

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
EXTENSIVE READING ACTIVITY AT EIGHTH GRADE STUDENTS OF
CHAROEN SUKSA SCHOOL SONGKHLA THAILAND IN THE 2016/2017
ACADEMIC YEAR**

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ABSTRACT

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Key Words: Extensive Reading, Reading Comprehension

Based on the preliminary study that was done with the eighth grade English teacher at Charoen Suksa School Songkhla Thailand, it was found that the students of Charoen Suksa School had problem in comprehend the English text well. From 26 students, only about 3 of them could comprehend the English text well but others were not. To face this common problem there must be some ways and solutions to improve the students' reading comprehension through the available teaching approach, in this case the researcher used extensive reading approach to improve reading comprehension.

The problem is "How can the use of extensive reading activity improve students' comprehension of the eight grade students of Charoen Suksa School – Hat Yai Songkhla Thailand in the 2016 / 2017 academic year?". The objective of this research referring to the research problem is to find out To know how extensive reading activity can improve the reading comprehension activity of the eighth grade students of Charoen Suksa School – Hat Yai Songkhla Thailand in the 2016/2017 academic year. Based on the research problem and the relevant theory, the hypothesis of this research is described as follows: Extensive reading activity can improve the eighth grade students' reading

comprehension of Charoen Suksa School Hat Yai - Songkhla Thailand in the 2016/2017 academic year.

The design of this research is classroom action research. The research subject is eighth grade students that consisting of 26 boys' students. Reading comprehension test used to obtain the data.

Extensive reading activity improves the students' reading comprehension ability in two cycles from $M = 62.3$ in Cycle 1 to $M = 78$ in Cycle 2 and the percentage of students scored ≥ 65 ($E = 50\%$) in Cycle 1 to ($E = 88\%$) in Cycle 2. It can be concluded that Extensive Reading Activity is able to improve the students' reading comprehension.

ABSTRAK

Sandy, Ines Kurnia. 2017. Meningkatkan Pemahaman Membaca Siswa. Melalui Kegiatan Membaca Ekstensif pada Siswa Kelas VIII Sekolah Charoen Suksa Songkhla, Thailand pada Tahun Akademik 2016/2017. Skripsi. Program Pendidikan Bahasa, Fakultas Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Jember. Penasihat: (1) Yeni Mardiyana Devanti, M.Pd. (2) Widya Oktarini, S.S. MA.

Kata Kunci: Membaca Ekstensif, Pemahaman Membaca

Berdasarkan studi pendahuluan yang dilakukan dengan guru bahasa Inggris kelas delapan di Sekolah Charoen Suksa Songkhla Thailand, ditemukan bahwa siswa Sekolah Charoen Suksa memiliki masalah dalam memahami teks bahasa Inggris dengan baik. Dari 26 siswa, hanya sekitar 3 di antaranya yang dapat Memahami teks bahasa Inggris dengan baik tetapi yang lainnya tidak. Untuk menghadapi masalah bersama ini, harus ada beberapa cara dan solusi untuk meningkatkan pemahaman bacaan siswa melalui pendekatan pengajaran yang ada, dalam hal ini peneliti menggunakan pendekatan bacaan yang luas untuk meningkatkan pemahaman bacaan.

Masalahnya adalah "Bagaimana penggunaan aktivitas membaca yang ekstensif dapat meningkatkan pemahaman siswa terhadap siswa kelas delapan Sekolah Charoen Suksa - Hat Yai Songkhla Thailand pada tahun akademik 2016/2017?". Tujuan dari penelitian ini yang mengacu pada masalah penelitian adalah untuk mengetahui bagaimana aktivitas membaca yang ekstensif dapat meningkatkan aktivitas pemahaman bacaan siswa kelas delapan Sekolah Charoen Suksa - Hat Yai Songkhla Thailand pada tahun akademik 2016/2017. Berdasarkan Masalah penelitian dan teori yang relevan, hipotesis dari penelitian ini adalah sebagai berikut: Aktivitas membaca yang ekstensif dapat memperbaiki pemahaman bacaan siswa kelas delapan Sekolah Charoen Suksa Hat Yai - Songkhla Thailand pada tahun akademik 2016/2017.

Rancangan penelitian ini adalah penelitian tindakan kelas. Subyek penelitian adalah siswa kelas delapan yang terdiri dari 26 siswa laki-laki. Uji pemahaman bacaan digunakan untuk mendapatkan data.

Aktivitas membaca yang ekstensif meningkatkan kemampuan pemahaman bacaan siswa dalam dua siklus dari $M = 62,3$ pada Siklus 1 sampai $M = 78$ pada Siklus 2 dan persentase siswa yang diberi skor ≥ 65 ($E = 50\%$) pada Siklus 1 sampai ($E = 88\%$) Dalam Siklus 2. Dapat disimpulkan bahwa Kegiatan Membaca Ekstensif mampu memperbaiki pemahaman bacaan siswa.

1. INTRODUCTION

Thailand is a developing country with many famous tourism places. So, the people are demanded to read, speak, and write English well. Therefore, it is important in teaching the learning process.

