Analysing the Effectiveness of an Extensive Reading on Grade Eleven Students' Reading Comprehension

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Abstract

This research is about the Extensive Reading Strategy to interest Students in reading comprehension. Extensive Reading is reading as much as possible that the material of the text not be chosen by the teacher, but the students can choose the title of the books, novel by themselves. The researcher believes that this strategy can make the students more interested in learning English, especially in reading comprehension. This research did about two months in SMA PELITA TIGA NO. 3 Jakarta. The population of this research consists of 120 students sitting in four classes. The samples of the research were taken by the means of cluster random sampling from the population, class XI IPS 2 as the control class and XI IPA 1 as the experimental class, with the total sample number of 60 students consisted of 30 students each class. The adopted research methodology was quasi-experimental research, with the research design post-test only control group design. To collect data the writer used instruments of question items. The statistic method used to analyse the data was a T-test using SPSS through the testing of Null Hypotheses, which was preceded by the normality test and homogeneity test as the pre-requisite to the data analysis. The result of the test showed that H0 is rejected and Ha is accepted which proves that there is significant effect of the use of Extensive Reading on grade eleven students' Reading Comprehension at SMA PELITA TIGA NO. 3 Jakarta.

Key Words: Extensive Reading, Reading Comprehension, Effectiv

Introduction

Language learning becomes one of the competencies that must be mastered. It is essential to build a good comprehension in reading and use a good language to communicate with someone and you could overcome any situation in this globalization era.

English has been taught from the Junior, Senior, to College levels and one of the lesson subjects which will be examined in national examination in Indonesia. Mastering the language skills possessed by students such as listening, speaking, reading and writing are the goals of language teaching. Nurul (2018) stated, Based on KTSP curriculum especially on senior high school level the objective which should be achieved by students that student should be able to communicate with English not only in written but also orally.

To realize it, the Indonesian Government made and upgraded some contents in our educational system such as curriculum KTSP in 2006 to KURTILAS in 2013, and

Manual National Examination (MUN) to Computer-based National Examination (UNBK). Head of Badan Standar Nasional Pendidikan (BSNP), Bambang Suryadi said, "When the National Examination has integrity, the next challenge is improving the quality of learning. We hope that this achievement of integrity is in line with academic achievement,"

The real condition in Indonesia, especially for Senior High School (SMA) level, has not been achieved satisfactorily on the results of UNBK by 2019 because the average scores at the national level still have substandard UNBK scores. As asserted in Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Kemendikbud) that, "Senior High School students participating in the UNBK show that the UN scores are still below the standard, on the average all UN subjects were still 52 points. While the competency standards set are 55". The Score of National Examination on English Language at SMA PELITA TIGA NO. 3 in Jakarta is 52,53 based on Standard Operational Procedure (Procedure Operational Standard/POS) Organization of UN Puspendik (2019).

Based on the data of the National Examination result above, SMA PELITA TIGA NO. 3 in Jakarta has not yet figured maximum at English National Examination in 2018/2019. This unsatisfactory performance by SMA is due to low reading comprehension. This low performance in reading comprehension is the difficulties faced by students in reading English textbooks. Furthermore, the problem faced by students often runs out of time to fill out the question items in reading sections because they find it difficult to identify the main idea of the paragraph, supporting details and general information.

Therefore, the students were expected to have a lot of knowledge, mastering in vocabulary, good comprehension, broad insight, fluent reading and get proper information on the text. It all can happen because many English teachers only use an old strategy to teach reading material. The English teachers need to find the solution to solve that problem by using some different strategies to achieve reading comprehension. Ferdila (2014) study found the following, "because reading in a foreign language is not easy. Therefore, teachers need to find an appropriate strategy to encourage students' interest and to build their self-confidence in reading. One strategy that can be applied in teaching reading is extensive reading".

The writer takes the findings from researches carried out by Edy (2014), Al-Nafisah (2015) and Endris (2018) to be as a reference which stated that Extensive Reading had significance effect on students' reading comprehension. Inspired by the usefulness of Extensive Reading, which have been verified by researches conducted by Edy (2014), Al-Nafisah (2015) and Endris (2018), the researcher was interested to carry out a research entitled, "Analyzing the effectiveness of an Extensive Reading on Students' Reading Comprehension at The Grade Eleven of SMA PELITA TIGA NO. 3 in East Jakarta".

Theoretical Underpinning
Definition of Extensive Reading

According to Bamford et. al (2004), "Extensive reading is a strategy in teaching reading which is defined as a situation where students read a lot of materials in their level in a new language; they read for general, for overall meaning, and information at one with enjoyment".

