

SKRIPSI



THE USE OF *ER-CENTRAL* IN EXTENSIVE READING ACTIVITY

BY ENGLISH CLUB AT SMA N 1 KUDUS

IN ACADEMIC YEAR 2022/2023

By

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Presented to the University of Muria Kudus

**In Partial Fulfillment of the Requirements for completing
The Sarjana Program in the Department of English Education**

By

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MOTTO AND DEDICATION

Motto: “To get success, your courage must be greater than your fear”

DEDICATION:

This research is dedicated to:

- Her beloved parent who always support and pray for her success
- All of her friends who always accompany, support, and help in every step
- All beloved lecturers who always give knowledge
- All people involved in this research

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Oky Adinda Putri (NIM: 201932076) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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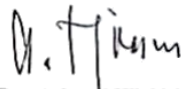
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Kudus, July 21, 2023

The researcher



Oky Adinda Putri

ABSTRACT

Putri, Oky Adinda. 2023. *The Use of ER-Central through Extensive Reading Activity by English Club at SMA N 1 Kudus in Academic Year 2022/2023*. Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisor : (1) Rusiana, S.Pd., M.Pd (2) Agung Dwi Nurcahyo, S.S, M.Pd

Key Word: ER-Central, Extensive Reading, Reading

Extensive Reading (ER) is an approach to second language learning that encourages students to read extensively from simple, entertaining books to increase their reading speed and fluency, but many students are not interested in reading in general. They often say that reading is boring and takes a lot of time to understand. Therefore, they have less capacity to absorb digital information and less reading experience.

Based on the explanation above, the objectives of the research are to describe the process of the use of *ER-Central* in Extensive Reading activity by the English Club at SMA N 1 Kudus and to know the difficulties found during the use of er-central websites in extensive reading activity, such as technical issues, less capability of digital literacy, lack of motivation, limited knowledge about extensive reading, and ER principles being too demanding.

This research is qualified as qualitative research that used the case study method to expose the results. The data of this research are the process of the use of ER-Central in extensive reading activity and the difficulties found during the use ER-Central in extensive reading activity. The researcher collected the data through observation, a questionnaire, and an interview. The subject of the research is students of the English Club at SMA N 1 Kudus in the academic year 2022-2023, consisting of X MIPA, X IPS, XI MIPA, and XI IPS, for a total of 48 students.

The result of the research showed that the process of the use ER-Central in extensive reading activity ran well because the teacher and students implemented the step of practice and the principles of extensive reading, and most students showed enthusiasm during the extensive reading processes by using *ER-Central* on their smart phones. However, some of them had technical problems during the process of extensive reading. Moreover, the data also revealed that the students have difficulties with one of the 10 principles of extensive reading. In this case, there are different opinions about individual and silent reading.

The researcher concluded that it is good to see all of the principles being applied in an extensive reading program, but not all of them can be applied in typical school contexts. The five fundamental principles are the most preferred among the 10 principles because they are easy and do not make students demanding. The researcher suggests that the tutor use the 10 principles as guidelines (not as rules that must be strictly followed) for the implementation of extensive reading. Therefore, the students can follow the extensive reading activity more enthusiastically.

ABSTRAK

Putri, Oky Adinda. 2023. *The Use of ER-Central through Extensive Reading Activity by English Club at SMA N 1 Kudus in Academic Year 2022/2023*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Advisor : (1) Rusiana, S.Pd., M.Pd (2) Agung Dwi Nurcahyo, S.S, M.Pd

Kata Kunci: ER-central, Membaca Ekstensive, Membaca

Extensive Reading (ER) adalah pendekatan pembelajaran bahasa kedua yang mendorong siswa untuk membaca secara ekstensif dari buku-buku yang sederhana dan menghibur untuk meningkatkan kecepatan dan kelancaran membaca mereka tetapi banyak siswa yang tidak tertarik membaca secara umum. Mereka sering mengatakan bahwa membaca itu membosankan dan membutuhkan banyak waktu untuk memahaminya. Oleh karena itu, mereka memiliki kapasitas yang lebih kecil untuk menyerap informasi digital dan pengalaman membaca yang lebih sedikit.

Berdasarkan penjelasan di atas, maka tujuan dari penelitian ini adalah untuk mendeskripsikan proses penggunaan *ER-Central* dalam kegiatan extensive reading oleh English Club di SMA N 1 Kudus dan untuk mengetahui kesulitan yang ditemukan selama penggunaan ER-Central dalam kegiatan extensive reading seperti masalah teknis, kemampuan literasi digital yang kurang, kurangnya motivasi, pengetahuan yang terbatas tentang membaca ekstensif, dan prinsip-prinsip ER yang terlalu menuntut.

Penelitian ini merupakan penelitian kualitatif yang menggunakan metode studi kasus untuk mendapatkan hasil. Data penelitian ini adalah proses penggunaan ER-Central dalam kegiatan extensive reading dan kesulitan yang ditemukan selama penggunaan bacaan ekstensif melalui er-central. Peneliti mengumpulkan data melalui observasi, kuesioner, dan wawancara. Subjek penelitian ini adalah siswa English Club SMA N 1 Kudus tahun pelajaran 2022/2023 yang terdiri dari X MIPA, X IPS, XI MIPA, dan XI IPS dengan jumlah 48 siswa.

Hasil dari penelitian ini menunjukkan bahwa proses penggunaan ER-Central dalam kegiatan extensive reading berjalan dengan baik karena guru dan siswa menerapkan langkah latihan dan prinsip-prinsip membaca ekstensif, dan sebagian besar siswa menunjukkan antusiasme selama proses membaca ekstensif dengan menggunakan *ER-Central* di ponsel mereka. Namun, beberapa di antaranya mengalami kendala teknis selama proses pembacaan ekstensif. Selain itu, data juga menunjukkan bahwa siswa mengalami kesulitan dengan salah satu dari 10 prinsip membaca ekstensif. Dalam hal ini, ada perbedaan pendapat tentang membaca individu dan silent reading / membaca dalam diam.

Peneliti menyimpulkan bahwa baik untuk melihat semua prinsip diterapkan dalam program membaca ekstensif, tetapi tidak semuanya dapat diterapkan dalam konteks sekolah. Lima prinsip dasar adalah prinsip yang paling disukai siswa dibandingkan dengan 10 prinsip, karena lima prinsip tersebut mudah dan tidak

membuat siswa keberatan. Peneliti menyarankan agar tutor menggunakan 10 prinsip sebagai pedoman (bukan sebagai aturan yang harus diikuti secara ketat) untuk pelaksanaan membaca ekstensif. Dengan demikian, siswa dapat mengikuti kegiatan membaca ekstensif dengan lebih antusias.



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