**CHAPTER I**

**INTRODUCTION**

1. **Background of The Research**

Everybody has learned their language since were children. Especially their mother tongue, the process occurs naturally and properly with view to communicate in society environment. In this globalization era, where English is an international language has an important role of communication to make friend and to keep in touchs with other countries all over the world. Moreover, it is known that English is the first foreign language in Indonesia is as a part of the world and many people think that English is as a mean of communication to each other nowadays. A lot of term that are found everywhere uses English such as: pamphlets, banners, billboards, brochures, and many others. Consequently, the Indonesian people have to master English both in written and spoken. It is an important needed in increasing the qualified human resources. Because, for those who cannot master English well, will be nothing, so that the need to learn it. Therefore, English has been taught to the students starting from elementary school today.

In Indonesia, English is learned and taught as a foreign language, because it is one of Non English speaking countries. The government decides to make English come the important subject at school because of its function as the international language. It is taught to students of elementary school, secondary school and university.

There are four skills which emphasize learners of English to master, namely: listening, speaking, reading and writing. Among those four basic language skills, reading is the easiest to find, because it is always seen in a simple text, such as textbooks, novels, English newspapers, magazine, etc. everyone know that by reading, we can open the window of the world , to know everything what we don’t know before. Furthermore, reading can differentiate people with knowledge from those without it.

We have known reading is one way to make us cleverer, from reading we can know everything, but in our environment generally reading interest was low, this phenomenon was happened to students. This is serious problem because the students are potential object where they have to study and one way to study is reading, reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally. Reading is also a comprehending process.

Reading is a form of non-verbal commuication. Reading enables student to understand and comprehend language through writen from like text passage. But some students think that reading is perhaps the most difficult language skill to learn. Discussing about comprehending text, francoise states that reading comprehension is understanding a writen text, means extracting the required information from it as effieciently as possible.[[1]](#footnote-1) This mean comprehending text fully is needed in reading process, in oreder to figure out the appropriate information from it.

Based on the description above, the researcher most interested to explain it into the research with the title ***The Effectiveness of Extensive Reading Activity in Improving Reading Comprehension (An Experimental Research at third Grade of MTs Daarunnadwah Kramatwatu Serang)***. In order to know how far the students’ reading comprehension while the text reading material is Extensive Reading.

1. **Statement of Problem**

Based on the background above, the writer identifies the problem, as follows:

1. How is the students’ in comprehending text at third grade of MTs Daarunnadwah?
2. How is the application of extensive reading program in reading learning at third grade of MTs Daarunnadwah?
3. How is the effectiveness of extensive reading activity in improving reading comprehension at third grade of MTs Daarunnadwah?
4. **Objective of Research**
5. To know the students’ ability in comprehending text at third grade of MTs Daarunnadwah.
6. To know the application of extensive reading in reading learning at third grade of MTs Daarunnadwah.
7. To know the effectiveness of extensive reading activity in improving reading comprehension.
8. **The Significance of Research**

Referring to the problem and objective above, the research might have the benefit as follows: student encouragement to read more in any kind of book, especially in English. Through extensive reading, student would increase their reading ability, affect and motivation in reading. And for teachers, hopefully this will helpful for them to find out another way to teach reading more interesting and without depend on text book.

1. **Hypothesis**
2. There is an effectiveness in applying extensive reading activity in improving reading comprehension.
3. There is no effectiveness applying extensive reading activity in improving reading comprehension.
4. **Previous Study**

There are some previous study researches that focus the use Extensive Reading, that are:

The first research by **Wati Susilawati,** 03432236, 2008, the title is “*The Effectiveness of Extensive Reading as A Technique of Teaching Narrative Writing (An Experimental Research at Madrsah Aliyah Al-Khairiyah Rancaranji Padarincang)”.* According to the describe data in the previous chapter on the paper of Wati Susilawati, the conclusion can be drawn that the comparison between the final score of pre-test and post-test are significant, and sure this means that the technique is effective enough as the result of using extensive reading.

The second research by **Nurul Fitriyah,** 072300402, 2011, the title is “*The Influence of Extensive Reading Students’ Reading Comprehension (An Experimental Research at Second Grade of MA Darunnaim Rangkas Bitung)”*. The concludes that students taudht by extensive reading get better score and more significant increase tah those who taught by traditional method. The score of experiment shows that pre test score and post test.

The third research by **Abdul Basit,** 06230094, 2011, the title is “*Using Extensive Reading by English Qur’an Translation and Its Influence on Students’ Vocabulary Mastery (An Experimental Research at First Year of AN-NUR Vocation High School Bunar-Tangerang)”.* UsingExtensive Reading thecnique is one of learning strategy for developing students’ vocabulary mastery. The all paper say; using Extensive Reading, student can be intereted to read.

1. **Organization of Writing**

This paper research has five chapters:

The first chapter is Introduction, which consists of the background of research, statement of problem, objective of research, significance of research, hypothesis, previous study and organization of writing.

The second chapter is Theorical foundation, which consists of two parts, part A is extensive reading, part B is reading comprehension.

The third chapter is Methodology of reserach, which consist of method of reasearch, place and time of study, population and sample, technique of analizyng data and research procedure.

The fourth chapter is Result and Discussion, which consist of description of student’ reading comprehension and interpretation of data.

The fifth chapter is Conclusion and Suggestion, which consists of conclusion and suggestion.

1. **Francoise** Grellet, ***Developing Reading Skill*** (USA, Cambridge University Press, 1981), p.3 [↑](#footnote-ref-1)