

CHAPTER I

INTRODUCTION

This chapter provide context of the study, research question, objective of the study, significant of the reseach, scope and limitation, definition of key term.

A. Context of the Study

English becomes one of the tested subject in national standart school exam (USBN) and national examiation (UN)as a standard formula for the basic qualification for the success of Indonesian children's learning(BNSP, 2020).Vocational students born in the era of reading and writing information technology that differently from the generation before them. The development of knowledge and technology, especially in the digital field, can make it easy to access reading sources.

It contrast to the previous facts which said that reading material access were so easily obtained, students' interest in reading was relatively very low in the context of Indonesia education. This is compounded by the condition that there is no many students who consciously and independently do reading activities to expand their knowledge. It shows that how low their interest in reading(Wahyuni, 2009).

The student's weakness in reading comprehension is caused by their low level of their reading environment and lack of reading motivation. This is why the students need some certain technique and method to foster their reading proficiency. Day and Bamford (2002) claimed that extensive reading is the best possible way for students to develop automaticity that is the automatic recognition of reading and vocabulary acquisition. By using extensive reading, students can enrich their vocabulary and also their reading proficiency. Thus, it enables the students to habituate their reading practice

Extensive Reading is one reading approach where the readers free to choose what reading material they like. They free to get material and topics easily so that they can read as many topics as possible, it is positive thing of extensive reading that will enhancing students reading habit through their material preference. Therefore, the application of extensive reading in the school environment is one of best approach in increasing students' reading interest. Since extensive reading defined as the independent reading, they choose what they want to read, if a student finds a book is too difficult or they don't enjoy it, they can change it for another one. It is in line with extensive reading principle "they read for pleasure" not for comprehending reading material. So that extensive reading approach can foster the students reading interest (Saifulloh, 2020).

There are some previous studies related to extensive reading activities conducted by Ching Yin Leung (2002), Hitosugi & Day (2004) shows that extensive reading can enhance vocabulary acquisition and reading comprehension.

Rahmawati (2009), in her thesis, shows that the use of extensive reading can motivate and attract students' interest in reading. It proves that, extensive reading is an interesting topic to be explored in this study.

Due to those reasons, the researcher conducted a research interrelated to the implementation of extensive reading at the vocational high school students. The researcher would like to know how the teachers have conducted the extensive reading in their school.

B. Research Question

1. What is the goal of extensive reading activities at SMK NEGERI 1 PAGERWOJO TULUNGAGUNG ?
2. How is the implementation of extensive reading activities at SMK NEGERI 1 PAGERWOJO TULUNGAGUNG ?

C. Objective of the Research

1. To know implementation on extensive reading activities at SMK NEGERI 1 PAGERWOJO TULUNGAGUNG.
2. To know implementation on extensive reading activities at SMK NEGERI 1 PAGERWOJO TULUNGAGUNG.

D. Significance of the Research

1. **Theoretically**

The result of this research is expected to give contribution of understanding the implementation of teaching extensive reading to senior high school.

2. Practically

The result of the study is expected to be useful for:

a. The teacher

- The study can be used as an information technique to help students enhance their reading interest.

b. The Students University

- In this case, the English Department of State Islamic College of Tulungagung can be knowledge when he or she practice at Junior High School.

c. The Writer

- The writer gets useful experiences in teaching Extensive Reading.

E. Scope and Delimitation of the Research

The scope of this study is the process of Extensive Reading at SMKN 1 Pagerwojo. To make the study feasible for the writer, the researcher limits on studying the implementation of extensive reading in SMKN 1 Pagerwojo. The implementation of extensive reading covers activities, and facilities.

F. Definitions of Key Term

To avoid misunderstanding or wrong interpretation to the substance of the title, the researcher considers the key terms as follows:

1. Extensive Reading

Extensive reading is reading easy book and don't have to understand every words, the readers are going to go to concern with the general understanding than meaning of sentenceHarold Palmer (1968). In this study extensive reading refers to reading activities in which reading material is determined by what the reader likes