

THE EFFECTIVENESS OF EXTENSIVE READING IN ENHANCING STUDENTS' READING COMPREHENSION ABILITY

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Abstract: This research focused on The Effectiveness of Extensive Reading in Enhancing Students' Reading Comprehension Ability on narrative text at SMP N 8 Satap Tondano. The research sample consisted of 19 students in class VIII. This study utilized a pre-experimental design consisting of a one-group pre-test and post-test design. A 20-item true/false question test was the instrument used in this study. To determine if there were any significant differences between the pre-test and post-test scores, the data were examined using a t-test and gain score. The pretest and posttest scores differed significantly, according to the data. The mean score of students' pre-test was 54.73 and the post-test was 87.36. The ratio on the t-table was less than the value of the t-test ($12,271 > 1,734$). As a result, (H₀) was turned down, and (H₁) was accepted. This demonstrated that extensive reading helped students improve their reading comprehension at SMP N 8 Satap Tondano. Students also say that the extensive reading made it easier for them to focus and understood the text better. In conclusion, this study suggests that schools can use extensive reading as an alternative learning method for teaching reading, particularly reading comprehension.

Keywords: *extensive reading, reading comprehension, narrative text*

INTRODUCTION

Language is the most important aspect in the life of all human being (Liando et al., 2021). Language is an effective and efficient tool for communicating with community members and establishing business relationships. Nothing will work well if there is no language for communication. In this manner, learning a language is

extremely delicate for correspondence, to help other people from different parts of the current local area or a gathering (Wullur et al., 2021).

From 1945 until the present, Indonesia has offered English as a subject. Reading, writing, speaking, and listening are the four language skills that have received the most attention when teaching English as a foreign language in Indonesia. (Lambe, 2018). Initial reading and reading comprehension are two types of reading, one of the language skills. Reading, also known as word processing and comprehension, is a process of comprehending written material (Lambe, 2018).

Understanding what has been read is called reading with comprehension. Understanding the vocabulary, recognizing connections between concepts and words, organizing ideas, recognizing the author's intent, making judgments, and evaluating are all components of comprehension. The level of comprehension is largely determined by how well a word is understood (Sinambela et al., 2015). One method that can be connected in EFL classroom to enhance students' reading comprehension is extensive reading.

A lot of reading is done to get a general understanding of a text, which is usually a little bit longer (a book, long article, long essay, crowded advertisement, newspaper, magazine, etc.). Either during class or outside of class, students can participate in extensive reading activities (Prasetyono, 2014).

Based on the apprenticeship at SMP Negeri 8 Satap Tondano, the writer found that most of the students have problem in comprehending the text. They did not understand what the text about because they were uncomfortable with the language therefore they were easily frustrated when they found some difficult word. Furthermore, the pupils' discomfort with the circumstance and time makes it difficult for them to identify vital information in the book. The author used extensive reading to improve pupils' reading comprehension skills in order to solve the problem.

Literature Review

Extensive Reading

As per Day and Bamford (1998: 4), broad perusing deliberately centers around understudies' perusing however much as could reasonably be expected: in homeroom as well as out of study hall. Broad perusing is additionally called "delight perusing, free intentional and support quiet perusing." The vital of broad perusing is by and large acquiring delight from the text (Robb & Susser, 1989). A "huge amount of very simple text" was read by the students in the prolonged reading lesson. As a result, they can read comfortably, with confidence, and enjoyably (Bewlay, 1916). Furthermore, extended reading (ER) is the simplest and most efficient method to help pupils develop their skills, according to Nuttall (2005: 127), who also assert that it is "much easier to teach students to read better if they are learning in favorable climate" (Yulianti, 2014).

