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The Implementation of Extensive Reading to Improve Students' Reading Skills SMA Negeri 4 Sembilan

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ABSTRACT

Reading is one of the essential abilities that must be possessed by everyone because through reading, one can access a lot of information and knowledge. Additionally, reading is also considered one of the gateways to knowledge. The implementation of the extensive reading method can improve the reading ability of the 10th-grade students at SMA Negeri 4 Sembilan. According to researchers, the application of the extensive reading method is one way to enhance students' reading skills. The population in this study consists of 22 students from the 10th grade at SMA Negeri 4 Sembilan. This research employs two tests, namely the pre-test and post-test, and the results of these tests will be compared to determine whether there has been an improvement or not. The average score of the pre-test is 53.86. On the other hand, the average post-test score in cycle 1 is 63.86, and in cycle 2, it is 75. There were significant improvements after implementing the Extensive Reading Approach. This indicates that the use of the Extensive Reading Approach can enhance students' reading skills. By utilizing Extensive Reading in teaching reading, particularly reading skills, the reading ability of the 10th-grade students at SMAN 4 Sembilan can be improved. Students prefer this approach because it helps them in their reading. Hence, the Extensive Reading Approach can enhance students' reading skills.

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INTRODUCTION

English is one of the languages in the world. English is an international language that can be used as an instrument to write important information and knowledge. English has become more and more important in the world. It is used in the international communication or in the international conference. English is not only useful for the present time, but also for the future. Some students from many places around the world learn English. Since it is considered as international language, learning English has become a necessity for everyone who wants to involve in international interaction. However, mastering this language is not easy to do. But if we know nothing about English, of course it will be very hard for us to prevent our existence in modern world.

In Indonesia, English is the second foreign language and it becomes one of the major subjects that should be taught by all students. Nowadays, Indonesian Department of Education also takes this language as one of the must subject of the formal education that must be learned by all learners in Indonesia. There are four skills that should be taught to the student at the school, namely listening, speaking, reading and writing.

Reading is not easy to be learned because it needs maximal reading skill. Many problem that faced by reader when they want to achieve a purpose of reading. Those problem are about reading habit, reading technique, motivation and reading interest. Motivation is needed by reader to read texts or books. Unfortunately, most of readers do not have motivation to read, they think that reading is something bore. Reading is very important because by mastering reading skill, people can get information and add their knowledge from the text. There are many different purposes for reading. Sometimes we read a text to learn materials, sometimes we read for pure pleasure, and sometimes we need to follow a set of directions. As a student, much of reading will be to learn assigned material.

A lot of ways can be used by the teacher to help in learning process descriptive text. One of them is extensive reading. Based on the problems stated above, the researcher believes that the students need effort to facilitate them to comprehend English text well, especially in Descriptive text. the researcher uses extensive reading because of several reason. Extensive reading is the reading of large amounts of materials, the materials are easy to understand, it is usually done outside the classroom and the students read at their comfort zone.

Based on observations in SMA Negeri 4 Sembilan, they were 24 students at the tenth grade at SMA Negeri 4 Sembilan. The English minimum passing grade in this school is 65. It means that the student who get the score ≤ 65 don't pass examination. In fact, there only 4 students who got 65- 74 or 17%, 11 students got score 55-64 or 46% and 9 students got 0- 54 or 37%. The average score is 66 the total of students, it can be concluded that students' reading score at tenth grade is still low.

Based on the pre-survey result above the students have problems in learning activity, especially in reading subject, those are : 1) students do not have much

motivation a read the English text; 2) students have low ability in comprehending the meaning of the text; 3) students do not know how to read a text reading well; 4) most of students find the difficult in reading comprehension; and 5) students have low vocabulary.

- 1) Based on the background of the problems described above, the problems in this study can be formulated as follows:
- 2) How is the Extensive Reading technique done to improve the students' reading skills in descriptive text at the tenth grader of SMA Negeri 4 Sembilan?
- 3) How far the Extensive Reading technique can improve the students' reading skills of descriptive text at the tenth grader of SMA Negeri 4 Sembilan?

METHOD

The design of this study is classroom action research. It is called CAR because the study focuses on a particular problem and a particular group of students in a certain classroom. An action research is any systematic inquiry conducted by teacher researchers, principals, and school counselors in the teaching and learning environment to gather information about (a) how their particular school operates, (b) how teachers teach, and (c) how well their students learn (Mills, 2013). Based on the definition above the implementation of classroom action research is able to give improvement of the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching learning activity.

