THE EFFECT OF EXTENSIVE READING ON THE STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMA DAARUL MUTTAQIEN TANGERANG IN ACADEMIC YEAR 2019/2020

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Abstract
The aim of this research was to know a significant effect of extensive reading on the students' reading comprehension at the tenth grade of SMA Daarul Muttaqien Tangerang. This research used quantitative method, 71 students as the sample which taken by using quasi experimental research and non-equivalent control group design. Students' test and questionnaires were used by the writer to collect the data. The hypothesis data was tested using formula t-test, it was known that in experimental class and control class indicated with Ha was accepted its mean that there was an effect of using extensive reading on the students' reading comprehension at the Tenth grade of SMA Daarul Muttaqien Tangerang, in experimental class the students were focused and had a big spirit in learning reading using extensive reading they were could gave a summary of the reading text with good structure and done the instrument correctly during the learning process. Based on the percentages students' post-test showed that students' reading comprehension was better than before. Moreover, this research also found that students' learning motivation was very good and the students in experimental class were more active in reading using extensive reading during learning process.
Keywords: quantitative method; extensive reading; reading comprehension

1. INTRODUCTION
1.1 Definition of Reading

Learning and teaching are the two words that cannot be separated for education. Learning refers to process to change skill, knowledge, and behavior of someone, study English language can involve exploring almost any use of words. Teaching requires some activities to guide and to learning, teaching cannot be defined apart from learning.

Reading is activity that we do every day and reading is important for many reason, such as learning new thing expanding the main and boosting imagination, the ability to read open countless doors of exploration and learning. Children are taught to read early on because much of their education comes from reading textbooks and assignment. Reading is one of the best ways to gain a general knowledge of almost anything.

Reading maybe a simple word but it is often difficult for everyone to do, reading maybe an easy activity but it is difficult to become a habit. However, for good readers they will understand the individual sentences and organizational structure in each writing, they may comprehend in ideas, give an argument, and detect implications, they can use their dictionary effectively to do so and they also can make a summary from what they read.

Reading and comprehension have different meanings. Reading refers to the activities that people do and comprehending refers to brain process on understanding something. Meanwhile, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Teaching reading comprehension is considered as a decisive factor to develop also their speaking proficiency.

1.2 Reading and Comprehension

Comprehension of reading has an important meaning in reading activities, what the meaning of reading without accompanied by comprehending of the reading, in this case the teacher has a big role to develop and improve the abilities needed in reading, and required that the students can understand what they read also can read well and correctly. The goal, is to gain an overall understanding of what is described in the text rather that to obtain meaning from isolated words or sentences, in understanding text information children develop mental models, or representations meaning of the text ideas during the reading process. G. Woolley (2011) said that there are two classes of mental models:

- A text-based model, which is a mental representation of the propositions of the text.
- A situation model, consisting of what the text is perceived to be about.

There are be a multiplicity of factors that contribute to reading difficulties for many students with special needs and the underlying causes of their reading problems may be largely unknown. It has been found that the prevalence of children with reading difficulties is often linked with the economic and social circumstances of the home.

For example, many children who have less interest in reading and are not even interested in reading, and some have problems in language, pronunciation or cultural differences between home and school, may be that are what makes them pessimistic about reading a text. However, reading and the comprehension is a complex interactive process and there are many more to reading and comprehension than just decoding or word calling, in this case the writer tries to apply extensive reading or known as reading for pleasure that involves the ability to read an talk to the students that can be applied inside and outside the classroom, while the reading materials that usually used are fiction, novel, and short story. Furthermore, this research will focus on the implementation of extensive reading on the students reading comprehension. Students are required to read extensively for general meaning, information and pleasure (Day,2004). Through extensive reading learners can develop good reading habits, build up vocabulary knowledge and enhance positive reading attitudes.

1.3 Extensive Reading

Extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read quickly without looking up words or translating as you go. J. Bamford and R. Day define about extensive reading:

- Reading a lot, at least one book every two or three weeks;
- Choosing the book that is interesting to you;
- Reading at your own pace;

Because extensive reading is enjoyable, students teachable to read faster and more which make it more enjoyable, so the students will read even faster and more. Extensive reading also creates and sustains motivation to read more, if we read successfully in the foreign language so we are encouraged to read more, and can be better in the next reading activity.

Extensive reading is a topic that has been widely discussed over last decades and its benefits have been generally approved by many researchers. According to Bamford (2004) that students who read more will not only become better and more confident readers, but also will improve their reading, writing, listening and speaking abilities and their vocabularies will get richer than before.

