

CHAPTER I

INTRODUCTION

This chapter provided background of the study, research questions, research purposes, significances of the study, research scope, conceptual framework, and previous study.

A. Background of Study

Reading is the construction of meaning from a printed or written message (Day and Bamford, 1998). It means the reader will connect the information from the written message to find the meaning and understanding by constructing the meaning. In foreign language learning, reading is a skill that expected can be mastered by the learners. Reading is arguably the most essential skill for success in all educational contexts (Brown, 2010).

Intensive reading is a kind of reading that is defined as reading at a low speed that demands a greater degree of understanding than extensive reading. It means reading intensively entangle learner reading in detail with specific learning purposes and tasks. Intensive reading is a kind of reading that is defined as reading at a low speed that demands a greater degree of understanding than extensive reading (Richard and Schmidt, 2002). It means reading intensively entangle learner reading in detail with specific learning purposes and tasks. According to Morales. J (2022) intensive reading is the traditional way of teaching a second language in which students focus on the content of the reading. The text that students read is chosen by the teacher and adjusted to the student's level. The main purpose of intensive reading is to understand the detailed meaning of the text, by applying reading skills and improving knowledge of grammar and vocabulary (Morales. J, 2022).

According to Qarqez and Ab Rashid (2017), even though one may have reading difficulties in his or her mother tongue, the problems get worse when reading is applied to a second language, as students might be lagging in several reading components, including accuracy, comprehension, and speed. The problems of students in doing intensive reading activities are the topic of the text

it's hard for students, the teaching method cannot be effective, and not mention their practical abilities toward motivation.

According to Liping (2015), there is some solution to overcome this problem. For the teaching of intensive reading, the teacher should remember to manage the class as a student-centered class. Teachers should guide the students to make good use of textbooks and grasp the essence of them in class, but at the same time encourage them in not to adhere to the textbooks, and broadly read extracurricular reading materials instead. The teacher should adopt different teaching methods to find out the potential of the students, stimulate their interest, fully mobilize their enthusiasm for learning and inspire them to think independently.

From the preliminary research, there are some of the 11th students at SMA PGII 1 Bandung still find it difficult to do intensive reading activities. The difficulties that the students face in intensive reading activities, there is a lot of unfamiliar vocabulary for the students, they are difficulty in finding the main idea of the text, and a lack of reading activities in learning activities. The students mostly do not get detailed information about the text because of the difficulty in understanding the text. They still have difficulty understanding words or sentences, caused a lot of vocabulary that they do not know. This situation is increasingly difficult for students, because of the lack of reading activities in class.

The previous study from Christodoulou (2016) more focused on the effect of intensive reading, and the participant of this study is student in elementary school. Another study from Williams (2019) also focused on the effect of intensive study. Williams (2019) select the participant from student with learning disabilities in US high school. The research form Park (2020), found the effect of intensive reading on reading attitude. The research participant chose the secondary class in Korea. The research from Suwarso and Praseno (2022) shows about students' difficulties in intensive reading, but focused on students at University in Malang. Last, the research from Andres (2020) shows about the effectiveness of intensive reading to enhance reading comprehension with a

group of university students in Pasto, Colombia. Meanwhile, this research focuses on students' difficulties in intensive reading activities. Additionally, it aims to explore students' strategies in facing these challenges. The participants in this study differ from previous research, as they are drawn from high schools in Bandung, Indonesia.

B. Research Questions

As the background of the research above, the research problem can be identified as follows:

1. What difficulties do EFL students face in intensive reading activities?
2. How do EFL students overcome their difficulties in intensive reading activities?

C. Research Purposes

Based on the research question above, it can conclude the aim of the research is as follows:

1. To find out the difficulties EFL students face in intensive reading activities.
2. To find out the way EFL students overcome their difficulties in intensive reading activities.

D. The Significances of the Research

To conduct this research, is expected to be useful both practically and theoretically in the improvement of ELT.

- a. Theoretically, this research is expected as useful as a contribution to education, especially to overcome the reading difficulties of EFL students.
- b. Practically, this research is expected to help students in overcome reading difficulties, and the result of this research will useful for the English teacher.

E. Research Scope

According to the background of the study, this research will be discussed intensive reading which focuses on difficulties. The difficulties that the students face, there is a lot of unfamiliar vocabulary, and difficult to find the main idea of the text. Lack of reading activities which makes it difficult for students when they have to read intensively. The purpose of this research is to identify the factors of

students' difficulties in obtaining information from a text, and the way students overcome these difficulties.

F. Conceptual Framework

Reading is important in the development of language learning and for learning life in general (Jayanti, 2016). According to Tarigan (1990:7) in Jaenal 2010, argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. According to Oka (1983:15) in Jaenal 2010, viewed that reading is the recognition of words carefully, in a wide range, and quickly. Reading is a complex, interactive mental activity of constructing meaning from written text. Reading plays an important role in the process of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assisted language learning programs (Mikulecky, 2008). According to Jayanti (2016), reading is an important skill in learning the English curriculum.

