

PROMOTING STUDENTS' READING COMPREHENSION THROUGH EXTENSIVE READING PROGRAM

Isna Yuningsih, Ujang Suparman, M. Sukirlan

ningsih.isna16@gmail.com

University of Lampung

ABSTRACT

Tujuan dari penelitian ini adalah untuk (1) menemukan proses pembelajaran program membaca ekstensif, (2) mengeksplorasi masalah-masalah siswa yang ditemukan dalam penerapan membaca ekstensif, dan (3) menginvestigasi aspek menulis manakah yang paling meningkat setelah *treatment*. Kualitatif data terdiri dari *field notes* yang diperoleh dari pengamatan dan wawancara yang diperoleh dari wawancara siswa. Kuantitatif data berupa nilai pemahaman membaca siswa yang diperoleh dari tes pemahaman membaca. Hasil menunjukkan proses belajar mengajar melalui program membaca ekstensif berjalan dengan baik sesuai seperti yang diharapkan peneliti. Dapat dilihat bahwa siswa menghadapi dua masalah dalam penerapan program membaca ekstensif: kesulitan kosa kata dan atmosfer ruang kelas. Dapat ditemukan bahwa ada peningkatan dari semua aspek pemahaman membaca dari *pre-test* dan *post-test*, kecuali kosa kata.

Kata Kunci: membaca ekstensif, pemahaman membaca, kosakata

The objectives of the research are to (1) find out the learning process of teaching extensive reading program, (2) explore students' problems found in the implementation of extensive reading, and (3) investigate which aspect of reading comprehension that mostly improved after treatment. The qualitative data consisted of field notes obtained from observations and interview transcripts obtained from interviews with the students. The quantitative data in the forms of students' reading comprehension scores obtained from reading comprehension tests. The result showed the teaching and learning process through extensive reading program ran well as expected by the researcher. It could be seen that the students faced two problems in the implementation of extensive reading program: vocabulary difficulties and classroom atmosphere. It was also found that there was an increase of every aspect in reading comprehension from the pre-test and post-test, except vocabulary.

Keywords: extensive reading, reading comprehension, vocabulary

INTRODUCTION

Reading is one of the ways people around the world can increase their knowledge as well as get exposed to the experiences of other people (Ahmed and Rajab 2015). However, reading is believed to possibly be one of the most realistic communicative skills that occur in English as a foreign language (EFL) classroom. Nevertheless, Krashen (2004) as cited in Ahmed and Rajab (2015) asserts that reading is one of the most effective ways for L2 learners to acquire language skills in a context.

Nevertheless, according to Ahmed and Rajab (2015), reading as a language skill is considered both a complex and a difficult skill compared to the other main skills, such as listening, speaking, and writing since it is the skill that connects the other skills. Furthermore, most of Junior High School students still have problems in reading skills, i.e. they are less interested in reading books and feel difficult to understand meaning of unknown words from books. Moreover, the environment and school institution of the students does not serve enough variety of

reading materials that can be read by students. Due to this problem, the teacher needs to pay attention to problems related to reading skills.

Based on the problems stated above, the researcher believed that the students needed to be facilitated to comprehend English texts well. Therefore, the researcher used extensive reading as an appropriate technique to improve the students' reading comprehension ability. Extensive Reading is reading for pleasure. Only when people enjoy reading, do they continue to read for its own reward (Yamashita, 2015).

Therefore, Yamashita (2008) cited in Rahmany, et al (2013) stress that extensive reading can play an important role in learners' language education and language proficiency. Extensive Reading seems to have outstanding effects on improving all four language learning skills (i.e., listening, speaking, reading and writing). Nevertheless, Bamford and Day (2004:1) cited in Yamashita (2015) Extensive reading is an approach to language teaching in

which learners' easy material in the new language.

