**CHAPTER I**

**INTRODUCTION**

This chapter deals with backgrounds, problem statement, objectives of the research, scope of the research and significance of the research.

1. **Background**

Language is a tool of communication. In communication, language is used not only in written but also orally. As a tool of communication, language is used to communicate with others in the society. The human beings need a language to express their feelings, emotions, ideas, and so on.

There are many languages in the world. Every country in the world has its own language, for example; French, Spanish, Arabic, Bahasa Indonesia, Mandarin, Japanese, and English. From those languages above, English becomes one of the famous languages in the world. Therefore, English becomes an international language.

Many countries place English as mandatory subject at schools because it is an international language. In Indonesia, English becomes one of the subjects at secondary school to university level and there are some elementary schools put English as one of local contents.

In understanding the language such as English, we should comprehend four basics skill of languages such as speaking, writing, listening and reading. Speaking and writing considered as productive skill whereas listening and reading considered as cognitive skill.

In reading activities, many students do not understand the materials of reading or do not interested to read. These problems caused by some factors. Some factors which usually happen are regarding with limited knowledge of linguistics, their habit to read, lack of materials for reading and lack of reading strategies. To face such situations, the teacher have to creative to make the learning environment becomes meaningful and increase the students’ comprehension.

In reading activities, many techniques can be applied, such as; intensive reading, extensive reading, critical reading, Survey, Question, Read, Recite, and Review (SQ3R), skimming and scanning technique, etc. Among some techniques above, the writer tries to focus on extensive reading strategy to improve students’ comprehension in reading.

Extensive reading considered as one of the strategies to develop students’ competence in reading skill. In extensive reading instruction, the students asked to read the more and more and selected the materials text book which they enjoy to read it. In extensive reading, the reader not only required to develop their skill in reading but also the students are required to develop their knowledge from what book they have read. Therefore, extensive reading strategy usually uses to read the materials of reading in large amount in order to get good information and build up the reading skill.

Regarding to English as Foreign Language (EFL) learning process, especially in reading, according to (Green, 2014) extensive reading is a strategy that useful to increase that skill. Extensive reading has been seen as an important strategy in improving general language proficiency in second language and foreign language. Extensive reading considered can help students learn to read especially who already have a certain level of ability in English (Morgando, 2009). In extensive reading strategy, the reading materials should be relevant with students’ level and prior knowledge. By relevant prior knowledge, the students easily to comprehend the book they have to read. The prior knowledge is important thing because this knowledge used to interpret or to guess the general understanding about the content of the book. The extensive reading strategy also may develop the students’ comprehension about the materials of the book that they have read.

Interest factor also becomes a crucial thing to consider in reading activity. Students’ interest can be effect their comprehension in reading because when they were interested in materials of reading or the activities of reading, they would force themselves to understand the content of the materials they were read. In such situation, the teacher in extensive reading techniques has to familiar with the students’ background knowledge. The teacher has to know the students’ hobbies, the students’ interest or the students’ preference in reading. The teachers must understand the characteristic of their students in the classroom. The teacher has to ask to students what kind of book should be learnt.

Since extensive reading techniques is usually large in amount, the activity is not only done in the classroom but also at home or outside of classroom. To understand such kind of situation, the teacher should be prepared some books which are suitable to their level of difficulties and also the tasks for reading are interesting to students. By reading interesting and suitable book, the students are expected to read extensively.

Students’ perception is considered affect the students’ comprehension and motivation and attitude to read. The students who have a good perception on reading text book tend to be successful to gain some information in the text of reading whereas the students’ who have a negative perception in learning especially in extensive reading strategy usually tend to be lower in understanding the text book than who has a positive perception. Therefore, perception of students is a first step to judge how far the students successful in reading.

Students’ perception is also an important aspect in teaching reading comprehension. To get general knowledge about the students’ perception, the teacher can ask the students or interview them about the strategy that they have experienced along with the learning reading activity. This knowledge becomes important for teacher to analyze.

Dayanu Ikhsanuddin University is one of a private university in Southeast Sulawesi, exactly located in Baubau City. This University has existed since 1983 and has seven faculties. One of the faculties is Teacher Training and Education Faculty and English Education Program belongs to this faculty. In reading comprehension, many students feel difficult to understand the materials of reading, especially in reading activity in large scale such as, a short story, an article or a journal. These problems caused by some factors. Some factors which usually happen are regarding with limited knowledge of linguistics, their habit to read, lack of materials for reading and lack of reading strategies. However, from some problems above, the researcher just focuses on the strategy of reading. Thus, the researcher tries to conduct a research about the effect of extensive reading strategy to improve students’ reading comprehension ability.

1. **Problem Statement**

Based on the previous background, the researcher formulates some research questions in related to extensive reading techniques. The research questions are as follows:

1. Does the use of extensive reading strategy improve the students’ reading comprehension ability of the fourth semester students of English Education Program of Dayanu Ikhsanuddin University Baubau in academic year 2015-2016?
2. How is the perception of fourth semester students of English Education Program at Dayanu Ikhsanuddin University in academic year 2015-2016 toward the use of extensive reading strategy?
3. **Objective of the Research**

This research has the following objectives:

1. To find out whether or not the use of extensive reading strategy improve the reading comprehension ability of the fourth semester students of English Education program at Dayanu Ikhsanuddin University in academic year 2015-2016
2. To find out the perception of the fourth semester students of English Education program at Dayanu Ikhsanuddin University in academic year 2015-2016 toward the use of extensive reading strategy.
3. **Scope of the Research**

This research was interdisciplinary; that is applied linguistics dealing with teaching of reading and psycholinguistics dealing with students’ perception. This research limited its scope on the effect of extensive reading strategy to improve students’ reading comprehension ability. Beside that the students’ perception toward extensive reading strategy also gave a brief description. The researcher investigates the effect of extensive reading techniques to improve the students’ reading comprehension ability at reading students of English Education Program of Dayanu Ikhsanuddin University Baubau in academic years 2015-2016.

1. **The Significance of the Research**

The findings of this research are expected to be useful for:

1. Other researchers as additional information in conducting the next research in English language teaching especially in reading skill as a receptive skill.
2. English teacher as additional contribution in teaching language especially in teaching reading to build up the students’ comprehension and positive perception in reading.