CHAPTER I
INTRODUCTION

This chapter covers the background of the research, problem statement, formulation of the problem, the purpose of the research, the significance of the research, definitions of key terms, and organization of the research.

1.1. Background of the Research

At school and university levels, students acquire much of their knowledge by reading written materials. Through reading, readers collect various information and knowledge. Many of reading researchers have emphasized the importance of reading as a way of obtaining information (Anderson, 1999; Grabe & Stoller, 2001; Karabuga & Kaya, 2013).

Reading does not only provide the benefit in collecting the information and knowledge, but it also can enhance a students' vocabulary and literacy skills, teach them math or science concepts, help them learn history, and can teach them empathy (Rymanowicz, 2017). The students will have the chance to understand the story from the characters' perspective when they read it. Students will develop their understanding and respect for the experiences of others by doing practice seeing the world through someone else's eyes.

There are some other benefits of reading, such as reading strengthens the connections' brains and builds new connections. Reading is a much more complicated task for the human mind rather than other activities like watching TV. Reading is the best workout for our thoughts, and it can even improve our memory (Trombetta, 2017). In line with this, Jager (2017) states that reading gives significant contributions to human brain function such as reading stimulates the human brain, it reduces stress, it expands our vocabulary, it boosts our memory, it enhances our focus, it improves writing skills, and it distracts us in the right way.

Reading is emphasized in Indonesian national education. The purpose of national teaching and learning process is to produce individuals attain the factual, conceptual, and procedural knowledge in science, technologies, arts, and cultures

with the insights of humanity, nationality, and civilization as stated in Regulation of Ministry of Education and Culture number 54 the year 2013 (Permendikbud, 2013).

One of the main objectives of the English 2013 curriculum is to build the students' character by increasing students' literacy skills. It is developed based on the Regulation of the Ministry of Education and Culture number 21 the year 2015 (Permendikbud, 2015). The Indonesian government has made various efforts to increase the reading interest of the Indonesian people, especially the younger generation who are still students. One of them is by developing literacy. In order to support these efforts, the Ministry of Education and Culture organized various National Literacy Movement (GLN) programs through the School Literacy Movement program, the Indonesian Community Movement, and Family Literacy movements, as well as the derivative activities of the three programs. GLN will be implemented massively, in the family, school, and community throughout Indonesia. The school and teachers have to facilitate students with the reading resources and allocate the time for about 10 to 15 minutes each day. The kinds of suggested reading resources are different from the textbooks of the lessons. The source of the reading must be interesting for students such as comics, novels, storybooks, magazines, and other resources that attract the students' interest.

One of the ways to measure the students reading and literacy skills is by reflecting on the result of the national exams. Hamied (2010) states that beginning the fiscal year 2007 the government began to use the results of the exams for improvement of teaching-learning activities in particular and enhancement of educational quality throughout the country in general. The results of the national exam for the English subject of senior high school level are still considered low in most areas of Indonesia.

The process of English language teaching in Indonesia to acquire the reading competence is hampered by two factors (Mbato, 2013). First, the status of English is as a foreign language in Indonesia (Lauder, 2008) most of the Indonesian students do not do the maximum exposure to natural communicative English. The students only rely on learning resources prepared by their schools

and teachers. Second, the students do not show significant development of reading competency.

Extensive reading has become an interesting topic and has attracted the attention of many researchers in recent years. The research on extensive reading has been conducted a lot, but only a small portion was done on Senior High School students particularly in Indonesia. As far as the researcher know there has not been about extensive reading programs implemented as an extracurricular activity in high school published.

Regarding the issue, there are plenty of studies concerning extensive reading both from outside the country (e.g., Alzu'bi, 2014; Chen, 2013; Ghanbari, & Marzban, 2013; He, 2014; Iwahori, 2008; Kirin, 2010; Safaeia & Bulca, 2012; Salameh, 2017; Suk, 2016; Teng, 2015) and from inside the country (e.g., Delfi and Yamat, 2014; Ferdila, 2014). Generally, they do not discuss the topic of implementing an extensive reading program for senior high school students. Although some studies had similarities with the present study in terms of the implementation of the extensive reading program at the secondary and tertiary level, it is still needed more investigation in a different site. This research tries to fill the gap by investigating the process of implementing an extensive reading program as an extracurricular activity for Senior High School students. It, therefore, makes conducting the study about the extensive reading in terms of enhancing the reading comprehension, the changes in the students' literacy engagement, and challenges of the implementation of an extensive reading program for senior high school students in deep will be worth doing. The goal of this research is to shed light on the real practice of the implementation of an extensive reading program as an extracurricular activity in Indonesia. Hence, it is for those reasons this study was carried out.

In the Indonesia context, extensive reading also has been studied by some researchers. The implementation of extensive reading in teaching reading for junior high school students has been researched by Ferdila (2014). She investigated the benefits of extensive reading and as well as students' attitudes toward it. There are five benefits found in the research, such as extensive reading

program (1) builds the students' perspective about reading became a fascinating activity, (2) creates the enjoyable learning atmosphere, (3) helps the students in developing a wide vocabulary, (4) improves the students' reading comprehension, and (5) increases the students' motivation in reading. Similar to the above research, there are some different goals and findings in conducting extensive reading research. Yulia (2018) proposes an alternative framework to implement extensive reading with Indonesia EFL university students. Martini (2008) implemented extensive reading tasks to measure the improvement of students' reading motivation in the accounting department. Martin found that extensive reading tasks increase the students' reading motivation to read English written texts after fifteen meetings. Dzulfikri and Ali (2017) reveal that extensive reading tends to promote participants' reading comprehension and reading attitude.