In Indonesian context, teachers use curriculum 2013. It is part of scientific approach. Related to extensive reading, Ouahiani (2015) states that, extensive reading can indeed be blended into any EFL curriculum, regardless of that curriculum's methodology or approach. Therefore, in this case the researcher needed to incorporate the principles of extensive reading with curriculum 2013. Based on those theories, the researcher integrated the principles of extensive reading in curriculum as a part of an existing

METHODS

The present study used quantitative and qualitative approaches. The sample of this research was one class taken by the researcher as the experimental class, that was 9.2. To collect the data, the researcher used test and non-test data collecting techniques. The first data collecting technique was used in order to answer the third research question whether or not there was a improvement on the students'

reading course. They are based on theory of Day and Bamford (2002).

Related to the background of the problem mentioned above, the formulation of the problems cited as follows:

1. How is the learning process of extensive reading in the classroom?
2. What are the students' problems found in the implementation of Extensive Reading?
3. Which the aspects of reading comprehension that mostly improved after being taught by using extensive reading?

reading comprehension aspects before and after being taught through extensive reading program. For the test, there was reading comprehension test. Meanwhile, non-test data collecting technique was used in order to answer the first and second research question, those are, what the procedure of extensive reading program and what the problems faced by the students were in extensive reading program. It

consisted of observation and interview.

In this study, the researcher used content validity and construct validity. Content validity emphasizes on the equivalent between the material that given and the items tested. To get the content validity of reading comprehension test, the researcher tried to arrange the materials based on the basic competence in syllabus taken from Curriculum 2013 for ninth grade of junior high school students. Then, the objectives were modified that the students were able to determine main idea, identify specific information, finding reference, finding inference, and understand vocabulary. Furthermore, construct validity was used as the measurement which had some indicators in measuring a certain aspect or the construction of the theory of the instruments developed in the story (Setiyadi, 2006:25). To make sure the test reflected the theory in reading comprehension, the researcher examined whether or not the test questions actually reflected the

means of reading comprehension or not. Moreover, in order to find out the reliability of reading comprehension test, the researcher used ITEMAN. Based on the result of ITEMAN analysis, it was found that the reliability (Alpha) was 0.875, indicating that it had high reliability because it lied between 0.701-1.000.

As the data collected in this study were quantitative and qualitative, the researcher analyzed the data into statistical analysis and qualitative way of data analysis. To answer the first and second research questions, the researcher used descriptive analysis. It was used to describe the learning process of teaching and the problems faced by the students in extensive reading program. It was done by analyzing the researcher's and observer's observation and also the students' responses in the interview that have been conducted.

RESULTS AND DISCUSSION

RESULTS

A) Learning Process of Teaching Extensive Reading Program in the Classroom

This subsection was to answer the first research question that is *“How is the learning process of teaching extensive reading program in the classroom?”*.

In order to answer that research question, the researcher conducted the following activities based on the principles of extensive reading program incorporated with scientific approach as suggested in Curriculum 2013:

Table 4.1. The integrated Principles of Extensive reading within Scientific Approach.

	Scientific Approach	Extensive Reading with Scientific Approach	The Principle of extensive reading
Pre-Reading		<ul style="list-style-type: none"> - Topic was introduced. - The titles of short story books are selected. - Groups are formed by using the title of the short story. 	9
While-Reading	Observing	<ul style="list-style-type: none"> - Groups are formed and the leader of each group is appointed. - The leaders of the group get instruction on how to lead the group to meet the target learning objectives. - Reading materials are provided for the students to be chosen/read and observed/discussed. - Each group will have different title of short story book (Dribbling drew, Bertha the Blubberer, Nigel Nit-Boy, Grubby Gertrude, Brian Wong who has never wrong, Windy Mindy and Earnest Ernest). - Each Group member will have silent reading and observe the short story. 	- 1,2,3, and 7
	Questioning	<ul style="list-style-type: none"> - The teacher asks each student what story book about. - Each member of group is given chance to ask their questions/opinions related to the short story they observe/read. 	- 5 and 10
	Collecting Information	-Each group will make notes (book report) on important information found in the story, such as difficult word, events, characters, opinion, thoughts, feelings and moral value.	8
	Associating	- Students' worksheet is given to each group.	

