

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher presents the background of the research, statement of the problem, objectives of the research, significance of the research, scope of the research, and operational definitions.

### 1.1 Background of the Research

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. ER has been commonly discussed in recent years, not just in the context of philosophical works but also in terms of best practices and empirical research. The effects of ER on ESL/EFL learners over the last five years have been consistent with decades of previous research showing the benefits of ER in terms of improved reading fluency, vocabulary acquisition, writing ability, and grammar knowledge. According to (Renandya., 2019) concluded that students have generally positive attitudes and perceptions of ER., it is hoped that more educational institutions and teachers are encouraged to seriously consider implementing ER into their English teaching methods to gain the numerous linguistic and non-linguistic benefits of ER.

According to the Department of Primary and Secondary Education, based on their research in the 2015 PISA (Program of International Student Assessment), Indonesian students' literacy competence, particularly in the fields of reading, writing, science, and arithmetic, achieved unsatisfactory results. The government's policy then promotes a 15-minute reading activity every day before a class begins studying to expose students to reading activities. Regular reading activity is thought to start students' reading habits, which they will need as lifelong learners (Ermerawati, 2019). Extensive reading can be implemented in teaching methods by EFL teachers who want to help their students develop good English reading habits. Therefore, the use of extensive reading in a unique way is the best solution in the English Club of SMA N 1 Kudus.

English Club is one of the extracurricular kinds at SMA 1 Kudus held once a week. according to the researcher's interview with the English Club supervising teacher at SMA 1 Kudus, English Club is a form of effort made by the school to improve students' ability in English, especially the ability of students to communicate using English. The activities can do in English Club such as drama, speech, storytelling, debate, newscaster, reading comprehension, daily conversation, vocabulary memorizing, making wall magazines, and hunting tourists. Through this program, students can insight into their English skills. One of the reading activities that has been carried out is the newscaster practice. Each student pairs up and reads correctly like a newsreader. Besides newscaster practice, another reading activity is reading comprehension. Extensive reading activities through unique methods such as accessing er-central websites have been implemented there.

Besides the English Club, based on the researcher's observations, several students at SMA N 1 Kudus were less enthusiastic when there were reading activities, especially when there were literacy activities 15 minutes before class started. Several students seemed busy with their smartphones. This phenomenon made the researcher conclude that the process of teaching and learning activities there has implemented an online-based learning system assisted by several applications and that all students are allowed to bring smartphones to school. This means that schools support students and teachers to explore ICT (information and communication technology) while in class. Especially in the extracurricular English Club, students are allowed to bring smartphones. However, based on the researcher's observations, some students had difficulty accessing *ER-central* in the implementation of extensive reading.

Based on the explanation before, there are various online resources available for using extensive reading in the classroom. There are two kinds of digital libraries, namely paid and free. First, the digital library that can be purchased was from XReading (<https://xreading.com/>). According to (Renandya, 2021) XReading contains some 1,000 graded readers published by major ELT publishers. The

XReading platform is student and teacher-friendly; it is easy to use and it allows teachers to guide and monitor students' reading (Eko W., Ayu R, & Anggia, 2021).

Besides that, there are some of the more popular sites that provide free access to ER reading materials such as er-central, Let's Read Asia (recommended for children), American English State, Paul Nation, The Asia Foundation, Story Weaver, and Digital Library. These are just a few of the many extensive online reading resources that can be used to enhance English language instruction in the classroom. One free website that is easy to use is Extensive Reading Central (er-central.com) which offers students and teachers a variety of graded readers and extensive reading resources.

*ER-central* is a website that is suitable for implementation at the level of high school students and above. Apart from being free, this website has many effective features to improve reading skills, such as the texts being classified according to learner level; There are several fun games for learning new words; a text helper for helping students understand any of the text; a speedy reader to test the speed that students read in a special timer; students may create their vocabulary lists; students may take tests to determine their comprehension level; teachers may make classes and tests; and it is accessible in over ten languages. *ER-central* and Let's Read Asia are the most popular websites for reading activities. But because of the implementation of extensive reading conducted at the high school level, the er-central feature looks better to implement than Let's Read Asia, which is specifically for children.

Some research confirms that reading digital texts was good to be implemented. According to (Manalu, 2019) Students were encouraged to read digital texts because of their accessibility, efficiency, and flexibility. Of course, it is not as simple as it looks. There are several problems with learning a website, as well as many difficulties that students might encounter when using er-central learning. When learning extensive reading through *ER-central*, students should be encouraged to feel comfortable and actively participate in it. It is important to investigate the student's circumstances based on the challenges that may occur. 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.

Furthermore, the study about exploring extensive reading through er-central is still limited. So, the researcher is interested in conducting research entitled “THE USE OF ER-CENTRAL IN EXTENSIVE READING ACTIVITY BY ENGLISH CLUB AT SMA N 1 KUDUS IN ACADEMIC YEAR 2022/2023.”

### **1.2 Statements of the Problem**

Based on the background above, the writer stated the problem of the research as follows:

1. How is the use of er-central in extensive reading activity by the English Club at SMA N 1 Kudus?
2. What difficulties are found the use of er-central in extensive reading activity by the English Club at SMA N 1 Kudus?

### **1.3 Objectives of the Research**

Based on the statement of the problem above, there are purposes of the research:

1. To describe the process the use of er-central in extensive reading activity by the English Club at SMA N 1 Kudus.
2. To know the difficulties found during the use of er-central in extensive reading activity by the English Club at SMA N 1 Kudus.

### **1.4 Significance of the Research**

The expected significances of the research are as follows:

1. Theoretically

This research can be used as one of the next references by the other researcher who will conduct the same research related to the use of ER-Central in extensive reading activity.

2. Practically

The researcher hopes that this research can give information about the difficulties found during the use of er-central in extensive reading activity.

## **1.5 Scope of the Research**

In this study, the researcher explores the use of er-central in extensive reading activity by the English Club at SMA N 1 Kudus. The researcher also study the difficulties found during the use of er-central 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.

## **1.6 Operational Definition**

Based on the title of the research, there are some terms as follows :

### **1. ER-Central**

ER-Central is a virtual library with an education management system that uses mobile devices that provide students with a more challenging and current learning experience.

### **2. Extensive reading**

Extensive Reading (ER) is an approach to second language learning that encourages students to read extensively from simple, enjoyable books to improve their reading speed and fluency

### **3. English Club**

English Club is one of the extracurricular kinds at SMA 1 Kudus held once a week. This is a form of effort made by the school to improve student's ability in English, especially the ability of students to communicate using English.