Developing Students' Reading Ability by Using Extensive Reading

Sumartono[1]; Nur Aflahatun[2]; Intan Dwi Cahyani[3]

[1, 2, 3] English Education Department, Teacher Training And Education Faculty, Universitas Pancasakti Tegal

*) Corresponding author: Email: nuraflahatun@gmail.com

ABSTRACT

This study intends to find out the effect of students' reading ability through extensive reading and to find out the result of using various text in reading activities. This study used classroom action research conducted in two cycles. The technique of collecting data used a mixed-method (qualitative and quantitative). The technique of analyzing data used a descriptive analysis. The result of this study showed that the development of students reading ability through extensive reading. The writer used two types of extensive reading, i.e., skimming and superficial. And the writer also used three-techniques of extensive reading, i.e., skipping, skimming and scanning. Extensive reading was conducted in the first cycle and second cycle. Based on the research result from pre-cycle until post cycle, students' reading ability is increased 50,4 %.

Keywords: reading ability, extensive reading, classroom action research

INTRODUCTION

In the process of teaching foreign languages, reading is a means of teaching and the purpose of teaching. Reading in a foreign language as a source of information is one of the main objectives of teaching foreign languages in general. In the educational environment, students are required to read and understand a material presented by the teacher to understand the material. The students must read a text related to the material being taught, students can use reading techniques both intensively and extensively in accordance with their interests and needs. However, the implementation of reading activities often finds difficulties in both methods and techniques that are effective in developing reading activities for students. In addition to methods and techniques, students also often encounter difficulties when carrying out reading activities, both difficulties in understanding the contents of the reading and in translating a sentence. Sulistianingsih (2018) says that reading is not only a complex process in comprehending the ideas in the text but also as an experience and reflexion as a whole. Therefore the purposes of the reading development program are to develop reading skills, promote reading as a lifelong activity and provide a pleasant reading experience.

Stauffer defines reading as "getting information from the printed page" (as cited in

(Samadi & Aziz Mohammadi, 2013, p.101). It means that the reader tries to get knowledge on what he or she reads. Pardo (2004, p. 272) states that comprehension is "a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text". Readers decode the words in reading text, and they have to integrate the knowledge in the text and the world knowledge for a deeper comprehension.

Reading comprehension is the process of understanding and constructing meaning from the text. Ultimately, the goal of all reading instruction is helping a reader comprehend the text. So students process the text, understand the meaning, and integrate with what they already know. In addition, the techniques used by the teacher are still centered on the teacher's instructions, where students are given orders by reading aloud and interpreting word by word, practice by only using student's work sheet (LKS) and discussing the answers. Based on the problem above, the writer believes that something must be changed in regard to the difficulties encountered by students. There are so many methods of teaching reading such as skimming, scanning, chunking, intensive reading and also extensive reading. The method used in this research is extensive reading to develop students' reading ability.

Extensive reading has been proved to confer a number of benefits to students as well as teachers. To begin with, learners' comprehension skills are greatly improved through extensive reading. From the foregoing definition, it is easy to understand how this happens. Essentially, Extensive Reading encourages learners to read as widely as possible, and this offers them comprehensible input. Bell (1998) explains that extensive reading is more effective than traditional instructional approaches that tend to provide artificial, planned, and restricted exposure to foreign languages.

Based on this description, there needs to be a change in the way of teaching and student learning patterns in order to create a fun and effective learning environment for student reading activities. Through extensive reading students can learn through the diversity of texts provided so as to foster motivation to read, with the growth of reading motivation, indirectly the ability to read will further develop.
.

LITERATURE REVIEW

Current Circumstances of Teaching and Learning Reading in the Classroom

Based on the results of observations held before extensive reading was applied, that students rarely read reading texts either at home or in the learning process. Thus, students

find it difficult to capture information and understand an English text, from the point of view that students cannot answer the questions presented in a reading text, and to complete English text students take at least 30 minutes to answer the questions. Monotonous reading texts add to their lack of attention to reading.

To develop students' reading skills through extensive reading, students' responses to the expected techniques and changes have increased. This is evidenced from the results of the post questionnaire given after completion of the second cycle. The result of the post-questionnaire is students are more interested in reading texts with various titles. Through extensive reading, students can be easier to access information and understand the contents of the reading text. Students can complete 35 questions in the reading text in less than 30 minutes. This shows the development of students' reading skills.

