Chapter One

Introduction

This chapter explains the background of the research. It covers the statement of the problem and the delimitation of the problem. Additionally, this chapter mentions the research questions and the objectives of the research. The organization of the research is also explained in this chapter.

Background of the Research

There are four skills in learning English as a Second Language (ESL) or English as a Foreign Language (EFL): listening, speaking, reading, and writing. Over the last few decades, reading is one of the subjects of ESL or EFL has been extensively researched. Students' reading skills are a crucial thing for learning English. Through reading skills, they can be competent in understanding and responding to opinions and inferring the meaning of the text context. According to Cimmiyotti (2013), the ability of students to draw and process information from textbooks is becoming increasingly necessary to improve their reading skills. One of the most important English skills is reading comprehension. Susilo (2015) added that the level of reading comprehension explains the process linkage of finding and understanding information in reading texts.

Reading skills need to be developed in the classroom activities. Krashen (1993) argued that extensive reading is the key to improving reading skills. In the development of reading skills, two major approaches can be used: intensive and extensive reading. Both approaches are successful in helping students increase fluency in the crucial areas of vocabulary and word recognition and enhancing

their reading comprehension. Reading skills can be also improved by conducting extensive reading to encourage students to read more. Extensive reading (ER) is defined as the independent reading of a large amount of material for the information or enjoyment of students. One of the recommended ways to increase interest in foreign language reading is through ER program. The main goal of the ER program, according to Day and Bamford (1998), is "to get students to read in a second language and like it" (p. 6). Reading skills are the basic foundation and crucial thing in English learning activities. According to Yulia (2018), ER is done to improve reading speed, general understanding, and reading skills. It has also been popularly used to encourage students to be fonder in reading.

The purpose of ER is expected to increase fluency and enjoyment in the reading process so that students' reading interest can increase. According to Ria (2017), ER deals with reading as a pleasure. Students need to be fun when they read. However, research conducted by Quadri and Abomoge (2013) presented that in some cases, the focus is on the incidental acquisition and not extensive reading as the participants are exposed to only one or very few texts. ER offers an intense input process since there is none of the first language used in the reading text yet the students has no pressure to do the activity. If students carefully select the readings, it will make them repeat encounters with the language items they have encountered. According to Ria (2017), ER helps students to consolidate what they already know and to extend it. They will meet many new vocabularies to learn in a limited time.

Implementation of ER is quite popular. It is considered to be able to provide benefits for students. According to Puspitasari (2018), ER is a hot issue in

Indonesia, and this approach is considered a good solution to overcome the big problem related to students' reading habits. ER book or text is determined by students and can be assisted by the teacher in charge of directing them to practice it. Wahyudi and Anggia (2017) delivered that the teacher should consider students' motivation when using ER. As a lack of motivation can hinder language learning, ER may be regarded as a requirement for success for students learning a second or foreign language. The way to do it is that students are free to choose their favorite books to read. ER is an approach to teaching and learning foreign languages by reading texts or books chosen by students.

Furthermore, many experts said ER is highly significant in EFL teaching and learning. It is one approach that aims to use reading as pleasure so that students will enjoy reading (Day & Bamford, 2002). Quardi and Abomoge asserted that reading is an attempt to absorb the thought of an author and know what the author is conveying and a made to support the meaning along (as cited in Suh & Trabasso, 1993). This statement illustrates the importance of understanding reading before students start English learning activities. ER serves as a basis for mastering other English skills.

Based on this case, the researcher found several problems, and one of them is students still depend on the teacher. They do not have enough motivation to learn the lesson. As summarized by Mason and Krashen (1997), ER yields far superior gains in reading comprehension, and extensive readers perform better on both writing and reading speed measures. Students only learn English where their teacher teaches them. The teacher needs methods that ask students to have critical thinking skills so they can respond to events around them. ER can not only

improve students' reading skills but also expand their vocabulary knowledge, increase the general level of language tests, and improve their fluency and accuracy in writing. Mermelstein (2015) found significantly higher reading levels were obtained by the treatment group who applied ER. The advantages of reading skills are getting new information, opening up insight and knowledge, and improving brain memory quality.

Additionally, the use of ER for language learning process cannot be separated from the role of teacher in teaching process. The teachers play an important role in successful learning and achievement in ER activities. The implementation strategies that teachers utilized in the class is will influence how the students engage ER activity.

