

USING EXTENSIVE READING TO IMPROVE THE STUDENTS' ABILITY IN READING COMPREHENSION AT MAN 1 BIREUEN IN ACADEMIC YEAR 2020/2021

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ABSTRACT

The title of this thesis is *Using Extensive Reading to improve the students' Ability in reading comprehension at MAN 1 Bireuen in academic year 2020/2021(A Collaborative Classroom Action Research)*. From the title above, the researcher found some problem from the students, the students had got less information, the students did not know the main ideas in paragraph, the students had difficulty to comprehend the text they read. So, the researcher put three problems of this research with the questions as follow: first, how can Extensive Reading improve the students' ability in reading comprehension? Second, how do the students respond toward the implementation of extensive reading in improving students' ability in reading comprehension. Three, how is the implementation of extensive reading in improving students ability in reading comprehension? Based on the research problems, the purpose of this research were: first, to know the improvement students' ability in reading comprehension through Extensive Reading. Second, to find out the process of the implementation of Extensive Reading in reading comprehension. And the three, to know the students respond toward the implementation of Extensive Reading. This research was a collaborative classroom action research that was done in two cycles. The research was a collaborative classroom action research that was done in two cycles. The research sample of this research was 20 students. The data was collected through the field note, reading test, students' observation checklist, the teacher's observation checklist, and questionnaire. The data was analyzed through the descriptive qualitative research. The research was conducted into two cycles, the procedure of action research: planning, implementing, observing, and reflecting. The first cycle consisted of third meetings, and the second cycle consisted of two meetings. After the researcher was done all the steps of action research (cycle 1 and cycle 2) the students' means increased from 53 in cycle 1 became 78 in cycle II. The finding of the research also showed that Extensive Reading can improve the students' reading narrative text, it was showed from the result of students' mastery reading test in each cycle which the action implemented.

Key Words: *Extensive Reading, Narrative text.*

INTRODUCTION

Reading is an activity to see what is written and the process of understanding the contents of the text aloud or silently. Reading is expressing an imagination of a reader that is liked by the general public and also understood by someone who is loved.

According to [1] "Reading is the transfer of meaning from mind to mind. the reader gets the meaning by reading. In this process, the reader-writer and the text are involved." It involves a process of active interpretation of what is written. In other words, reading is defined as the ability to make sense of written or printed symbols to tiger information is used to construct sense full interpretation of writer's message.

According to [2] "Reading is the ability to read is acknowledged to be the most stable and durable of the second language modalities". [3] "Reading means that learners may use their productive skills, yet still be able to comprehend texts with some degree of proficiency. To get a maximum benefit from their reading, students need to be involved in both extensive readings.

As stated by [4] "Reading is defined reading skill as abilities required for skillful reading, such as discerning main ideas, understanding sequence, noticing specific details, making comparisons, and making predictions in second and foreign language instruction, particularly with adults".

As stated by [5] "State that reading is understanding the meaning of printed words li.e written symbols. Reading is an active process that consists of recognition and comprehension skills. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success".

As said by [6] "Reading is one of the language skills of English. Yet, the four language skills are closely related to each other. The ability to read texts in English is important as a bridge to understanding the textbook. If students continue their studies to the senior high school and university, they are required to understand many books written in English".

[3] states that reading is a way to understand the meaning and its meaning in a written language process that contains physical and mental components. Along these lines, it can also be translated as a methodology of giving importance to visual images.

As stated by [7] "Defines reading as a process of reconstructing meaning rather than decoding form, and the reader only resorts to decoding of other means fall. Reading is making meaning from print and visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. Reading is a fluent process of Raeder combining information from the text and their background knowledge to build meaning

Reading is a process carried out by readers to get a message, which will be conveyed from the author through the medium of words or written language [8] Extensive Reading helps learners to build reading speed and reading fluency. In particular developing reading, speed is important because it helps learners to understand language faster and better. One objective of Extensive Reading is reading for pleasure this builds confidence and motivation which makes the learners a more effective use of language.

According to [9] reading is a complete series of responses, which includes attitude, cognitive, and manipulative responses. Extensive Reading builds vocabulary when learners read a lot, they meet thousands of words and lexical (word) patterns that are not taught in textbooks. Extensive Reading allows the learners the learner to develop an awareness of collocations (common word partnerships) and thousand of lexical phrases.