		<ul style="list-style-type: none"> - Each group will discuss and solve the problem presented in the worksheet. - Each group must be ensured that they can present the task they have done well when they present it in front of the class. 	
	Communicating/ Networking	<ul style="list-style-type: none"> - Every group has a chance to present the result of their discussion and give explanation to any comment or questions related to their short story book. Thus, they communicate their knowledge. - Each group has a opportunity to have discussion about their favourite parts that they had read. - Every group member works together to do the task in the last worksheet given by the teacher which contains the materials discussed in the group. Thus, they will make a network to work together in order to complete each other's knowledge. 	- 6
Post-Reading		<ul style="list-style-type: none"> - Teacher leads the students to conclude the material. - Teacher gives the students chance to discuss their problems during the learning process. - Every group submit reading journal. - The teacher gives homework for the students to read and make a journal report of the short stories that had been provided. 	- 4

Table 4.1 shows that the implementation of the principles of extensive reading program incorporated with scientific approach in Curriculum 2013. It encouraged students actively. Although not every student had same understanding capability but every student showed their interest in taking part of this program.

B) The students' Problems faced in the implementation of Extensive Reading Program

This subsection was to answer the second research question that is "What are the students' problems found in the implementation of Extensive Reading?"

Based on the interview results above, it could be seen that the students faced two problems in the

implementation of extensive reading program, namely: vocabulary difficulties and the atmosphere of the classroom. The following are the illustration table of the problems encountered by the students during the implementation of extensive reading program.

Table 4.2. The Percentage of the Problems faced by the Students

No.	Principles of Extensive Reading	Students' Problems	Students' Responses		Percentage of Students' Responses	
			Positive (+)	Negative (-)	Positive (+)	Negative (-)
1	First principle	Vocabulary	Six students	Two students	75%	25%
2	Second Principle	Vocabulary	one student	Seven students	12,5%	87,5%
3	Third Principle	Vocabulary	Seven students	one student	87,5%	12,5%
4	Fourth Principle	Time Allocation	Five students	Three students	62,5%	37,5%
5	Fifth and Sixth Principle	Vocabulary	-	Eight students	0%	100%
6	Seventh Principle	Atmosphere of Classroom	One student	Seven students	12,5 %	87,5%
7	Eighth Principle	Reading Comprehension	Eight students	-	100%	0 %
8	Ninth and Tenth Principle	Reading Comprehension	Six students	Two students	75%	25%

C) Students' Reading Comprehension Aspect that was Improved after Being Taught by using Extensive Reading program

This Sub-Chapter was to answer the third research question that is "Which is aspect of Reading Comprehension that mostly improves after being taught by using Extensive Reading?" In order to answer the

third research question, whether or not there was a improvement on the students' reading comprehension aspects before and after being taught through extensive reading program, the researcher distributed the first objective test, that was reading comprehension test.

In brief, the achievement of the aspects could be seen on the students' reading comprehension followingtable:

Table 4.3. The Students' Achievement of Reading Comprehension Aspects

No.	Aspect of Reading Comprehension	Pretest	Posttest	Increase	t	Sig. (2-tailed)
1.	Main Idea	17.58	12.41	5.17	6.627	.000
2.	Specific Information	18.12	19.64	1.52	3.232	.003
3.	Vocabulary	15.44	15.44	0	.000	1.000
4.	Reference	15.44	16.42	0.98	1.737	.094
5.	Inference	14.64	19.91	5.27	8.668	.000

In line with Table 4.3 above, it could be seen that there was an increase of every aspect in reading comprehension from the pretest to the posttest, except vocabulary. Extensive Reading Program had increased the students' reading

comprehension achievement in four aspects aspects, such as main idea (5.17 increased), specific information (1.52 increased), reference (0.98 increased), and inference (5.27 increased).

DISCUSSION

A) The Teaching and Learning Process through Extensive Reading Program

The result of this research was inherent with Alzu'bi (2014) which concluded that extensive reading improved students' vocabulary, developed good reading habit and enabled students to increase their knowledge of vocabulary and grammar. These conclusions were based on his findings. This study also found extensive reading improved

students' reading comprehension achievement with the side effects of the active participation of the students in the learning which would hopefully be a good habit also for their future.