Also Day and Bamford (2004), they developed 10 principles of ER which could be regarded as the key ingredients of a successful ER program and encouraged teachers to use them. The 10 principles were:

1) Material of reading is easy
2) A wide range of topics in reading material is available.
3) They read what they choose
4) Read as much as possible that they can.
5) Reading is for pleasure, and to gain information and general understanding.
6) Reading is the reward itself.
7) Learners generally read quickly and not slowly.
8) Reading is silent and individual.
9) Teachers orientate and provide guidance to students.
10) The teacher models being a reader.

Extensive Reading was implemented as the following procedures: First, the concept of ER was introduced to the students: what it is, its benefits, and how to implement it. Second, a handout of photocopies of one story from the collected stories was given to all the experimental students for shared reading: the teacher first explained the topic and told the story to the students. Third, books were set out on tables in the classroom, and students were encouraged to select books on their own choice. Fourth, the students participated in ER for eight times treatment, and they met twice a week for 45 minutes: 5 minutes for book selection, 35 minutes for reading and 5 minutes for keeping reading logs. The logs were to include date, title, level (easy vs. difficult), time spent, and a short comment about the books. The researcher also read the reading logs and provided suggestions. Meanwhile, the researcher observed the extensive reading in the classroom to check the extent to which ER was implemented properly. After eight times of treatment, the reading comprehension post-test was administered.

Based on some theories about extensive reading that delivered by experts It can be concluded that extensive reading is an activity of reading as much as possible that the material of the text not be chosen by teacher, but the students can choose the title of the books, novel, journal, or etc. by themselves and reading it for pleasure in a leisure way. The level of material is started from the easiest level. This is a fluency activity mainly involving global understanding. This is one reason why students are likely to be hesitant readers, many studies have shown that extensive reading is beneficial in language teaching, including in English as a foreign language (EFL) context.

Definition of Reading Comprehension

Astiyandha and Chotimah (2019) defined, Reading is an important aspect in a language skill. By reading, a reader will increase his/her language of skill and expand his/her knowledge, insight and experience. Therefore, the readers can understand any reading texts which are presented by the writer.

Brown (2003, p. 187) stated that aside from attending to genres of text, the skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. The macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

Micro-skills for Reading Comprehension
1) Discriminate among the distinctive graphemes and orthographic patterns
   Macro-Reading Skills for Comprehension
1) Recognize the rhetorical forms of written discourse and their significance for interpretation.

2) Recognize the communicative functions of written texts, according to form and purpose.
3) Infer context that is not explicit by using background knowledge.
4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5) Distinguish between literal and implied meanings.
6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

In summary, the definition of reading comprehension that the writer concludes is the readers' ability to detect such relations as main idea and generalization, recognize (nouns, verbs, tense, agreement patterns), recognize the rhetorical forms of written discourse and their significance for interpretation, guessing the meaning of words from context, infer context that is not explicit by using background knowledge.

Definition of Strategy
Afflerbach, Pearson, and Paris (2017) defined strategies as deliberate, goal directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of text" (p. 38). As cited in Magnusson (2018). Afflerbach (2008) said, "Strategy is associated with a conscious and systematic plan to improve one's performance in learning".

Readers may decode words, read a text fluently, or find the main idea using strategies. Although a body of research has shown the effectiveness of strategy instruction for improving reading outcomes (see Boardman, Boelé, & Klingner, 2018), there has been less research on how teachers frame comprehension strategies in their classroom teaching. Thus, how strategies are included and taught in modern classroom settings represent a gap in the research.

In sum, a strategy is a tool that students use to comprehend texts; it is not an instructional method, even if a method involves how to make use of a comprehension strategy.

Methodology
Hypotheses
To find out whether there is or no significance of Using an Extensive Reading on Students' Reading Comprehension, the hypotheses are formulated as follows:
1) HO (Null Hypotheses): Ho is accepted where there is no significance effect.
2) HA (Alternative Hypotheses): Ha is accepted stated where there is a significance effect.

Research Method and Design
Research method is the specific ways of collecting data. Quantitative research was used in this research. Research design which is applied in this research is *Post-test only control group design*. It means the data are collected only through post-test after treatment. In addition to the experimental group, the researcher also involve control group. The experimental group will apply extensive reading as a treatment in reading

comprehension. While, the control group just use conventional method in reading comprehension. Here is some illustrated of research design.

Table 1

Group Name	Treatment	Test
Experimental Class	X (Treatment with extensive reading)	Post-Test (after treatment)
Control Class	- (Traditional method)	

Population and sample

The population of this research is grade eleven students at SMA PELITA TIGA NO. 3 Rawajaya I, Rt 012/06 Pisangan Timur, Pulogadung, Jakarta Timur 13230, Daerah Khusus Ibukota Jakarta in the year academic 2019/2020 to a population of 120 students and sitting in 4 classes, each class consist of 30 students. The researcher takes two classes as sample. The first class is experimental class and the second is control class. Each class consist of 30 students, so this research will participate by 60 students.

