

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, identification of the problem, limitation of the study, statement of the problem, purpose of the study, and significance of the study

1.1 Background of the Study

English has become an international language which means it is widely used as the basic language in communicating by people around the world. Hariyanto (2019) states that English is one of international languages in which mastering English is an absolute requirement in this globalization era. It emerges the condition where English is commonly adapted as a compulsory subject that is required to be learned by the students in some countries particularly in Indonesia. It is relevant to Badriyah and Rahmawati (2020) who argue that English is learnt as a foreign language in Indonesia considered as a required subject for elementary school until higher level students. It cannot be denied that English is becoming a requirement for the global competition which develop the existence of English learning process in some countries included Indonesia.

It is believed that English can be mastered through reading a lot (Almendo, 2020; (Ninsuwan, 2015; Safura & Helmanda, 2020). Learners can acquire a foreign language through reading in which it is viewed as an important skill for EFL learners in order to understand the linguistic and cultural information found in the text that is provided in foreign language. Linguistically, learners can see the model of language use in the written form. In other words, they learn about how a word is spelled, a sentence is constructed, ideas are arranged, meaning is conveyed, etc. Meanwhile, through reading, learners can see the cultural values as blended into the reading text (REF). As a matter of fact, according to Kuo and Lai, (2006) language and culture are inseparable, so when someone learn a new language, s/he actually also learn the culture of the native speakers of the language (REF).

It is undeniable that reading is an essential skill required for the students since it is a complex skill involves mental process in understanding the materials that they read for accessing new knowledge and information. Reading is also defined as a cognitive process of forming new knowledge by negotiating a meaning (Jian as cited in Yunus & Ubaidillah, 2021). Reading is also viewed as a basic language skill essentially required in understanding the meaning of a written text and obtaining a lot of information (Richards & Schmidt in Ferdila, 2014). It can be concluded that reading is an important skill reflects as an active process for understanding meaning that assists students in developing their language mastery.

The importance of reading shows that EFL teachers are supposed to emphasize reading in their classrooms. In fact, the emphasizing of reading in EFL classroom is quite challenging since the new learning system is implemented due to Covid-19

pandemic. Meinawati et al (2021) state that the learning process is conducted through online system as the prevention of the rapid spread of Covid-19 virus in which this new learning system requires teaching innovations for achieving the learning objective itself. These conditions bring several problems related to the teaching and learning reading process in EFL classroom. One of them is lack of reading comprehension owned by the students. Badriyah and Rahmawati (2020) show that most of students face a difficulty in comprehending the English reading text during the Covid-19 pandemic in which it is impacted by the students' learning background and their environment. It can be seen that teaching reading during the online learning is challenging.

However, teachers are supposed to use an appropriate reading approach that is relevant to the recent condition. Krashen (2003) ever states that free voluntary reading is the most powerful learning means in language education that can help the students in improving their language skills particularly their reading and enhancing their vocabulary size. One of reading approach which provides free voluntary reading is extensive reading. Extensive reading is defined as an approach in learning by reading extensively to engage the learners for pleasure. From the variety of the reading materials, they can choose it freely or they are given easy reading materials, so that, they can enjoy in reading (Day, 2016). Waring (2011) states that extensive reading aims to build the learners' fluency, reading speed, and general comprehension of reading texts as well as practicing the skill of reading itself. Typically, learners will read a text with a very high percentage of known word, so that, they can read fluently and smoothly with high levels of comprehension. In addition, extensive reading is also

defined as an approach in reading learning in which the learners read large quantities of reading materials, which are easy, interesting, and enjoyable (Stoller, 2015).

Extensive reading is appropriate to be adapted for teaching reading in online learning considering that extensive reading provides an independent learning. Fatimah et al (2020) states that extensive reading provides a space for the language students in selecting their reading preferences relevant to their ability in reading English text. Muchtar (2019) has added before that extensive reading allow the readers to choose their own reading material. It indicates that the teachers do not provide or design certain reading material to be read. In addition, reading activity is not a task from school but the students can read their own text outside the classroom for obtaining information or pleasure. Students can do independent learning through extensive reading. It is also found that extensive reading also gives other impacts. Levy (2016) states that one of the benefits from conducting an extensive reading is the improvement of students' vocabulary. It is useful for the students to learn any languages. Extensive reading is highly recommended for all language learners to give them a massive vocabulary that they need to be fluent in the language.

