

CHAPTER I

INTRODUCTION

A. Background of Study

These days, acquiring a foreign language has become popular. For a variety of reasons, persons in today's globalized society must acquire a language. The most popular motivations for learning a language are to travel, obtain good employment possibilities, and advance professionally. Reading is therefore among the most important abilities in any language course since it is a way to expand and solidify one's knowledge and as an educational resource and enjoyable pastime. Reading is an ongoing process that requires practice to get better. Through consistent practice, readers should be able to understand the text's substance and meaning by applying techniques to recognize key concepts and details. Additionally, pupils must comprehend the purpose of a passage as well as the breadth of the teacher's material¹. The complexity of motivation to read in a foreign language has grown more apparent as study on the subject expands. One aspect of this multifaceted construct is self-belief and how it affects the development of reading skills.

¹ Andrew P. (Andrew Paul) Johnson, *Teaching Reading and Writing : A Guidebook for Tutoring and Remediating Students*, 2008.

Students need to read, particularly in an academic setting. Reading is necessary for students to achieve academically. Students must acquire knowledge by absorbing information from their reading materials, whether they be books, modules, or journal articles, in addition to other interactive media employed in the learning process. Nevertheless, regardless of their field of study, college students frequently still struggle to understand the main ideas of academic texts whether it be the overall substance of journal articles or important concepts.² Due in part to the reading in a foreign language can be challenging, kids are prone to be reluctant readers. As a result, educators must identify a suitable method to boost pupils' enthusiasm and confidence in their reading abilities. Extensive reading is one method that can be used to teach reading.³

A reading strategy known as "extensive reading" entails reading a lot of engaging, understandable, and simple materials. Improving reading motivation, comprehension and fluency are the main objectives of prolonged reading. Extensive reading is a successful strategy for encouraging children

² John Hamilton, "Academic Reading Requirements for Commencing HE Students - Are Peer-Reviewed Journals Really the Right Place to Start?," *Student Success* 9, no. 2 (2018): 73–79, <https://doi.org/10.5204/ssj.v9i2.408>.

³ Bambang Yudi Cahyono and Utami Widiati, "The Teaching of EFL Listening in the Indonesian Context: The State of the Art," *TEFLIN Journal - A Publication on the Teaching and Learning of English* 20, no. 2 (2015): 194, <https://doi.org/10.15639/teflinjournal.v20i2/194-211>.

to read more. Students who read a lot have more intrinsic motivation to read since they are free to choose what they wish to read.⁴

Extensive reading is dominated by two methods. The first is skimming, which is defined as reading rapidly to identify the book's subject or central idea.⁵ Reading the material before an exam is one way that students put skimming into practice. The learner will concentrate on the final paragraphs with a conclusion and subheadings to determine the primary subject covered. To concrete what is required, it is also necessary to avoid reading the information word for word.

The benefits of extensive reading in language instruction have been shown in numerous studies, particularly when instructing foreign language learners in English (EFL)⁶. However, research on the use of extensive reading is currently lacking, particularly at the Indonesian school level. Instruction in

⁴ Yamashita@nagoya-u.jp Junko Yamashita1, "Effects of Extensive Reading on Reading Attitudes in a Foreign Language.," *Reading in a Foreign Language* 25, no. 2 (2013): 248–63, <http://ezproxy.shsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofm&AN=1565525&site=eds-live&scope=site>.

⁵ Aurora Varona Archer, "Analyzing the Extensive Reading Approach: Benefits and Challenges in the Mexican Context Analizando El Enfoque de La Lectura Extensiva: Beneficios y Retos En El Contexto Mexicano Teaching English in Mexico: An EFL Context," *HOW 19, A Colombian Journal for Teachers of English*, no. December 2012 (2012): 169–84, <http://files.eric.ed.gov/fulltext/EJ1128021.pdf>.

⁶ Yurika Iwahori, "Developing Reading Fluency: A Study of Extensive Reading in EFL," *Reading in a Foreign Language* 20, no. 1 (2008): 70–91, <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ791535&site=ehost-live%5Cnhttp://nflrc.hawaii.edu/rfl/April2008/abstracts.html#iwahori>.

Indonesian schools at all levels primarily adapts to intensive reading.⁷ The current investigation seeks to ascertain the advantages of employing extensive reading in reading instruction to fill the void in the body of knowledge regarding the topic.

Previous studies on extensive reading have mostly focused on outcomes such as vocabulary improvement, reading rate, or student motivation. Many of them relied on tests, questionnaires, or experimental methods without observing how students actually engage with reading in the classroom. They often did not explore students' reading strategies, behaviors, or their attitudes during the reading process.

