

IMPROVING STUDENT READING  
COMPREHENSION USING EXTENSIVE READING APPROACH

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**Abstract**

Reading is by far the most important of the four skills in a second language, particularly in English as second or foreign language. But related to the condition and situation right now, there are some students who still unable to read comprehensively. To face this common problem there must be some ways and solutions to improve the students' reading comprehension through the available teaching method, in this case the researcher used Extensive Reading Approach to improve students reading comprehension."

The problem in this research is "How can Extensive Reading improve students reading comprehension at SMP 01 Tegalsari Banyuwangi in 2016/2017 academic year?" The purpose of this study is to know how extensive reading is able to improve the VIII grade students' reading comprehension.

The kind of this research is classroom action research which done in a cycle. The participants that the researcher used are 36 students. In collecting the data, the researcher used writing test and observation using checklist. Furthermore, the researcher used mean formula to know the result analysis of student's test score.

The result of reading test data in cycle 1 was showed that from 20 students, who have scored  $\geq 70$  was 55%. It means the result did not achieved the target score. The researcher needs to revise plan or strategy in cycle 2. All activities done with the partner both defining difficult word and discussion. in cycle 2 there were 28 students of the students who scored  $\geq 70$  was 77,77% . It means the target score in reading test achieved the target score. The action was stopped because requirement 75% students reading test could achieved the target scored.

**Key words:** Students' narrative text reading comprehension and Extensive Reading.

## INTRODUCTION

In English, there are four skills namely listening, speaking, reading, and writing that must be mastered if someone wants to be successful in it. Reading is one of skills in English that should be mastered by everyone who learn it. One of the reason is everyone need to learn reading in English is to get knowledge or to get information from the text, book, newspaper, advertisement, magazine, etc.,.

According to Weber & Roeber (1987) in *Journal of Studies in Education* (2016:230) argues reading is the process of creating meaning that involve: a) the reader's existing knowledge; b) the text information; and c) the reading context. In line with this idea, Alyousef (2006:64) says reading is an interactive process between readers and texts that result in reading fluency.

Based on curriculum 2006, the teaching learning process was centered on the students, a teacher was a facilitator. The students usually get difficulty in starting their reading. They have some difficulties in comprehension the text very well. Almost all the students have difficulties in comprehending the text. There are many mistakes in understand the tex, and also lack vocabulary. Based on the problem above, the researcher offered a suitable solution to overcome the problem. The researcher tried to use Extensive Reading Approach to give their motivation and direction to develop their reading comprehension. This technique provides students with the opportunities to be able to develop their motivation in comprehending the text well and can help student to planning their reading and revising their reading become good reader.

Day and Bamford (2004:1) says extensive reading is an approach to language teaching in which learners red a lot of easy material in the new language. They choose their own reading material and read independently of the teacher. In fact it is three to four times faster than normal reading. Generally, extensive reading is used to get through text very quickly. Consequently, extensive reading is used when students have a lot of reading material to get through, or have been assigned a task in an activity that requires some quick reading first, prior to the completing the task. Extensive reading has also been used as a strategy in research when the student wants to determine if a text or article is resource than can be used. And then extensive reading is a skill that allows for the students to search for key words/concepts/ideas. More often than not, the students know exactly what he or she is looking for. So the assigned task is finding out specific information, such as finding the name of an individual in a telephone directory or looking for a word in a dictionary.

Based on the above explanation, the researcher wants to make action research to know how Extensive reading approach can improve students' reading comprehension. In this research, as informed by the English teacher and after conducted writing test in the preliminary study, the eight grade chosen based on some considerations students still had problems in comprehend the text well and Extensive reading approach had never been applied by the English teacher in teaching reading. So, the research conducts an action research with the title "The use of extensive reading to improve students' reading comprehension at SMPN 01 Tegalsari Banyuwangi in 2016/2017 academic year".

## RESEARCH METHOD

This research is a classroom action research (CAR). The design of this research is Kemmis and Mc Taggarat's design. The research subjects are eight grade students of SMP PGRI Bangsalsari in the 2013/2014 academic year. In this action research, SMP PGRI Bangsalsari especially the class VIII. Based on the research design, the actions of the research are implemented in four stages they are; planning, implementing, observing and reflecting.

## RESULT AND DISCUSSION

### RESULT

There were three meetings in the first cycle, the first meeting was held on the 15th of May 2017 at 07.00 until 08.30 and the second was held on 17th of May 2017 at 08.40 until 10.00. the third meeting was test. The test was held on 22th of My at 07.00 until 08.30. Every meeting covered four stages of activities namely (1) planning of the action, (2) implementation of the action, (3) observation, and (4) reflection.

