

CHAPTER I

INTRODUCTION

This chapter includes the following sections: The Background of the study, the problem of the study, the objective of the study, the scope and limitations of the study, and the significance of the study.

1.1 The Background of Study

English is one of the world's most widely spoken languages, with millions of people speaking it in a variety of countries. It is also acknowledged as the primary language for communicating with people from other countries and cultures. Because English is such an important international language, many people attempt to acquire and perfect it as soon as possible so that they will not have any difficulty talking with others, particularly those from distant countries.

In Indonesia, the government has made some educational attempts to increase Indonesians' English ability. Concerning the significance of English, the Ministry of Education has designated English as one of the most significant entities in the school curriculum. Furthermore, it has been designated a mandatory subject for elementary, high school, and university students. English is taught as a foreign language in schools, with a concentration on four skills: reading and listening as receptive skills, where people acquire language or competence in expressing ideas, writing and speaking as productive skills, where humans acquire language or experience in absorbing words, and (Fatimah & Suharto, 2017).

Even though English has been taught in schools for at least six years, Indonesian students' English proficiency remains very low (Kirkpatrick, 2012). According to a survey conducted by English First on the English Proficiency Index (EPI) in 2021, the average score of English

proficiency in Indonesia was 466, while the average score of English proficiency in Asia should be 484; thus, Indonesia remains below the average score of English proficiency in the Asian region. The score was in the low proficiency range, and it placed 80th out of 112 countries. This demonstrates that Indonesian English proficiency remains far behind the national curriculum's expectations.

Furthermore, Saukah (2016) said that Indonesian students majoring in English Education showed low competency as well. Meanwhile, as future English teachers, students are expected to be fluent in general English and to use English as an educational medium in their classroom (Richards, 2017). Furthermore, in order to effectively teach English, English teachers should have mastered expertise in topic, pedagogical material, and linguistic fluency. They may be unable to do their tasks successfully and efficiently if they lack this information (Renandya, 2018).

Writing is one of the four abilities in language learning that students find difficult. While pupils in Indonesia continue to struggle with writing. Several studies have been conducted to investigate the writing difficulties of Indonesian EFL students. According to Ariyanti and Fitriana (2017), Indonesian EFL students struggled with grammar, cohesion, coherence, paragraph organization, diction, and spelling problems in essay writing. Hasan (2017) also examined the writing abilities of Indonesian EFL students by having them complete written projects within the time provided. Their findings show that students' writing contains grammatical issues such as the use of plural forms, articles, verb forms, clauses, passive voices, and prepositions.

Furthermore, Husin and Nurbayani (2017) believe that there are two reasons why EFL students struggle with writing. The first is internal factors, which relate to low English writing abilities, and the second is external factors, which refer to insufficient quality of writing learning

in writing skills. Furthermore, according to a study conducted by Safitri and Alisha (2019) titled students' challenges in writing English Foreign Language (EFL), the factors that affected the skills to write EFL were a lack of vocabulary knowledge. As a result, their writing abilities were unsatisfied.

Tsai (2006) underlines the significance of connecting reading and writing in college EFL classes. According to Tsai, teachers of English as a second or foreign language often teach reading and writing separately. However, reading and writing share several characteristics, and pupils are more likely to benefit from education that integrates and complements reading and writing tasks. Implementing this principle in real-world teaching scenarios will not be a difficult issue if EFL teachers consider students' requirements, recognize the benefits of reading/writing relationships, and carefully develop instructional techniques.

Given that the separation of reading and writing teaching in the setting of EFL makes students perceive reading as a decoding process and writing as merely a grammar building activity, correct essay writing is essential (Tsai, 2006). It is critical for EFL teachers to give students with numerous chances and tools to help them become reflective readers and writers through reading/writing connections. More importantly, kids must be taught that reading and writing are communicative behaviors that are inseparable. Only by doing so can students considerably increase their language competence through reading and writing activities, as well as their literacy abilities.

Extensive reading is one approach that teachers can use to help pupils enhance their writing skills. According to Wang et al. (2009), considerable reading helps with writing skills. This could be due to the fact that sentences in stories are more intriguing and intelligible, providing more

input for the acquisition of sentence pattern, vocabulary, and other components of grammar. Furthermore, Krashen (2016) states that we learn to write through reading rather than writing. It indicates that reading and writing are inextricably linked, both concurrently and longitudinally.

Some studies have been carried out to assess the effects of substantial reading on students' writing performance. Aida and Widiyati (2020) discovered that using extensive reading increased the skills of class XI students in the English teaching and learning process in the experimental class at Islamic School Semarang in the 2018/2019 academic year. It is consistent with the findings of Hoai (2020), who discovered that lengthy reading posture had an effective impact on the subject's writing performance. Participants could marginally enhance their writing skills in organizational terms and vocabulary by spending 2,500 minutes over 14 weeks reading 16 rated readers (183,790 words). As a result, prolonged reading has been shown to be useful in improving writing skills for some types of texts and should be investigated further to determine its impacts on others with varied student levels.

In light of the foregoing explanation, researchers undertook a study to explore the influence of intensive reading on the writing skills of pre-service English instructors at Universitas Muhammadiyah Kalimantan Timur. As a result, the researcher proposed a study entitled “EFFECTS OF EXTENSIVE READING TOWARDS WRITING SKILLS IN NARRATIVE TEXTS OF PRE-SERVICE ENGLISH TEACHERS AT UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR.”

1.2 The Problems of the Study

The researcher formulated the following research questions based on the study's background:

1. Does extensive reading significantly improve pre-service English teachers' writing skills in narrative texts at Universitas Muhammadiyah Kalimantan Timur?
2. To what extent does extensive reading improve pre-service English teachers' writing skills in narrative texts at Universitas Muhammadiyah Kalimantan Timur?

1.3 The Objectives of the Study

The foregoing were the study's purposes:

1. To figure out whether extensive reading can significantly improve writing skills in narrative texts of pre-service English teachers at Universitas Muhammadiyah Kalimantan Timur.
2. To investigate to what extent extensive reading improves writing skills in narrative texts of pre-service English teachers at Universitas Muhammadiyah Kalimantan Timur.

1.4 The Scope and Limitation of the Study

Based on the identification above, the present study focused on examining the effect of extensive reading on writing skills in narrative texts of pre-service English teachers. The participants of this study were students majoring in English Education Program at Universitas Muhammadiyah Kalimantan Timur in academic year 2021/2022.

1.5 The Significance of the Study

Extensive reading has been extensively suggested in the educational literature to increase writing achievement, and its position in the foreign language classroom has been a source of concern for many instructors and scholars (Abou Baker, 1996; Helal, 2003; Bakier, 2004). As a result, the findings of this study are predicted to assist instructors, students, and schools in the following ways:

1. Students create meaningful writing narrative texts, and the reading program may aid in determining students' progress in previously mentioned skills as well as mastery of writing sub-skills such as thesis statement, relevance, coherence, cohesion, exposition, quantity, unity, wording, and grammaticality.
2. It enables researchers to participate in the educational procedure in order to acquire insights on extensive reading and its effects on writing skills, and to aim to enhance them over time.
3. It may motivate future research, which may lead to advancements in the field of extensive reading and its effects on writing skills in general, as well as language education and learning in particular.
4. It assists teachers in better understanding the issue and incorporating it into their normal classroom routine, as well as the writing class in particular.
5. The study's findings may help students understand the importance of comprehensive reading in improving their writing abilities.
6. The findings of the study may be able to help the students see the problems in writing that they may encounter if they do not get used to reading and could motivate them to read more.