

CHAPTER I

INTRODUCTION

This chapter explains about the background of the study, the research question, the objective of the study, the significance of the study, the scope and limitation of the problem and definition of key terms.

1.1. The Background of the Study

Nowdays, English is foreign language used to communicate in world wide. It becomes one of international language and replaces the Latin language which was the first international language. In most cases that occurred almost throughout Indonesia that students find it difficult to master the English language.

Reading is an activity that is familiar to the wider community. By reading students can discover new things, add to our knowledge and develop knowledge which help to improving their knowledge, skill, and other ability. Reading may be an easy activity, but often difficult to become a habit. According to Kozak, (2011:7) reading is a complex activity than involves both perception and thought. Moreover, Mikeladze (2014:8) said that reading in a foreign language as a source of information is one of the main goals of teaching a foreign language in general.

Reading is a complex activity, in recent years; two approaches have been used in developing reading skills, known as intensive and extensive reading (Erfanpour, 2013:1). Moreover, Muountain, (2003) state that two major approaches have been used for developing reading skills, intensive and extensive reading. Both

approaches have important roles to play in helping learners to gain fluency, first in the critical area of vocabulary and word recognition, and then in developing better reading comprehension skills”.

Intensive reading would probably require a slightly slower speed than did students reading for central idea only, they are should still try to cover the material as rapidly as they can without losing the sense of what they are reading (Djamal at all, 2006:19). According to Loucky (2005:2) intensive reading practice can focus more intentionally on essential core vocabulary, patterns of text organization and types of text processing needed to adequately comprehend text. Moreover, Mikeladze, (2014:18) said that the intensive reading technique is reading for a high degree of comprehension and retention over a long period of time. Furthermore, Erfanpour, (2013:3) founded that Intensive Reading is a hair-splitting analysis of vocabulary and sentence structures, which dominates the ELT course throughout the three stages (elementary, secondary, and tertiary) of learning in China. Its dominance manifests itself in both contact class hours it takes (2/3 of the total) as well as the time and effort it draws from teachers and students alike. In other words, some scholars believe that some students who find reading difficult cannot successfully derive the meanings of words as well as those who are at higher level of vocabulary knowledge.

In extensive reading, students silently read large quantities of materials. These materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help (Aliponga, 2013). Moreover, Mikeladze, (2014:20) said that extensive reading is for general understanding which means comprehension of the reading material less than 100%.

Al-homoud & Schmitt (2009:398) pointed out that in a Saudi Arabia, the extensive reading participants had more positive attitude toward reading in comparison to intensive reading group. Al-homoud & Schmitt (2014:398) concluded that students liked the classroom exercises better (from the intensive reading skills part of their lessons), and compared to the intensive group, had a much higher opinion of the books used in their approach. These positive views are important because the students in the extensive reading group are more likely to continue reading on their own, which means continued progress in English.

Language and language arts teachers need to combine the advantages of both intensive and extensive reading to help learners develop good receptive and productive communication skill (Loucky, 2005:2). There seems to be a shift toward teachers' attitude to teaching reading in such a way that reading comprehension can be achieved by using intensive and extensive reading approaches together (Erfanpour, 2013:3).

Reading skills of students would be increased by using the approach of intensive and extensive reading most of the public schools on learning activities have focused on the intensive approach. With such an understanding, this study aimed to clarify the approach which has been used as a reference and the contribution of reading comprehension in most schools especially in Indonesia.

In order to gain knowledge and to master reading skill, the teacher as the educator has to find the suitable method. In this case, the researcher is anxious to find out about the effectiveness between intensive reading and extensive reading toward

students' reading comprehension. Researcher takes as samples at 10th grade SMK Kesehatan Bina Karya Medika Ponorogo in academic year 2016/2017.

1.2. The Research Question

Based on the background of study above, the problem of the study as follow:

Which is more effective between intensive reading and extensive reading toward students' reading comprehension at 10th grade SMK Kesehatan Bina Karya Medika Ponorogo in academic year 2016/2017?

1.3. Objective of the Study

Based on the research statement, this particular study aimed:

To find out the effectiveness between intensive reading and extensive reading toward students' reading comprehension at 10th grade SMK Kesehatan Bina Karya Medika Ponorogo in academic year 2016/2017.

1.4. Significance of the Study

This study is expected to be useful for everyone especially for the writer herself; hence, it will expand the knowledge in reading teaching. Moreover, it can be a reference which will help the English teachers in stimulating their students to read more, also to comprehend several kinds of reading materials by using intensive reading and extensive reading of reading comprehension. Finally, it can motivate the students to read more, in order to help the students' reading comprehension ability.

1.5. Scope and Limitation of the Study

1) Scope Of Study

The study is focused on the learning strategy of reading.

2) Limitation Of The Study

The writer limits the study only about teaching reading comprehension by using intensive and extensive reading focused at 10 grade students of SMK Kesehatan Bina Karya Medika Ponorogo.

1.6. Definition of Key Terms

To over misunderstanding in this research, the writer needs to define the following terms which helps in defining the key terms used in this study:

Extensive Reading : A working definition of "extensive reading" as a language teaching/learning procedure is that it is reading of large quantities of material or long texts, for global or general understanding, with the intention of obtaining pleasure from the text (Rini and Zabnn, 2016:2).

Intensive Reading : Intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these item (Nation, 2004:38).

Reading Comprehension : Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (RAND Reading Study Group, 2002:3).