THE EFFECT OF USING EXTENSIVE READING APPROACH ON IMPROVING STUDENTS'READING RATES AT TENTH GRADE OF SMA GENTA SYAPUTRA TELUK NAGA – TANGERANG IN ACADEMIC YEAR 2018/2019

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ABSTRACT

Reading rate indicates the amount of time taken by the student to read a story. Reading rate reduced readers' text comprehension when compared with comprehension levels while reading at an unrestricted rate. Therefore reading should be mastered by students because it helps them to improve their reading speed. This research aimed to help on improving students' reading rates. The researcher used purposive sampling technique. The total population of SMA Genta Syaputa 232 students of tenth grade in academic 2018/2019. This research used Extensive Reading approach to improve' students reading rates. By involving the activities of extensive reading, students are not only expected to resolve their problem but also increase their reading rate. The result showed that had a significantly positive effect on the English reading rates.

Keywords : Reading Rates, Extensive Reading

INTRODUCTION

English is one of the languages that exists in the world. English is commonly used for communication of information and news, so English chosen as international language. English is a foreign language for Indonesia. English as a foreign language in Indonesia plays an important role in many aspects of life such as education, economy, international relationship, technology, government, etc. In English there are four skills: listening, speaking, reading, and writing. According to Erdiana, Kasim, & Juwita (2017) Reading is one of the skills in learning language beside listening, writing, and speaking . It is important to achieve all of skills when we learn English, but reading is the foundation of all.

Reading is an activity that provides a lot of insight and knowledge. Insights and knowledge are available in a variety of media information, from books, magazines, newspapers, to unlimited media information. Most of the information media uses writing as a means to convey information to the reader. Therefore, the main activity that needs to be done to obtain information and knowledge is by reading. Reading is a very important activity in absorbing information because without reading, we will not know the things that circulate in this world even in the environment around us.

One of the primary goals of basic education is the development of basic reading. Reading is a complex process involving multiple skills and systems that must be coordinated in order to result in fluent reading behaviors (Stahl, Osborn, & Lehr, 1990). Reading rate indicates the amount of time taken by the student to read a story. Reading rate reduced readers' text comprehension when compared with comprehension levels while reading at an unrestricted rate.

Reading rate is not easy, because for someone who is not accustomed to reading will have difficulty to read quickly, it can be

caused by the lack of variation in learning. Availability of time, reading material, has an effect to encourage reading habits of students. According to Trainin, Hiebert, & Wilson (2015) The length of the text involved in the task can also affect the level and understanding of the students while reading orally and quietly. Students who do not have reading habits tend to have a negative impact on the quality of education nationally. This is one indicator that learning to read in school has not been maximized. The inappropriate use of approaches, methods, and techniques of reading is assumed to be one of the determinants of achieving less important school reading objectives. In addition, the allocation of time provided for learning is minimal. As a result, the training provided by the teacher for student reading training tends to be directed only through the brief reading contained in the package book. Teacher's understanding of good reading development tips is also very bad.

One of the examples of students who have difficulties in learning reading rate is students in SMA Genta Syaputra. The researcher had done an observation at grade X MIPA 3 in SMA Genta Syaputra that was done on Monday, April, 30, 2018.the researcher found that the students' reading rates was low. The students do not know how to read quickly and correctly, because they think reading English texts is difficult and tedious, this is why students have low reading interest. With low reading and low motivation skills, students will not absorb the maximum in the material being taught. Certainly, in their job scores are below the minimum criteria or minimum completeness criteria.

Reading Rates

Reading is one of four basic skills which has significant use for people daily lives. At school reading becomes a skill that has strong attention. It is a main element to be test in most educational field, since it is easily to measure their understanding in the materials that have been given. Reading can help people getting a lot of information and they can also interpret the conclusion of information from the text by using their own word. In general reading is the activity of interaction between humans with text / symbol. As stated by Alemi & Ebadi (2010) reading is a kind of dialogue between the reader and the text. Sometimes many of those who do the activities of reading on the basis of hobbies, fill in empty time or just to find information only. Reading has an important role, especially in education. As stated A. Al-wossabi (2014) that reading as one of the most important skills in successful leaning of languages. Although reading becomes a very important thing but there are still many students who have difficulty in reading especially in English. Verhoeven & Leeuwe (2008) argued that knowledge of word meanings or, in other words, vocabulary skill is also critical for reading comprehension.

Another statement comes from Stoller (2013) reading is the ability to draw meaning from the printed page and interpret this information appropriately. However, without quibbling over the exact wording of such a definition, it is, nonetheless, insufficient as a way to understand the true nature of reading abilities. Beglar, Hunt, & Kite (2012) argue that Skilled reading depends on the effective operation of a wide range of cognitive processes, one of the more complex of which is fluency. In other words the ability to draw meaning from the printed page and interpret the information appropriately becomes one of the fluid factors in reading. As stated Stoop, Kreutzer, & Kircz (2013) readers not only consume material, but must be able to internalize the content and can also reproduce. From the explanation it has been

explained that a reader will not always be confronted with a text, but a reader must also be able to live and give the result of a thought acquired through the process of reading.

