

CHAPTER I

INTRODUCTION

A. Research Background

Reading as one of English skills is necessary for students to be mastered, because it has an essential role for students' English ability. What makes reading is important because it has an impact to develop their achievement. It is supported by Patel and Jain (2008:113) states that reading is a key activity in life which one can update students' knowledge. Reading skill is a pivotal tool for academic success. From reading, students can increase their learning that is very beneficial for the growth and development of their reasoning, social and emotional, and it provides students success academically and socially.

The most significant in reading is comprehension because it is needed in every scope of students' life in education and social. Anderson cited in Nunan (2005:71) stated the goal of reading activity is comprehension. In order to read books, announcements, newspapers, answer the questions and many more, students need to learn and do more reading exercises to increase their skill. So they can explore deeply to get the message, understand and remember the information that has been read and construct the meaning. Snow (2002:11) stated reading comprehension is the process of constructing and extracting cognition by interaction and entanglement with written language. Without comprehension in reading, students have difficulty to get information and cannot catch what the text tells about.

Although reading is requirement activity for students, in the reality, the expectation result from learning reading did not achieve yet. Based on interview informally the teacher of the tenth grade in Pondok Pesantren Darul Faizin Pontianak, students could not read well and had low ability to comprehend the text. During teaching learning process, there are some problems. The problems were: students faced difficulties to find out main idea, factual information, inference, reference, and vocabulary of the text. They usually confused to answer questions from the text and did not know how to determine the generic structure of reading text. It is happen because students' lack ability in reading, they had limited vocabulary mastery, and lack of motivation to read.

Based on problems, the researcher offers solution by using Extensive Reading as a technique to improve students reading comprehension in tenth grade students of Pondok Pesantren Darul Faizin Pontianak. Although reading for comprehension is not an easy task, the ability to comprehend from reading materials especially in narrative text need to improve to make students easier in reading process and give them enough time to develop reading ability. By applying extensive reading, the researcher believe, it can improve students' ability in reading comprehension. Davis in Harmer (2002:204) claims extensive reading as that such a plan it was made students more positive about reading, improve their comprehension skills, and give them a wider passive and active vocabulary. Therefore, extensive reading is technique which the activity is student read from various sources for the acquisition information, enrich their vocabularies, and reading improvement.

Based on explanation, the researcher conducted a classroom action research on teaching reading to the tenth grade students at Pondok Pesantren Darul Faizin Pontianak entitled “THE USE OF EXTENSIVE READING TO IMPROVE STUDENTS’ READING COMPREHENSION ON NARRATIVE TEXT” (A Classroom Action Research to the Tenth Grade Students of Pondok Pesantren Darul Faizin Pontianak in the Academic Years of 2021/2022).”

B. Research Question

Based on the explanation in the background, the researcher formulated the research question as follow: “How can extensive reading improve students’ reading comprehension on narrative text to the tenth grade students at Pondok Pesantren Darul Faizin Pontianak in the academic years of 2021/2022?”

C. Research Purpose

In accordance with the research question above, the purpose of this research is to find out “How extensive reading improve students’ reading comprehension on narrative text to the tenth grade students at Pondok Pesantren Darul Faizin Pontianak in the academic years of 2021/2022.”

D. Scope of Research

To conduct a research, it should be better if the scope of research is limited to acquire the clarity of the research. There are two scopes of this research, they are research variable and research terminologies. They were explained below:

1. Research Variable

Variable is a term frequently used in research project of how that variable will manipulate, measure or both. According to Ary *et al* (2010:37) a variable is a

construct or a characteristic that can take on different values or scores. Researcher study variables and relationships that exist among variable. Then, it can be concluded that variable is anything be measured and manipulated who will be studied by the researcher. The variable in this research use single variable by focuses on extensive reading in improving students' reading comprehension.

2. Terminology

In this research, the writer used some terms. To avoid misunderstanding between writer and reader, the writer provided the explanation of terms. The terms were as follows:

a) Reading Comprehension

Reading comprehension is an ability for learners to understanding the texts and develop their reading skill, enrich their language knowledge, make a conclusion from that texts and teaching this ability in language classrooms.

b) Extensive Reading

Extensive reading is teaching technique that will use the researcher to help students to improve their reading comprehension ability by read English materials from many sources based their interested as much as possible.

c) Narrative Text

Narrative text, one of kind texts that students have to learned based on Curriculum 2013 (K13). Narrative text is text for tell imaginary stories to entertain the readers. This text will use as focuses material in this research.

d) Tenth Grade students of Pondok Pesantren Darul Faizin Pontianak in academic year of 2021/2022 is the class the researcher did teaching practice used extensive reading technique.

E. Significances of the Research

To conduct this research, the writer hopes this research will have some benefits in teaching and learning process, especially in reading comprehension. There are two kinds of this significance research, theoretical significance and practical significance.

a) Theoretical Significance

1. It can be reference for the teachers if they want to use extensive reading as a way to improve students' reading comprehension.
2. It can be reference for IKIP PGRI Pontianak, enrich the material about reading comprehension on narrative text in the library and also become a research material.
3. It can be reference and information for the other researchers who want to conduct the similar research.

b) Practical Significance

1. For the School

From this research, writer hopes the result of this research can give beneficial as reference for teacher to apply extensive reading as one of alternative ways in solving students reading problems in teaching and learning process in improving students' reading comprehension.

2. For the Students

The process of this research expected will be useful for students in learning reading especially on narrative text and hopes this study can motivate and generate students' interest in improve their reading comprehension ability.

3. For the Researcher

The researcher can develop the researcher's ideas and creativity in designing teaching and learning activities in classroom and would get experience and new knowledge in teaching learning reading comprehension by using extensive reading.

F. Action hypothesis

Hypothesis is important for researcher to help focus on their research study and to provide clarity. Hypothesis is use to predict for tentative answer. According to Singh (2006:54) Hypothesis is a tentative statement about the solution of a problem. Based on statement above, the action hypothesis in this research is through extensive reading, the students' ability in reading comprehension can improve.