**THE EFFECTIVENESS OF EXTENSIVE READING ACTIVITY IN IMPROVING READING COMPREHENSION**

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**ABSTRACT**

This reasearch is conducted at MTs Daarunnadwah Kramatwatu – Serang. The aim of this research is to know the influence of The Effectiveness of Extensive Reading Activity in Improving Reading Comprehension, in order to know how far students’ reading comprehension while the text reading material is Extensive reading. The problem that want to search for the solutions, are: how is the students’ in comprehending text? How is the aplication of extensive reading activity in reading learning? How is the effectiveness of extensive reading activity in improving reading comprehension?

 The purpose in this reasearch is developing students English especially in reading comptrehension skill. The method of this research is experimental research. The sample is 60 students of third grade at MTs Daarunnadwah Kramatwatu – Serang. The sample we divide in two kind of class, the control class and experiment class, that mean each class divide as sample for 30 students. The technique of data colecting by observation and test. The technique of data analyzing to find out how much is the value of to (t obsevation).

 The average score of control class, the students get 50,67 in reading comprehension pre-test and get 50,33 in reading comprehension post-test, and the students determine is –0,31 not increase. Meanwhile, the average score of experimental class, the students get 51,00 in reading comprehension pre-test and get 64,34 in reading comprehension post-test, and the students determine get increase 13,34. The result is to (t observation) is bigger than tt (t table) with the last counting 2,04 < 9,75 > 2,76, so the null hypothesis (Ho) is rejeted and alternative hypothesis (Ha) is accepted. Finally the conclusion is that The Effectiveness of Extensive Reading Activity in Improving Reading Comprehension has significant influence fo increasing reading comprehension at the third grade of Daarunnadwah Kramatwatu – Serang.

**INTRODUCTION**

Everybody has learned their language since were children. Especially their mother tongue, the process occurs naturally and properly with view to communicate in society environment. In this globalization era, where English is an international language has an important role of communication to make friend and to keep in touchs with other countries all over the world. In Indonesia, English is learned and taught as a foreign language, because it is one of Non English speaking countries. The government decides to make English come the important subject at school because of its function as the international language. It is taught to students of elementary school, secondary school and university.

We have known reading is one way to make us cleverer, from reading we can know everything, but in our environment generally reading interest was low, this phenomenon was happened to students. This is serious problem because the students are potential object where they have to study and one way to study is reading, reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally. Reading is also a comprehending process.

Reading is a form of non-verbal commuication. Reading enables student to understand and comprehend language through writen from like text passage. But some students think that reading is perhaps the most difficult language skill to learn. Discussing about comprehending text, francoise states that reading comprehension is understanding a writen text, means extracting the required information from it as effieciently as possible.

**THEORETICAL FRAMEWORK**

1. **Definition of Extensive Reading**

Extensive reading is a program which will be used in this learning process. Inside of this, learned are supposed to read, they read it independently of the teacher and they are not required to do any tasks after reading. Moreover, they are encouraged to stop the reading whenever they consider the materials not interesting or too difficult.

According Brughton (1978), like a excerpt by H.G Tarigan (1973:31) Extenisve reading have of three kinds read, namely: survey reading, skimming and superficial reading. In a schematic as following :

1. Survey Reading

Survey reading is a kind of read activites to find out the general content and scope from reading material shall we read.

1. Skimming

Skimming is a reading by quickly looking eyes and attention to writen material to find and get quickly information.

1. Superfical Reading

Superfical reading basically a reading activity to gain a deeper understanding of shallow or not very deep from reading material that we read.

1. **Characteristic of Extensive Reading**

Richard Day and Julian Bamford, in *Extensive Reading in The Second Language classroom* identify ten characteristics found in successful extensive reading programs, as follow:

1. *Student read as much as possible,* perhaps in and definitely out of the classroom.
2. *A variety of materials on a wide range of topics is available,* so as to encourage reading for different reasons and in different ways.
3. *Student select,* what they want to readand have the freedom to stop reading material that fails to interest them.
4. *The Purpose of reading are usually related to pleasure, information, and general understanding.* This purpose are determined by the nature of the material and the interest of student.
5. *Reading is its own reward.* There are few or no follow up exercises after reading.
6. *Reading material are well within the linguistic competence of the students* in terms of vocabulary and grammar. Dictionary are rarely used while reading because this constant stopping to look up words make fluent reading difficult.
7. *Reading is individual and silent,* at student’s own pace, and outside class, done when and where the student chooses.
8. *Reading speed is usually faster rather than slower* at students read books and other material they find easy understandable.
9. *Teacher orient students to the goals of the program, explain* the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
10. *The teacher is a role model of a reader for students-*an active member of the classroom reading community, demonstrating what it means to be a rider and the rewards of being a reader.

