

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Reading is one important way to improve general language skills in English. According to Mikulecky & Jeffries (2004), it helps to learn thinking in English, enlarge English vocabulary, improve writing, good way to practice, prepare for study in an English – speaking country, good way to find out about new ideas, facts and experiences, etc. The importance of reading has already explained by Allah in the Holy Quran (Surah Al-Alaq verse-5):

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ  
الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

The above verse shows how Allah has put the reading obligation of His servants first and by reading, every human being can understand and learn something they do not know. In addition to that, by reading someone can get information from others.

When reading in English, students can improve vocabulary, grammar, and writing skills at the same time. By studying reading skills, mastering vocabulary will increase fast, understanding sentence structure will take shape by itself and grammar understanding will take shape by itself as well. By understanding those three, learners will also easily master the ability to

speak. In other words, learning reading skill is an investment in mastering English.

Day & Bamford (1998) concluded that the reality of teaching reading using a conventional approach indicates 3 things; students who are learning to read in English do not read, students do not like reading, and students rarely read. It is very ironic when teaching the ability to read it is not done with a lot of reading. Teachers want their students to be good at reading in English, but in reality, the teaching methods that they apply do not make their students read as often as they can. In fact, skills can only be sharpened by as often as possible to train the skill. Intensive Reading approach was not able to instill the love of reading in students, consequently they were lazy to read. In other words, the drawbacks of the Intensive Reading approach are that the method is only a small read and unattractive, so that it does not fully support the intended purpose.

Reading is a very complex skill and for this reason it is not surprising to find that some children encounter difficulties in learning to read. According to Westwood (2001), the number of children failing to reach a satisfactory standard of literacy has been a matter of some concern in the United States, Britain, New Zealand and Australia. Many different factors contribute to a learning problem. Some factors are located within the teaching approach, some within the learning environment, and some are possibly related to the working relationship between teacher and student.

In other word, commonly students have negative response to reading due to various reasons. It becomes worse when they meet reading in boring content and method. Then, Extensive Reading as an approach to develop a language skill which is expected to overcome these problems. On the basis of concerns over the above conditions, educators in the field of English teaching then advocate the importance of the Extensive Reading approach, as an alternative and complementary to conventional approaches to date. Extensive Reading is believed to cover the deficiencies contained in the Intensive Reading approach. Day & Bamford (1998) specifically noted this and emphasized that students who learn to read through an Extensive Reading program approach develop positive attitudes and become motivated to read in the second language.

Many students have never learned to enjoy reading for pleasure (reading extensively) in English, though it is well known that is necessary to read a lot in order to become a good reader. The best readers are people who love to read and who read often. If students do not already love reading, they can learn to love it by reading for pleasure. To get students reading, it is not enough for the teacher to just say to students, “read a book”. Students must first come to understand the importance of reading extensively, and then they must encourage developing the habits of reading regularly for pleasure.

As mentioned in Extensive Reading Central (2017), Extensive Reading gives students chances to read longer pieces of reading, which they choose, which they can read at their own speed and at their own ability level.

Extensive Reading is widely read. The object covers as much as possible in the shortest time possible. Extensive Reading is a widely read process. Wide means various reading material and many kinds also fast and short time spent.

The purpose of Extensive Reading is to simply understand the important content of reading material with a short and fast time. Extensive Reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read independently. They read for general, overall meaning, and they read for information and enjoyment. They are encouraged to stop reading if the material is not interesting or if it is difficult. They are also encouraged to expand their reading comfort zone – the range material that can be easily and with confidence.

According to Siregar (2008), in language learning especially reading, students also find Intensive Reading as an approach that is often used by teachers. Intensive Reading is an activity in which students (usually in a class group, led by the teacher) carefully read and examine together a reading passage assigned by the teacher. Many traditional reading classes use this approach almost exclusively. Some teachers refer to this activity as “explication of the text”. Extensive Reading, on the other hand, is an activity in which students read a lot, and students read different book – practically any book they want to read. What matters is that they are encouraged to read as much as possible.

While Intensive Reading can play an important role in developing an appreciation of the English language and selected English literature, it is only by extensively that students can develop their ability to read with fluency and understanding. Furthermore, Extensive Reading is essential for practicing and applying reading skills and for developing all areas of language skills. Study shows that vocabulary acquisition and writing ability, for example, are directly related to the quantity of reading that student engage in.

