

CHAPTER I INTRODUCTION

This chapter provides an overview of the research that consists of a background of research, research questions, purpose of research, rationale, and previous studies.

A. Background of Research

Nowadays, reading is one of the four basic skills which is very crucial in learning process (Hartiwi, 2016). Through reading, the learners could increase their vocabulary, comprehension, reading speed, and motivation. In English as a Foreign Language (EFL) learning, reading gives students the opportunity to develop their foreign language ability (Day and Bamford, 1998).

Extensive Reading (ER) is an approach designed to improve students' reading proficiency in a foreign language by encouraging them to read large quantities, interesting texts that they select (Jacob & Renandya, 2015). In extensive reading, the students are allowed to choose their own reading material and read it independently. They read for overall meaning, general and they read for information and enjoyment (Jacobs & Renandya, 2015). Moreover, extensive reading gives some benefits to the students. It helps the students to enhance their vocabulary mastery, builds structural awareness, improves comprehension skills, promotes motivation, provides with an enjoyable reading experience and also builds reading speed and fluency (Steiner, 1995).

Based on the interview with the English teacher of Al-Biruni Senior High School, she found that the most common problem in reading subject is lack of interest because students found many unknown words. It makes the students hard to understand, hard to get information from the text and affects their score. The students were divide into three categories: low, medium and high. Low scored student is 20, medium one is 45 and the highest score is 90.

Thus, to makes students get easier in learning extensive reading, teachers need to find appropriate and engaging method. The appropriate and engaging method that can be used is Project-Based Learning (PBL) (Hartiwi, 2016). She stated that “Project-Based Learning offers a way to engage the students because Project-Based Learning is a method of instruction based on having students confronted with real-life issues and problems that they find meaningfully”. This method allows students to choose and create own assignments to demonstrate their knowledge of topic. Students are free to find a way to show up their understanding of knowledge. Therefore, PBL could help students in learning Extensive Reading.

Furthermore, in the PBL process, students will give many responses of using this program relating to the process in improving reading comprehension (Harper and Quaye cited in Gunuc, 2014). The responses that they give could be observed as students’ engagement. In education, students’ engagement refers to the degree of attention, interest, curiosity, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education (Olson & Peterson, 2015)

There are some previous researches that are related to ER and PBL. The first research was carried out by Rocha (2017). The findings revealed that PBL increases motivation and teamwork abilities during the process of implementation. Nevertheless, the development of students reading comprehension skills had an impact on a higher-performing student but a minor impact with lower-performing ones. Another research carried out by Hartiwi (2015) shows that extensive reading PBL technique can be used to promote the students’ reading comprehension achievement in STKIP Bandar Lampung. The students’ reading comprehension is getting improved in the aspects of mind ideas and vocabularies.

This research is different from the previous research. Besides focusing on the implementation of PBL in Extensive Reading, it also focuses on the students’

engagement while the implementation of Project Based Learning in reading short stories..

Therefore, this study will find out the implementation of Extensive Reading using Project-Based Learning (PBL). Thus, this research entitled **PROJECT-BASED LEARNING IN EXTENSIVE READING PROGRAM: EFL STUDENTS' ENGAGEMENT OF READING SHORT STORIES IN SENIOR HIGH SCHOOL.**

B. Research Questions

Referring to the background above, the researcher formulates the problems of this research as follows:

1. How is the process of implementing Project Based Learning in Extensive Reading Program?
2. What is the students' engagement in the implementation of Project Based Learning in Extensive Reading Program?

C. Research Purposes

Based on the background of the research above, the research is supposed:

1. To find out the process of implementing Project Based Learning in Extensive Reading Program.
2. To obtain the information about students' engagement in the implementing of Project Based Learning in Extensive Reading Program.