This research is unique because it focuses on students' reading behaviors, strategies, and attitudes during classroom-based extensive reading, using qualitative methods such as observation and interviews. Unlike previous studies, it provides real-life insights into the learning process, not just the outcomes.

The researcher chose this title because of curious about how kids feel about learning to read widely and whether they find this kind of reading enjoyable. I also want to know how teachers approach this lengthy reading

⁷ Cahyono and Widiati, "The Teaching of EFL Listening in the Indonesian Context: The State of the Art."

exercise in the classroom and whether it works well when used. For this, I require in-depth interviews with the participating instructors and students.

Given the foregoing context, the researcher wishes to concentrate on this study with the title **Extensive Reading Practices of Students' in Reading Abilities (Qualitative Narrative Inquiry: In Seventh Grade at SMPIT Al-Izzah)**

B. Identification of the Problem

1. Considering the above problem's background, several problem's indicate that: extensive reading in junior high school is a lack of student motivation, it can be difficult for teachers to promote regular, sustained reading at this age since many kids may not find reading interesting or may prefer digital entertainment.
2. Students may not completely engage with the material as a result of this lack of desire, which could restrict the potential benefits for vocabulary, comprehension, and general reading development.

C. Research Questions

The background information above allows for the formulation of the following issues:

1. What challenges and supporting factors do students experience in extensive reading practices?

2. How does extensive reading influence students' reading abilities?
3. How do students react when extensive reading is introduced in the classroom?

D. Purpose of Study

The goal of this study, as stated in the problem formulation, is:

1. To identify the challenges and supporting factors that students experience during the practice of extensive reading
2. To examine how extensive reading influences students' reading abilities
3. To investigate how students react to the introduction of extensive reading in the classroom.

E. Benefits of the Study

1. Theoretically

Theoretically, this research will be useful as a reference for developing reading abilities through extensive reading practices in order to support the growth of pupils' reading skills, and as it helps create an optimal environment for language learning and reading skill development by combining enjoyable practice with meaningful input.

2. Practical

Practically, the results of this investigation are anticipated to offer valuable benefits for teachers, students, and the researchers themselves.

3. For students

For students, this study is expected to raise their awareness of the advantages of extensive reading get better at reading. It may also encourage them to engage more actively in reading, develop positive attitude toward reading activities, and find strategies to overcome common challenges in the process.

4. For Teacher

This study empowers teachers to adopt more effective teaching methods, leading to better outcomes for their students. It can guide teachers in creating supportive reading environments that promote independent learning and critical thinking.

5. Researchers

The study significantly contributes to understanding extensive reading's role in literacy development. It offers valuable insight for researchers, providing empirical evidence that can inform future studies and enhance theoretical frameworks related to reading acquisition.

F. Organization of the Writing

This thesis organized into five chapters, each of which includes a number of points that provide clarification.

Chapter I Contains the background of the research, identification of the problem, statement of the problem, the objective of the research, significance of the research, and the organization of the writing.

Chapter II Contains expert opinions on the subject of this study as well as theories from a variety of sources gathered from earlier research, the scopes and limitations of the Research, and the hypothesis.

Chapter III Contains the research instrument, population and sample, research method, time and location method, and data analysis method.

Chapter IV Includes both the research findings and a discussion of those findings.

Chapter V includes the researcher's conclusions and recommendations derived from the chapter four analysis.

G. Scope and Limitation of the Problem

This study focusses on the implementation of extensive reading practices to improve students' reading abilities. The research is conducted at SMPIT Al Izzah Serang, specifically in one seventh-grade class during the 2024/2025 academic year.

Scope

The scope of this study includes:

- Investigating how extensive reading is applied in the classroom
- Analyzing students' responses toward extensive reading activities.
- Identifying which strategi readingare most influenced by extensive reading
- Exploring any changes in students' attituded toward reading after participating in extensive reading practices

The focus is on qualitative data, collected through classroom observation, interviews with students, and photo documentation. The study emhphasizes students' experiences and perceptions, not numerical test results.

Limitation

The limitation of this study are as follows:

- The research is limited to one class at one school, which may not represents the broader population
- This study does not compare extensive reading to other reading strategies, such as intensive or guide reading.
- The results rely on subjective interpretation from observations and interviews, which may be influenced by the researcher's perspective

- There is no use of standardized reading tests; thus, the findings reflect perceived changes rather than measurable scores

Determining the scope and limitation helps researchers stay focused and maintain clarity in their study⁸. It also helps readers understand the boundaries of the findings and avoid overgeneralization

⁸ John W Creswell et al., "Planning, Conducting, and Evaluating Quantitative and Qualitative Research FIFTH EDITION," 2012, 10–12.