METHOD

This research was conducted by using Classroom Action Research. Sanford stated that the Classroom Action Research is the steps activities which have all characteristic consist of analysis, action, add the new fact and evaluation. Bassey describes that action research as an inquiry which is carried out to understand, to evaluate and then to change, to improve educational practice'. Based on the explanation above action research can be defined as working towards practical outcomes, and also creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.

According to [10], there are some benefits in action research: Thinking systematically about what happens in the school or classroom, implementing action where improvements are thought to be possible, monitoring and evaluating the effect of the action with a view to continuous improvement, monitoring complex situation critically and practically, implementing a flexible approach to school or classroom improvement through action and reflection. In this study, there were four phases each of cycle, namely: Planning, Action, Observation, Reflection

Research Procedure

The procedures of the Collaborative Classroom Action Research (CCAR), [11] each cycle are described in following phrases: (1) planning of action, (2) implementing, (3) observing of the action and, (4) Classroom Action Research.

Procedure of Data Collection

Test

Test is given to students for tool to measure the writing ability of students after implementing the action. This method is a simple was that researchers do to find out whether the strategy used would increase ability the score measure by how well the students make paragraph of narrative text, and the perfect writing will get 75.

Observation Checklist

In this research observation checklist was used to gain data about how the practitioner implemented the action and gathered data about the students' activity during the teaching and learning process. Observation checklist was directed to the teacher and students. [12] defines observation checklist as "A list of things that an observer is going to look at when observing a class. This list may have been prepared by the observer or the teacher on both.

Questionnaire

[13] states that the items questionnaire Davide in two kinds there is open items questionnaire, and closed items questionnaire. Open item questionnaire usually made by the researcher by using questions such as "what, where when, and who" from the question above, the respondents asked to answer clearly at the question prepared alternative, actually, it is very effective to give several alternatives because it can bring the respondents to answer to the aims of the research in this research, she used scale to know the student's respond of using Extensive Reading.

Technique of Data Analysis

Technique of data analysis is continuation of the data collecting phase. Data analysis is an essential part in doing a research. Therefore, researcher must understand the technique of data analysis to get reliable and scientific result. Usually there two kinds of data collected and analyzed in classroom action research namely, qualitative and quantitative data.

The qualitative data analyzed by descriptive statistic to calculate the mean score of the students. It mean that the collecting data in this research analyzed by [14] give the following formula below:

$$\bar{x} = \frac{\sum fx}{N}$$

\bar{x} = Mean Score

$\sum fx$ = Total Score of all students

N = The number of samples

The scale of the students test was prepared by the researcher:

Categories:

Level 4=76-100= Excellent

Level 3=50-75= Good

Level 2=26-49= Fair

Level 1=0-25= Poor

To analyze the result of observation, the researcher used certain constituent introduced by J.B Heaton (1988:146) it can be seen as follow:

Scale:

1= Very Poor = no one do

2= Poor = only some students do

3= Fair = about half students do

4= Good = most of students do

5= Very good = all students do

The questionnaire would analyze the students' answers to the possible choice between a (strongly agree), b (agree), c (strongly disagree), and d (disagree). While the scale measuring the questionnaire is 3,01-4,00. To get the data of students' responses, opinion questionnaires in the last technique used in this section of research were introduced by Surapranata (2004:56). To analyze this technique the researcher uses the scale category:

3,01-4,00 = Strongly Disagree

2,01-3,00 = Agree

FINDINGS AND DISCUSSION

Cycle 1

In this cycle, the researcher opened the lesson and attached the student's attention by greeting; the researcher introduced her and then checks the students' attendant list and motivated students. In the main activities, the researcher explained what material she wanted to teach. After that, the researcher introduced extensive reading to the students. Then, the researcher explained the steps of using extensive reading in implementing in teaching narrative text. The last, the researcher gave the narrative text to students with the title "Pinocchio"

Then, the researcher asked the students to follow the steps of extensive reading in reading the text. The first activity was the students observing the text. The students asked about them did not understand, and the researcher explained things were not understood about the text. After that, the researcher asked the students to find the key idea based on text in each paragraph by using extensive reading and writing on the paper. In the post-teaching activity, the researcher told the students that the next steps would be implemented in the next meeting, the researcher closed the teaching-learning process with motivated them to study hard at home, and the researcher say-good bye to the class.

In the second meeting, firstly, the researcher greets and checks the students' attendance list. Having done the greeting the students and checked the attendance list, the researcher reviewed the previous lesson by asking some questions to the students about their daily activity's life. In the main activity, the researcher asked to continue the activity that had been proposed in the previous meeting. The students have done their reading and are ready to present in front of the class of some students. Then the researcher and students helped to peer edit and correct them if there were happened some mistakes. Other students also donate some good ideas to make the friends' work more interesting. The researcher also did some corrections about their reading. The researcher often found reading the wrong vocabulary. Post-teaching activity, the researcher gave a response and comments to the students' performance and corrected the students' errors in learning reading comprehension. Then the researcher closed the lesson by saying goodbye to the students.

