

CHAPTER 1

INTRODUCTION

This chapter contains the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objective of the Study, the Hypotheses, the Limitations of the Study, the Significances of the Study, the Definition of Key Terms and the Outline of the Study.

1.1 Background of the Study

Language is the most important means of communication in our life because it can help us to communicate with each other. English is very important now because it is international language. In many countries such as India, Singapore, and Malaysia, English becomes their second language.

There are four English skills to be learned, namely, listening, speaking, reading, and writing. Reading and listening become receptive skills. Speaking and writing become productive skills.

As receptive skills, listening and reading are utilized in getting data. To the extent receptivity is concerned, it is the most widely recognized human quality, likewise with the birth itself, the kid begins accepting different impressions through its detects (Broughton, 1978). The limit of listening is at the plain heart of all progress, formal guidance is given from birth, when the more learning, the more is also obtained (Brown, 2011). Therefore, improving reading and listening as receptive skills is very important to learn to get the best learning.

Reading is a reasoning under the actuation of printed page and is viewed as a psycho phonetic foreseeing amusement. It must be perceived that reading as a receptive skill in written mode as well, is a mind good ability that is to state that it includes an entire arrangement of skill.

As productive skills, speaking and writing are valuable for creating and passing information. Writing is a productive skill in written mode. Aghanjaloo & Khosravi (2016) state that when we talk about writing there is generally two-path refinement of writing: institutional and individual writing. Institutional writing incorporates course books, reports, applications, business correspondence though individual writing covers individual letters and creative writing.

Reading is always an important action. Readers always read something for a reason. This procedure always includes sentiments just as information and experience. It can never be isolated from the goals and interests of readers or from the outcomes that it has on them (Smith, 1994). Reading is an exchange from brain to mind. The reader gets the benefits of reading with their own methods.

In foreign language teaching, two methodologies of reading are perceived: intensive reading and extensive reading. Intensive reading approach manages short messages under a teacher's direction for detailed comprehension. The intensive reading technique is reading for a high level of knowledge and maintenance over an extensive stretch of time. Extensive reading manages moderately long messages. Data and general comprehension are reasons for extensive reading. Having a reasonable methodology between these two is the most basic component in foreign language reading program.

In this research, the researcher focused on extensive reading. Palmer (1927, as cited in Smith, 2003: 454) who is the originator of the term characterizes that extensive reading implies 'quick reading'. The readers who have foreign language measurements, can read texts in the foreign language with comprehension without opening the dictionary often. Palmer considers regular utilization of a dictionary as an awful phonetic propensity. West (1955: 189) states that while making advantageous readers, alluded to the point of reading extensively, to present more noteworthy office in the utilization of the vocabulary previously picked up, to give the kid a feeling of accomplishment and an essence of the joy to be gotten from his achievement. Therefore, the students used extensive reading to get a quick understanding without opening the dictionary.

Writing is the one of the essential abilities of English. Writing is more complicated than the other language skills. It is commonly considered a standout amongst the most troublesome that different abilities for remote language of the students. Indeed, even native speakers feel trouble in appearing great order of writing. According to Johnstone, Ashbaugh, & Warfield (2002), the ESL teachers incorporate writing skill in the syllabus because this is a basic component for students' academic success. Therefore, students need more practice in writing to improve their writing skills, so students do not think that writing is difficult.

One extent of English learning at senior high schools is that students can comprehend and create a short practical content and short expositions as certain content kinds. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion,

and review based on the Curriculum 2013 . In this research, the researcher focused on improving students' ability in writing an explanation text because it is one of the texts which taught in the eleventh grade. The researcher additionally understands that writing an explanation text was not a simple activity. Through this research, the students were required to have the capacity to deliver explanation texts fittingly.

Based on the explanation above, the researcher is interested in finding out the effectiveness of extensive reading to improve students' writing explanation text.

