CHAPTER I

INTRODUCTION

In conducting research, this chapter discusses several pieces of information to uncover the basic concepts of the research and then briefly explains what the researcher has obtained during the research process. In this section, the researcher presents the background of the study, the formulation of the problem, the objectives of the research, the significance of the research, and the writing system.

A. Background of Study

Reading is the greatest tool for acquiring an individual's thought processes.[1] Reading is one of the important skills that learners have as it provides many benefits. Through reading, they can expand their knowledge and open their minds to various information from around the world.[2] states that reading is an integral part of human life; it is a skill that involves interpreting written texts and processing their content mentally or audibly to understand the information conveyed.[3] emphasizes that developing strong reading skills is essential, as it enables students to acquire new information, broaden their knowledge, and gain valuable insights.[4]

According to Jain, reading is a crucial component of any language class. It not only serves as a source of information and an enjoyable activity but also reinforces and expands one's understanding of the language.[5] In my opinion, I agree with that statement because by reading correctly and well, we are able to understand the language. 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

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[1] H. A. Brown, "The Measurement of the Efficiency of Instruction in Reading," *The Elementary School Teacher* 14, no. 10 (Juni 1914): 479, https://doi.org/10.1086/454359.

[2] Diska Fatima Virgiyanti dan Andi Nur Fadhila Mahdiyah, "THE IMPLEMENTATION OF EXTENSIVE READING TO FOSTER STUDENTS' READING SKILLS," *Journal of Research on Language Education* 4, no. 1 (Januari 2023): 15–20.

[3] Febriana Maya dan Panuntun Ayu Ida, "The Authenticity of Reading Activities Using Brown's Model in 12th Grade English Textbook," *Journal of English Literature, Linguistic, and Education* 2, no. 2 (2021): 49.

[4] Linda Septiyana dkk., "Development of Islamic Text-Based Reading Materials with a Genre-Based Approach," *Pedagogy : Journal of English Language Teaching* 10, no. 2 (31 Desember 2022): 169, https://doi.org/10.32332/joelt.v10i2.5228.

[5] Dr. M.F Patel dan Praven M. Jain, *ENGLISH LANGUAGE TEACHING (METHODS, TOOLS & TECHNIQUES)* (E·566, Valshali Nagar, Near Akashwani Colony, Jalpur • 302021(Raj.): Sunrise, t.t.).

programs. 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.[6] In my experience, reading is very important not just to know, but also to understand the information we obtain after reading. Moreover, reading can also enhance a person's fluency in speaking. The ability to read for students is seen as a determinant of success in their learning activities at school. It is because all subject matter in various fields of study taught in schools require an understanding of concepts and theories that must be understood through reading activities.[7] The quote is very relevant to activities in the school environment, as reading is one key to success for students in improving their academic achievements. The goal of the reading process is for students cognitively, to gain pleasure and new information. Attention to the content of reading texts, both cognitively and effectively, is devoted to the process of achieving reading comprehension, as well as the learning process and environmental factors that can create an ideal atmosphere. With a positive attitude toward reading, this situation will encourage active reading among students. Situations that promote reading will influence the affective and cognitive aspects of students, motivating them to engage more in reading.[8] I agree with that opinion, because fundamentally, a positive environment will shape a positive spirit in students as well as motivate them to engage in reading activities.

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. In reading skill there are many ways to develop the skill and intensive reading also may be a totally content-related reading initiated because of subject-matter difficulty.[9] Intensive reading is a type of reading that focuses on specific details. The text is frequently shortened. Typically, a reader wants to learn something specific. Intensive reading exercises may include identifying main ideas versus details, understanding what the text

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[6] Fernandita Gusweni Jayanti, "READING DIFFICULTIES: COMPARISON ON STUDENTS'AND TEACHERS' PERCEPTION," *Proceedings of the Fourth Internasional Seminar on English Language and Teaching (ISELT-4)*, 2016, 296.

[7] Rohimah Siti, "Reading difficulties and factors affecting reading difficulties of students of grade 1 elementary school," *Journal of Language and Education* 1, NO. 5 (2021): 190.

[8] Aguswan Khotibul Umam, "PENTINGNYA MEMAHAMI SIKAP TERHADAP MEMBACA PADA SISWA DALAM PEMBELAJARAN BAHASA," t.t., 81.