Rate at which something is read, often expressed in terms of words per minute, it is like the speed of reading that usually determined by the purpose of reading. Rate an application of the general sense of this term in phonetics and phonology to refer to speed of speaking, alternatively known as tempo (Crystal, 2008). In other words the rate here means the speed of reading or often we know the tempo. Usually to measure the speed of reading researchers using units per second, per minute, etc. Depending on what researcher wants to find, as stated by Crystal (2008) measured in such terms as syllables per second, word per minute, incidence of pause.

Reading rate is an outcome of effective reading skills (Breznitz, 2006). Another statement comes from Richards & Schmidt (2010) that reading rate is another term for reading speed. rate The reading rate has a very important role in improve the speed and fluency of reading (Breznitz, 2006). In addition to improving the ability in the speed and smoothness of reading, reading rates are also able to increase the motivation or interest of students in reading, as stated by Breznitz (2006) that, The results of his research have shown that there is an increasing interest in reading.

Extensive Reading

Extensive reading is extensive reading is an outline reading technique which they read on the basis of their own chosen material. According to Jack & Willy (2002) extensive reading generally involves rapid reading of large quantities of material or longer readings for general understanding, with the focus generally on the meaning of what is being read than on the language. Extensive reading programs share the basic tenet that learners self-select materials within their linguistic capabilities from a collection of graded readers (Meng, 2009). As stated by McLean & Rouault (2017) reading rate is Reading in which learners read large quantities of material that are written within their linguistic competence.

ER is also called by alternative terms such as sustained silent reading or free voluntary reading (Huang, 2015). It refers to reading which students do mostly, although not exclusively, when they are away from the classroom. It is defined as the practice of reading large amounts of text for extended periods of time and is believed to be a central part in the building of academic reading abilities. Students engaged in extensive reading activity are encouraged to read self-selected, large quantities of materials for general understanding. In achieving this one, the level of the reading text should correspond to the students' proficiency level.

Reading extensively allows readers to be exposed to a large array of vocabulary either specific-field or general vocabulary. This enables them to enlarge their word knowledge which is crucial to reading comprehension. Thus extensive reading is able to improve the fluency of reading skill, and also able to assist in word recognition skill. as stated McLean & Rouault (2017) extensive reading to automatize the lower-level skills of word recognition and parsing processes, ER builds reading fluency, supports vocabulary learning, drives motivation to read more, and helps one reading strategy use.

REEARCH METHODOLOGY
Time and Place

This research was conducted at SMA Genta Syaputra in academic year 2018/2019.

The research subject was students of tenth grade. The researcher choose this school because there are some problems in tenth grade about their score in reading rates was under the minimum criteria.

Population and Sample

Population is a group of people or events somewhere. According to Sekaran (2003), population is related to the entire group of people, events, or things of interest that the researcher want to investigate. There are two types of population, target population and accessible population. The researcher used target and accessible population because to know which the population that is rarely and able to generalize. Target population is a large members of the people, event, or object to generalize the result of the research, while accessible population is the limitation from target population. Target population of this research is all of the students at SMA Genta Syaputra and accessible population of this research is all off students in tenth grade at SMA Genta Syaputra Tangerang in Academic Year 2018/2019 which the accessible populations are 245 students consist of 7 classes; there are 105 students of X MIPA 1-3 and 140 students of X IIS 1-4. Sekaran (2003) said sample is a part of population; the members were selected from it. In this research, the researcher used purposive sampling because the researcher chooses the sample based on their proficiency and the sample is suitable for the purpose of the research. The researcher chooses the sample by the classes of the tenth grade. One classes will be experimental group (MIPA 3) and one class will be control group (MIPA 2).

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2
Control	O_1	-	O_2

Notes:
O_1 : Pre-test of the experimental and control class
X : Treatment of the experimental class
O_2 : Post-test of the experimental and control class

To obtain the data of reading rates the researcher used multiple choice tests to investigate the student's reading rates score. from the test, the researcher was able to investigate the progress and the effect of Extensive Reading approach towards the reading rates. The tests were conducted by the researcher were be pre-test and post-test by the form of multiple-choice. The researcher used these strategies to obtain the main data that could test on the hypothesis of the research. The instrument of this research would be in form of the test. It was consists of 207 words that would read by students and would measure by stopwatch and 5 items/questions in multiple choices, the test items made with 4 options A, B, C and D. and applied scoring guidance such as (1) score 20 for the right answer, and (2) score 0 for the wrong answer. The following table shows the reading rates instrument with the question about descriptive text.