1.2 Reasons for Choosing the Topic

The researcher chose the title “The Effectiveness of Extensive Reading to Improve Students' Writing Explanation Text of the Eleventh Grade Students of Islamic School in Semarang in the Academic Year 2018/2019” because of the following reasons :

1. Reading and writing are the important skills to learn English because they are the basic skills to learn. Reading can improve students' knowledge and writing can express their ideas.
2. The result can be used to help the teachers and the students in English learning process because the Eleventh Grade students of Islamic School in Semarang have difficulties to arrange the words into the correct sentence in writing..

3. The result can improve students' writing explanation text with the extensive reading. If the students have difficulties to write explanation text, it means that this technique can solve the students' problem.

1.3 Question of the Research

Based on the background of the study above, this research tried to answer this following question :

can the use of extensive reading be effective to improve students' writing explanation text of the eleventh graders at Islamic School in Semarang in the academic year 2018/2019?

1.4 Objective of the study

The objective of the study is to find out the effectiveness of extensive reading on students' writing explanation text of the eleventh grade students of Islamic School in Semarang in the academic year 2018/2019.

1.5 Hypotheses

The hypotheses of the research are elaborated in terms of null hypothesis (H_0) and alternative hypothesis (H_1). According to Arikunto (2010: 112), H_1 states that there is significant different between two variables. Meanwhile, H_0 states that there is no significant difference between two variables. The hypotheses of this study are as follows:

1. H_0 : There is no significant difference in the mean score of students' writing explanation text between 11th graders of Islamic School in

Semarang in the academic year 2018/2019 who were taught with and without using extensive reading.

2. H₁: There is a significant difference in the mean score of students' writing explanation text between 11th graders of Islamic School in Semarang in the academic year 2018/2019 who were taught with and without using extensive reading.

1.6 Limitation of the Study

The research was limited to the following aspects. The type of reading which used in this research is extensive reading. Then, this research focused on writing skill with more specific on genre of explanation text. This research took the subjects from the eleventh grade of Islamic School in Semarang in the academic year 2018/2019.

1.7 Significance of Study

The researcher hopes that the result of this research can give the information about writing explanation text. Hence, the results of this research can give the information about the intensity of the process in students' writing explanation text with extensive reading. The researcher hopes that this research will give some significance:

1. Practical Significance

a. To the Teacher

English teachers can apply the research as one of the teaching technique, because it can make the students are more interested and enjoyable in learning English.

b. To the Students

To help students in order to be able to write explanation text easily and their writing explanation text will be improved by using extensive reading.

c. Further researcher

Hopefully, this study can be one the references to get information for further researchers and development in the next research or to improve their teaching in writing explanation text.

2. Pedagogical Significance

Hopefully, this research will help the teachers to be one of the technique on teaching writing, especially explanation texts. This research also can inspire to apply various teaching techniques, in this case is using extensive reading.

1.8 Definition of Key Terms

Definition of key terms are very important to understand the meaning of the topic. The key terms of the research are defined is as follows:

1. Extensive Reading

Extensive reading is reading to get very own pleasure, at a trouble level at which readers can read easily and rapidly without looking into words or

meaning (Notice, 2004). Therefore, extensive reading is just read without finding out the part that does not know the meaning.

2. Writing Skill

Writing is the one of the basic skills of the English. According to Syerif (2009), writing is indirect communication in the form of transfer of thoughts or feelings by using graphology, grammar, and vocabulary with using symblos that can be read as what is represented by the symbol.

3. Explanation Text

Explanation text is a content which advises forms identifying with shaping of characteristic, social, logical, and social wonders (Kigotho & Fitriani, 2018) . Clarification content is to state 'why' and 'how' and it is usually found in science, geology, and history course books.

1.9 Outline of the Study

This study consists of three chapters. The details of every chapter are presented as follows:

Chapter I is Introduction. It presents the Background of the study, Reason for Choosing the Topic, the Limitation of the Study, the Statements of the Problem, the Objectives of the Study, the Hyphotheses, Significance of the Study, the Definition of Key Terms and the Outline of the Research.

Chapter II is Review of Related Literature. It discusses the theories used as the bases of this study and the previous studies.

Chapter III deals with the Study Design, the Subject of the Study, the Population and the Sample, the Study Variables, the Sampling Technique, the

Instrument, the Validity and the Reliability, and the Techniques of the Data Collection.