

Chapter One

Introduction

This chapter shows the background of the study, identification of the problem, delimitation of the problem, research questions, objective of the study, and the significance of the study. This chapter explains the background of the study and the reason why the researcher chose this topic. The problem discussed in this study is also explained in this chapter.

Background of the Study

Reading, one of the skills needed to learn language and enrich the vocabulary to communicate, is divided into intensive and extensive reading. Intensive reading is an activity of reading that is directed by the teacher in class and usually uses a text that consists of difficult vocabulary and structure then the student will have difficulty to read successfully without assistance from the teacher (Macalister, 2014). The intensive reading is usually used to test students' comprehension toward an article or text. In contrast, extensive reading is a reading activity which uses materials to read pleurably based on the learners' level without the pressures of testing or marking (Renandya & Jacobs, 2018). Extensive reading motivates the students to enjoy the reading activity. They further stated that extensive reading builds the motivation to read an interesting article that the students want which then improves students' reading habit.

The motivation for reading in Indonesia is low. Based on the survey conducted by the Program for International Student Assessment (PISA), it is

indicated that reading motivation of Indonesian learners was very low which got the position 75 out of 79 countries of the members of Organization for Economic Co-operation and Development (OECD). The survey revealed that the Indonesian learners obtained the score of 371 out of the total score 600 while the average score of the entire countries was 487 (Sholeh, 2021). The students might be unmotivated to read because the texts or article have complex structures, difficult vocabulary, or cultural contexts that are unfamiliar for them especially English texts that have complex grammar structures. In Indonesia, reading English article is commonly done in intensive reading activities with reading texts which have difficult vocabulary and structure to be comprehended by students. It makes the students less motivated to read English article. Then it influences their fluency and reading comprehension.

Moreover, in Indonesian schools intensive reading is used for learning. Commonly, reading activity used in English classroom is intensive reading. In the classroom the students are provided with a short article with several levels of difficulty in terms of vocabulary and grammar. The intensive reading is also commonly used in reading test. This phenomenon makes the students bored and unmotivated to read English texts. The students consider that English reading activity is difficult. It is because they do not have enough English vocabulary and grammar proficiency, so they cannot comprehend the English texts properly. This difficulty finally makes the student unmotivated to read English article, so it influences the students' fluency in English reading activity.

Therefore, to improve students' reading motivation, extensive reading was recommended to be used in the classroom. Extensive reading gives opportunity for students to choose what they want to read and gives positive experience of reading for pleasure (Macalister, 2014). Extensive reading activity is one way for developing reading fluency (Beglar, Hunt, & Kite, 2012). By choosing what students want to read by themselves, the student will be interested to read it. Through this reading activity the students get more input of vocabulary and grammar structure from the article they read. The students also read an English article without any pressure, so they can focus to understand the content of that article.

Although the implementation of extensive reading in Indonesian schools is not as familiar as intensive reading, some researchers have conducted the extensive reading program in Indonesian schools. Sari, Erlangga, and Kuncoro (2019) conducted the extensive reading program in Junior High School for four months. The implementation of extensive reading in this program used graded readers. According to Clarity (2007), graded reader is a selection of reading material based on students' ability level. Clarity (2007) also said that the grader reader greatly helps students to build their confidence in reading because they will not experience some difficulties in understanding the contents of reading materials. The implementation of the extensive reading activity in this study was conducted in several steps. The first one is lecturing method which explains what extensive reading is, what graded reader is, and what the needs of students in reading class are. The second step is choosing graded readers that are adjusted to

students' abilities to be used in extensive reading class. The last step is conducting extensive reading class which is divided into three sessions namely reading aloud class, reading comprehension class, and vocabulary understanding class. In reading aloud class, the students practice reading correctly and improve their English pronunciation. In reading comprehension class, the students learn how to understand the simple narrative text by asking question about the text they have read and finding out on what page they can find the statements written on the whiteboard. In vocabulary understanding class, the students are asked to guess the meaning of difficult words from the text they have read by giving clues or using images in the book.

At an English Language Education Department in a private university in Yogyakarta there is one program called "MembacaMu" Program which was held in three different junior high schools in Yogyakarta and it was held by the lecturers and students of ELED. "MembacaMu" Program supports the extensive reading activity in the classroom. This program is implemented to junior high school students. The program purposed to improve the students' motivation in reading especially in reading English texts and build the students' reading habit. In this program, the students are guided to do extensive reading activities.