The researcher will do this research of SMA Negeri 4 Sembilan. It is located in Kabupaten simeulue, kecamatan simeulue barat. Each meeting has 90 minutes. This study followed the school schedule in determining the time of each meeting. Time table for English class X subjects are presented as follows. This research involved the principal, English teacher, and I as the researcher of Class XSMA N 4 Nine students for the 2021/2022 academic year. In action stage, the research subject is the researcher who collaborates with English teacher and student X too.

Data analysis procedures

Analyzing the data will be organized step by step of the pre-test and post-test. This step is to know comparison between pre-test and post-test by conducting the test. Then the result will be matched by the minimum standard in this semester at least 68. If from cycle I there are some students not successful, so we would like conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

FINDINGS

Pre-Test

The first meeting was pre-test. Pre-test was done on Friday, September 17th, 2021. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score. Pre-test consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the student's reading skill before giving

treatment and it used as the comparison score with post-test. The students read about descriptive text. The result of pre-test could be seen on the table below:

Table 4.1 The Students Pre-Test Score

No	Name	Score	Criteria
1	ARI	30	Incomplete
2	AOZI	70	Complete
3	ALIMIN	40	Incomplete
4	ASRI	60	Complete
5	CICI	60	Incomplete
6	CITRA	30	Incomplete
7	DARUL	60	Incomplete
8	DANDI	60	Complete
9	IPAN	75	Complete
10	ISMAIL	65	Complete
11	KALIN	40	Incomplete
12	MIRA	50	Incomplete
13	NINING	50	Incomplete
14	NENI	50	Incomplete
15	NINDI	70	Complete
16	NUR	55	Complete
17	SINDI	40	Incomplete
18	SASTRA	50	Incomplete
19	SANTI	65	Complete
20	VIKI	70	Complete
21	YUDI	50	Incomplete
22	YAHNIL	65	Complete
Total		1295	
Average		53,86	
The Highest Score		75	
The Lowest Score		30	

Based on the table 4.1 and 4.2 above, it could be seen that 6 (31,8%) students from 22 students were success and 16 (68,2%) students were not success. The the highest score was 75 and the lowest was 40. The success students were those who got the minimum mastery criteria (MMC) at the tenth grade of SMAN 4 Sembilan. That was 65. From the pre-test result, the writer got the average is 53,86. So, the result was unsatisfactory and the students could not achieve the target.

DISCUSSION

There were differences between result of pre-test and post-test at the tenth grade of SMA N4 SEMBILAN. There was some improving could be seen on the table above:

Based on the table in the previous page, it could be seen there was improving between pre-test, post-test I and post-test II. Almost all of the students got score more

than 65. We could be seen the average in pre-test=53,86, in post-test I=63,86. It improves 6,81 point. The average score in post-test II=75. It improved 12,0 point. It means that more than 70% students passed. So, the research stopped in cycle II. The following chart was to described the analysis data result:

Based on the graph above, it could be concluded that the using of Extensive Reading could improve the students' reading skill. It was shown from the graph, there were significant increasing of students' average score from the pre-test, post-test 1, and post-test 2. The students were successfully reached out the minimum mastery criteria (MMC) of the tenth grade, 65. The average of students' score was increased from 53,86 to 63.86 and finally became 75. It could be inferred that the result of students score in pre-test to post-test 1 up to post-test 2 has reached out the criteria of the indicator of success with percentage until 75% in the last cycle.

The data of interpretation the result of students' learning activities in cycle I and cycle II was gotten from the whole students' learning activities on observation sheet. The table increasing of it as follow:

Based on the table, the students' activities has increased from cycle 1 and cycle 2. The students who gave fluency in reading text has increased from 17 students (77.27%) became 20 students (90.90%). There were 15 students (68.18%) became 19 students (86.36%) in control speed in reading text. Then there were only 17 students (72.27%) who made new phrase or sentence has increased up to 20 students (90.90%). The last to read and comprehend the text. there were 12 students (54,54%) up to 19 students (86.36%).

CONCLUSION

Based on the result of the analysis of chapter IV, it can be seen that in the cycle I the average score of pre-test cycle I was 53.86 and the average of post-test in cycle I was 63.86. In the post-test in cycle II the average score was 75. There are some progresses after being given treatment by using Extensive Reading Approach. It means that the use of the Extensive Reading Approach can improve the students' reading skill. By using Extensive Reading in teaching reading, especially reading skill, it can improve the students' reading skill at the tenth graders of SMAN 4 Sembilan. The students are more enjoyed because Extensive Reading can help them to read. So, Extensive Reading Approach can improve students' reading skill.

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