L2 Extensive Reading

There are three previous studies related to this research that showed improvement in students' reading ability through extensive reading. The first research was written by (Meng, 2009, p. 136) explained that learning to use extensive reading had a positive effect on improving reading and motivation skills in scholars. He explained that the purpose of this study was to apply extensive reading in Chinese universities, improve students' reading competencies and improve their linguistic abilities. The research subjects used were first-year Chinese language majors. They have English vocabulary of around 1800-2000 words. This shows that research is carried out at the same level of knowledge and ability. This extensive reading program is designed to promote ongoing silent reading, which is done well in the classroom and outside the classroom. In the class, 45 minutes is actually used for English lessons but it is allocated as reading activities such as retelling reading texts to groups and in front of the class. During silent reading, there is no reading instruction, no teacher intervention or evaluation, only reading for pleasure. In addition, the teacher works as a role model. Ideally, 20 minutes is used for silent reading maintained and 25 minutes is used for class activities. Students are given the freedom to read the books they want.

The research conducted by Meng is supported by various Cambridge reading resources, Heineman, Longman, and Oxford which are funded by universities, World Bank sponsors and publishers. Students can easily choose the reading title they want. This research was conducted by giving target students to read one book in one week. Meng said that through continuous reading activities, there was a change in students reading orientation towards reading activities from learning-to-reading orientation to reading-to-learning. So

learning can center on students' interest to read an interesting text, not on the teacher's orders.

Based on the results obtained after conducting research, Meng concluded that extensive reading is an effective and pleasurable way for undergraduates to learn English as a foreign language and as an alternative for intensive reading courses. As a result, students' motivation to read will increase. With the increase in reading motivation, students' reading skills will develop.

On the other hand, the second study was written by Amalia (2017). In this study, the researcher sought to see an increase in students' reading skills through extensive reading. Nurul stated that the purpose of teaching reading comprehension is to improve students' reading ability. So students can understand and interpret what they read. Students can say the words in the text to understand which parts are important or to determine the main idea of a goal. The research model used was classroom action research, while the subjects used in the study were eleventh-grade students in a high school. The data obtained were quantitative data and qualitative data. The quantitative data used was the test which aimed to analyze students' scores. The T-test was also used to determine the difference in test results after using extensive reading and before using extensive reading. All qualitative data used were diary notes, observations, and questionnaires.

The writer used two cycles in his research, each cycle consisted of two meetings. However, before applying the first cycle, researchers conducted a preliminary study as the initial data acquisition. In his research, Amalia applied the extensive reading method in the first cycle by grouping students into several groups. Similarly, in the second cycle, the writer gave three text titles to students. Based on the results of the research conducted, the mean value has increased since extensive reading was implemented in the first cycle to the second cycle, from 72.60 to 76. While in the post-test conducted, the mean results obtained were 84.17. Based on the research conducted by Amalia, the results show that the application of extensive reading can improve students' abilities in reading comprehension.

Third, Arafa (2018) conducted a study that was applied to 33 class students in high school. This study uses a class action research model. Research conducted by Sheila was to increase students' vocabulary through extensive reading. This classroom action research consisted of two cycles. Extensive reading in this study used 35 books, where students were given 10 to 15 to select reading books and to read the text. The techniques of obtaining data are questionnaire and interview. While the analysis technique used is descriptive analysis. In analyzing the data, the writer published a report on the situation and conditions during the lesson through the observation sheet as a form of qualitative data analysis. While the

quantitative data analysis is obtained from a test called the pre-test, progress test, and post-test. Sheila said about increasing student vocabulary competence since the use of extensive reading in the first cycle. The mean score obtained by students in the pre-test was 70,961 while in the progress test the mean score of students was 73,269 and the post-test increased to 86,737. Based on previous research conducted by Arafa, it is undeniable that extensive reading can improve students' vocabulary skills. Day et al. (2016) define extensive reading (ER) as a teaching approach that encourages learners to read as much as they can in order to gain fluency in English and any other foreign languages. This basic approach is based on the principle that reading is the best way of learning how to read. An interesting feature about ER is that students are given autonomy to choose the genre and volume of materials to read. However, instructors should be keen to ensure that the material chosen is easy to read. Through this approach, students benefit in a number of ways. For instance, they are able to capture the overall meaning of a particular text while at the same time finding great pleasure as well as enjoyment in reading. Moreover, students are not under any hard rules to read every book they choose; teachers using the ER approach allow learners to discard a book if they perceive it to be too hard or uninteresting.