In the third, researcher greeted the students and told them that in this meeting, the researcher would give them the test. The test was held to evaluate whether the students' reading comprehension could be improved or not. The researcher passed this meeting. In the pre-teaching activity, the researcher used 1ten minutes of the session to prepare the class for the English subject. Checked the students' attendance list and gave motivation.

In the main-teaching activity, the researcher tried to recognize the students' knowledge about the material in the previous meeting. In this meeting, the researcher gave the test to the students. The purpose of the test to the students was to measure the students' knowledge after learning in reading comprehension using extensive reading. The test consisted of two items. The first test was 5 of true/false test, and the second item was 5 of essays. After finishing the test the researcher collected the paper test and evaluates their work.

In the post-meeting activity, the researcher gave the students motivation to study hard at home. The test in the first cycle was done to find the mean score of students' ability in reading comprehension in the narrative text by using extensive reading. This cycle did not meet the criteria

of success and continued to the next cycle. Finally, the researcher closed the teaching and learning process of the first cycle.

Test cycle 1 was done to find the mean score of the students' reading comprehension in the teaching and learning process to the tenth-grade students of MAN 1 Bireuen after implementing the extensive reading techniques. The teacher measured the students' reading comprehension score based on the student's result test of cycle 1.

Based on the resulting test in the first cycle, the researcher explained that there were on students got, five students got 70, seven students got 80, six students got 90, and two students got 60.

The researcher used formula introduced by [15] :

$$\bar{X} = \frac{\sum fx}{N} = \frac{1.070}{20} = 53$$

An aspect of the criteria of success was the result of the student's test, the average score of the student's task in cycle 1 was 53% The students felt relieved because they had finished their task. But they did not satisfied and were sad because the score was not enough. They must follow the next test.

Reflection on Cycle 1

Based on the result in cycle 1, the researcher found some facts with the result of the teaching-learning process. There was some process that has not bet achieved yet in the teaching and learning process through extensive reading in comprehending the narrative text. Based on the data analysis in cycle 1, the researcher concluded that the teaching and learning process was still not successful enough. The student's knowledge about the narrative text is still low and the students are still low to find the main idea in the text.

Based on the result above, it indicated that the students were not able to reading comprehension and it made the implementation of extensive reading in cycle 1 was not successful yet. Therefore, the researcher had to make a new plan for the tenth-grade students of MAN 1 Bireuen. So, the researcher had to revise the plan to become more active to get the maximum result and continue to the next cycle.

Cycle 2

In teaching reading comprehension through extensive reading. The teaching and learning process ran in three steps which consisted of pre-teaching activity, main-teaching activity, and post-teaching activity.

In the pre-teaching activity, the researcher used ten minutes of the session to prepare the class for English subjects. After greeting the students, the researcher checked the students' attendance list. After that, the researcher started to convey the steps in implementing of extensive reading technique.

In the main-teaching activity, the researcher gave the new text for the students entitled 'True friends' the researcher asked the students focus to on the title to get the important information from the text 'True friend' then the students continue the activity by following the steps of extensive reading in reading text. After that the students wrote the result of their task about the text 'True friend' the researcher asked some students to read information about the class.

Post-teaching activity, the researcher gave a response to the student's exercise and corrected the students' error in reading comprehension. Then the researcher closed the lesson by saying goodbye to the students.

In the second meeting, the researcher asked the students to answer the test. In the pre-teaching activity for about 10 minutes, the researcher greeted students' by attendance list.

In main teaching the researcher told the students that were the last meeting, then the researcher explained to the students why they still need to answer the test. The researcher and the collaborator gave the students question sheets, and the researcher explained about the test. After completing the second test for ten .minutes, the teacher asked the students to fill in the questionnaires was 10 minutes. The students looked very happy and satisfied with the result. Finally, in the post-teaching activity, the researcher asked permission from the students and said thank you for their good cooperation with the researcher as long as the teaching and learning activity did for the five meetings.