The students from Elementary School until University study English as a foreign language. Commonly, English has four skills those are listening, speaking, reading and writing. In learning English the students have to master four the skills. One of those skills which have to be mastered by the students is reading skill.

Teaching reading at Junior High School grade eight is to provide the students with the ability to understand English written texts. To be able to understand those texts the students must have good reading comprehension ability.

The main purpose of reading is to get comprehension. When the students read a passage, they decode written information and it is combined with the students' background of knowledge in their brains to produce comprehension.

Reading comprehension or an internal construction of meaning as the understanding, evaluating, and utilizing of information and ideas gained through an interaction between the reader and the author.

However, most of Junior High School in Thailand's students found difficulties in comprehending English text. Based on preliminary study that only 3 of 26 students could comprehend the English text well but others were not. The students' reading score from school is about 40. Fortunately, the score already focused reading score.

Extensive reading is the best way to improve students' reading comprehension. It is activity makes the students to read better. This activity is a key to students gain especially in reading comprehension. It can help students get away from their tendency to overanalyze or look up words they do not know, and read for understanding.

Based on the problems stated above, the researcher believes that the students need an effort to facilitate them to comprehend English texts well. For this reason, the researcher is interested in improving Students' reading comprehension by extensive reading activity of the eighth grade students in Charoen Suksa School Songkhla Thailand in 2016/2017 academic year.

2. RESEARCH METHOD

The design of the research is Classroom Action Research (CAR). This research is done collaboratively with the English teacher who teaches in eighth grade of Charoen Suksa School Hatyai Songkhla Thailand in the 2016/2017 academic year. The collaborative focuses on finding and solving the research problem, planning the action, implementing the research, observing, reflecting on the actions implemented in the study.

The subject of this research is the eighth grade students of Charoen Suksa School Hatyai Songkhla Thailand in the 2016/2017 academic year which consists of 26 students. The lowest students' reading comprehension score is 40, and the main score of the class is 52.88. Fortunately, the score already focused

mainly on reading and reading comprehension ability.

The actions are regarded successful if more than 70% of students achieve the minimum standard score requirement that is 65. However, if the requirement above could not be achieved in Cycle I, the action will be continued to Cycle 2.

In this research, the researcher is using students' reading comprehension Test and also using Field Notes.

3. THE RESULT OF THE RESEARCH

In the Cycle 1, the result of notes from first meeting up to the second meeting are the students got difficulties in reading comprehension because they did not understand about the text, cannot catching the message from the text as well, they still confused to comprehend the meaning, get information and know generic structure of narrative text, so they could not comprehend all of text properly. The researcher voice was not clearly heard because the students still made a lot of noise.

Based on the observation in the Cycle 2, in the first meeting there were field notes from the teacher that the students were good enough in managing

and controlling the class. Meanwhile in the Cycle 2 there were field note of the students who were manage and control the condition in the class. It can be said that the observing in cycle 2 was success because the students were manage and control the condition of the class in teaching learning process.

Table of Recapitulation of the Result of The Research

	Preliminary Study	Cycle 1	Cycle 2
Reading Comprehension Test	52.88	62.3	78

The mean score was 62.3 and the percentage of students who got score ≥ 65 was 50%. Based on the above table, teaching English through extensive reading activity in cycle one could not reach the mean of students standard passing score ($M = 65$) and the requirement of students scoring ≥ 65 (70%). From the data above, it can be concluded that Cycle 1 was not successful.

The mean score was 78 and the percentage of students who got score ≥ 65 was 88%. It means that teaching English through extensive reading approach in Cycle 2 could reach the mean of students standard passing score (M

$= 65$) and the requirement of students scoring ≥ 65 (70%). There was a significant improvement of Cycle 2 activities application on the students' reading comprehension and there are 23 students got better score than in Cycle 1.

4. CONCLUSION AND SUGGESTION

Based on the discussion of the result, it can be concluded that the use of extensive reading activity are able to improve the eighth grade students' reading comprehension ability at Charoen Suksa School Songkhla Thailand in 2016/2017 academic year by developing the students' comprehending word, sentence, paragraph, generic structure, main idea, information from the text through extensive reading activity. Extensive Reading activity had created a new atmosphere of reading in which the students were helped, and facilitated to use beneficial approach in students' reading comprehension ability better than before.

By considering the results of the research, some suggestions are given to English teacher, the students and other researchers.

A. The English Teacher

Extensive reading activity can improve the students' reading comprehension, so the English teacher is suggested to apply extensive reading activity in teaching reading, especially reading comprehension in the classroom.

A. The students

In extensive reading activity, students are more interested to study English by using extensive reading activity. It makes the students get more knowledge by participating in the class. That is why the students are suggested to participate in extensive reading activity, because they must know the way to improve their reading comprehension in order to comprehend, understand, get information from the text.

B. The Other Researcher

The other researchers are suggested to conduct extensive reading activity by using another research design, to improve the questioning and reasoning skill, and to improve listening, speaking, or writing skills.

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