Another characteristic in extensive reading is the deferent kind of material while this will encourage student a flexible approach to reading. And they have different reason, for example: for entertainment, information or probably passing the time with different ways of reading, like: skimming, scanning, and more careful reading.

1. **The Benefits of Extensive Reading**

After we know what is the definition of extensive reading, kind of material including this program, and the characteristic of it. Now let us see and learn what the benefits of extensive reading are. This will explained below.

Bamford praises the motivation aspect of extensive reading, seeing its primal benefit in developing positive attitude toward the foreign language and increase motivation to study this language.

Here are several benefits of Extensive Reading, including the following:

1. Students increase their knowledge of the world. Thus, they are better able to understand course content and real-life situations.
2. Student increase their knowledge of vocabulary, grammar, and text structure. Thus their language proficiency increases in all the four skills of listening, speaking, reading and writing.
3. Students improve their reading skills and developed more affective reading strategies.
4. Students come to enjoy reading. Thus, they read more and become good example for others.
5. Students come to make reading a life-long habit. Thus, they continue to strengthen their literacy skills throughout life and have a greater potential to be informed, active citizens of the planet.

Through Extensive reading, student can increase the quantity of reading material they read. Because the basis of extensive reading is self-selected material, this will increase their motivation in reading learning too. Meanwhile, including inside it is reading for pleasure.

1. **Definiton of Reading**

The object of reading can be variety, with the different purpose too. Some people have the purpose to get certain information, and others to get the pleasure. To achieve the goal of reading, we ought to run and pass the process of reading. Far better we know about what definition of reading is.

As Tarigan state that “Reading is a process done and used by reader in order to obtain the information which has been conveyed by writer through written word.” However the act of reading is not completely understood nor easily described. In the most general terms we may say that reading involves the *reader*, *the text,* and *the interaction between reader and text* (Rumelhart 1997).

From the statement above, we might say that reading is not as easy as we think. Even though, reading is one of the receptive skills, but it’s not meant that reading is a passive act. In this process of reading, the reader is not only ought to play his physical act, like running the eyes over the text, but also his mind need to think carefully, it will need a late of concentration in order to comprehend the text, and catch what the text means.

1. **Definition of Reading Comprehension**

Through reading comprehension, the reader should really understand about its text, in order to could obtain some information inside of it. This supported by Weaver. . . . a process that involves the orchestration of the reader’s prior experience and knowledge about the world and about the language. It involve such interrelated strategies as predicting, questioning, summarizing, determining meaning of vocabulary in context monitoring one’s own comprehension and reflecting. The process also involves such affective factors as motivation, ownership, purpose and self-esteem. It takes [*sic*] place in and is governed by specific context, and it dependent on social interaction. It is the integration of all these process that accounts for comprehension. They are not isolable, measurable factors. They are whole wholisic process for constructing meaning.

 According to Gordon Wainwright*,* Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards.

 Based on theories above, the writer can assume that reading comprehension is reading for understanding, obtaining some information with comprehending text in detail. Reading comprehension means, “Understanding what you read.” The goal of reading will be achieved if the reader can interact with the text and what the author means.

1. **Types of Reading**

There are many ways of reading that can be used by readers, it is depending on their own options. Here are the following types of reading:

According to Francoise Grellet, the main ways of reading are as follow:

1. Skimming: quickly running one’s eyes over a text to get the gist of it.
2. Scanning: quickly going through a text to find a particular piece of information.
3. Extensive reading: reading longer text, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding.
4. Intensive reading: reading shorter texts, to extract specific information. This is more accuracy activity involving reading detail.

