

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the study, the identification of the problems, the limitation of problems, the research question, the objective of the research, the significance of the research, and the definition of key terms.

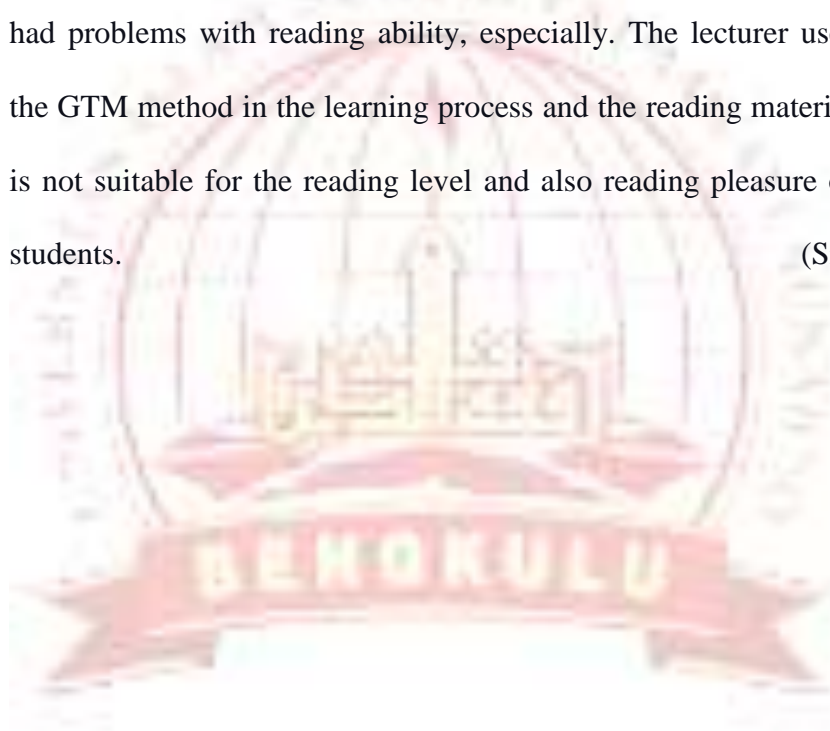
### **A. Background of Study**

Reading is one of the skills in learning English, by reading we can get information, there is an old saying “Books are windows of the world”, therefore we can get experience and information without going there, and most important can improve students' reading ability.

However, based on data released by the Program for International Student Assessment (PISA) in 2018 data on the reading abilities of students in Indonesia reading scores in 2018 were in a very apprehensive position. In addition, it has also never achieved the Organization for Economic Co-operation and Development (OECD) average country score. The results of the 2018 PISA survey put Indonesia in 74th place, aka sixth from the

bottom. The reading ability of Indonesian students with a score of 371 is in the 74th position (Kemdikbud, 2019).

In addition based on the interviews with students of the English education study program, they said that the reading method used by the lecturer was really boring and students still had problems with reading ability, especially. The lecturer uses the GTM method in the learning process and the reading material is not suitable for the reading level and also reading pleasure of students. (Siti



Nurfatimah, July 20th, 2022). And another student explained that because the course was held through an online system so the course process was not efficient. The material for reading was from a PDF file and because the system was online the lecture could not explain all the material well. They held the learning process through group presentation, discussion, and answering some questions. And also because of this condition, there is a lack of students' motivation and interest to read, and when reading material use unfamiliar words, and the wrong pronunciation when they are reading. (Rinta Zahra, December 6th 2022) Sometimes students feel bored with the old method and students need a new atmosphere in order to make the students interested to improve their reading ability.

Students have lost their interest in reading because teachers or lecturers use deep reading, namely reading by experiencing and understanding the meaning of a book or reading material. Because of this monotonous method, students lose their interest in reading, because the reading activity is a critical activity not for pleasure (Ayustina et al., 2020). Because of that

we need some strategies, approaches, and methods to improve reading ability of students. One of the ways to improve students' reading ability is the Extensive Reading Approach. The terminology of extensive reading and intensive reading is very familiar to Reading learners who both aim to get the maximum benefit from their reading material. Extensive reading is interpreted as an activity of reading quickly from a number of reading materials that focus on understanding reading in general.