To measure the students by using quanlitative data, the researcher used a formula to search the students means score and to find this all, the researcher used formula introduced by Winarsunu (2002:32) :

$$\bar{X} = \frac{\sum fx}{N} = \frac{1.570}{20} = 78$$

The test in cycle 2 was done to find the main score of the students' reading comprehension in the teaching and reading process. The result of measurement on the students' reading comprehension in cycle 2 was gradually increased, five students got 70, seven students got 80, six students got 90, and two students got 60. No one got below sixty. It mean that the criteria of the

success had been attained. Therefore, the action was complete and it was not continued to the next cycle.

Reflection on Cycle 2

The analysis was done on both the learning outcomes. The evaluation of the learning process was focused on the students' activities during the implementation of the technique in the teaching and learning process in three phases: pre-teaching, main-teaching, and post-teaching. The evaluation of the learning product was focused on the students' comprehension of mastering reading.

From the result of the analysis, some findings are drawn. By the result of the analysis of the teaching and learning process, there are has two progress. First, the student's motivation in the teaching-learning process was very good. In the first and second meetings, most of the students were participating actively in the teaching-learning process. From the result of the test in both cycles, the student's mastery of reading comprehension was increased from 53,5 in cycle 1 and became 78,6 in cycle II.

In conclusion, based on the finding above, the student's achievement in improving their reading comprehension through extensive reading techniques and the process of teaching and learning have met the criteria of success. Therefore, the action research was completed for that reason.

The Result of the Questionnaire

The questionnaire was data retrieval through the question to strategy in the teaching-learning process. After the researcher implemented the research for two cycles which consisted of 5 meetings. The researcher administered a questionnaire for the students to know their perception of the method applied. The researcher gave a questionnaire that consisted of 10 questions list. The students were directed to cross the choice (a, b, c, and d) in the provided options that the questionnaire relates to the learned method. The choice was made in four forms, strongly agree, agree, disagree, and strongly disagree statements about the activities and tests in finding out the students to be active teaching and learning.

No	Variable Measured	Questionnaire Number	Total Score	Mean Score
1	Students happily in English class	1,2,3,4	16	4,00
2	Studying Happily in English Class	5,6,9,10,	15,6	3,9
3	Easy to got idea.	7,8	7,8	3,9
Total Score				
Average				

The Mean Score of the Students' Responses toward the Implementation of Extensive

Reading

Based on the, it was found that the result of the student's perception and they respond toward the implementation of Extensive Reading technique in teaching reading, it can be interpreted as follow:

1. Students study happily about reading text by using the extensive reading technique was 4.00
2. Students easy in comprehending the lesson was 3,9
3. Students easy to the got idea was 3,9

CONCLUSION AND SUGGESTIONS

1. The research was conducted in two cycles. In the first cycle, the action had not been successful and did not meet the criteria of success specified, so that, the researcher continued to the second cycle by using Extensive Reading to improve the students' ability in reading comprehension in the previous cycle. The first cycle consisted of third meetings, and the second cycle consisted of two meetings. After the researcher did all steps of action research (cycle 1 and cycle II) the students' means score increased from 53 in cycle 1 and became 78 in cycle II.
2. Based on the result of teacher observation performance in improving students' reading comprehension by using Extensive reading techniques in the first cycle, it could be concluded the teacher's average score was about 56 % and it was categorized as fair and in the second cycle of the teacher observation performance in teaching and learning process was about 75 % and it was categorized of good.
3. Based on the result of students' observation activity in improving their reading comprehension by using the extensive reading techniques in the first cycle it could be concluded the teacher average was about 54 % and it was fairly categorized and in the second cycle of the student's observation activity was about 75 % and it was well categorized.

4. Based on the result of the questionnaire's percentage about the student's improvement and response toward the implementation of using extensive reading in learning reading comprehension was about 3,9.
5. Furthermore, based on observation done by the researcher, the implementation of the extensive reading techniques in teaching reading comprehension made the learning activity more enjoyable and interesting. It is because the extensive reading technique in teaching reading comprehension could help students study English easy got new ideas. Extensive reading could make the students more confident and motivated in learning English reading comprehension because the teaching materials used in the activity were fascinating and authentic. So, made the class more action.

At the end of this chapter, the researcher would like to give some suggestions, which hopefully would be useful for another researcher, teacher, students, and for school.

1. To the teacher

The teacher who is concerned with English teaching should use many other methods especially using the extensive reading technique to improve their knowledge about teaching reading comprehension.

2. To the students

To the students, the researcher suggested using the extensive reading technique in learning English, for those who still study at the senior high school.

3. To the other researcher

It is expected that the other researcher would develop this research using different perspectives and different media and methods. in other words, they could use this research as the reference to complete their research paper.

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