Validity and Reliability

The instrument was objective test with 40 items. Those items were analyzed its validity, reliability using Alpha Cronbach formula, difficulty index and discrimination power to obtain good instrument using Microsoft Excel 2007. After the items have been analyzed, the good items that valid, reliable, satisfactory and medium were chosen to obtain good data. The question items were left 30 numbers and the good question items to simplify the data analysis.

Procedure
Planing

This planning phase whereas activity like preparing and designing research method are carried out by researcher. This preparation is an attempt to measure students' reading comprehension based on several related theories above. Some of the activities in this phase as follow:

    a) create and conduct an instruments from indicator of the blueprint in the form of question items for tryout class,
    b) test the validity, reliability, discrimination power and difficulty index of try out scores.
    c) prepare extensive reading strategy for the experimental class.

Data Collection

The researcher is only to collect data by giving good instrument in the post-test to samples class, the experimental and control class. Post-test preceded by treatment.

The researcher does not do any treatment in control class but only in experimental class by using extensive reading strategy.

Data Analysis

The reseracher collects the data from the sample classes are analyzed statistic of using T-tes after fulfilled the pre-requisite analyzes of normality and homogeneity.

Report

The reasearch findings is reported in form of thesis paper and prove the hypothesis become a thesis following the mechanism established by The Faculty of Teaching Educational Science particulary by English education study program.

Findings and Discussion

Table 1
Descriptive Statistics

		EXPERIMENTAL	CONTROL
N	Valid	30	30
	Missing	0	0
Mean		75.30	68.60
Std. Error of Mean		1.679	2.040
Median		76.00	68.00
Mode		73[a]	66[a]
Std. Deviation		9.196	11.171
Variance		84.562	124.800
Skewness		-.136	-.033
Std. Error of Skewness		.427	.427
Kurtosis		-.585	-.816
Std. Error of Kurtosis		.833	.833
Range		37	40
Minimum		56	50
Maximum		93	90
Sum		2259	2058

SPSS 23 is used for process the data by the researcher and there is the result in form of descriptions statistics as above.

The research data were analyzed descriptively and inferentially. The descriptive statistic can be seen on the following table. Based on the data above, can be seen the value of the Mean or the arithmetic Mean for grade ten experiment and control 75.30 and 68.60. Otherwise it looks range 37 and 40. Its mean that the students who were treat by using extensive reading strategy was get the higher score than students who were not treat by using extensive reading strategy. The result of analysis data using SPSS based on T-test.

Table 2
Independent-Samples T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2–tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
HASIL	Equal variances assumed	1.529	.221	2.536	58	.014	6.700	2.642	1.412	11.988
	Equal variances not assumed			2.536	55.934	.014	6.700	2.642	1.408	11.992

The result of the data analysis using SPSS 23 based Independent-Samples T-Test from the analysis applied to both control and experimental class data, the result can be seen as follows:

Based on the significance value is 0.014. It means that there is effect of variable X (Extensive Reading) on variable Y (Reading Comprehension). The Sig. Value 0.014 < 0.05, so Ho was rejected and Ha was accepted.

This research is concerned with the study of analysing the effectiveness of an Extensive Reading on grade eleven students' reading comprehension in academic year 2019/2020. In this research have two main data such as score in Experimental and Control Class on post-test. Based on the average score (mean), it was found that the mean score of experimental class was higher than control class. After the data were analyzed descriptively, they were analyzed inferentially using Independent-Samples T-Test. The result of Independent-Samples T-Test, showed that significance value was lower than 0.05 (0. 014 < 0.05). It showed that there was significant effect of using extensive reading on reading comprehension. Students was interested to read the narrative text use this strategy because the students were asked to read lots of book material with pleasure and the teacher encourages the students to choose the title by themselves. So the students can grasp information and comprehend the texts effectively also they were enjoying and active following this strategy. At the result the students can improve and get higher score after using this strategy.

Conclusion

From the discussion above, it can be concluded that this research have answer the research problems in the chapter one. This study shows there is more effective use extensive reading than traditional strategy on students' reading comprehension in narrative text. It can be seen at the difference of students' score. The group who were taught reading narrative text through extensive reading of short story got higher score than the group who were not taught reading narrative text through extensive reading (traditional technique). Therefore, the researcher can draw final conclusion of the research, namely there is any significance effect of extensive reading on grade eleven students' reading comprehension in SMA PELITA TIGA NO. 3 Jakarta in academic year 2019/ 2020. Based on the result of data analysis of the research it can be seen the statistic interpretation using SPSS based T-test.

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