[9] H. DOUGLAS BROWN, *TEACHING by PRINCIPLES An Interactive Approach to Language Pedagogy*, t.t., 312.

implies, making inferences, examining the order of information and how it affects the message, identifying words that connect one idea to another, and identifying words that indicate a change from one section to another.[10] Intensive reading is often called reading silently, that is prioritizing the content of the reading up to the smallest part. Therefore, reading comprehension is a must always fostered so that students' understanding increases, because this will be very influential on the eyes of other lessons.[11] Language teachers know many strategies that they can use to build and improve reading skills when teaching reading. One of which includes intensive reading.[12] Intensive reading involves incorporating reading skills into lesson plans, where readers engage with diverse materials and participate in activities like answering comprehension questions related to the sections they have read. Students must seek out key information in their readings and draw conclusions. Intensive reading, guided by instruction, is crucial for enhancing reading skills.

The function of intensive reading is to understand in detail and comprehensively the text we read. The importance of intensive reading is the main key in reading activities, because of detailed aspects to discover information.[13] The purpose of intensive reading is to achieve some specific information from the text.[14] Therefore, in intensive reading, students are required not only to understand the content of the text but also to be assisted in analyzing the text that has been studied. This will help students to better grasp the ideas within it. Intensive reading entails engaging with the text under the close supervision of a teacher or through specific tasks that require the students to focus closely on the material. The goal of this approach is to achieve a deep and detailed understanding of the text, including not just its meaning but also how that meaning is conveyed.[15]

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[10] Aprilia, Rezki, "INVESTIGATING STUDENTS' DIFFICULTIES IN COMPREHENDING ENGLISH READING TEXT AT THE FIRST GRADE OF SMA NEGERI 2 SIGI" (PALU, TADULAKO UNIVERSITY, 2023), 10.

[11] Yastuti, Tri, "PENINGKATAN KETERAMPILAN MEMBACA INTENSIF DENGAN METODE PQRST PADA SISWA KELAS VIII PADA SISWA KELAS VIII SMP N 2 SEMARANG," *MEDIA PENELITIAN PENDIDIKAN* 6, no. 2 (Desember 2012).

[12] Ministerul Educației, "Materialele conferinței științifice naționale cu participare internațională" VOLUMUL IV (28 September 2018).

[13] Destia Ramadanti Putri, "KETERAMPILAN BERBAHASA 'MEMBACA INTENSIF,'" t.t.

[14] Lalremruati,M.A., "Graphic Novels as Substitutions of Traditional Books to Improve Intensive Reading Skill" 19, no. 1 (Januari 2019), www.languageinindia.com.

[15] Patricia L. Carrell dan Joan G. Carson, "Extensive and Intensive Reading in an EAP Setting," *Pergamon* 16, no. 1 (1997): 47–60.

On the other hand, in the context of education, this understanding is very important, especially at Cahaya Al-Qur'an Islamic Boarding School. Cahaya Al-Qur'an Islamic Boarding School is an Islamic educational institution that uses the KMI curriculum (*Kulliyatul Muallimin Al-Islamiyah)*. The learning activities at this institution include memorizing the Qur'an and the use of two languages, Arabic and English, in daily activities at Cahaya Al-Qur'an Islamic Boarding School Dumai, Riau. One of the subjects that uses English is Reading.

In this lesson, students are taught to read English texts well and to understand their content. In this learning process, students are also required to be able to spell or read in English according to what they have learned, as well as to speak and write in English correctly. This activity is conducted in reading classes. In effective reading activities, students can read and understand the content of the text well. Conversely, if students encounter difficulties in intensive reading, there may be factors that hinder their reading process.

During the intensive reading process in the classroom, not all students can carry out this activity smoothly. Some students face difficulties in reading, making them unable to perform intensive reading activities effectively. Additionally, there are several factors that hinder students in facing reading difficulties, such as environmental factors like the noise from livestock that disrupts students' concentration, a lack of interest in reading English, and others. These difficulties cause students to struggle with reading in English, lose focus while reading, and have a limited vocabulary, which affects their ability to understand the content of the texts they have read. This indicates that students need aspects of reading in English and ways to ensure that intensive reading activities can run smoothly. Therefore, students must start to develop the habit of reading and understanding English texts, and schools need to create a more conducive environment.

