

## **CHAPTER I**

### **INTRODUCTION**

This chapter generally discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purpose of the research, the significance of the research, and the definition of key terms.

#### **1.1 The Background of the Problem**

Reading is one core skill in learning English as a foreign and second language that gives an important impact. According to Krashen, Lee, & La in (Raunaq et al., 2021), students can develop better writing ability, good language structure grammatically, and high vocabulary by reading. These skills occur because students who like to read will absorb more information from their reading material, increase vocabulary, and can understand the use of grammar in a variety of readings. It means reading is the foundation of developing other skills like speaking and writing. From reading, students can also get much information that might have otherwise been unavailable, especially in English textbooks. Reading influences intellectuality and knowledge, making the students think critically. Clark & Rumbold (2006) state that people cannot be active or informed citizens unless they can read.

Although reading is important, The United Nations Educational, Scientific, and Cultural Organization (UNESCO) stated, that the percentage of Indonesian reading interest records stands at 0.01 percent. It means, that only 1 out of 1000 people in Indonesia loves reading (Hutabarat, 2020). All activities

will be performed less effectively and efficiently if there is no interest (Saroh, 2019). Moreover, interest is essential for academic success. Recognizing how students interest is very important to know which teaching techniques are suitable to be applied.

One way to be interested in the activity of reading is by implementing Extensive reading. In extensive reading, students have the freedom to select what kind of material they want and enjoy reading with a suitable reading level for them. They can get more knowledge and information from books, magazines, newspapers, and so on from printed and online media.

Several previous studies examined the students' interest in extensive reading. Sivakumar et al (2021) found that interest in extensive reading positively contributes to students, particularly during pandemic Covid-19 by Internet-based extensive reading materials. According to Putra et al (2020), the implementation of an extensive reading program that has been carried out for 10 weeks can promote high school students' motivation to read English. It is necessary to know students' interest in extensive reading, so its application will get more attention and can be useful to improve the quality of students' reading and also adapt to conditions like the Covid-19 pandemic.

Post the pandemic Covid-19, an education policy in the emergency of Covid-19 was implemented by the Minister of Education and Culture to reduce the spread of the Covid-19 pandemic. The changes in the English learning process also happened by this condition. Distance learning (online learning) replaced a learning process that was done face-to-face and blended learning as the mixture of

those learning processes also carried out in this Covid-19 pandemic era. Even though the pandemic period and various learning processes for adjusting to conditions at that time have passed, the impact of the Covid-19 pandemic period is still influential in normal life. Those learning policies significantly also affected the practice of English skills including the reading program in SMAN 2 Solok.

Based on the researcher's teaching practice experienced from August until October 2021, SMAN 2 Solok especially at grade X IPA also implemented Extensive Reading in the form of the Literacy program. The activity involves free reading where students can choose their books with various genres outside of academic reading. It was usually done 15 minutes before class. However, this activity was not carried out properly because of the change in the learning process in the pandemic Covid-19. As the result, this activity is often missed to start the discussion of learning material earlier in class without realizing how important and interested students were in the activity.

From the explanation above, the researcher was interested in conducting a study entitled: "An Analysis of Students' Interest in Extensive Reading in the Post Covid-19 Pandemic at SMAN 2 Solok (X IPA)". The researcher wanted to know the students' interest in extensive reading, whether this program deserves attention again, and whether its application can be improved reading habits in students, especially in the English subject during pandemic Covid-19.

## **1.2 The Identification of the Problem**

There are critical problems relating to students' interests. First, from situational interest. It is proved by Arikpo & Grace (2015) who conducted a study

about *Pupils' Learning Preferences and Interest Development in learning*. They found that despite the fact that interest has long been recognized as an important factor in learning, some teachers are unaware of their potential role in helping students in developing interest in most of the subjects they teach. It includes an English subject.

Connecting to reading interest, when it comes to reading for academic purposes, the purpose of educational reading texts is designed for academic needs instead of based on students' needs. Additionally, in pandemic Covid-19, there is a change in education regulation that affects the learning process. As mentioned in the background of the problem, even though the pandemic period had passed, it still influence normal life. Students' boredom and loss of effort have resulted from learning independently and staying at home for an extended period of time during the Covid-19 pandemic (Utami & Nur, 2021). The researcher also found the same attitudes from students at SMAN 2 Solok, where their focus from post the pandemic and after this period in class was lacking.

Second, for personal interest, a case such as the content of the reading texts that do not match the area of each student's field of study and interest, unfortunately, it can lose popularity in the eyes of students and become boring over time. Recognizing the interest in Extensive Reading (ER) can serve as a savior in the educational arena for students and teachers.

### **1.3 The Limitation of the Problem**

In accordance with the identification of the problem above, the researcher limited her study to students' interest in extensive reading, which dealt with a

situational and personal interest in the pandemic Covid-19 era. This research was implemented for the students at SMAN 2 Solok to the students of grade X IPA.

#### **1.4 The Formulation of the Problem**

In accordance with the limitation problem above, the research problem was formulated in the following question: "How is students' interest in extensive reading in the post Covid-19 pandemic at SMAN 2 Solok (X IPA)?"

#### **1.5 Research Questions**

Based on the formulation of the problem, the researcher formulated the specific questions of this study as follows:

1. How is students' interest in extensive reading in the post Covid-19 pandemic at SMAN 2 Solok (X IPA)?
2. How is students' situational interest in extensive reading in the post Covid-19 pandemic at SMAN 2 Solok (X IPA)?
3. How is students' personal interest in extensive reading in the post Covid-19 pandemic at SMAN 2 Solok (X IPA)?

#### **1.6 The Purpose of Research**

The main purpose of this research is to describe the students' interest in extensive reading in the post Covid-19 pandemic at SMAN 2 Solok (X IPA). The specific purposes of this research are as follow:

1. To describe the students' interest in extensive reading in the post Covid-19 pandemic at SMAN 2 Solok (X IPA).
2. To describe the students' situational interest in extensive reading in the post Covid-19 pandemic at SMAN 2 Solok (X IPA).

3. To describe the students' personal interest in extensive reading in the post Covid-19 pandemic at SMAN 2 Solok (X IPA).

### **1.7 The Significance of the Research**

The research is expected to give an advantage to teachers, students, and also researchers. By knowing students' interest in extensive reading post this Covid-19 pandemic, teachers can be more aware of the importance of reading habits for their students and know more about one of the methods they can implement in an attempt to increase students' interest in reading. For the students, they can be more conscious of the importance of reading for themselves and consider the reading activity as a habitual activity. For future researcher, this study is helpful to reaching their knowledge in a study for the future.

### **1.8 Definition of Key Terms**

There are some terms used in this study that need further definition in order to avoid readers' misunderstanding. The researcher defines them as follows:

1. Interest is a tendency of students toward a particular thing or activity and continuously engage in it.
2. Situational Interest is a type of interest that is triggered by an external environment at a particular moment.
3. Personal interest is a type of interest that relates to one experience and knowledge, also attached to personal values and feelings.
4. Reading interest is a pleasure or continuous attention to do the reading activity without unwillingness.

5. Extensive Reading is reading some materials for enjoyment without any pressure to understand all the words contained in the reading.