METHOD

This study uses classroom action research (CAR). Action research designs are systematic procedures conducted by teachers or other individuals in an educational setting to gather information about and subsequently improve the ways their particular setting operates, their teaching and their student learning Mills (2000). The design of classroom action research used in this study is Spiral design from Kemmis and Mc Taggart design. There are four basic steps; planning, action, observe, and reflecting.

In the planning step, the writer designed a lesson plan to teach English, especially for reading skills. It consists of formulated objective, selected and organized materials. The writer also prepared the texts. The next step is action, which is the implementation of the planning process. In the process of implementing actions, the techniques and methods that have been designed are applied to the learning process. This is the core activity of classroom action research.

After implementing the lesson plan in the action step, the next step is to observe, the writer observes the learning process by making notes about the activities that have been carried out during the learning process. The final stage in classroom action research is a reflection, that is forms of reviewing activities that have been carried out during the learning

process and examining the strengths and effectiveness of a technique or method that has been applied. At the reflection stage, the writer reviews the results of the activities that have been carried out. At this stage, researchers also revise the techniques or methods that are less suitable when applied in the learning process

In this research, the researcher conducts the classroom action research in two cycles. Each cycle consists of plan, action, observe and reflection. Data collecting technique used in this research is mixed-method (qualitative and quantitative). Creswell (2002, p. 5) said that as a method, the focus of mixed methods is on data collection, data analysis and mixing quantitative and qualitative data in a single study or continued. The main speculator is that the use of qualitative and quantitative methods in a study can provide a better understanding than using one.

The mixed-method type used in this research is the sequential explanation. In a mixed-method, a sequential model is a model that uses qualitative techniques first and then followed by using quantitative techniques. Mixing between the two methods is related between the results of qualitative data and the results of quantitative data.

The procedure of the research is the researcher conducts the interview first with the English teacher. The purpose of the interview is to know the method and technique when the teacher conducts the teaching-learning process. The next step is to observe the teaching-learning process. The researcher observes the condition of teaching-learning process and also conducts the pre-questionnaire. The result of the pre-questionnaire was that students rarely read a reading text either at home or in the learning process. Thus, students find it difficult to capture information and understand an English text, from the point of view that students cannot answer the questions presented in a reading text, and to complete English text students take at least 30 minutes to answer the question. Monotonous reading texts add to their lack of attention to reading.

In the pre-cycle, the writer gives the students 35 questions about recount text and narrative text before conducting the extensive reading. Extensive reading was applied in the first cycle until the second cycle. In the first cycle, the extensive reading type used is a skimming type. And in the second cycle, the type of extensive reading used is superficial reading. Each cycle consists of three meetings; in the first meeting of the first cycle the technique used is skipping, in the second meeting was skimming technique and in the last meeting was scanning technique. This also applied in the second cycle. In the first cycle, the researcher prepares 22 different titles of recount texts. So, every student has a different text.

While in the second cycle, the writer prepares the 10 different titles of narrative texts.

Students made groups and read the text with their peers in the groups. In the post cycle, the researcher conducts the post cycle test to measure students reading ability after given extensive reading. Post questionnaire is also given in the end of teaching-learning process. The result of the post-questionnaire is students are more interested in reading texts with various titles. Through extensive reading, students can be easier to access information and understand the contents of the reading text. Students can complete 35 questions in the reading text in less than 30 minutes. This shows the development of students' reading skills.

RESULTS AND DISCUSSION

The research was carried out through the process (1) planning, (2) action, (3) observing, and (4) reflecting. In the planning step, the writer designs a lesson plan to teach English, especially for reading skills. The action step is the implementation of the planning process. After the implementation of class action, the writer observes the learning process. The last step is a reflection in forms of reviewing activities that have been carried out during the learning process and examining the strengths and effectiveness of a technique or method that has been applied.

The research result showed the increasing students' reading ability from the pre-cycle test, first cycle test, second cycle test, and post cycle test. The result of the pre-cycle test can be seen in Table 1 and the result of the first cycle test is presented in Table 2. The result of the second cycle test can be seen in Table 3. And Table 4 is the result of the post-cycle test. To summarize the developments that occur based on the test result, data of the inter cycle test is presented in Table 5.

Table 1 The Distribution Frequency of Pre-cycle Test

No	Score Range	Frequency	Percentage	Category
1	49 - 61	1	4,54%	Less good
2	62- 74	16	72,72%	Fair good
3	75 - 87	5	22,72%	Good
4	88 - 100	0	0%	Very good
Total Score				**1548**
Mean Score				**70,36**
Category				**Fair good**

Based on table 1 above, there was one student (4,54%) who got score 60, there were 16 students (72,27%) who got score 62-74, there were 5 students (22,72%) who got score 75-87, and there were no students who got 88-100. This case showed that the result of the pre-

test score was still low because the number of students who exceeded the criterion of minimum competencies (KKM) was still fewer than the number of students who got score less than the criterion of minimum competencies score (KKM).