D. Rationale

As stated in the previous section, the aim of this research is to find out the process and students' engagement in the implementation of Project-Based Learning in Extensive Reading Program. There are two kinds of reading: intensive reading and extensive reading (Stanley, 2007). In this research, the

writer will focus on extensive reading. Extensive Reading involves students reading long texts or large quantities for general and understanding, with the intention of enjoying the texts (Stanley, 2007). In extensive reading, students are free to choose their topic which they think are interested to be discussed. In addition, according to Day & Bamford (1998) cited in Safaia & Bulca (2012), extensive reading is an approach of teaching and learning a foreign language through reading texts or books that are chosen personally by the students guided by the instructors.

Extensive reading is important to develop students' tropical knowledge. It means that extensive reading would contribute to students' syntactic knowledge and vocabulary (Renandya & Jacobs 2002). Moreover, Hitosugi and Day (2004) mainly proved that extensive reading would extremely be influential on the reading skills of the students.

To make students interested in learning extensive reading, teachers need to find appropriate and engaging technique. According to Hartwi (2016), the appropriate and available technique that can be used is Project-Based Learning (PBL). Furthermore, as Kavlu (2015) stated that Project-Based Learning is one of the teaching approaches that enable to integrate the 21st technological age skills with the improvement of learners' reading comprehension and vocabulary knowledge in English as a Foreign Language context (EFL). It helps to create an interactive student/s – student/s and teacher-students atmosphere.

Project-Based Learning (PBL) is a method of instruction based on having students confronted with real-life issues and problems that they find meaningful (Hartwi, 2016). PBL assists EFL learners to shift from some meaningless drilling, grammar rules memorization and individual work to more real-life-connected language learning in a more collaborative and cooperative atmosphere (Kavlu, 2015). Therefore, in PBL, students acquire knowledge and skills by determining how to address them and working cooperatively for extended periods of time, culminating in realistic products or presentations.

Students' engagement tends to be taught of in terms of action, or the behavioural, emotional, and cognitive manifestations of motivation (Skinner, Kindermann, Connell, & Wellborn, 2009). Additionally, engagement reflects an individual's interaction with context (Fredricks et al., 2004). In other words, an individual is engaged in something (i.e., activity, task, and relationship), and their engagement cannot be separated from their environment. This means that engagement is malleable and is responsive to variations in the context that schools can target in interventions (Fredricks & McColskey, 2012). In particular, academic engagement refers to a composite of academic behaviours such as reading aloud, writing, answering questions, participating in classroom tasks, and talking about academics (Greenwood, Horton, and Utley, 2002 as cited in Fredricks and Mccolskey, 2018).

E. Previous Studies

There were five previous studies related to this research. The first research investigated the use of extensive reading on English websites carried out by Liao (2015). The results demonstrate that after the implementation, the students were capable of figuring out the main ideas and details while searching for authentic references from English websites. Then, the students were able to practice reading comprehension skills even with many unknown words. For low achievers, the authentic reading texts helped them to be confident in doing such a project with high achievers.

Second, the research was conducted by Rocha (2017). The study used a qualitative method. The findings revealed that Project-Based Learning increased motivation and teamwork abilities during the process of implementation. Nevertheless, the development of their reading comprehension skills had an impact in higher-performing student but a minor impact with lower-performing ones.

Third, the research is conducted by Mali (2016). The findings showed that the implementation of PBL using technology in completing the projects could develop students' innovation and creativity. Then, this paper highlights the essence of students learning collaboration with their group mates and of using technology to help students complete particular classroom projects.

Fourth, the research is from Kavlu (2015). The main purpose of this research is to explore the relationship between the implementation of PBL and elementary level EFL learners' reading comprehension ability, using Project Based Learning method, while the control group-without PBL. The results confirm that the measured variables (reading and vocabulary skills) showed significant positive progress in the experimental group. The research indicates that reading and acquiring the required vocabulary become more efficient and enjoyable for students when PBL is implemented.

The last, the research was conducted by Hartiwi (2015). This research used both quantitative and qualitative method. The result shows that extensive reading PBL technique can be used to promote the student reading comprehension achievement in the second semester of the Students of STKIP Bandar Lampung. The student's reading improves better in the aspects of mind ideas and vocabularies. Then, the result of the correlation test reveals that among five aspects of Project Based Learning there are only two aspects which correlate to the reading scores of the students.