

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, objective of the study, significance of the study, scope and limitation of the study, hypothesis of the study, and definition of key terms.

A. Background of The Study

In English, there are four basic skills involving reading, writing, speaking, and listening. These four skills complement and depend on one another. According to Lorena Monaj (2015), listening and speaking are inextricably linked, with the goal of encouraging effective oral communication in order to ensure real-life and purposeful communication, whereas reading and writing are instruments for developing effective written communication. As a result, it will be a frequent topic of debate in several of those skills. All of the aforementioned competencies must be learned by English Language Learning in order for communication to be presented and accepted effectively and understood by both parties, whether it is oral or written.

Reading implies not just seeing and reading an object of reading, but also comprehending what is read. According to Hornby (2005), reading occurs when a person examines and comprehends "the meaning of written or printed words or symbols." Reading is a crucial skill for students studying a foreign language. Reading can help them develop their vocabulary and comprehension skills. According to Yopp (2001), reading can help kids learn through books,

build on ideas, and be critical of them. According to Hadfield (2008), reading in one's native language is considerably different from reading in another language because the mother tongue has varied reading styles depending on what is being read and why. Using students' past knowledge of a specific topic can help predict the content of a book and make it easier to comprehend because students are already familiar with how various texts are structured.

There are three skills of reading, namely making inference, making reference, and summarizing. To ensure that the reader understands the content deeply, inferences act as mediators. To obtain the information that is implied in the text, inference is made. By evaluating the information that is being expressed explicitly, access to implicit information is guaranteed. The process of interpretation allows the reader to generate meaning by drawing on prior information about the material. To maintain comprehension throughout a text, inference-making strategies include drawing on preexisting knowledge or creating new information while reading that wasn't included in the text (Elbro & Buch-Iversen, 2013).

There are two categories of reading, according to Harmer (2007): extensive and intensive reading. The first phrase describes the reading that students often do for enjoyment. Giving pupils the freedom to select what they wish to read improves this. An engaging and enjoyable way to help kids comprehend written texts is through extensive reading. According to Fukumoto's (2004) research, Harold Palmer used the phrase "extensive reading" to refer to a method of teaching English as a second language. Harold

Palmer contended that extensive reading prioritizes reading at a faster pace and comprehending the text's overall meaning, whereas intensive reading concentrates on understanding the text line by line.

For a long time, extensive reading (ER) has been regarded as a successful and engaging teaching strategy for raising language competency. Extensive Reading (ER), according to Lyutaya (2011), encourages students to read a lot of books on a variety of subjects since they select their own reading material based on its applicability to their interests, background knowledge, and experiences. Reading extensively helps students' talents in a variety of ways. According to Permatasari, Kristina, and Wijayanto (2020), reading a lot of English helps pupils become more proficient writers, vocabulary masters, speakers, and listeners. By adjusting to the writing style of the author, students can improve their writing skills by learning more about grammar and sentence structures. Reading regularly helps students in improving their reading fluency, vocabulary mastery, and use of reading strategies. Additionally, the ER program can aid with listening comprehension by teaching the term after reading a few texts, as well as speaking proficiency through practice.

Students must comprehend the text they read in order to learn reading materials. Teachers typically instruct their pupils to open their books, read a passage, and respond to the questions during the reading exercise. According to Nunan (2003:3), teachers should probe their students to find out how well they understand the passages they are reading. According to the Merdeka

Curriculum, seventh graders must be proficient in a few text genres. One type that seventh graders should be competent in is descriptive text.

Descriptive texts, according to Anderson and Anderson (2003:26), describe specific people, places, or objects. This indicates that descriptive writing is created specifically with a person, location, or object in mind. Additionally, they used descriptive language to explain the topic by summarizing its features without expressing any personal viewpoints. Furthermore, descriptive writing provides descriptions of both living and non-living objects to the reader, according to Pardiyono (2007:33). A descriptive text's goal is to help the reader visualize the subject by providing a detailed and specific description of a certain person, location, or thing. It is clear from the definitions given above by these experts that descriptive text is used to describe everything that the writer sees in depth.

There are some previous studies that discussed about Extensive Reading in teaching reading its effect for students' reading skill. They fall into a few categories. The first is that students' reading comprehension can be enhanced by extensive reading. According to Putra (2019), the ER program is advised for enhancing kids' literacy and reading comprehension. Students in senior high school participated in the study. Muchtar (2019) concurred with Putra's study when she said that extensive reading can help pupils become more proficient readers. According to him, the ER approach is appropriate for use as a reading strategy in higher vocational education.

The second area is the effect of Extensive Reading to other language skill. Many studies already proved that ER program is related to other language skills. First of all, Natasya (2020) demonstrates that a extensive reading program can improve confidence and motivation while also developing reading and other language abilities. Second, extensive reading in English class helps students become proficient in vocabulary (Sariayu, 2019; Ateek, 2021). In addition, the ER program has been shown to improve students' critical thinking skills and also boost reading fluency (Tuan & John, 2021). (Husna, 2019). Furthermore, extensive reading helps kids become more proficient readers and language learners (Natsuki Aka, 2019).