Reading Comprehension

Because so much occurs inside the reader's mind as their eyes glide over the printed words, reading comprehension is an incredibly complex activity. Reading comprehension requires a certain set of abilities. The process of understanding and gaining meaning from printed language is known as reading comprehension, and it involves cognitive processes related to what is read. Pamela J.'s additional definition According to Farris, the process of understanding the author's intended meaning is known as reading comprehension. In a nutshell. It involves analyzing the exiting text (Training, 2014)

Narrative text

According to fundamental skills, students must be able to understand the social tone, textual organization, and linguistic elements of oral and simple folk legend texts. KD 4.8 (Poin 4.8). on the K13 curriculum regarding narrative assessments in

the vocational high school English language curriculum. Narrative texts, as defined by Gunduz in Sallabas (2013:362), are fictional works in which the author portrays the main characters as they experience an event. Then, in Susilawati (2017:103), Djatmika and Wulandari described a narrative text as a kind of writing that teaches moral lessons while simultaneously entertaining the reader or listener.

According to Joyce and Feez in Mulyaningsih (2013:17), a narrative text's structure consists of orientation, intricacy, evaluation, resolution, and coda.

- a) Orientation: The opening paragraph introduces the story's characters;
- a) Complication, this part about what issues in the story created;
- b) Evaluation, which includes evaluating the situation or story and is optional;
- c) Revolution, the section where the story's issues are resolved. Is the resolution a happy or negative one?
- a) Coda, coda as discretionary part in this part about example from the story.

RESEARCH METHOD

The study's design was pre-experimental one group pretest posttest, and the researcher used quantitative research methods. Retnawati (2016) states that, "one perspective on strategies is an assortment of procedures for putting together, introducing, summing up, imparting, and making inferences from information, so it becomes educational (Liando et al., 2023). The writer employed this approach because the school has only one grade 8. This method involved administering a pre-test in order to compare the results with treatment scenario and it gave a more accurate picture of the treatment results. The subject of the research consisted of 19 students in grade VIII at SMP Negeri 8 Satap Tondano.

TEACHING METHOD

In this study, the author used a method of prolonged silent reading. The supported quiet perusing was the point at which the understudies were permitted

to peruse separately or in bunches with practically no interruptions. The intention was to further develop the understudies' understanding perception and to pick up perusing for joy. In one meeting, the sustained reading in silence was used for 30 minutes. Supported quiet perusing time offered the understudies a chance to peruse materials that they choose. They took pleasure in the materials on their own or in groups. They had to look through the texts to find the crucial information.

DATA ANALYSIS

To measure the data pre-test and post-test, researcher counted standard deviation, t-test and gain score analyzed by SPSS (Statistic product and statistic solution) version 22.0 program.

FINDINGS AND DISCUSSION

The data from the research that had been carried out were taken from one class, consisted of 19 students in VIII grade at SMP Negeri 8 Satap Tondano. This research utilized quantitative exploration through Pre-exploratory plan with one gathering pre-test and post-test plan. A test with 20 numbered true or false questions served as the basis for the data collection. In the end, the data were presented in the following format:

Table 1.1 Data description

| | N | Min | Max | Me | Std. Dev |
|-----------|----|-----|-----|-------|----------|
| Pre-Test | 19 | 25 | 85 | 54,74 | 16,789 |
| Post-Test | 19 | 75 | 95 | 87,37 | 6,318 |

The results of the data description use SPSS. According to Table 4.1, students' reading abilities on the pre- and post-test were enhanced when reading comprehension was taught through extensive reading. The pre-test mean scores which were 54,74 and the post-test, which were 87,37, demonstrated this. The pre-

test required a minimum score of 25, while the maximum score was 85. The post-test then required a minimum score of 75 and a maximum score of 95.

After analyzing the data description, the next step is to do it hypothesis testing that includes the t test, homogeneity test, and normality test revealed that the pre-test and post-test data were normally distributed. This matter can be seen as follows:

Table1.2 Normality Test

Shapiro-Wilk

| | Statistic | df | Sig. |
|-----------|-----------|----|-------|
| Pre-Test | 0,971 | 19 | 0,805 |
| Post-Test | 0,966 | 19 | 0,692 |

Based on Table 4.2, it is evident that the pre-test's value 0.805 and post-test was 0.692. Results of the normality test on the pre-test and post-test on the sample have higher scores from a significance value 0.05. So it can be stated that all the data obtained normally distributed. After the data is declared normally distributed, next Homogeneity test was carried out with the help of SPSS using Levene's test. The homogeneity test results can be seen as follows:

Table 1.3 homogeneity test

| | | Levene Statistic | df 1 | df2 | Sig. |
|-----------|--------------------|---------------------|------|-----|------|
| Pre-Test | Based on Mean | 3,763 | 1 | 35 | ,060 |
| | Based on Median | 3,851 | 1 | 35 | ,058 |
| Post-Test | Based on Median | 3,851 | 1 | 35 | ,058 |
| | Based on Mean | 3,924 | 1 | 35 | ,055 |

The pre-test and post-test values exceeded the significance level of 0,05, as shown in Table 4.3. The homogeneity of the data can be inferred. Because all of the data used in this study are homogeneous and normally distributed, the pre-requisite tests have been passed. SPSS's parametric test using the t test is the next step. The results of the paired sample t-test can provide analysis results based on the average value of students' reading comprehension.

Table 1.4 Paired sample t-test

| | Paired Differences | | | | | T | df | Sig. (2-tailed) |
|---------------------------------|--------------------|----------------|-----------------|---|---------|---------|----|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of The Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair 1 Pre-Test Post-Test | -32,632 | 11,591 | 2,659 | -38,218 | -27,045 | -12,271 | 18 | <.001 |

The result of sig. (2-tailed) is shown in table 4.4 to be 0,001, indicating that the alternative hypothesis (H1) can be accepted and the null hypothesis (H0) cannot. In light of the speculation articulation, it very well may be reasoned that the execution of broad perusing is powerful to further develop understudies' perusing perception on story text.

Table 1.5 N gain score

| | N | Min | Max | Me | Std. Dev |
|------------|----|-------|-------|---------|----------|
| Gain Score | 19 | ,60 | ,83 | ,7271 | ,06799 |
| Percentage | 19 | 60,00 | 83,33 | 72,7090 | 6,79860 |

The research data were then statistically analyzed by using the N-Gain test to compare the average value between the pretest and posttest to determine the level of effectiveness of the action. The categorized into the criteria for an average N-Gain score is moderate. The gain score of the pre-test and post-test is 0,7271. It is categorized as a high because the gain score is more than 0,7. The result shown that the gain score $0,7271 > 0,7$. And the average n gain score of pre-test and post-test is 72,7090, it is shown that the average score is quite effective because, the average value of the N- Gain score pre-test and post-test are in between 56-75.

The exploration question of this examination was regardless of whether broad perusing could further develop understudies' understanding cognizance. The calculated conclusion of this study was that extensive reading improved students' narrative text reading comprehension in the eighth grade at SMP 8 Satap Tondano. The pre- and post-test results of students' reading comprehension achievement were shown in the tables, which referenced the data description. Prior to administering treatment, the students' reading comprehension was assessed using an orderly pre-test. The pre-test's mean score was 54,73. Students who were taught through extensive reading had significantly different scores for reading comprehension after taking the post-test. The post-test mean score was 87,36, which exceeds the mean score from the pre-test. The result of the t-test were higher than those in the table ($12,271 > 1,734$).

The positive impact of extensive reading is exemplified by the significant increase in mean post-test scores compared to pre-test scores in students' reading comprehension. The statistical analysis, which showed that the scores on the pre-test and post-test differed significantly, further demonstrates how reading widely helps pupil's comprehension abilities. This suggests that students' comprehension abilities can be measurable improved in a relatively short amount of time when extensive reading strategies are implemented.

CONCLUSION

Based on the results of data analysis and hypothesis testing, it can be concluded that the extensive reading is effective to improve VIII grade students' reading comprehension. So, it can be said that the implementation of extensive reading is effective to improve VIII grade students' reading comprehension on narrative text at SMP 8 Satap Tondano. The writer also sees that by using the extensive reading technique, students more easily understand reading texts. By incorporating extensive reading practices into educational practices, educators can empower students to become proficient readers, equipped with the necessary skills to comprehend and interpret various texts effectively, thereby fostering academic success and lifelong learning.

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