Table 2. The Reading Rates Instrument

Indicator	The Number of the Test
Identifying the main idea of descriptive text	1
Identifying specific information	3,4
Identifying objective information	2,5

Test of Instrument Validity and Reliability
Test of Validity

The test could be called valid test if it measured internal and external knowledge or measure what should be measured. As

stated by Sugiyono (2015: 363)*"data yang valid adalah data yang tidak berbeda antara data yang dilaporkan peneliti dengan data yang sesungguhnya terjadi pada obyek"*. The test can be called valid if the test is correctly related to the students' skill.

The test that will be tested is a of multiple choice test that if the students answer is correct so the students get score of 1, on the other hand if the students' answer is incorrect so the students do not get score. The formula that will use determine whether or not is a technique of correlation biserial points. To measure the validity correctness of the test using the formula:

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where

r_{pbi} : Correlation coefficient *Point Biserial*

M_P : Mean score achieved by the participants' test that answered correctly, which is in searching for its correlation with the test

M_t : Mean score total succeeded at achieving by all participants

SD_t : Standard deviation of test

p : The proportion of tests correctly answered to the item being tested the validity of the item

q : The proposition of tests that incorrectly answered of the items being tested the validity of the item

(Arikunto, 2013: 326)

Test of Reliability

Reliability refers to the consistency of the test score. Arikunto (2013: 221) said that reliable measure in one that provide consistent and stable indication of the characteristic being investigated. Reliability was important to make data steady and responsible. A reliable instrument would produce reliable data. The reliability was measured by using Rulon formula. It means

that the each item judges whether it is right or wrong. This research using Rulon formula as follows:

$$r_{11} = 1 - \frac{V_d}{V_t}$$

In which,

r_{11} : Reliability coefficient Alpha Cronbach

V_d : Variants total or variants score total

V_t : Variants (Difference)

d : The score in early hemisphere minus score in last hemisphere

(Arikunto, 2013: 228)

The Test of Normality

The normality test is to know whether the data is normally distributed or not or to know whether the sample data could represent the characteristics of the population being researched. Normality test can be used with many ways, one of them is Lilifors. Normality test is taken using Lilifors formula with the criteria:

○ Ho is accepted if $L_{count} < L_{table}$. It means the data distribution is normal.
○ Ho is rejected if $L_{count} > L_{table}$. It means the data distribution is not normal.

The Test of Homogeneity

In this research, the researcher used F-test. Because the researcher analyze the similarity of two variants of normality distributed of population. The data will be considered homogeneous if the value $f_{count} < f_{table}$ at the critical value 0,05. The formula as following:

$$F_{count} = \frac{maximum\ variance}{minimum\ variance}$$

Research criteria that used:

○ H_0 is accepted if $F_{count} < F_{table}$
○ H_0 is rejected if $F_{count} > F_{table}$

RESEARCH FINDINGS AND DISCUSSIONS

Table 3. Characteristic of Reading

Characteristic of reading	WPM
Poor reading	-250
Normal reading	250-300

based on the table the reader who has the reading rates under or not more from 250 is include the poor reading, while the reader who has the reading rates more from 250-300 is include into normal reading.

Table 4. Descriptive statistic of Pre- and Post-Test Reading Comprehension Experimental Class

Descriptive Statistics

Test	N	Min	Max	Mean	Std. Dev
Pre_test	33	20	80	50.30	18.789
Post_test	33	40	100	75.76	18.546

Source : Statistical Result SPSS 24

The pretest in the Experimental class, all students who got poor score. The highest score in this pre-test was 80 and the lowest score was 20. While for the post-test results which were held with treatment, the highest score on this test was 100 and the lowest score was 40. With statistical calculations obtained the mean value of pre-test was 50.30, Standard deviation (Sd) = 18.789 and for the mean value of post-test was 75.76, standard deviation (Sd) = 18.56.

Table 5. Descriptive statistic of Pre- and Post-Test Reading Rates Experimental Class

Descriptive Statistics

Test	N	Min	Max	Mean	Std. Dev	Var
Pre_test	33	71.0	177.4	103.339	22.4587	504.392

| Post_test | 33 | 80.6 | 200.0 | 125.209 | 25.2969 | 639.931 |

Source : Statistical Result SPSS 24

At the pretest in the Experimental class, all students who got poor score. The highest score in this pre-test was 177.4 wpm and the lowest score was 71.0 wpm. While for the post-test results which were held with treatment, the highest score on this test was 200.0 wpm and the lowest score was 80.6 wpm. With statistical calculations obtained the mean value of pre-test was 103.339. Standard deviation (Sd) = 22.4587 and for the mean value of post-test was 125.209, standard deviation (Sd) = 25.2969.