Based on the result of reading test, it was found that the mean score of the students reading comprehension by using extensive reading in cycle I was 55.55. As mentioned before, the cycle of this research was considered to be successful if the students had reached 70 or more. It was achieved by at least 75% of the total students. It means that the target score requirement in this research had not been achieved yet.

Based on the observation checklist on table there were 36 of 36 students in the first meeting and 36 of 36 students in the second meeting who were followed teaching learning process. In the first meeting in cycle 1 there were 21 of 36 students (58,33%) who actively participated or 15 of 36 students (41,66%) who passively participated. Mean while in the second meeting there were 17 of 36 of students (66,66%) who actively participated or 12 of 36 students (33,33%) who passively participated. The researcher concluded that the average result of the observation checklist in cycle 1 were 61.53 % active students and 38.49% passive students in teaching learning activity. The observing in cycle 1 could be said that it fail because less than 75% the students who were active in teaching learning process.

From the result of reading test 2 the mean score was and the percentage of students who got the standard mean score was 73,55 it means that the minimum standard mean score  $\geq 70$  and the percentage requirement of reading comprehension it was 77,77% of the students in this research has been achieved. While the average students active participation as presented there were 80,76 % of the students who were actively participated and 19,22 % of the students passively participated, moreover there were improvements of the result of average students active participation in cycle 1 it was 61,53 % up to 80,76 % in cycle 2, while the mean score in cycle 1 was 64,5 became 73,55 in cycle 2. It could be said that the approach of teaching reading comprehension by using extensive reading approach in cycle 2 was on the target.

## DISCUSSION

In the first cycle, the students' reading comprehension after being given the action by teaching reading applying narrative text was unsatisfactory yet. The result of the reading comprehension test in the first cycle showed that 20 students the percentage of students who got score  $\geq 70$  is 55,55%. It means that the percentage the standard score had not been achieved and it can be said that it was not successful.

For the reason, the researcher investigated the cause of this matter. The result of the investigation showed that the students didn't understand about extensive reading, have low skill in reading and vocabulary because of that they tend to make mistakes in trying to comprehend a text using narrative text. In teaching learning process, the students used to be passive participant. Some students who were sitting in the back talked by themselves and it made the class not conducive. It was caused by the students still confused when the teacher applied extensive reading in the class.

Grabe & Stoler (1997:102) in Kargar (2012:165) defines that extensive reading is the reading of large amounts of materials. In extensive reading the materials are easy to understand, it is usually done outside the classroom and the students read at their comfort zone. They are free to choose reading materials they want to read. If the reading materials are not interesting, they are encouraged to return it and should find another interesting material.

Having taken the problems in cycle 1 into consideration, the researcher did some modifications to the way of teaching reading comprehension by using skimming and scanning to the students. The researcher asked the students to make group to make them become more confident and brave in asking question or in doing the exercises given by the researcher and also the researcher, and then the researcher using popular story, using simple story text, give more text to read in their home to make the students understand the meaning of the text and to give reward to the students who were active in the class, were some of ways to enhance the motivation and participation of the students in teaching learning process.

In the cycle 2 the researcher give part of different text to every student, ask them to read and understand the meaning of text, then ask them to explain the text one by one. All students in a group must explain in front of the class. Researcher gives score one by one from the student. They must make summary of part that they read. It make the student ready to study not just follow the friend answer. So it can improve reading comprehension.

By that, the students' reading comprehension in the second cycle is much better than in the first cycle. The result of the reading test in the second cycle showed that the means score of the students' reading comprehension was 72,43 and the percentage of students who got score  $\geq 70$  was 76,92%. It means that the standard mean score and the percentage requirement of reading comprehension subject and also the standard score requirement of process observation in the second cycle of this research had already been achieved and it can be said that it was successful. It means that teaching learning by skimming and scanning technique is able to improve the students' reading comprehension.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

The general conclusion is extensive reading approach could improve to the eight grade students' reading comprehension at SMPN 01 Tegalsari Banyuwangi in the 2016/2017 academic year. The way that the researcher used to improve the students' word, sentence, paragraph and text comprehension is by giving them a lot of narrative text and giving reward to the students who were active in the class, was one way to enhance the motivation and participation of the students in teaching learning process.

### **SUGGESTION**

The result of the research shows that the use of extensive reading approach can improve the students' reading comprehension, considering the result some suggestion are given to the English teacher, the students, and the other researcher.

The English teacher is suggested to use extensive reading approach as an alternative strategy in teaching reading to improve the students' reading comprehension since it is interesting, motivating students to read the English text, they will enjoy reading the text.

The students are suggested to read narrative text more seriously by using skimming and scanning to improve their reading comprehension skill because it can help them to understand the story better.

It is suggested that the future researcher conduct a further research dealing with the use extensive reading by using different or same research design at different schools or subject, such as : the use of extensive reading to improve the students' reading comprehension or the use of extensive reading to improve the students' in the teaching and learning process.

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