Table 2 The Distribution Frequency of First Cycle Test

No	Score Range	Frequency	Percentage	Category
1	49 - 61	1	0%	Less good
2	62- 74	13	59,09%	Fair good
3	75- 87	6	27,27%	Good
4	88 - 100	3	13,63%	Very good
Total Score				**1674**
Mean Score				**76,09**
Category				**Good**

Based on Table 2, the students' reading comprehension test score increased. The score range was categorized into four as mentioned above. The number of students' frequency who got range score 75-87 was improved from five students to six students and there were three students got range score 88-100 while in the pre-cycle before, there was no student who got range score 88-100. It means that in the first cycle of the test, nine students got a good score and eight of them passed the KKM.

There were six students or 27,27% who passed the KKM and 3 students or 13,63 % who got a very good score. Meanwhile, 13 students or 59,0 % got score 62-74. It means that there were 13 students did not pass the KKM.

Table 3 The Distribution Frequency of Second Cycle Test

No	Score Range	Frequency	Percentage	Category
1	49 - 61	0	0%	Less good
2	62- 74	2	9,09%	Fair good
3	75- 87	15	68,18%	Good
4	88- 100	5	22,72%	Very good
Total Score				**1762**
Mean Score				**80,08**
Category				**Very good**

Table 3 showed the result of the second cycle. The data showed that the mean of the second cycle test was 80,08. The highest score was 90 and the lowest score was 68. There were only 2 students who did not reach the criterion of minimum competencies (KKM) and twenty students passed the KKM standard. Thus, from this analyzing data, it can be concluded that the students reading ability of tenth-grade students in SMA Al-Irsyad Tegal increased.

The data showed that there were 2 students or 9,09% who got score 62-74, 15 students 68,18 % got score 75-87, and 5 students or 22,72% got score 88-100. It can be concluded that there were 20 students (90,90%) passed the KKM and 2 students or 9,09% did not pass the KKM. It means that there was a development of students' reading comprehension from the first cycle to the second cycle.

Table 4 The Distribution Frequency of Post-cycle Test

No	Score Range	Frequency	Precentage	Category
1	49 - 61	0	0%	Less good
2	62- 74	13	59,00%	Fair good
3	75- 87	6	27,27%	Good
4	88 - 100	3	13,63%	Very good
Total Score				**1792**
Mean Score				**81,45**
Category				**Very good**

Table 4. showed the distribution frequency of post-cycle test. From the table, the students' reading comprehension test score increased. The score range was categorized into four as mentioned above. The number of students' frequency who got range score 75-87 improved from five students to six students and there were three students got range score 88-100. While in the precycle before, there was no student got range score 88-100. It means that in the first cycle of the test, nine students got a good score and eight of them passed the KKM.

After conducting the precycle test until post cycle test, the writer analyzed the result of all tests. In the intercycle, there was an analysis of tests results from pre-cycle until post-cycle. The purpose of the intercycle analysis is to observe the progress of students'reading ability result after conducting the extensive reading in the first cycle and second cycle.

Table 5. Inter-cycle Mean Score

	N	Sum	Mean
Pre-cycle Test	22	1548	70,36
First Cycle Test	22	1681	76,4
Second Cycle Test	22	1762	80,09
Post-cycle Test	22	1792	81,45
Valid N (listwise)	22		

Table 5 showed the increasing sum and mean of students' reading comprehension through extensive reading test for pre-cycle, first cycle, second cycle, and post-test. There was an