The third area is the effect of extensive reading to students' reading achievement. According to Susanti's most recent research (2023), the ER Program can assist children in raising their reading proficiency. The study used narrative text from the Extensive Reading Central website in the first grade of a vocational senior high school. The author recommends that when teaching reading, English teachers take into account the Extensive Reading Central Website.

The last area is the successful of extensive reading in Indonesian schools. Anandari & Iswandari's (2019) study demonstrates that obtaining the school's cooperation is a crucial first step in implementing a successful comprehensive reading program, particularly when establishing a library. The next stage is to build up the library so that instructors can assist pupils. Furthermore, the study shows that the effectiveness of an extended reading

program is largely dependent on the literacy culture in the home, teachers who set an example for students to follow, and program consistency.

All previous studies above already proved that extensive reading is effective to improve students' reading habit and language proficiency toward senior high school and university students. However, research on extensive reading at the Islamic junior high school level in the field of reading skills, especially in making inference, is still not much researched. By the identification of gap from the previous studies, this research focuses on the effectiveness of extensive reading on the reading skill namely making inference of the first graders of junior high school.

At present, in implementing reading learning in English subjects, reading texts are available in the module book. The teacher asks students to read the available texts or recommended book by him. However, it would be better if students are given the opportunity to choose the texts they want to read without any coercion, as in the principle in extensive reading. Once Extensive Reading is not implemented in the learning process at school, students' abilities will not develop. They will still depend on what is in the textbook when studying. However, if the ER approach is implemented in learning, it can provide wider opportunities for students to choose texts according to their individual preferences. It not only helps their reading skills, but also makes them like reading more. That is proved in Iftanti (2012) that ER can establish a person's reading habits. Therefore, study on extensive reading at the Islamic

junior high school level is significantly conducted to contribute to the body of knowledge related to extensive reading.

This study aims to prove whether Extensive Reading is also effective towards reading skill especially in making inference of junior high school students or not. Finally, the research is entitled: The Effectiveness of Extensive Reading to Improve Students' Reading Skills in The First Grade of MTsN 7 TULUNGAGUNG.

B. Formulation of Research Problem

Based on the background of the problem mentioned above, the main reason of this study is to find out the effectiveness of using extensive reading towards students' reading skills in the first grade of MTsN 7 TULUNGAGUNG. Research problem in this study is formulated bellow:

“Is there any significant difference score of student's reading skills at MTsN 7 TULUNGAGUNG before and after being taught using Extensive Reading?”

C. Objective of the Research

Based on the research problem, the intended of the study is to investigate the significant difference in the students' score in reading skills on the first graders of MTsN 7 TULUNGAGUNG before and after being taught using Extensive Reading.

D. Research Hypothesis

From the problem stated above, the writer concludes the hypothesis as follow:

- Null hypothesis (H₀)

There is no significant difference score in reading skill of the first graders of MTsN 7 TULUNGAGUNG before and after being taught by using Extensive Reading.

- Alternative hypothesis (H_a)

There is significant difference score in reading skill on the first graders of MTsN 7 TULUNGAGUNG before and after being taught by using Extensive Reading.

E. Significance of the Research

In this research, the researcher expects that the research paper has benefits:

1. Teacher: the teacher can know the level of students' reading skills especially in making inference, as well as planning the use of a strategy of teaching by extensive reading approach as well as ways to enhance the activity of teaching-learning and English skills of students.
2. Students: The study can help students understand what they are studying in English class, especially if they want to get better at reading. In the classroom, alongside their friends and the teacher, they can acquire

comprehensive reading. As a result, pupils are more motivated than before to learn English.

3. Other researchers: The findings of this study can be helpful to individuals who wish to carry out related research on reading instruction and use extensive reading as a source.

F. Research Scope and Limitation

Based on the background of the study, the scope of this research is using Extensive Reading on the reading skill of junior high school students. This study focuses on the effectiveness of Extensive Reading on students' reading skill that is making inference of descriptive text on the first graders of MTsN 7 TULUNGAGUNG. Because of there are so many kinds of text, the researcher focuses on the descriptive text. The writer cannot take all of the students in MTsN 7 TULUNGAGUNG because we have limited time to do this study. The number of students in MTsN 7 TULUNGAGUNG is too big, so that it is impossible to take all of the population. Finally, the researcher decides to take sample from D class.

G. Definition of Key Terms

In this part, there are some explanations from the title mentioned in the previous items. The title "The Effectiveness of Extensive Reading to Improve

Students' Reading Skills in The First Grade of MTsN 7 TULUNGAGUNG”.

The definitions of the key terms are as follows:

1. Extensive Reading

The term Extensive Reading in the context of this research refers to the opinion of Stoller (2015) that stated Extensive Reading as “a method of teaching and learning reading where students read a lot of simply comprehensible, engaging, and pleasant books both within and outside of the classroom.”

2. Reading Skills

Reading skills are abilities that related to a person's capacity to read and comprehend language and texts. The reading skills here is the skill of the first-grade students of MTsN 7 TULUNGAGUNG.

3. Making inference of Descriptive text

The term making inferences in descriptive text in the context of this research is defined as the process of drawing conclusions by identifying information implied in the text based on the topic used, namely people in the context of physical characteristics and personal information, along animal specifications.