There are many reasons why extensive reading can help students to improve their reading ability because extensive reading is reading with the large and the aim is to get an overall understanding of the material (Bamford & Day, 1998). By reading with the large students have the opportunity to meet words, automatically they are able to recognize the words they have met. Extensive reading focuses on how students read with their pleasure and also not just in class but they can read at home and anywhere, besides that students are free to choose the reading material, therefore when they read uninteresting material for them they can change with the other reading material based on their

enjoyment and level. It can become students' motivation to become interested in reading. "The students' topic to read should be interesting and suitable for the students". The reading material can be found in various sources such as libraries and the internet. And they can read books, novels, or articles. The teacher also helps to guide students in finding their own material for reading in the library or the internet (Al-ghozali et al., 2020)

There are many researchers who have implemented the Extensive Reading Approach to improve reading ability by focusing on students' reading pleasure. Emil, Melyann Melani, Widya Syafitri (2021) entitled *The Effect of Using Extensive Reading Approach towards Students' Reading Ability*. This research was quantitative research. From the research that has been carried out, the results obtained are that students who use the extensive reading approach have higher scores than those who do not use extensive reading. And in the experimental class, the post-test score was higher than the pre-test before applying the extensive reading approach. This means that there is a significant

effect of using the extensive reading approach on students' reading ability.

To help achieve the objectives of extensive reading activities, additional methods are needed to achieve more perfect learning outcomes. So the researchers tried to mix the two methods between the extensive reading approach and the literature circle. Literature circles are one of the student-centered strategies for learning critical reading skills (Dawson & FitzGerald, 1999). Student-centered learning objectives can develop critical, cooperative, and tolerant attitudes (Dewi Kurnia et al., 2020)

Research on the effectiveness of using literature circles has been carried out in reading comprehension skill. Like the research that has been conducted by (Suci et al., 2022) entitled "Students' Responses in Learning Extensive Reading Through the Literature Circle". This study's objective is to ascertain how students react to learning in-depth reading through the literary circle. The findings demonstrated that utilizing a literature circle can inspire students to read more English textbooks, increase

their sense of involvement in group discussions, and help them read more. However, the authors discovered various challenges that students have when carrying out this activity, such as a lack of time. Students feel less comfortable exporting content from their buddy group during the question-and-answer period.

Another research had done by (Tosun & Doğan, 2020) entitled "The Effects of Literature Circles on Reading Fluency, Reading Comprehension and Reader Responses: A Mixed Method Study ". This study's goal is to ascertain how literature circles affect readers' reading comprehension and fluency while also eliciting reader reactions. The result was clear from the reader responses to the books that were read by the readers that the answers provided by the students in the qualitative part of the research were mostly reader-centered. It was observed that reader-centered reactions grew and text-centered responses shrank in each literature circle during the research from the first to the last literature circle application.

Those previous findings above are closely related to what the researcher does in this research. They have valuable



information about the students' abilities in studying English, particularly in improving Students' Reading Ability based on the four skills in English by using Extensive Reading. Relevant to this method, the researcher is interested in improving Students' Reading Ability through Extensive Reading Activity as a method to build up the students' Reading Achievement. The difference with the previous researches, this research focuses on the significant effect of using Extensive Reading Activities in improving students' reading ability at the English Education Study Program at UINFAS Bengkulu. The previous researcher did research in senior high school and this research in university, from this object we can conclude that the level of reading of the students is different. Senior high school students are beginner or intermediate level, but university students are intermediate and advanced. And the researcher also combine extensive reading approach with Literature Strategy for having more perfect result of the new method in teaching-learning activity. This study focus on the genre that the students prefer to read, which are science fiction and romance even there so many genre but in this study



the researcher focus on two genres only. And the previous study was focus on students responses during learning process using literature circle, but this study also assest the students reading ability through reading test.

