**Chapter One**

**Introduction**

In this chapter, the researcher explains the introduction of the study which consists of the background of the study. The research questions (to guide this study) will be included in this chapter. The objective of the study will determine the specific goal of the research. As the result, the significance of this research will be attested with significant progress achieved by related people (teachers, students, other researchers).

**Background of the Research**

Reading comprehension is the main objective; therefore, comprehension happens when new knowledge interacts with previous knowledge that has been kept in students' memories. Comprehension is fundamental for students, mostly in later elementary stages (Sweet & Snow, 2002, as cited in Endris, 2018). If students read and comprehend the book, they will be able to accomplish all of those goals. Although the comprehension is important, most of the learners' reading comprehension skill seems insufficient in English as a Foreign Language (EFL) context (Endris, 2018). It is because comprehension contains many complex interactions between the reader, text, purpose, and context (Snow, 2002, as cited in Endris, 2018). Students should read extensively in order to achieve reading comprehension.

According to Putra, Musthafa, and Wirza (2019), extensive reading (ER) is a good method to increase students' reading interest. In addition, Day and Bamford

(2004) stated that extensive reading is a method in language teaching, which students read a lot of easy material, choose their own reading material, and read for enjoyment and information. Instead of reading to learn a language, the ER approach seeks to assist the student to become better at reading skill (Extensive Reading Foundation, 2011). Furthermore, in an extensive reading program, the teacher's responsibility is to encourage students in a lifetime interest in reading and its application in their daily lives (Sachs, 2001). Many studies on the effects of the extensive reading program on reading comprehension (Al-Nafisah, 2015; Endris, 2018; Idmas, 2020; Sabet & Rostamian, 2016) have offered convincing evidence of the value of ER for improving all aspects of language competency, including reading comprehension, at various levels and in a variety of ESL/EFL contexts.

However, there are some limitations in those studies. The problems are the duration of time (not long enough), and lack of book collections or reading material in the classroom. These problems cause difficulties to encourage participants to read more inside and outside the class (to maximize the ER program). It should be solved to make this ER program runs effectively. Despite that reading is an essential method for a language study, there are some issues which frequently appear (among students and teachers) in this teaching and learning process.

First, researcher found that student cannot fully comprehend what they read since the teacher cannot come up with a suitable/fit technique to teach reading to the students. In order to engage the students in and enable them to comprehend what they read, teachers need to search the most effective teaching strategy. Second, the ability to comprehend among the students is still insufficient. The students struggle

to comprehend the text. From other previous research, researcher found a gap that could be filled in the future research.

The gap is lack of book collections in the classroom and outside the classroom. Also, due to a lack of exposure to English in daily activities, many students still struggle to comprehend what they read in English. Researchers are interested in investigating this through extensive reading at the school where the research is located to enhance reading comprehension.

**Identification of the Problem**

The researcher discovered issues related to extensive reading in a junior high school. After conducting informal preliminary interviews and observations, the researcher discovered that, first there were no activities in English classrooms that required extensive reading at the school. In this research, the researcher wants to solve the lack of reading comprehension on junior high school students using extensive reading method.  Second, students do not get enough English exposure, especially from outside the classroom because they consider English is less relevant in their life. Third, the teacher does not examine what activities can stimulate students' interest in learning English.

From these three points, the researcher suggest a reckoning way to solve these issues and then conduct experiments to junior high school students using the extensive reading method. The previously mentioned issue is also found at a junior high school in Garut. The researcher suggested the extensive reading method to improve the reading comprehension among the students.

**Delimitation of the Problem**

Researcher concentrated on implementing the extensive reading method and observe how it can affect students' reading comprehension. The researcher determined the limit of the research to make it more effective. First, the researcher looked into how to increase students' reading comprehension through extensive reading and how to apply the method to them. Second, the data gathering method used some direct instructions (the teaching process). These direct instructions are parts of the pre-experimental design. Third, some junior high school students will be the participants of this study.

**Research Question**

1. How is the score of reading comprehension in junior high school before and after the treatment?

2. Does the use of extensive reading in English instruction effectively improve the students' reading comprehension?

**Research Objectives**

The aim of this study/research aligned with some research questions formulated by the researcher. The result of this research showed if the ER activity can make learners achieve higher reading comprehension or not.

**Significance of the Research**

The research is expected to grant significant contribution to several parties involved. They are:

**Teachers.** The teachers could consider whether to use the extensive reading method as the medium in teaching reading comprehension.

**Students.** This research is expected to help students in understanding reading comprehension and learn reading.

**Organization of the Research**

This research consists of five chapters. Chapter one includes the background, identification, delimitation, research questions, objectives, and significance of the research. Chapter two includes the literature review which contains definitions and theories related to the research. Chapter three is the methodology of the research. It includes how to implement the research, the method to be used, instrument, participant, settings, and data collection techniques. Moreover, this chapter includes how to analyse data.

Chapter four includes contrivances/findings and discussions. It shows the data collected which then be analyzed. Chapter five includes conclusions and recommendations. It describes answer to the research questions in general and also come out with the researcher's recommendation for teachers, students, and other researchers for a better reading comprehension study in the future.