

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, research problem, research objective, significance of the research, limitation and scope of the research and definition of key term.

1.1 Background of the study

Language skills are communication tools used by everyone in daily activities, such as learning, working together, and interacting. In learning English there are four skills that must be mastered by EFL students, namely listening, speaking, reading and writing. According to (Kurniasih, 2011) The four skills are the basis of language skills that support each other. Reading activities are one way that students can use to learn languages more quickly. Reading comprehension is one of the main skills in English that cannot be ignored when studying in academic. In daily life, these four skills are closely related and play an important role. For example speaking skills, whatever is done must involve speaking and whatever is desired must be expressed through speaking. Likewise with reading skills, reading skills are also very important for students. Thus, students cannot be separated from reading activities. There are many examples of student activities that involve reading. As an example to know the time, read message, read the news, and so on, all of that can be solved by reading.

UNESCO said that Indonesia ranks second from the bottom in terms of world literacy, meaning that reading interest is very low. According to UNESCO data, the reading interest of the Indonesian people is very concerning, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is a hard reader. A different research entitled World's Most Literate Nations Ranked conducted by Central Connecticut State University in March 2016, Indonesia was stated to be ranked 60th out of 61 countries regarding reading interest, just below Thailand (59) and above Botswana (61). In fact, in terms of infrastructure assessment to support reading,

Indonesia's ranking is above European countries. The government is also concerned about responding to the weak reading culture and habits in Indonesia. Many programs launched by the government, such as the month of fondness for reading and the day of library visits are commemorated every September. Book fair activities or promotion of cheap books are held every year in various cities in Indonesia as a promotional strategy, this is done to support the reading interest of the Indonesian people. Furthermore, the role of education (schools) is closely related to increasing interest in reading. This is in accordance with PP No. 19/2005, article 21 paragraph (2), namely the implementation of the learning process is carried out by developing a culture of reading and writing. This requires reading skills and understand what is read.

Reading is a process carried out and used by readers to get the message to be conveyed by the author through the medium of words or written language. Reading is a process that is carried out and used by readers to get the message that the writer wants to convey through the medium of words or written language. Pang et al. (2003) stated that reading is about understanding written texts by involving the reader. It is also an interactive process that takes place between the reader and the text, resulting in the understanding of the text. Reading comprehension in this scientific society has a very important role. Students need a variety of information that is easily obtained through reading activities. Reading comprehension is an active process that involves interacting with information or creating an internal dialogue with material. Readers are expected to become actively involved with the text to interpret meaning. Weak level of reading comprehension ability students are an problem to get good grades satisfying. This is what makes the value of student learning outcomes low. Whereas reading skills have a role to be able to support other skills such as listening, speaking, and writing.

According to (Cárdenas, 2020) Reading is one of the most important skills in any language class because it expands personal knowledge of the

language. The ability to read quickly is needed by EFL students to make it easier to understand the contents of the reading. By reading quickly, students can find the contents of the reading quickly as well. The speed of reading must be balanced with the speed of understanding the content of the reading. Students who have the ability to read fast but the speed of understanding is less will certainly affect the effectiveness of reading. The reading quickly of students is very dependent on the interest in the reading that will be understood. With interesting reading material, students will be motivated to read quickly and understand the content of the reading. Reading quickly is very useful for students to learn a science that will be understood. If the student's reading speed is not maximal, it will hamper the learning process. Reading skills are very easy to apply in school and very effective in helping students understand the content of texts.

Basic literacy is namely the ability to read, habituation of fun reading activities at school. This habituation aims to foster interest in reading and in reading activities within the school community, especially in reading English texts. According to (Widiati et al., 2021) This student literacy factor is influenced by sociocultural literacy factors because different people interpret meaning and use different languages for different purposes.