Selecting appropriate reading materials can help build reading confidence, reading ability and build a life-long love of reading in English. Conversely, selecting inappropriate materials can lead to a vicious circle of poor reading. To be successful in reading, discipline is needed. Once that the reader sets the goal, they need to follow the procedures and to commit with it. The readers need to stick their schedule, to make it as a habit. And these are some guide to readers for choosing a good book:

- Choose interesting topics of the book. Avoid a book that the story are familiar with because knowing what will happen may make it less interesting.
- Evaluate the book, to find out about the author and the genre (type of the book) read the front and the back cover.
  Check the level of difficulty, if a book is too easy it may be boring and if it is too difficult the reader may become discouraged and stop reading.

Nuraini (2016) also suggests to the teacher and students to use extensive reading as the alternative way in teaching reading in school and for further researchers to minimize the challenge found in this research and to use unfamiliar short stories in developing students' reading comprehension and language proficiency in all skills in English.

Reading is one of important aspect that we have to know, and reading comprehension is the important thing that the students have to learn in their English teaching process, one of the objectives is to get full understanding. Therefore, it is expected that the teachers have to train the students not only reading well but also understanding what they read about. And through extensive reading the students are teachable not only focus on reading but also comprehend, understand, and try to read joyfully.

2. METHOD

This research was conducted at SMA Daarul Muttaqien Tangerang and the research subject is tenth grade students of that school which consist of 71 students from two classes. The method used the type of experimental design. This study was conducted by the writer who taught in two different classes that were experiment class and control class. Where experiment class applied by using extensive reading, and control class applied without using extensive reading. The design of this study was a quasi-experimental research non-equivalent control group design. In this research the writer taught reading narrative by using extensive reading. And the writer collected the data from experimental class because the purpose of the research was to find out the effect design as follow:

Quasi Experimental Design Table

Group	Class Pre-test		Treatment	Post-test
Experimental Class	XA	O1	X	Y1
Control Class	XB	O2	C	Y2

Note:

X: Reading Narrative Text Using Extensive Reading

C: Placebo

The population of this research was all students in tenth grade of SMA Daarul Muttaqien Tangerang in academic year 2019/2020. While, the sample was from XA and XB. The writer choose the sample based on previous information from the English teacher and their relevancy with the study purpose.

The writer used a quantitative data. And the data were obtained by the scores of students" task from pre-test and post-test. After the students" score had been collected, the writer analyzed the data using one paired t-test to see the comparison between pre-test and post-test mean scores and to see the effect of extensive reading on the students" reading comprehension. While, the added value that wanted to be known in the achievement of students" learning outcomes was their learning motivation and learning spirit.

This research conceptual definition is as stated by Ur (1996) reading means "reading and understanding" Thus, for understanding a text the students are trained their understanding to the text by translating or guessing some words which the students cannot recognize. In this method taught them how to understand the text by using extensive reading learning process. In this study, the writer used a test as the instrument in collecting data. The test is an essay test and in this test the students should read about narrative text, the aim of this test is to measure students" comprehending in reading and to know the effect of extensive reading.

Based on the students" learning outcomes of the experiment and the control class, the writer obtained the data description which includes the minimum score, maximum score, average score (mean),

the standard deviation, and each variance of both classes experiment class and control class as the following:

3. FINDINGS AND DISCUSSION

The findings of the research revealed that one of the strength of extensive reading activities was that it could improve the students „reading comprehension. It could be seen by the result of the comprehension test and the process of teaching and learning that administered at the end of each cycle. Based on the students" learning outcomes of the experiment and the control class, the writer obtained the data description which includes the minimum score, maximum score, average score (mean), the standard deviation, The tests were taken from the same title given in the teaching and learning process. The post-test of experiment and control class conducted on the same day but different time. The post-test for experimental class was conducted in fourth time. While, for control class was conducted in sixth time. All the students were listed in the attendance list to follow the post-test procedure. And these are the summary of the post-test result from experiment class and control class.

3.1 Students" Score in the Experiment Class
The data distribution of the experimental class could be depicted in the form of frequency table as follow:

Variable	Experiment Class (Y1)
Minimum Score	52
Maximum Score	48
Average Score (mean)	68,3
Standard Deviation	9,60
Variance	92,32

The students who got better score after given the treatment in learning, they are who have high spirit in learning and they feel interest during learning by using extensive reading. For students who still pretty good in comprehending the material, it occurs because their spirit during learning is good enough. Last, the writer finds the variance in experiment class was 92,32. It is occurs because the data of students" reading in experiment class has variation.
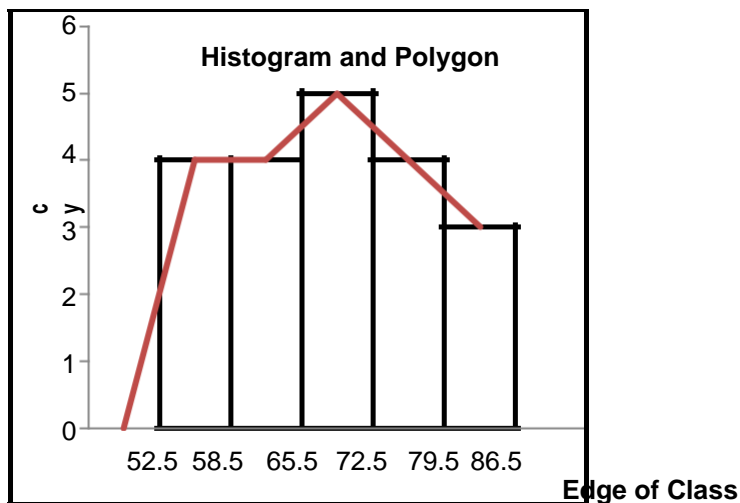
And the data frequency distribution table can be seen as follows;