Based on the previous explanation above, the concluded Extensive Reading Approach With Literature Circle can help researchers to improve students' Reading Ability. Therefore, that is the reason why the researcher tried to find out The Effectiveness of Using an Extensive Reading Approach Combined with Literature Circles Strategy Toward Students' Reading Ability at the English Education Study Program at UINFAS Bengkulu.

## **B. Identification of Problems**

Based on the research background, the researcher concluded several problems, such as :

1. Students are lazy to read and always feel bored with old methods of reading learning
2. The lack of students' motivation and interest to read, in general, they are less interested in reading activity

3. Indonesia students have a low reading ability based on PISA
4. Students need a new atmosphere in order to make students interested to improve their ability in reading

### **C. Limitation of The Problem**

The limitation of the problem of this study is to know the significant effect of an extensive reading approach combined with a literature circle on the Students of English Education Study Program at UINFAS Bengkulu.

### **D. Formulation of The Problem**

Based on the statement above, the researcher question formula is to answer “Is there a significant effect of an extensive reading approach with literature circle strategy effective on students' reading ability? ”

### **E. Research Purposes**

Based on the problem statement above, the objective of the research is to find “The significant effect of using the extensive reading approach with literature circle strategy on students' reading ability”

## **F. Significances of Study**

This research is a study that presents the use of the Extensive Reading Approach as a support for learning English at the English Education Study Program at UINFAS Bengkulu on vocabulary mastery. The researcher hopes that after doing this research there will be many benefits that can be obtained, such as the following :

1. For teachers

- a) As the information on students' vocabulary and how to improve students' reading ability.
- b) As a new learning approach to improving students' reading ability.

2. For students

As a reference to support learning English especially to improve reading ability.

3. For University

The result of the research can be expected to innovate universities in order to improve the learning process and improve students' learning achievement.

#### 4. For Other Researchers

The results of this study can be used as more information about students' vocabulary and how to improve them. In addition, this research can also be used as a reference to conduct further research on how to improve students' reading ability using an extensive reading approach.

#### **G. Clarification of Terms**

It is important for researchers to make clear the terms used in this thesis as this following :

##### a. Reading Ability

Reading skill is the ability to read, such as detecting main ideas, and understanding sequences, and specific details. Reading is a language skill that everyone should be able to and should have because it has a big impact on people who want to learn something new. Reading is able to offer a wealth of information, knowledge, and skills in addition to clearer explanations (Riswanto et al., 2022). This activity involves analyzing and organizing a variety of complex skills, including

learning, thinking, reasoning, assimilation, and problem solving which means generating informational explanations for the reader.

b. Extensive Reading

Reading is a process of getting to know words and integrating them into meaningful words, sentences, and reading structures. There are two kinds of reading, but in this research, researchers will focus on extensive reading. According to Day and Bamford (2004) in (Ruzin, 2019) Extensive Reading is an approach in language teaching in which the students a lot easy of material in the target language. Students are free to choose what they want to read.

c. Literature Circle

The literature circle strategy is implemented collaboratively, students will be divided into several groups consisting of 5 people with different roles. At the first meeting, the teacher can explain the roles and functions of each of these roles. The division of these

roles is as follows (Daniels, 1994) in (Dewi Kurnia et al., 2020) Discussion Director acts as a list maker of open questions that will be discussed regarding the part of the text to be read. The questions that are made must be able to provoke all group members to answer according to their respective versions so that they can liven up the atmosphere of the initial discussion. Students can start discussing in the order of discussion director, vocabulary enricher, connector, illustrator, and summarizer.

d. English Education Study Program at UINFAS Bengkulu

The research was conducted in the academic year 2022/2023 students using two classes namely class A and C which will be the experimental class and the control class. Based on the pre-observation conducted by the researcher, the result was that students had low interest and ability in reading. Because of this problem, it can be argued that learning English in class requires improvement in English Lesson, especially in reading lesson.