improvement for each cycle because the teacher treats the development of students'
reading comprehension through extensive reading.
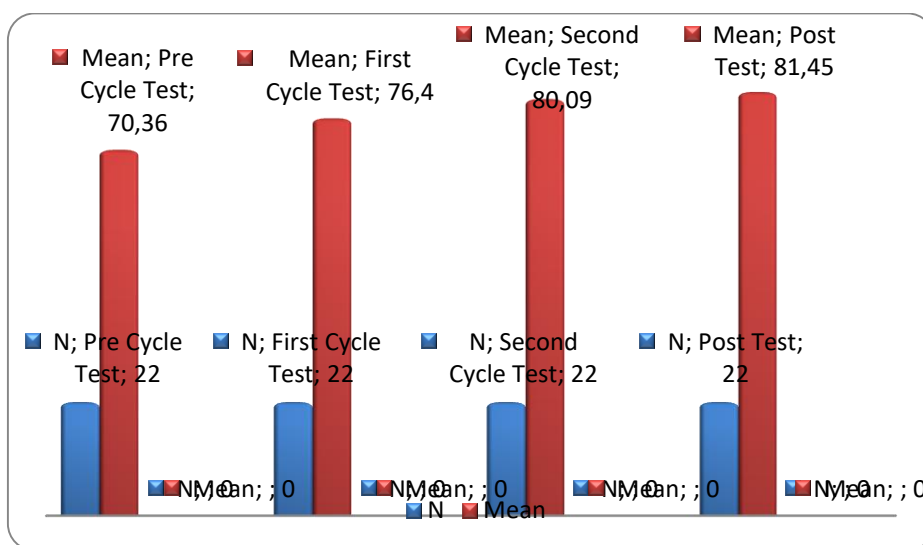
Graph 1. The Inter-Cycle of Students Reading Comprehension

From table 5 and graph 1 above, it can be shown that there was a development of
students' reading comprehension after test for pre-cycle, first cycle, second cycle, and post-
test. The mean score of pre-cycle test was 70,36 in which from the total of students in the
class there were only 6 students (22,72%) who passed the KKM while the others did not
pass the KKM. On top of that, the mean score of the first cycle test was 76,4. It could be
concluded that the development result of the implementation between the pre-cycle test and
the first cycle test was 6,04 (27,45%). There were 9 students (40,90%) who passed the KKM
and 13 students (59,09%) did not pass the KKM. It means that the students who didn't pass
the KKM still needed more development to achieve the criterion of success of the action
research.

Subsequently, the mean score in the second cycle test was 80,09. It means there was
an improvement from the first cycle test to the second cycle test. The improvement result
of the implementation between the first cycle test and second cycle test was 3,69 (16,77%).
There were 20 students (90,90%) who passed the KKM, and there were only 2 students
(9,09%) who did not pass the KKM. Thus, it can be concluded that this Classroom Action
Research develop students reading comprehension.

CONCLUSION

It can be concluded that the use of extensive reading to develop students' reading

ability as follows; 1) Extensive reading helps students improve their reading skills. In this study, extensive reading was carried out in two types and three techniques, and the title of the text used in each student is different from each other. Based on the results obtained from the pre-test to the post-test, the percentage of increasing mean score is 50.4%. (2) The use of various reading titles makes students enthusiastic in choosing the text they want to read. Based on the results of the study, an increase in scores occurred and the number of children exceeding the KKM increased. This shows that the increase in motivation and interactions caused by the use of different text titles has an impact on improving students' reading skills. (3) Learning strategies that can be used to develop students reading ability are grouping and provide a challenge in the form of performing to represent their groups to share information that has been obtained from the reading text. This increases the motivation of students to read, understand and share their experiences about the text.

REFERENCES

Amalia, N. (2017). *The improvement of the students' ability in reading comprehension through extensive reading at grade XI Madrasah Aliyah Swasta Al-Washliyah 21 firdaus 2016/2017*. State Islamic University of North Sumatera.

Arafa, S. M. (2018). *Improving Vocabulary Mastery through Extensive Reading for Grade X Students of SMAN 1 Sewon.* Sanata Dharma.

Bell, T. (1998). Extensive reading: Why? and how. *The Internet TESL Journal*, *IV*(12).

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative*. Prentice Hall Upper Saddle River, NJ.

Day, R., Bassett, J., Bowler, B., Parminter, S., Bullard, N., Furr, M., … Robb, T. (2016). *Extensive Reading, revised edition-Into the Classroom*. Oxford University Press.

Meng, F. (2009). Developing Students' Reading Ability through Extensive Reading. *English Language Teaching*, *2*(2), 132–137.

Mills, G. E. (2000). *Action research: A guide for the teacher researcher.* ERIC.

Pardo, L. S. (2004). What every teacher needs to know about comprehension. *The Reading Teacher*, *58*(3), 272–280.

Samadi, F., & Aziz Mohammadi, F. (2013). The interaction between Iranian EFL learners' interest in reading comprehension topics and their reading comprehension ability. *European Online Journal of Natural and Social Sciences*, *2*(2s), pp-101.

Sulistianingsih, E. (2018). Multimedia Learning: An Activity Based Computer to Develop Reading Comprehension. *Lingual: Journal of Language and Culture*, *6*(2).