Interval Class	Mid Point	Absolute Frequency	Edge of Class	Relative Frequency (%)
52–58	55	4	52,5-58,5	20
59–65	62	4	58,5-65,5	20
66–72	69	5	65,5-72,5	25
73–79	76	4	72,5-79,5	20

80–86	83	3	79,5-86,5	25	
	345	20		100	

From the distribution frequency table of score of students" narrative text in the experiment class above, when visualized in the form of histogram was shown as follow:

Histogram and Polygon Graph of Data the
Experimental Class

measured through written test form, and the data distribution can be seen as follow:

The data distribution of students" narrative text in the control class can be depicted in the form of frequency table as follows:

Description of the Research Data of the Control Class

Variable	Control Class (Y2)
Minimum Score	44
Maximum Score	76
Average Score (mean)	61
Standard Deviation	9,08
Variance	82,52

From the calculation above, the reading without extensive reading was not effective in teaching reading because the average score from the control class less average score from KKM. The students" felt bored during study and they cannot explore their creative in reading by themselves. And the data frequency distribution table can be seen as follows;

Interval Class	Mid Point	Absolute Frequency	Edge of Class	Relative Frequency (%)

44–50	47	4	44,5 – 50,5	15
51–57	54	5	50,5 – 57,5	20
58–64	61	15	57,5 – 64,5	30
65–71	68	6	64,5 – 71,5	20
72–78	75	4	71,5 – 78,5	15
	305	34		100

3.2 Students" score in the Control Class

In the control class the writer taught reading without using extensive reading and was low. From the distribution frequency table of scores of students" narrative text in the controlled class above, when visualized in the form of a histogram is shown as follows:

Histogram and Polygon Graph of Data the
Control Class
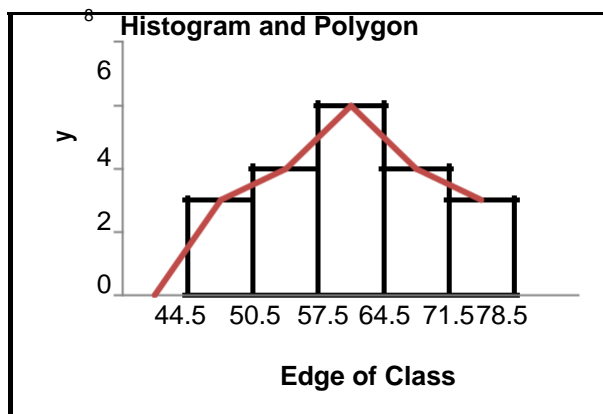
The figure above shows the variation of students" learning outcomes after given the treatment in the control class after given a post-test to the students.

From the data above the writer fount the result from the research and after that the writer did some test to get normality from every aspect. The first is data normality, the writer used the Chi Square formula. Normality test was used in order to know the data was normal or not. And the result of the test data was seen as follow:

The Result of Data Normality Testing of Experiment and Control

Class	X^2 value	X^2 table	Decision

Experiment Class	1,970	9,488	Normal
Control Class	1,221	9,488	Normal

From the table above, it is known that X^2_{value} both of classes are lower than X^2_{table}. Thus, it is concluded that the data are normally distributed.

And the second the writer did a homogeneity test for knowing of whether theclass sample that was taken from population is homogeneous or not.

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1	Experiment	92,32	34	1,118	2,15	Homogen
2	Control	82,52	34			

From the calculation, it was obtained that Fcount = 1,118 is lower that Ftable = 2,15 at significance value 95% (α = 0,05). Because F_{count} was lower than F_{table}, it means that all of the population have homogeneity variance.

And the third test was research hypothesis and it was used t-test formula, and the result from that test it was obtained t_{value} was is 2,474 then consulted with t_{table} at significance value 95% (α = 0,025) and degree of freedom = 38, it was obtained that t_{table} was 2,023. Based on these data, it indicated that hypothesis Ho was rejected and Ha was accepted because t_{value} was higher that t_{table}. In other word, there was a significance effect of extensive reading for developing students" reading comprehension.

