Indonesian researcher Iftanti (2015) show a positive correlation between reading English and reading the mother tongue or first-language habit. Students who didn't love to read with their first language, they will find it difficult to read a foreign language such as English.

e. Internet

1. Accessible

Internet access is almost everywhere in this era, but not a few students still have difficulty accessing reading materials. They do not know which sites can be accessed or which areas they can read for their learning needs in reading.

2. Social media

Social media are interactive digital that has a lot of applications or websites to communicate. Especially for reading, social media is one of the best ways to gain more information, news, and anything else about the academic world. With social media, students can ask questions about

reading material and get extensive reading material such as digital novels (E-books) through applications and other sources.

2.2 Theoretical foundation: Extensive reading in English as a Foreign Language (EFL) contexts

2.2.1 Defining extensive reading

Extensive reading is a reading activity that is carried out according to students' interests Huang (2015). The purpose of extensive reading activities is to create reading fluency and enjoyment, and it's usually done at an accessible level so that the reader can read it without having to think deeply. ER encourages students to read as much as possible, especially for fun, Assiri, A. I., & Siddiqui, A. (2021).

Extensive Reading is an effective method to motivate and develop the reading ability among students. According to Day & Bamford (1998), reading lots of material that is accessible based on interest has a vital role in reading fluency. First, students can get used to processing the text word by word. For the details, they do not fully understand word for word, but they just understand the whole and the context of what is being explained in writing.

Various researchers have described characteristics of extensive reading based on its distinctive features. The characteristics of ER listed by Day and Bamford (1998) include the following:

1. Students read large amounts of printed material.
2. The material they read falls within their level of comprehension.
3. They choose their reading material.
4. Teachers are to read with students to serve as role models and provide enthusiasm.
5. Reading is for pleasure, information, and general understanding.
6. Reading is its reward.
7. Reading speed is done at a faster rate.
8. Reading is the individual (students read independently); teachers guide and

monitor students.

9. Follow-up post-reading activities can be given to students.
10. Teachers and students keep track of students' progress.

2.2.2 Benefits of extensive reading

Extensive reading has many benefits, including improving fluency, reading ability, vocabulary, writing, and grammar (Grabe 2009; Huang & Liou 2007; Yamashita 2008). Extensive reading has many benefits for students' reading skills. Reading for pleasure contributes to students' reading ability by subconsciously increasing their reading speed and better employing their strategies. It also helps with reading and encourages independent reading. Since some first-generation or non-traditional students August (2006) may not read much in their native or target language (English), Extensive reading will help students enjoy reading, motivate them to read and enjoy reading. Teaching strategies and explicit comprehension alone may not be sufficient to improve a student's overall reading ability in the limited time taught by a teacher.

2.2.3 Issues in the teaching of extensive reading

According to Renandya, Hidayat & Ivone (2020), there are ten issues with the teaching of extensive reading

1. Time-limited.

The lack of time to study extensive reading becomes the primary basis because it takes a long time to teach extensive reading.

2. Lack of reading material.

Lack of materials for reading is one of the issues because the students themselves do not get the facilities for the books they want to read.

3. It takes a long time for the impact of ER.

this is still related to time-limited because ER takes a long time to see the significant development of students' target language.

4. Legitimacy issues

5. Lack of support from university leadership

When schools or universities do not provide extensive reading learning, this can be an issue in conducting ER.

6. Lack of knowledge about ER.

Students do not know much and understand what extensive reading is.

7. No personal experience with ER.

Students do not have extensive reading experience. They only know about it from schools or institutions.

8. Lack of motivation.

Not only do students who lack motivation, but teachers or lecturers also feel less motivated to teach Extensive reading.

9. Limited professional teaching skills.

Teachers or lecturers are not fully experts in teaching ER.

10. 10 Principles of ER as a guide is too demanding.

There are ten principles in ER, but it is too demanding for teachers to teach extensive reading when applied to all ten.

In theory, Renandya (2020) mentioned that there must be issues in learning something, such as extensive reading. These issues will serve as a reference for the researcher's research on whether the time-limited issue is students' lack of motivation to study extensive reading, whether they feel the lack of reading material and all these issues will help researchers get the results of this research. Furthermore, the ten issues summarized by Renandya, Hidayat, and Ivone (2020) are also related to student motivation, whether student motivation can be affected by the ten issues of teaching ER or not and researchers focused on knowing how students' motivation in extensive reading