The preliminary observation conducted by the researcher related to this phenomenon shows that extensive reading is implemented at SMP Negeri 1 Selemadeg Timur. It is one of junior high schools which adapts extensive reading in its classrooms particularly for 8th grade students considering that it is applied as one of solution in handling students' low reading comprehension during the online learning in Covid-19 pandemic. Students are allowed to read extensively any learning topic on the books.

For example, students are allowed to use different book in understanding grammar. They can choose that make them interested in learning grammar.

As mentioned previously, extensive reading is one approach used in order to give students a space for conducting independent learning as one of 21st century learning implementation. It is found that all the students in SMPN1 Selemadeg do extensive reading in understanding the English text in the learning process. It is due to the requirement of the school which conducts literacy program. Students are asked to have chance to read more. The extensive reading conducted in this junior high school indicates that the students do an independent learning process

The use of extensive reading in teaching reading, especially in teaching English for Foreign Language (EFL), has been proven effective in improving students' reading habit (REF) as well as improve students' reading comprehension. Anindita (2020) conducts a qualitative study by finding out the university students' perceptions toward their extensive reading subject. It reveals that they have a positive perception on extensive reading subject when they can enjoy the subject without a limitation. It is continued by the examination of extensive reading implementation toward vocational high school students conducted by Singkum and Chinwonnob (2021). It shows that students have a significant improvement toward their reading skills and have a higher learning motivation. The latest study is conducted by Bui and Macalister (2021) who conducted a research on the role of extensive reading online toward first year university students' reading fluency. The findings show that ERO had a positive impact toward students' reading fluency development shown through a conservative analysis

presented by an increasing percentage 20% in their reading speed. It is also found that there is a positive change on students' attitudes. However, the effectiveness of extensive reading is viewed from its implementation toward higher education students.

Considering the pre-observation and current situation of online learning, the researcher is interested to conduct a study about extensive reading. It is because the extensive reading influences the vocabulary of the students in which it leads to an improvement of reading comprehension. Besides, in online learning, the students need to be independent and should be given a choice of reading materials to keep them focused to learn to read in English. Thus, this study aims at analysing the extensive reading of the students in SMP N 1 Selemadeg Timur by describing what materials student read, motives and challenges.

1.2 Identification of the Problem

Based on the phenomenon of the implementation of extensive reading, this approach can be a useful method in teaching reading, especially for teaching English for Foreign Language. It is because extensive reading allows the students to choose the reading materials based on their interest that will lead them to have an independent learning. In addition, it will increase students' vocabulary that indirectly increase their reading comprehension.

1.3 Limitation of the Study

In this study, the study is limited on analyzing students' effort for independent EFL learning through extensive reading in which it is more focused on finding the English materials read by students, students' motives in reading English materials extensively, and students' challenges in conducting extensive reading.

1.4 Statement of the Problems

Based on the explanation above, the research problem can be formulated as follows.

- 1) What English materials do students read in SMPN 1 Selemadeg Timur extensively?
- 2) What are students' motives and their challenges in reading English materials extensively?
- 3) What are the challenges of the use of extensive reading in Grade 8 students in SMPN 1 Selemadeg Timur?

1.5 Purpose of the Study

- 1) To describe English materials read by students in SMPN 1 Selemadeg Timur extensively?
- 2) To describe students' motives their challenges in reading English materials extensively?

3) To describe students' perceptions about extensive reading in learning EFL?

1.6 Significance of the Study

1.6.1 Theoretical Significance

The result of the study was expected to give significance in teaching and learning process. The result of the study can give insight how the implementation of extensive reading viewed from learning materials, motives, and its challenges.

1.6.2 Practical Significance

A. For Students

For students, this study was expected to describe the learning materials that students can read. Students can directly access different reading sources.

B. For Teachers

The result of the study could be used as a direction for teachers in facing challenges that may be encountered by the students in implementing extensive reading approach.

C. For Other Researcher

Based on the result of the study, it was expected that this study could be a reference for other researcher for conducting a similar study.