In relation to this, the researcher is interested in analyzing the challenges faced by students and the factors that influence these difficulties. This study focuses on the reading and understanding of the students while identifying several factors such as the lack of interest in reading, environmental factors like animal noise, and open classroom (outdoor), as well as vocabulary deficiencies and so on. (dataku)

This study aimed to investigate the difficulties faced by students in intensive reading among 3rd-grade students of KMI at Cahaya Al-Qur'an Islamic Boarding

School Dumai, Riau. This institution is supposed to use two official languages, Arabic and English; however, students do not apply to English for various reasons, primarily because they find it more challenging than using Arabic. Students often struggle to read in English during class and have difficulty understanding the meaning of the texts. This situation presents challenges for both students and teachers in conducting intensive reading in the classroom.

This study analyzes the difficulties students face during intensive reading activities and the factors contributing to these challenges. By identifying the factors that influence students' difficulties in intensive reading, this research aims to provide valuable insights for educators to enhance reading skills among 3rd-grade students of KMI at Cahaya Al-Qur'an Islamic Boarding School Dumai, Riau.

This research focuses on the analyzing the intensive reading among 3rd grade students of KMI in a *pesantren* based institution, that is Cahaya Al-Qur'an Islamic Boarding School. While previous studies targeted EFL students in other institutions that did not focus on the *pesantren* system, this research emphasizes the significance of the *pesantren* educational environment. Thus, this study addressed the difficulties and factors in intensive reading among 3rd-grade KMI students at Cahaya AlQur'an, which has not been researched before in the context of a pesantren-based institution.

B. Statement of the Problem

Based on the research background the researcher formulates the research question as follows:

1. What are the difficulties faced by 3rd-grade students of KMI at Cahaya Al-Qur'an Islamic Boarding School Dumai, Riau in Intensive Reading?

2. What factors contribute to the difficulties in intensive reading faced by 3rd-grade students of KMI at Cahaya Al-Qur'an Islamic Boarding School Dumai, Riau?

C. Purpose of Research

According to the research question above, the researcher formulates the purpose of the researcher as follows:

1. To explain and understand the difficulties experienced by 3rd-grade KMI students in intensive reading at Cahaya Al-Qur'an Islamic Boarding School Dumai, Riau.

2. To analyze the factors that contribute to the difficulties in intensive reading faced by 3rd-grade students of KMI at Cahaya Al-Qur'an Islamic Boarding School in Dumai, Riau.

D. Scope and Limitation of the Study

The purpose of this study is to identify and analyze the challenges faced by students in intensive reading activities conducted in reading classes, specifically within the pesantren environment. The benefit of this research. is to help students discover ways to develop their reading skills more effectively after understanding the challenges they encounter during intensive reading activities. Although this topic has been widely discussed in previous studies, no research has specifically addressed intensive reading in the context of Islamic boarding schools.

E. Significance of Study

By considering this research, it is expected that the results will provide benefits for readers, teachers, and students, as described below:

1. For readers, For readers, the results of this study are expected to serve as a reference for conducting other related research in the future.
2. For teachers, this research is hoped to provide additional insights and experiences in adapting more effective teaching methods.
3. For the students of Cahaya Al-Qur'an Islamic Boarding School, the results of this study aim to help them discover ways to develop their skills more effectively and gain a deeper understanding.

F. System of Writing

CHAPTER I

INTRODUCTION

The researcher needs to identify the main issues and explain what is important in conducting the research, such as the background, problem statement, research significance, and writing systematics.

CHAPTER II

LITERATURE REVIEW

The researcher requires theories or material to clarify several terms used in the research. This clarification is necessary to prevent

misunderstandings. Therefore, both the researcher and the reader must have a shared perception.

CHAPTER III

RESEARCH DESIGN

This chapter presents the research design, research content, as well as the data collection techniques and data analysis techniques.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings based on the evidence that has been collected, including classroom observations and interviews. It analyzes these findings in conjunction with previous research to propose new solutions to the identified problems.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher provides two discussions on the conclusions and recommendations. The conclusion section interprets the research findings and offers several suggestions for students, teachers, institutions, and future researchers