From the research findings above, it is clear that the extensive reading activities had higher effect in improving students" reading comprehension achievement of the experimental class. These finding is in line with Grabe (2004) that the development of reading abilities clearly requires both of implicit and explicit learning.

That the extensive reading is effective in improving students" reading comprehension achievement may be caused by several reasons First, the extensive reading activities can provide "comprehensible input" for general language competence. Second, extensive reading can increase the students" exposure to the language. Third, extensive reading can increase knowledge of vocabulary. Fourth, extensive reading lead to improvement in writing, motivate learners to lead. Fifth, extensive reading can consolidate previously learned language. Sixth, extensive reading program can help build confidence with narrative texts. Because the students used to read extensive reading program so it builds their confidence toward another material especially with narrative text. Seventh, the extensive reading program also can encourage the exploitation of textual redundancy. Eight, the extensive reading program can facilitate the development of prediction skills. Those benefits can make student comprehend reading texts well with all aspects beyond reading activities. Furthermore, the effect of extensive reading in this study was observed by the result of the test of students"

learning activities in the class. Based on the computation that was presented that extensive reading was effective to improve reading comprehension because the students were had better result after taught by extensive reading.

4. CONCLUSION AND SUGGESTION
4.1 Conclusion

The present research was applied about extensive reading on the students" reading comprehension. In collecting data, pre-test, treatment and post-test were used by the writer. The instrument to collect the data was written test. The technique to analyze the data was t_{test} formula. The result shows that the value of t-test was 2,474, while the value of t-table was 2,023 at the significant level of 0,05 with the degree of freedom 38. It was indicate that the value of t-test was higher than the value of t-table. It means that null hypothesis (H_o) was rejected and the alternate hypothesis (H_a) was accepted. In other words, there was a significant effect of extensive reading on the students" reading comprehension at tenth grade of SMA Daarul Muttaqien Tangerang. Thus, extensive reading can improve students" reading ability.

In extensive reading activities the students were taught about narrative text and did a test about it, and after that the writer got a result and made an investigated from the test, and this research found a comparison between experiment and control class. The average score for the experimental class was 68,3 and the average score for the control class was 61. So, there is a comparison of student"s score between students who were taught extensive reading and who were not. The result of the calculation using the t-test showed that t_{count}: 2,474 and t_{table}: 2,023 with α = 5 %. Because t_{count} was higher than t_{table}(2,474 > 2,023), it means that the result of the experimental class is higher than the control class. It can be concluded that there is a significant difference in the students" reading score between students who have been taught reading a narrative texts by extensive reading and the students who have been taught without extensive reading. From the explanation above, it can be concluded that there is any effect of extensive reading on the students" reading comprehension at the tenth grade students of SMA Daarul Muttaqien Tangerang. By considering the discussion of the research result and the conclusion of the study, it can be informed as follow:

This study implies that extensive reading can be alternative way to teach reading, especially in reading narrative text. It is hoped that the teacher can use this way when they are teaching reading in the class because teaching extensive reading is useful to be used by teacher
in improving the students" reading comprehension. Besides, the implementation of the extensive reading activities can increase students" involvement, motivation, mood, and affective atmosphere during the lesson. The evidence is that more than 25 students in experimental class actively participated in the teaching and learning process. It shows that the students really enjoyed the lesson. They were more motivated to learn, more active, and more enthusiastic. Also the questionnaire showed that the students had positive perception about narrative text by using extensive reading in classroom activities. In short, they love and appreciate reading through extensive reading activities.

4.2 Suggestion

From the conclusion stated above, the writer have some suggestions for every aspects in learning, the first is for the teacher and the writer suggested that the teacher could use extensive reading in teaching reading comprehension because it is helpful for students to organize their ideas in reading

narrative text, and it is also effective to increase the students ability in reading and make a better text or better summary by their own way. And the second is for the students, the writer suggested the students to pay more attention to the teachers" instruction in order to make them understand the subject easily. The students should also learn more about narrative text in order they can get more knowledge because it will be value able for them when they read something in order to make a good reading.

The teacher and the students must work together in teaching and learning process, especially in reading lesson, they should help each other to make teaching reading process successful. And the third is for other writer exactly, the writer hope that this study can motivate other writer to make better study about extensive reading to make big change for other people, use the finding in this study as a reference for other study. Since the focus of the study is to improve

students" reading comprehension, which is the comprehension measured was focused on literal and inferential, so that future writer are recommended to investigate higher level of reading such as reading comprehension in critical thinking level. In addition, they are also suggested to use different kinds of test instruments for measuring students" reading comprehension. And fourth, from this study the writer have the suggestion for the school, is was suggested to give the support to the teacher to improve their professionalism, especially in providing the facilities in teaching learning process. It is hoped that the teacher will be more professional and give more motivation to the students and they will also get better achievement in English subject.

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