

CHAPTER I INTRODUCTION

A. Background of Study

Students of language learning should be mastering 4 skills, those are reading, speaking, listening, and writing. By mastering all those skills, EFL students will be able to use the language well. EFL students can participate in learning activities well, such as communicating, responding to learning, discussing, and presenting the results of discussions. EFL is regarded as English as a Foreign Language. EFL refers to those who learn English in non-English speaking countries (Iwai, 2011). EFL is mainly used by non-native English learners, such as Chinese learners of English in China.

To carry out these learning activities, reading is an important skill that must be mastered, Reading is an activity that requires concentration and focus, the more we read the more knowledge we get, and the brain's ability will increase with its intensity in reading. We have an open mind, and it is very important for everyone because reading will be able to increase knowledge and insight for the person doing it. Reading the same thing as to train the muscles of the body, the human brain also needs to be trained good ability, one of them to train the brain is to read a book, every paragraph we read will increase the stock of new information and knowledge. For that reading culture is needed, because if we do not read we will be difficult to achieve a success. As we read we discover new insights, many new things that we find in a reading. Things we never knew, even

things that we had never imagined before. So, many of us read much, so we can add useful knowledge.

The basic activity in extensive reading is reading (Day and Bamford, 2004) meaning that that students will be assigned to read. To keep tract with students reading, teachers should encourage them to report back their reading in certain ways (Harmer, 2007) for example by employing reading journal. Group discussion about text that students read can be utilized as follow-up activities in extensive reading. In relation to this, (Sweet, 2000) suggests, student should be involved in group discussion where critical readers and learners are more likely to happen; students engage in daily discussions about what they read. Subsequently, students can share the result of their discussion to a classroom. In extensive reading, students can choose reading material to be read by their own. They can provide reading materials by themselves or teacher can provide it. Another benefit is that regarding to students' readiness to have activities in the classroom, because they have read the material before, they can follow the classroom activities related to extensive reading well. By involving students in the cooperative reading tasks, they might feel empowered to break out of the cycle of failure in reading (Shen, 2008). Apart from the aforementioned extensive reading's benefits, it has limitations. The limitation is that the lack of reading materials which are suitable with students' level. Not all of schools can provide English reading materials which are suitable with students' level, together with a variety of reading materials on a wide range of topics.

To maintain reading skills, can often read, practice reading by responding and discussing. This study focuses on the activeness of students in responding and discussing in the reading class of 6th semester students at Muhammadiyah University of Purwokerto, where students are asked to observe the material in the reading class which is delivered through online presentations made by each student. Because during a pandemic like now where learning is carried out online, students are required to use existing technology systems, namely online presentations via video.

Based on the background, the researcher interest in conducting research entitled: **“A Study on Students’ Responses in Their Presentation and Discussion Session in Reading Classes”**. *(A Descriptive Study of students of the 6th semester of English Language Education Study Program in Muhammadiyah University of Purwokerto in academic year 2020/2021).*

B. Reasons for Choosing the Topic

Because reading is an important component in speaking English, so it must still be studied, especially how to make students able to master reading even during a pandemic.

C. Problem of the Research

What responses did students give after having a presentation in their reading classes?

D. Aim of the Research

To find out the students' responses after having a presentation in their reading classes

