CHAPTER 1

INTRODUCTION

This chapter present the discussion of some issues related to the topics of the study. They are background of the research, objective of the research, the operational definition, significance of the research and scope of the research.

1.1 Background of the Research

Language is very important in our life. Human beings need language to communicate with society. English, for example, is one of the languages used by many people in the world to communicate with others. That is why English has been approved as one of the international language. Most of the people in the world, including Indonesians learn English for educational and occupational purpose. In Indonesia, English is learnt as a foreign language. It is taught as a compulsory subject from junior high school up to the university level. It is also taught as a local content subject for elementary school level. Meanwhile, at junior high school, English is learned in order to get meaning from a lot of reading passages with various genres or text types. Learning English is an essential part of language learning in Indonesia relating to the fact that the whole education from kindergarten up to high school level are studying English. The objective of learning is to enable students to communicate either oral or written form.

In learning English, reading is one of the four language skills besides listening, speaking and writing. According to Weber & Roeber (1987) in Journal of Studies in Education (2016:230) argues reading is the process of creating meaning that involve: a) the reader's existing knowledge; b) the text information;

and c) the reading context. In line with this idea, Alyousef (2006:64) says reading is an interactive process between readers and texts that result in reading fluency. It means when students are reading, they are doing thinking process by comprehending all the words, sentences, and paragraphs in order to get meaning of the text as a whole.

The aim of teaching reading of foreign language is focus on the students' comprehension. Unfortunately, not all students have a good reading ability that is targeted in curriculum. The lack of students' vocabulary blocks their comprehending in extracting meaning from the texts. When they face a difficult word, their reading simply pauses for seconds and they think about the meaning of the word before continuing their reading. It is because the students worried about the meaning of every single word. The meaning of English words sometimes can not be translated by every single word. The difficult words makes the students get bored to read a text. Then, they were not interested in reading a text or a book.

From the result of the preliminary study by interviewing the English teacher and class observation, it was found that the eight grade students of SMPN 1 Tegalsari Banyuwangi experienced difficulties in learning reading skills, especially VIII C class. It was known that VIII C class had the lowest average score that achieve the standard score than the other classes. The standard score of reading is 70. In that class the average score of the student is ≤70 (See appendix 3). Besides, the English teacher said that the students' active performance in the teaching learning process of reading was still low, she said that there were only 45% of students who were active. The teacher said the students still had some problems in reading comprehension. The students was difficult in comprehending

words, sentences,paragraph. They could not comprehend the reading texts well. It was shown by the students' average score of English that under the score mastery level of the school. The teacher said that the students did not enjoy to read english text because she never used media or any technique to teach reading skills. In classroom activities the teacher said that she only explained the lesson before he asked the students to do the exercises from Lembar Kerja Siswa/LKS (Students' Worksheet).

In other word, in daily practice of teaching reading, the teachers should make great efforts to solve the problem of students' reading comprehension. She should try not only to use the English textbook and students worksheet (LKS) in teaching reading but also some materials from internet and newspaper. However, this effort still need to be enriched since the students' reading comprehension achievement score in unsatisfactory yet. Therefore, giving various materials was not the only way to overcome the problem. Teacher could use instructional strategies to improve reading comprehension achievement of the students.

In this case, teachers in the language teaching, especially the teaching of English as a foreign language plays important roles as the designers of the materials, practice, and test. They mostly spend much time on deciding the appropriate teaching methodology for greater effectiveness in students' during the teaching learning process.

Based on the above problem, the researcher wanted to overcome this problem by using a new strategies that had never been used by the English teacher, that extensive reading approach is an alternative strategies.

Day and Bamford (2004:1) says extensive reading is an approach to language teaching in which learners red a lot of easy material in the new language. They choose their own reading material and read independently of the teacher. They read for information and enjoyment.

Therefore, it was necessary to conduct a research entitled "The use of extensive reading approach to improve the eight grade students' reading comprehension at SMPN 01 Tegalsari Banyuwangi in the 2016/2017 academic year".

1.2 Problem of the Research

Based on the above background, the research problems were formulated as follow:

1. How can the use of extensive reading to improving the students' reading comprehension of the eight grade students students of SMPN 01 Tegalsari Banyuwangi in the 2016/2017 academic year ?

2. How can the use of extensive reading to improving the student active participation of the eight grade students students of SMPN 01 Tegalsari Banyuwangi in the 2016/2017 academic year ?

1.3 Purposes of the Research

The objectives of the research are:

1. To improve the students' reading comprehension of the eight grade students by using extensive reading.

2. To improve the students' active participation in reading teaching learning process by using extensive reading.

1.4 Operational definition of the key terms

It is necessary to define the terms used in the title operationally to avoid misunderstanding between the writer and the readers. The terms that are necessary to be defined operationally are reading comprehension and extensive reading.

1.4.1 Reading Comprehension

Reading comprehension is the comprehension to read the text, process it and understand its meaning. An individual's comprehension to comprehend the text is influenced by their traits and skills, one of which is the comprehension to make inferences.

1.4.2 Extensive Reading

Extensive Reading (ER) is an approach to second language reading. When learners read extensively, they read very easy, enjoyable books to build their reading speed and fluency.

1.5 Significance of the Research

The result of this classroom action research were expected to give important information for the researcher, the English teacher, the students, and the future researcher.

1.5.1 Practical Significance

The result of this research will be useful for the researcher, the students and the future researcher, in order to use it in teaching learning process to improve reading comprehension in studying english. In addition, they can have new

learning experience by using extensive reading approach in process of reading that can help them to increase their reading comprehension.

1.5.1.1 The Researcher

The results were useful to increase the researcher's knowledge and experiece about doing a research which focus on the importance of extensive reading strategy in teaching reading comprehension.

1.5.1.2 The Students

The results of the research are expected to provide the students an experience in learning by extensive reading to improve their reading comprehension, especially in comprehending word, sentences, paragraph of the text.

1.5.2.3 Future Researchers

The findings of the research could be used as reference or a resource to conduct a further research by using extensive reading strategy on reading comprehension.

1.6 The Scope of the Research

The research focuses on reading comprehension by using extensive reading. The subject of the research is the eight grade students of SMPN 01 Tegalsari Banyuwangi in the 2016/2017 Academic year.