According to Graham Stanley (2017), Extensive Reading covers large area, while Intensive Reading covers narrower area. Extensive Reading involves students reading long texts or large quantities for general understanding, with the intention of enjoying the texts. Studies show that reading for pleasure makes a big difference to educational performance. Likewise, evidence suggests that anyone who read for enjoyment every day not only perform better in reading tests than those who do not, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

In recent years, an increasing number of language instructors have turned to Extensive Reading as a means of facilitating acquisition among their students. According to Dawson (1992), learners in such programs typically select books from a wide variety of genres and language levels and read them for interest and enjoyment, with minimal post-reading tasks the emphasis being on maximizing input rather than output. However, though Extensive Reading is one of solution, there are still many students that have

negative response to general reading. The various reason of motivation or demotivation to read more English book, actually become interesting study later.

Extensive Reading has been implemented in Japan. Evidently, it gives a significant result. But, in Indonesia rarely found schools that implement this program. The reason is the lack of time, the lack of material, to the inconsistency with the curriculum. Hopefully, this study contributes to the socialization of the Extensive Reading approach so that it becomes the consideration of the schools and universities in Indonesia to apply Extensive Reading as the main alternative in learning English. In addition, by this study both of teacher and student find the problems as well as solution in order to apply Extensive Reading as an approach then which is related to the students' attitude. Therefore, the researcher highly interest on doing this study due to its necessary.

As explained above that implementation of Extensive Reading as an approach that is worth considering in learning foreign languages especially English, researcher need objects that meet several qualifications so that the objectives of this study can be achieved. Researcher are quite aware that the implementation of Extensive Reading in Indonesia is still at a fairly low level. This can be seen from the many schools and universities that do not use Extensive Reading as an approach to foreign language learning which in this case is English. Therefore, the choice of study object is not too much. The first thing that was taken into consideration by the researcher in choosing the

object of this study was the students of English language education considering that Extensive Reading was made as a compulsory and optional subject in the department. Although in fact English is also a compulsory subject in non-English majors, all researcher know is that the curriculum and methods used in these classes are almost the same as that can find at the school level. By this reason the researcher decided not to conduct study on students with majors other than English.

After going through a number of considerations, the researcher finally chose English Education Department of UIN Antasari Banjarmasin where the environment was well known due to the fact that the researcher was student in the university and the department as well. Therefore it can be used as the initial observation in conducting this study. In addition, English Education Department has good accreditation that also influences the researcher' consideration in the selection in which certainly accompanied by a qualified curriculum, lecturers and facilities so that it will be easier for researcher to do this study well and in the end it is hoped that the objectives of this study can be achieved and provide benefits to education, especially English both for students of English itself as well as non-English and students at the school level to teachers and other education activists.

In addition to that, the researcher chose English Department as the source of the data because Extensive Reading becomes a course in the classroom. Therefore, it can be ascertained that all students gain experience of learning using the approach of Extensive Reading for one semester. The

researcher also considered selecting students who had completed Extensive Reading class in the nearest so that they could still remember how the Extensive Reading class they had passed was running well which in this case the researcher chose 2015 class of English Department who had just finished the class in the previous semester. Hopefully, it will be relevant that the researcher focused on English Department student in order to analyze attitude toward Extensive Reading.

#### **B. Statement of Problem**

Based on the explanation above, and the focus of the study, the researcher interested to do an analysis of English Department students' attitude towards Extensive Reading. Thus, the questions that would be interested to be discussed as follows:

How is the English Department students' attitude toward Extensive Reading?

#### **C. Objective of Study**

Based on the statements of problems above, purpose of the study is in order to identify the English Department students' attitude toward Extensive Reading.



#### **D. Significance of Study**

The results of this study are expected to have benefits as follows:

1. As a dissemination of the application of Extensive Reading.
2. As an additional source and give contribution to those who want to find out the way of Extensive Reading analysis.

#### **E. Definition of Key Terms**

In this study, the researcher needs to define some key terms to avoid misunderstanding and misinterpretation. The definition of terms is provided as follows:

##### **1. English Department Students' Attitude**

In this study, students' attitude means all about students' feel toward Extensive Reading, whether like or not, whether enjoy it or not, etc. The attitude will be focused analyze by the researcher as an object, where student become the subject. Due to the fact that attitude can alter every aspect of a person's life including their education, student attitudes on learning determine their ability and willingness to learn. If negative attitudes are not altered, a student is unlikely to continue his education beyond what is required. Changing students' negative attitudes towards learning is a process that involves determining the factors driving the attitude and using this information to bring about change.

## 2. Extensive Reading

Commonly, Extensive Reading used by teacher in school or trainer in course institution as an optional approach due to its benefit for English Foreign Learner. On the other hand, Extensive Reading become compulsory or optional course for English Department student in several universities at the same time. Extensive Reading in terms as compulsory course for English Department student of UIN Antasari Banjarmasin is the researcher need to analyze.