B) The Findings of Problems faced by the Students in the Implementation of Extensive Reading

This finding supported some previous researches dealing with the implementation of extensive reading

program. One of them was Phuong (2005) who conducted study to present one way of using extensive reading effectively in a Vietnamese tertiary context. In terms of reading difficulties, he found that the students mentioned vocabulary was as the most significant (89%). Next, time consumption (47%) and summary-writing of stories with complicated content (32%) followed. These phenomena could be also drawn in this study.

CONCLUSION

In line with the analysis of the data gained during the research, the findings and the result of the present study in the previous section, the researcher draws to these following conclusions:

- 1) Incorporating procedures extensive reading program in teaching reading promotes students to be actively participated in ten principles of extensive reading collaborated with five principles of curriculum 2013 which resulted in improvement of students' reading comprehension achievement.

C) The Findings of Students' Reading Comprehension Aspects

This finding seemed to be similar to some previous studies that dealt with teaching reading comprehension in EFL context. One of them was Kohzadi, et al (2014) who emphasized that reading literary texts and critical thinking are interrelated. It is believed that reading literary texts can develop critical thinking. As exposition in literary texts is not directly expresses, researchers agree that in reading literary texts, readers learn to make an inference.

- 2) In this study the students faced the problems of lack of vocabulary in which the students got some obstacles during process of extensive reading implementation. It was difficult for them to understand the meaning of words. In addition, the situation in the classroom that was noisy also influenced their concentration in analysing text.
- 3) Extensive reading program could give benefits for students. It is effective for increasing students' English reading comprehension especially in making inference.

REFERENCES

- Ahmed, R. A. I. and Rajab, H. (2015). Enhancing Elementary Level EFL Students' Reading Comprehension and Writing Skills through Extensive Reading Enrichment Program. *International Journal of English Language Education*, Vol. 3, No. 2. ISSN: 2325-0887. www.macrothink.org/ijele.
- Alzu'bi, M. A. (2014). The Effects of an Extensive Reading Program on Improving English as Foreign Language Proficiency in University Level Education. *English Language Teaching*, Vol. 7, No. 1, pp. 28 – 35. doi:10.5539/elt.v7n1p28. URL: <http://dx.doi.org/10.5539/elt.v7n1p28>.
- Day, R. and Bamford, J. (2002). Top Ten Principles for Teaching Extensive Reading. *Reading in a Foreign Language*, Vol. 14, No. 2 ISSN: 1539-0578. <http://nflrc.hawaii.edu/rfl/October2002/day/day.html>
- Kohzadi, H., Azizmohammadi, F., and Samadi, F. (2014). Is there a Relationship between Critical Thinking and Critical Reading of Literary Texts: A Case Study at Arak University (Iran). *International Letters of Social and Humanistic Sciences*, ISSN: 2300-2697, Vol. 33, pp 63 – 76. doi:10.18052/www.scipress.com/ILSHS.33.63.
- Ouahiani, A. B. (2015). *Extensive Reading in the EFL Classroom: An Approach to Reading and Vocabulary Instruction*. Unpublished Thesis: University of Tlemcen.
- Phuong, L. T. A. (2005). Extensive Reading in Vietnamese Context: Using Graded Readers with First-Year English Majors Proves the Usefulness of Extensive Reading Activities. *Teacher's Edition 17*, pp. 14 – 19.
- Rahmany, R., Zarei, A. A. and Gilak, S. (2013). The Effect of Extensive Reading on Iranian EFL Learners' Motivation for Speaking. *Journal of Language Teaching and Research*, Vol.4, No. 6, pp. 1238-1246. doi: 10.4304/jltr.4.6.1238-1246
- Yamashita, J. (2015). In Search of the Nature of Extensive Reading in L2: Cognitive, Affective, and Pedagogical Perspectives. *Reading in a Foreign Language*, Vol. 27, No. 1, pp. 168-181. ISSN: 1539-0578.