Based on some studies above, it is found that there has not much research conducted in the implementation of extensive reading to senior high school students in EFL settings, particularly in Indonesia. Research is needed to bridge this gap or to understand the feasibility of extensive reading for senior high school students. Accordingly, this research will attempt to fill the gap by trying to implement and examine the effect of an extensive reading program on students' reading comprehension achievement of senior high school students. By learning how to comprehend English texts, the students are expected to be able to benefit from the implementation of an extensive reading program for lifelong learning and to enhance their overall academic achievement.

The extensive reading program has given significant contributions to several aspects of reading: reading proficiency, writing performance, reading attitude, reading rate, vocabulary acquisition, and vocabulary retention. However, in Indonesia, it does not seem to have given enough contribution, especially on reading comprehension. It is proved by the results of the national exam of senior high school students in English subject in many areas of Indonesia, which are still considered low. In this research, the writer would like to explore the implementation of the extensive reading program and prove whether it has a

significant effect on senior high school students' reading comprehension achievements.

1.2. Formulation of the Problems

This research focused on investigating the changes in the students' literacy engagement to the implementation of an extensive reading program such as reading motivation, reading habits, and reading attitude. Then, this research also focused on proving whether the extensive reading program improves students' ability in reading comprehension.

In this research, there are three questions which are in line with the aims of the research:

  a.   Does the extensive reading program enhance the students' reading comprehension?

  b.   What are the changes in the students' literacy engagement observed during the implementation of an extensive reading program?

  c.   What are the challenges in implementing the extensive reading program encountered by the teacher, program administer, and students?

1.3. The Purposes of the Research

In line with the research questions proposed, the purposes of the research were to find out the information on how the extensive reading program enhances students reading comprehension, the responses of students, and the challenges encountered in implementing the extensive reading program.

1.4. The Significance of the Research

This research was considered to be significant for several reasons. Firstly, the result of this study is expected to provide helpful information as well as to enrich the literature for optimizing the teaching of the extensive reading program, particularly for the implementation of extensive reading at senior high school for

the first time. Secondly, this is expected to be useful information for English teachers in Indonesia to make their teaching reading more effective by the implementation of an extensive reading program. Thirdly, this research provided the information for the school party and stakeholder in accommodating students' needs in learning English reading as well as the teachers to be more professional in developing students' reading comprehension skills.

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1.5. Definition of Key Terms

There were two kinds of terms used in conducting this research. The following clarification can be used to avoid misunderstanding among them:

a. Extensive reading. Renandya and Jacobs (2002) provide some distinct characteristics of extensive reading, as mentioned by other linguists which are as follows:

> ➢ Students read a large amount of material
> ➢ Students usually choose what they want to read
> ➢ Reading materials vary in terms of topics and genre
> ➢ The materials students read within their level of comprehension
> ➢ Students usually take part in post-reading activities
> ➢ Teachers read with their students, thus, modeling enthusiasm for reading
> ➢ Teachers and students keep track of students' progress

The extensive reading is that they can choose what they want to read (Day & Bamford, 2004). In extensive reading, students can choose reading material to be read by them. They can provide reading materials by themselves, or the teacher can provide it. According to Carrell and Carson (1997: 49-50) cited by Renandya (2007), "extensive reading…generally involves the rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language" (p. 99).

b. The extensive reading program is a reading program which set up as extensively. In this research, the extensive reading program was called Reading Club. The more information about the reading club will be discussed in chapter 3. It takes teachers and students (everyone involved) through all the whole process from start to finish, detailing the stages of design, preparation, implementation, and evaluation. The extensive reading program should be designed to foster L2 reading so that it may yield the expected learning outcomes (Anderson, 2014; Waring, 2000). Some aspects have to be considered to set up an extensive reading program, such as a guarantee that the program is managed effectively and positively to be fruitful (Clarity, 2007; Day, 2013).

c. Reading comprehension. In this research, Reading Comprehension is the process of making meaning from the graded readers out of the class or the students' ability to comprehend the graded readers at different difficulty levels. Comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing ideas, recognizing authors' purpose, making a judgment and evaluating. Words are an essential factor in determining the degree of comprehension. According to Hennings in Rojabi (2018), comprehension means interacting and constructing meaning to the text. Based on the explanations above, it can be concluded that reading comprehension is the process of interaction between the text and the reader by understanding the written language associated with the readers' language skills and their acquired knowledge. In this research, the students' reading comprehension abilities are mainly focused on the following reading comprehension skills: 1) Finding the main idea, identifying supporting details, and visualizing. 2) Summarizing. 3) Inferring, predicting, and concluding. 4) Facts and opinions. 5) Comparing and contrasting. 6) Vocabulary knowledge for effective reading skills (Gunning, 2010).

1.6. Organization of the Research

This research is organized into five chapters. Chapter I covers the background of research, formulation of the problem, the purpose of the research, the significance of the research, definitions of key terms, and organization of research. Chapter II elaborates theoretical foundation in this study, extensive reading (ER), reading comprehension (RC), extensive reading program, and previous related research. Chapter III elaborates methodology of research that covers research design, research site and participants, English reading club, instruments, data collection procedures, and data analysis method. Chapter IV consists of data findings and discussions, which describes the data from the research instrument and interpretation. Chapter V consists of the conclusion, implications, limitations of the research, and recommendations for future research.