In extensive reading process, the reader is free to select material/book to read without teacher’s instruction and sometimes the purpose of this act is to get pleasure in reading. The more quantity of books they can read, so that they should not understand the text detail, because the one of characteristic of this extensive reading is overall understanding with easy material.

 According to the explanation above, there are many kind of reading can be done, but here the writer would like to learn more about extensive reading, because he wants to know how far is the effectiveness of extensive reading activity in improving reading comprehension. As we know that, extensive reading program is really contrast with reading comprehension, because of many factor. However, this should be done to know how the result is.

1. **Purpose of Reading**

The purpose of reading is diverted from its principal aim i.e. to read for pleasure and information. According to Mortimer J. Adler and Charles van Doren stated, the reading act has some certain purpose, namely: reading for information and reading for understanding is deeper than this. Both of purposes above have a wide meaning. First one the reading act with purpose to get information, sometimes has a weaknesses in understanding, because the material which provided too easy, and the level understanding between writer and reader are the same.

According to Philips (1984), reading purpose have often divided in to reading *for information or reading for pleasure*. The determination of the purpose for reading a given passage should have implication for the way in which the reading task is designed and comprehension is assessed. For example, when a student is reading for specific information, it makes sense to consider the accuracy with which detail are understood as well as amount of detail reported relates to that information. When students are reading for pleasure, an individual might skim the table of contents of a target language magazine to get a global view of the type of topics covered and them read an article of particular interest more intensively.

Another reason why people could do the reading act as supported by Harmer, are the following:

1. Instrumental: a large amount of reading and listening takes place because it will help us to achieve some clear aims. Ex: we read a road sign so that we know where to go.
2. Pleasurable: another kind of reading and listening takes place largely for pleasure. Thus people read magazine or spend hours buried in the Sunday paper.
3. **Technique for Teaching Reading Skills**

Presently, there have been many complaints about our students’ lack of independent reading at the primary, secondary and even university level. Students seem not to have developed the habit of reading.

There are five stages plan for reading instruction that can be used the classroom, such as:

1. Pre teaching/ Preparation Stages

Brainstorming to generate idea that’s have a high probability of occurance in the text, looking at visuals, headlines, titles, charts or other contextual aids that are provided with the text.

1. Skimming/ Scanning Stages

Both of these steps are distinct process involving, first reader skim the passage and then scan the text more carefully to locate a few the main ideas.

1. Decoding/ Intensive Reading

Decoding involves of guessing from context the meaning of unknown words or phrases and maybe needed at the word, intra sentential, inter sentential, or discourse level.

1. Comprehension stages

In this step, comprehension checks of the various sorts are made to determine if students have achieved their reading purpose.

1. Transferable/ Integrating Skills

In this final step, exercise should be used to help students go beyond the confines of the specific passage to enhance reading skills and effective reading strategies.

* 1. Problem of Reading

Some students often get some obstacle in reading learning, many factors can derive them. For instances, the length of word and sentence, “On the premise that texts with longer sentence and longer word will be more difficult to understand than those with the shorter ones.” Another problem is the number of unfamiliar words which the text contains. If readers don’t know half of the words in the text, they will have great difficulty in understanding the text as a whole. And about comprehension problem, even when a student is familiar with all the words and structure in a passage, complexities in the way the writer expresses himself may present obstacle to efficient comprehension.

1. Long and complicated sentences are difficult to cope with in a foreign language, even when the words are easy, syntactic complexity may cause a reader to lose the thread.
2. Some writer favor a wordy and repetitive style, practice is needed to be able to see through the words so the ideas which underlined them.
3. A writer may express an important idea indirectly, in order to understand some texts; one needs to be sensitive to the implication of a remark.
4. Words and expressions which the student the does not know obviously present a problem. However, students do not always realize how easy it is to guess many unknown words simply by studying the context.

There is no speed reading course that we know of that does not claim to be able to increase your comprehension along with your reading speed. And on the whole, there is probably some foundation for these claims. The hand (or some other device) used as a timer tends not only to increase your reading rate, but also to improve your concentration on what you are reading.