Table 6. Descriptive statistic of Pre- and Post-Test Reading Comprehension Control Class

Descriptive Statistics

Test	N	Min	Max	Mean	Std. Dev
Pre_test	33	20	100	57.58	22.225
Post_test	33	40	100	66.67	19.791

Source : Statistical Result SPSS 24

The pretest in the Experimental class, all students who got poor score. The highest score in this pre-test was 100 and the lowest score was 20. While for the post-test results which were held with treatment, the highest score on this test was 100 and the lowest score was 40. With statistical calculations obtained the mean value of pre-test was 57.58, Standard deviation (Sd) = 22.225 and for the mean value of post-test was 66.67, standard deviation (Sd) = 19.791.

Table 7. Descriptive statistic of Pre- and Post-Test Reading Rates Control Class

Descriptive Statistics

Test	N	Min	Max	Mean	Std. Dev	Var
Pre_test	33	62.1	159.2	111.448	29.7005	882.123
Post_test	33	63.4	177.4	117.736	31.6680	1002.865

Source : Statistical Result SPSS 24

At the pretest in the control class, all students who get poor grade. The highest score in this initial test was 159.2 wpm and the lowest value was 62.1 wpm. As for the final test results which were held without treatment, the highest value on this test was 177.4 wpm and the lowest was 63.4 wpm. With statistical calculations obtained the mean value of pre-test was 111.448. Standard deviation (Sd) = 29.7005 and for the mean value of post-test was 117.736, standard deviation (Sd) = 31.6680.

Table 8. Tests of Normality

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental	.142	33	.091	.941	33	.074
Control	.122	33	.200[*]	.966	33	.375

*. This is a lower bound of the true significance.

a. Lillie fors Significance Correction

Source : Statistical Result SPSS 24

The table above showed that the results from test normality. Based on the table above, the statistical result of the experimental class taught by ER it was found that sign was 0,091 while and control class was taught by conventional teaching was 0.200. All of the result signed from three classes were > 0.05, which meant all of the data from three classes was normal.

The Test of Homogeneity Data

To know the variance of the sample was homogeneous or not, the resaercher should do the homogeneity test. After calculating the test of variant homogeneity by using Fisher test. The result of testing of variants homogeneity could be seen as follows:

Table 9. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
3.141	1	64	.081

Source : Statistical Result SPSS 24

Based on the table above, it showed that the test of homogeneity of variances from *Levene's* Test for Equality of Variances it was known the sig value was 0.081 > 0.05. It showed that the population variant was homogenous.

The Test of the Research Hypothesis and Discussions

The Test of Research Hypothesis

In this research, the researcher used t-test formula to find out the effect of Extensive Reading approach on improving students reading rates. Result t-test about reading rates for final showed the significant effect of experimental class and control class as follows:

Table 10. Independent Samples Test

Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Dif.	
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif	Lower	Upper
Equal variances assumed	3.141	.081	1.059	64	.294	7.4727	7.0556	-6.6225	21.5679

| Equal variances not assumed | 1.059 | 61.022 | .294 | 7.4727 | 7.0556 | -6.6357 | 21.5812 |

Source : Statistical Result SPSS 24

The table above was the result from experimental class which was taught by using Extensive Reading and control class which was taught by using Conventional Instruction. Based on the result of hypothesis test, shows $t=1.059$. For getting the t-table could be seen in the table of two sides of $df =64$ is 1.669. The value of t_count is > t_table (1.059>1.669) so it was concluded that Ho was rejected and there was a significant different from the experimental class which was taught by using Extensive Reading and control class which was taught by using Conventional Instruction.

CONCLUSION

Based on the formulation of the problem, the research objective, the hypothesis testing and analysis result, it could be concluded that there was significant effect of teaching reading using Extensive Reading approach on improving students' reading rates at tenth grade of SMA Genta Syaputra. In addition, the use of Extensive Reading approach descriptive text was able to make the students easier to improve the reading rates, they were also able to answer the questions based on the question categorizations.

1. Students' score in experimental class were increased, although there were increasing reading rates in this study, the increase experienced was still under the category of a good reader. From the average score obtained after the post test was 125,209 wpm and this score was still taken for the good reader category which is 250-300 wpm.
2. The implementation of extensive reading on learning from the 33 students there was 70,3% of students said "yes" that extensive reading could increase and the good approach to apply in the classroom, while 29,7% of students said "no" or disagree if extensive reading could increase and the good approach to apply in the classroom. We concluded based on the questionnaire that most of students agree that Extensive Reading could give the good effect for students.
3. There was a significant different between pre-test and post-test in the experimental class using extensive reading at tenth grade of SMA Genta Syaputra in Academic Year 2018/2019

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