A person's reading habit begins with the emergence of an interest in reading that begins to grow from within. Interest is characterized by liking and being interested in a thing or activity. In essence, interest is not owned by someone just like that, nor is it innate from birth, but something that can be developed, through life experience, interest has an important role in life. According to (Austin et al., 2017) Students who have severe reading difficulties in school are likely to continue to struggle with reading throughout the school. This research tries to reveal the causes of students' difficulties in understanding reading English text and tries to provide empirical evidence about the causes that cause students to understand a English text. The difficulties that arise in these students can be overcome by

learning English which is presented in a more attractive form, including the use of interesting learning methods and media. These varied methods and media are used so that students feel happier and not bored in the learning process. Students are guided to be able to understand the framework of the English text. Then the ability to read and understand descriptive texts in English can be further improved by providing regular reading exercises.

The importance of English Literacy is the main key in a reading activity, because it emphasizes aspects in detail to find information. English Literacy is a type of reading that requires the reader to read with intense concentration. According to (Mughtar, 2019) reading is a receptive skill. This receptive skill emphasizes the active involvement of students as readers. This type of reading always has a specific purpose. The goal is to reach specific information from the text that is being read.

Reading skills are skills that need to be trained and cannot be acquired instantly. In this research, current research explain in detail about the reading skills of the 7th grade students of MTS Syekh Subakir 1 Nglegok through English Literacy activities. Based on the results of the current research observations at MTS Syekh Subakir 1 Nglegok, the current research know that the reading skills of 7th graders have begun to be improve through literacy activities, students do the literacy before English lessons begin.

This research is expected to able to find out how students apply English Literacy in reading comprehension. According to a previous study by (Mughtar, 2019) Students' English text reading skills before the implementation of intensive and extensive reading were relatively low. This research is expected to be able to find out how students implementation in reading comprehension of English text. According to previous research by (Fatmawati, 2014) the scanning technique in reading comprehension of descriptive texts is very influential in student learning because this technique serves to focus on finding the context in question in the question that will be searched quickly. According to research from (Cárdenas, 2020)

shows that the application of intensive reading with students who take English classes can be an alternative to improve and motivate students in reading. From the research by (Widiati et al., 2021) has provided empirical evidence on how the English teacher in this study succeeded in conceptualizing L2 language literacy. This can make it easier for students to read English texts as in their real lives.

The reading interest of students in Indonesia is said to be low and the uniqueness of English Literacy reading habits for MTS Syekh Subakir 1 Nglegok students who study three languages, namely Indonesian, Arabic and English. From the existing problems and events prompted the author to research with the title "**EFL STUDENTS EXPERIENCE IN ENGLISH LITERACY AT MTS SYEKH SUBAKIR 1 NGLEGOK.**"

1.2 Research Problems

1. How is the implementation of student activities in English Literacy at MTS Syekh Subakir 1 Nglegok?
2. What are the problems faced by EFL students MTS Syekh Subakir 1 Nglegok in learning reading comprehension skills with English Literacy activities?

1.3 Research Objectives

From the previous discussion in the background of the study, the objective of this research is to find out EFL students' activities of English Literacy whether it helps in learning English or still have problems in use and how to improve ability about reading comprehension skill.

1.4 Significance of the research

In connection with the research questions and objectives above, the important benefits of English Literacy are:

1. Students
 - a. This research can find out the implementation of students activities on English Literacy to increase reading comprehension.

- b. This research can find out the best solution in overcoming the problems that arise.
 - c. The research can evaluate the EFL student of English Literacy to increase reading comprehension.
2. Teacher
- a. Teachers are skillful in learning and teaching reading comprehension using English Literacy activities.
 - b. Teachers can evaluate the implementation of reading comprehension using English Literacy.
3. Current Research
- a. Adding insight in English Literacy activities in reading comprehension.

1.5 Limitation and Scope of the research

The limitation of this research is important to lead to a research topic in the form of analysis student experience English Literacy in reading comprehension. Scope this research will examine the 7th grade class B and class C students of MTS Syekh Subakir 1 Nglegok about EFL students experiences in reading comprehension.

1.6 Definition of key term

1. English Literacy

English literacy is an important life skill that uses reading and writing competence as its basic skill in this global era. Literacy is the habit of reading everyone that must be maintained in order to understand information well.

2. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and engagement with written language.