For the beginning, the students were given the explanation and introduction about the concept of extensive reading. This activity is carried out online in a webinar. In the introduction activities, students are introduced to the concept of extensive reading, the benefits of extensive reading, the reading material selections, and the provision of online sources. The students are also

invited to try to read extensively in this activity. Then, in the next meeting the students were guided by tutors to do extensive reading activities. In the implementation of extensive reading activities, tutors conduct the video conference with students in the time scheduled and agreed by tutors and students. Each meeting contains reading together, discussion, and follow-up activity. Before conducts the video conference, tutors give direction and assistance for students to choose reading material and prepare for reading activity. The reading material was provided by the lecturer and tutors.

The reading material used in this program is graded online source provided in free access website. The students choose online English articles provided as their reading material. The students read online English articles that they interested in. The number of students in a group reading activity is 4-5 students with assistance of one tutor. The number of video conference for extensive reading activity is once a week for each student. The students joined the activity for 45-60 minutes in one meeting. The implementation of this program was carried out for 3 months.

Based on the researchers' observation on the program, students were enthusiastic when joining the extensive reading activities with the tutor. Besides, there were also some students who often skip the meeting in the program. Therefore, the researcher is interested to investigate the students' perspective on the implementation of extensive reading activity they joined. The researcher is also interested to explore the students' responses after joining the extensive reading activities.

Identification of the Problem

Although the extensive reading is beneficial for teaching reading in Indonesia, there are still many issues related to extensive reading activity. The first is to build the students' motivation in doing extensive reading. As mentioned above, the reading motivation of Indonesian students is low. Many students are not interested in reading especially reading English texts. Besides, in extensive reading, the students are requested to read more English texts. It is an issue commonly found in extensive reading activities.

Second, the extensive reading allows students to choose what they want to read. Students can choose the texts/stories by themselves based on their own level. In this case, an issue appears on how to find the reading resources for extensive reading. To provide the interesting readings which are also suitable for the students' level, the teachers or schools need sufficient reading resources. In fact, not all teachers or schools have adequate reading resources.

Third, students may face challenges in doing extensive reading activities. In extensive reading the students may read in a large quantity of articles or stories individual and silently. Students who have not read an English article can face difficulty in understanding what they read. Although in extensive reading principle is not focus on reading comprehension, but the student with limited experience in reading English article may consider that extensive reading is challenging for them.

Another issue is there are some differences in implementing extensive reading activity in each program. These implementations are claimed as extensive reading but the activity is not suitable with the principle of extensive reading. For example, there are some implementations of extensive reading that focus on reading comprehension, whereas the principle of extensive reading is general understanding for information. Then, in this study the researcher wants to investigate the implementation of the extensive reading of “MembacaMu” Program in Junior High School. The researcher investigates the activities implemented in this program whether it meets extensive reading principle or no.

Delimitation of the Problem

In this study, the researcher focuses on researching the students’ perception on the implementation of extensive reading activity through “MembacaMu Program.” The researcher also focuses on exploring the students’ responses after joining the extensive reading through “MembacaMu Program.” Then the researcher conducts the study on Investigating the Implementation of Extensive Reading “MembacaMu” Program: Junior High School Students’ Perspective.

Research Questions

Based on the problem above, the researcher focuses the discussion on a research question. The researcher focuses the study on some research questions:

1. What are the activities implemented in extensive reading through “MembacaMu” Program?

2. How do the students respond to the extensive reading through “MembacaMu” Program?

Objectives of the Study

Based on the research question, the researcher formulates the objective of the study. The objective of this study is exploring the activities implemented in extensive reading through “MembacaMu” Program to find the activities that students do in this program. This study also aims to analyze the students’ respond to the extensive reading through “MembacaMu Program.” The students’ responses can be positive or negative response.

Significances of the Study

By finishing this research, the researcher hopes this research can give the benefits to the teachers, the students, and the other researcher.

The teachers. After reading this research, the researcher hopes that the findings of this research can be references to teach reading in classroom. This research is also expected to help the teacher in implementing the extensive reading activities in the classroom. From this study, the teacher can evaluate the extensive reading activity based on the students’ responses toward this program. This study can provide insight for the teachers in implementing extensive reading activities.

The students. This study is expected to give the students awareness to read more. The researcher hopes this finding can give concern to the students to

regularly read what they want and improve their reading habit. The students can also be prepared to face the difficulties in doing the extensive reading activities.

Future researchers. The researcher expects that this study can be reference for other researchers in conducting the research in the same topic. Hopefully, they can use the findings in this study to enrich their study.

The host of the program. This study is expected to help the host of the program to evaluate this extensive reading activity, so they can improve the implementation of the next program. The host can create the next program better by reviewing positive and negative respond of the students in doing the extensive reading activities.