According to Alyousef (2005), reading is an interactive activity. This exchange takes place when a reader comes into touch with any kind of passage and begins to analyze and categorize crucial information that they can then discuss and share with their peers. Furthermore, according to Alyousef (2005), reading can aid in the development of automaticity since it allows the reader to search for pertinent information and voice thoughts and opinions after reading a text.

According to Flemming (2005), intensive reading is a type of reading activity that requires a person to read specific information. It means, the readers do not only get the information from the text but also get the impact by reading the text. Intensive Reading, Dani et. Al. (2008) stated that the score of student achievement in reading comprehension was in line with the development of their reading interest, it proved that intensive reading greatly assists students to understand the text starting from an easy passage up to advanced reading level. Richard and Schmidt explained that intensive reading is a kind of reading that is defined as reading at a low speed that demands a greater degree of understanding than extensive reading. It means reading intensively entangle learner reading in

detail with specific learning purposes and tasks. Kabir (2020) stated the text can be examined critically, creatively, and thoroughly when the text is read intensively. According to Mart (2015), intensive reading allows a reader to carry out a detailed analysis inside the class, led by the teacher, in which vocabulary and grammar points are studied in a short passage. Brown (2000) says that the key to intensive reading is to give students more opportunities to be in contact with a text; in this way, the more familiar the reader is with the text, the more comprehension is promoted.

According to Andres (2020), the purpose of intensive reading is to focus on content and grammatical structures. Teachers can also take part in the process by means of reading aloud, asking questions, and having students predict information of texts. In this way, students get opportunities to understand the meaning of a text. According to Brown (2000), the secret to intensive reading is to give students as many opportunities as possible to interact with a text; this manner, understanding is encouraged to the greater extent that the reader is familiar with the text.

Student difficulties in reading might be different from one school to another school. According to Hidayati (2018), most students still have difficulties when comprehending the reading materials, such as difficulties in making inferences, determining the main idea, and locating references. The English text that most students find too difficult to read are newspapers, articles, textbooks, and magazines.

Liping (2015) states that the problems of students in doing intensive reading activities are the topic is hard for the students, the teaching method is not effective, and the students have no motivation. The teacher should give a creative way for students to read. The students have no motivation to read intensively because the topic is too hard for them.

In addition to assisting and enabling students, Suryadi (2007) demonstrates that the use of technology has positive effects on learning since it allows students to collect a variety of colors, choices of images, sounds, films, and other

components of the media. Thus, in order to make the most use of the intensive reading material, technology integration is required.

G. Previous Study

There are several previous studies related to intensive reading difficulties. First, Williams (2019) shows about effects of intensive reading for ninth-grade. This study examined the effects of an intensive reading intervention adolescent (RIA) on reading outcomes for English learner with learning disability. The participants of this research are student of ninth grade from three large high school in US. The researcher used the ANCOVA models to determine the intervention effects for each outcome measure. The result of this research showed that RIA did not significant impact any reading outcomes. Meanwhile, the differences in this study focused on senior high school students in eleven grades. This study is more focused on the difficulties in doing intensive reading activity.

Second, Christodoulou (2016) discussed about the impact of intensive reading for children with reading difficulties disabilities. This study examined the impact of intensive reading on children in elementary school. The research conducted during nonacademic summer for evaluating the students with reading disabilities. Quantitative method is used in this study. The participants of this researcher are students ages 6-9, and randomly assigned to this research. The students are divided into several groups. The result of this study showed that there no difference between groups at pretest. Majority of students retained their reading difficulties from pre to post test in both groups, one met criteria of reading difficulties, while some students newly met reading difficulties at the end of study.

Third, Park (2020) discussed about comparison of the impact of intensive and extensive reading approaches on the reading attitude. This research based on the impact of extensive reading on EFL attitudes toward English reading compared to the influence of the traditional intensive reading approach. The participants of this study are two intact class of a suburban secondary school in Korea. The researcher used questionnaire as research instrument. The findings of the research showed that extensive reading approach significantly promoted positive attitudes toward reading compared to the intensive reading approach.

Fourth, Suwarso and Praseno (2022) shows about students' difficulties in intensive reading. It will be tried out to the second semester students and to the three English lecturers in the English Language Education Study Programme of Universitas Brawijaya Malang. The content of the product is based on the syllabus and the Outcome Based Education (OBE) curriculum. The researcher developed 11 units of Intensive Reading material based on the previous needs analysis data. This previous study more focused on students in collage, meanwhile this study is more focused on students in senior high school.

Fifth, Andres (2020) shows about the effectiveness of intensive reading to enhance reading comprehension with a group of university students in Pasto, Colombia. The researcher used four instruments; reading tests, teacher's journal, students' questionnaires and pre- and post-tests. The findings show that the reading comprehension strategies improved students' comprehension because intensive reading approach helped them tackle the problems they had before the intervention stage. Meanwhile this study, is focused on students' difficulties and students' strategies in intensive reading activities.

Different from this study, which is focused on the difficulties in intensive reading activities and the subject of the research is senior high school student in Bandung. This research will be investigating the student difficulties and how they overcome the difficulties when doing intensive reading activities.