* 1. The solutions

From above problems, we can invite you to give the contribution the some solution offered:

1. *Pre-teach vocabulary*that is in the reading text. This removes at least some of the barriers to understanding which they are likely encounter.
2. *Using Extensive reading,*Colin Davis suggests that such a program will make student more positive about reading, improve their overall comprehension skills. And give them a wider passive and active vocabulary.
3. **Procedure of Teaching Reading through Extensive Reading Activity**

Reading for pleasure is different that you do for study. When you read for pleasure, you don’t have to read the same book that everyone else in the class in reading. You can choose any kind of book or material you want reading, such as : novel, magazine, news paper, thriel, mystery, science or short story. It is not what you read, but your enjoyment, that matter.

Dealing with this case, the writer will chose reporting way, to know far the student’s comprehension of the text is.

The procedure:

1. Ask student to choose any reading in particular genre (e.g. poem, newspaper or magazine article, short story, play, long nonfiction) as material for learning.
2. After all, suggest student to read extensively.
3. Encourage them to comprehend the text fluently.
4. Finally, ask one of them to report they have read.

The last one, the teacher should provide some test of understanding. Providing some questions related to the text of material, with determining to all of aspects in comprehensive reading. This aimed to know how the effectiveness of extensive reading in improving reading comprehension.

**METHODOLOGY OF THE RESEARCH**

The writer used experimental research to conduct this reserach. As we know, experiments are divided in to three kinds: pre-experiment, quasi-experiment and true experiment. The contrasting of them will be explained below:

**Three Kinds of Pre-Experiment, Quasi-Experiment and True Experiment**

|  |  |
| --- | --- |
| Types | Characteristics |
| Pre-experimentQuasi-experimentTrue experiment | May have pre and post treatment test, but lack of a control groupHash both pre-and post-test and experimental and control group, but no random assignment of subjectHash both pre-and post-test. Experimental and control group, and random assignment subject |

For this case, the writer used quasi experiment, where there were pre-test before treatment, and post-test after it. The control and experimental group also presented, but there is no random assignment.

Some of amount and characteristic owned by population. As for becoming sample of at this research is all students at third grade class. In this study, the writer conducted the research at third grade of MTs Daarunnadwah, it’s dividing in to two classes, each class containing 30 students, 30 students at control class and 30 students at experimental class. So The writer took 60 respondents as the sample of the total populations.

**RESULT OF THE RESEARCH**

The writer took 60 (sixty) students as the sample from 70 students IX grade. The goal of the research is intented to find out the accurate data in accord with the research title. The quantitative data consist of two variables, are: the effectiveness of extensive reading activity in improving reading comprehension as variable X and teaching reading with another method as variable Y. The writer divided student into two groups. 30 (thirty) students of experimental class and 30 (thirty) of control class.

We have already known that the average score of experiment class is 51,00 in reading pre test and 64,34 in reading post test. But the average of control class is 50,67 in reading pre test and 50,37 in reading post test. Seeing the calculation above, the experiment class gets increase on 13,34. But in the control class students not gets increase score.

**CONCLUSION**

According to the data from this research the average score of control class, the students get 50,67 in pre test and get 50,33 in post test, and the students determine no get increase -0,34. The average score of experimental class, the students get 51,00 in pre test and get 64,34 in post test, and the students determine get increase 13,34. So students’s extensive reading activity in experimental class is bigger than in control class.

According to tt df = 29, at the significant level 5% and 1% are 2,04 and 2,76. The t test has been found with amount is 9,75. It means there is sinificance in the effectiveness of extensive reading activity in improving reading comprehension. According to the data, the value of to (table observation) is bigger than tt (t-table) 2,04 < 9,75 > 2,76. So, the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

**SUGGESTION**

From this research, the writer would give some suggestion. 1) There is positive in the effectiveness of extensive reading activity in improving reading comprehension at MTs Daarunnadwah Kramatwatu Serang. It means the teacher and the students can use that for next year or so on to increase reading comprehension.2) The teacher should be able to motivate and support students to more active in extensive reading activity for reading comprehensin.3) The effectiveness of extensive reading comprehension in improving reading comprehension is very important for their effort especially for learning English language, therefore the students have to increase another skill such writing, speaking and listening.

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