ER is important and quite influential for language learners. It can motivate them to read more, improve reading quality, and teach them to think critically without making them depressed by trying to make reading joyful for them. Hence, this is a principle that needs to be applied to the language learning process.

Identification of the Problem

Reading is an ability that can provide a lot of information and help students improve their writing and speaking skills. ER can help them expand their vocabulary and improve their grammar and literacy. The researcher will explore the learning process of reading skills conducted by the English Language Education Department (ELED) students preliminary interview. Reading activities face a variety of challenges. There are numerous problems found during the preliminary interview. First, students are hesitant to start reading. They feel reading comprehension is a challenging skill to develop as it requires them to

apply various learning strategies and activities to understand a text. They also believe that reading is a difficult and uninteresting activity. Second, students do not have a high motivation to read since they do not understand the advantages of the reading process. The benefits of reading will certainly increase their motivation to read books or texts.

Moreover, the implementation of ER utilized by teacher is affect the teaching process. It might be challenging for a teacher to evaluate the outcome of a student's ER activity. The difficulty may come from the use of ER outside of the classroom, where the teacher has no control to it.

It is significant to recognize the problems as ER is one of the necessary skills to support students' reading skills. There are many reading options that they can choose from, such as novels, comics, magazines, news, and journals. The number of choices also makes them confused to start reading with which book or text to read first. Teachers need to give direction to students while implementing ER. In addition, many students do not know what the benefits of ER are and are confused about how its implementation. Therefore, this research will explore the strategies of ER implementation for the learning process and investigates the advantages of joining a class that implement extensive reading.

Delimitation of the Problem

This research is limited to investigating strategies and advantages in ER implementation. To make this study effective, the researcher limits the study's exploration to a specific extent. This research will focus on two main topics. First, this study only discusses the strategies used by teachers in implementing ER to increase students' reading interest and familiarize them with reading. Second, the

researcher investigates the advantages of ER implementation based on students' perceptions. This research will be conducted through the six participants of ELED students from a private university in Yogyakarta.

Research Questions

The focus of this research is on the activities for implementation of ER in reading English in ELED. The researcher formulated two research questions based on the problem identification.

1. What are activities used in classrooms for extensive reading implementation?

2. What are the advantages of joining a class that implements extensive reading based on students' perception?

The Objectives of the Research

The research objectives are based on the research questions.

1. To explore the strategies of teachers' implementation of extensive reading strategies for the ELED student.

2. To investigates the advantages of joining a class that implement extensive reading based on students' perception.

The Significance of the Research

This research aims to be useful for several parties, including teachers, students, and other researchers.

For Teachers

This research can provide some new information and facts about the benefits of using the principle of ER as an effort to make students read more. The

findings of this research may influence teachers' choices on how to carry out ER in their teaching process so that the students can enjoy reading. In addition, this research may be useful for teachers as learning information material in reading classes to produce a complete picture of how they implement ER.

For Students

This research can provide beneficial information for students who want to improve their reading skills as part of the teaching and learning process. In addition, the results of this research motivate them to use ER to improve their reading skills.

For Other Researchers

The findings of this research will add some information about how teachers can implement ER, which can be useful for other researchers who want to see the implementation of ER in a larger population. Furthermore, other researchers can use the findings of this study as a picture of students' perceptions for future studies on a similar topic and are encouraged to investigate the gap in this research.

Organization of the Chapters

This research consists of five chapters. Chapter one explains the background of the research, identification of the problem statement, delimitation of the problem, research questions, the objectives of the research, and the importance of reading for students. This chapter also provides information on whether students like to read and whether doing ER can improve their reading skills.

Chapter two discusses the literature review. It provides definition of reading, ER,principle of ER,importance of ER,implementing ER,for students, and advantages of ER.In this chapter, the researcher also provides a review of related studies.

Chapter three is methodology. This chapter consists of research design, research participants, data collection, and data analysis. In this chapter, it shows how to collect data that will provide details about the researcher will be used in this study.Then, this chapter explains the reasons why this study will be involved the participants. This research design will use a qualitative approach, and to collect data, this study will use an open-ended-interview.

Chapter four is the findings and discussion. This chapter will describe the results of data analysis in detail. In addition, this chapter will provide details on the findings and discussion.

Chapter five contains the conclusion of all the findings to answer research questions. This chapter also provides recommendations to readers who are considered beneficial as a reference.