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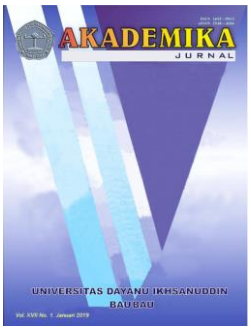


PENERBIT

Lembaga Penelitian dan Pengabdian pada Masyarakat Universitas Dayanu Ikhsanuddin Baubau.

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# THE EFFECTS OF EXTENSIVE READING STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

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**Abstract**

*The goal in this research were (1) to identify that the extensive reading strategy improve the students' reading comprehension at English Education Program of Dayanu Ikhsanuddin University Baubau or not, (2) to find out the students' perception toward the use of extensive reading strategy in teaching reading. This research used quasi-experiment. The English students of Dayanu Ikhsanuddin university Baubau in academic year 2015/2016 who take Reading III course at fourth semester was the population of the research. This research used cluster sampling which consist of experimental and control group. The experimental group used extensive reading in teaching, whereas the control group used usual method in teaching the data in this research was collected by using reading comprehension test as pretest and posttest and questionnaire. The data has obtained by questionnaires and reading comprehension test analyzed by using SPSS 20 version. Based on the data analysis, it appears that the use of extensive reading strategy has effect to improve the students' reading comprehension. Besides, the students' perception towards the extensive reading activity was positive. Therefore, it can be concluded that extensive reading strategy effective to be used in improving the reading comprehension of students in the term of literal, inferential, and critical comprehension.*

**Intisari**

Tujuan penelitian ini ialah (1) untuk mengidentifikasi tentang apakah strategi membaca extensive dapat meningkatkan pemahaman membaca, pada mahasiswa Program studi pendidikan bahasa inggris, di Universitas Dayanu Ikhsanuddin (UNIDAYAN) Baubau. (2). Untuk mengetahui persepsi mahasiswa terhadap penggunaan strategi membaca extensive dalam pengajaran mata kuliah Reading. Penelitian ini

menggunakan metode quasi-experiment. Populasi pada penelitian ialah mahasiswa semester empat pada Program studi pendidikan bahasa inggris, UNIDAYAN, tahun akademik 2015/2016 yang mempelajari Mata kuliah Reading III. Pada penelitian ini, peneliti menggunakan cluster random sampling dalam memilih sampel, yang terdiri dari kelas eksperimen dan kelas kontrol. Dimana, kelas eksperimen menggunakan strategi membaca ekstensive, sedangkan kelas kontrol menggunakan metode konvensional dalam pengajaran Reading. Proses pengumpulan data pada penelitian ini menggunakan reading comprehension tes, dan dianalisis menggunakan SPSS 20. Berdasarkan analisis data, diperoleh hasil bahwa penggunaan strategi membaca extensive memiliki pengaruh dalam meninggkatkan pemahaman membaca mahasiswa. Disamping itu, persepsi mahasiswa terhadap penggunaan strategi membaca ekstensive sangat positif. Sehingga dapat disimpulkan bahwa strategi membaca ekstensive sangat efektif digunakanuntuk meningkatkan pemahaman membaca mahasiswa dalam hal literasi, menyimpulkan serta pemahaman kritis.

# 1. BACKGROUND

In understanding the language such as English, we should comprehend four basics skill of languages such as speaking, writing, listening and reading. Speaking and writing considered as productive skill whereas listening and reading considered as cognitive skill. Therefore, reading considered an important aspect in language learning. In reading activities, many students do not understand the materials of reading or do not interested to read. These problems caused by some factors. Some factors which usually happen are regarding with limited knowledge of linguistics, their habit to read, lack of materials for reading and lack of reading strategies. To face such situations, the teacher have to creative to make the learning environment becomes meaningful and increase the students' comprehension.

Extensive reading considered as one of the strategies to develop students' competence in reading skill. In extensive reading instruction, the students asked to read the more and more and selected the materials text book which they enjoy to read it. In extensive reading, the reader not only required to develop their skill in reading but also the students are required to develop their knowledge from what book they have read. Therefore, extensive reading strategy usually uses to read the materials of reading in large amount in order to get good information and build up the reading skill. Extensive reading has been seen as an important strategy in improving general language profiency in second language and foreign language. Extensive reading considered can help students learn to read especially who already have a certain level of ability in English [1].

Students' perception also considered affects the students' comprehension and motivation and attitude to read. The students who have a good perception on reading text book tend to be successful to gain some information in the text of reading whereas the students' who have a negative perception in learning especially in extensive reading strategy usually tend to be lower in understanding the text book than who has a positive perception. Therefore, perception of students is a first step to judge how far the students successful in reading.

The National Reading Panel (NRP) in Coe [2] defined reading comprehension as expressly thinking where the meaning is built by the reader and the text. This implies that the reader interacts with the text content, using his or her vocabulary, background knowledge, skills, motivation to read that text, knowledge of text structure, and strategies to build the meaning. Smith [3] divides the level of comprehension into three levels, they are: (1) Literal comprehension which is skill to get some literal meaning directly in a sentence in a passage, (2) Inferential comprehension related what the author means by what is said, (3) Critical comprehension that is related to why writer says in the passage.

Extensive reading is one of strategy in reading learning. Extensive reading related to providing some large quantities of English books to students which are easily to comprehend thereby increasing the students' reading competency, while permit them to enjoy the process of learning [4].

According to Walgito [5] divides the parameter of perception into three indicators, they are; (1) The absorption of the stimulus or object outside individual person, (2) Understanding or comprehension. (3) Evaluation. After the brain understanding or comprehend the object, later the person compare it or judge it. The person will judge the object good or not subjectively. In the context of extensive reading, we can say that what they have experienced in extensive reading instruction can lead them to understand and to judge or to give some assumption that the extensive reading can give them good contribution in building up their reading skill and vocabulary enrichment or not. Besides, they also can give some assumption that the extensive reading is useful for them and enjoy learning or not. All the students' assumption is

come up from what they have done the extensive reading learning

## 2. PROBLEM STATEMENT

Based on the description above, the problem statement of the research are as follows : (1). Is the extensive reading strategy can affect the fourth semester students of English Education Program of Dayanu Ikhsanuddin Baubau in academic year 2015/2016 in improving their reading comprehension?, (2). how are the students perceptions toward such kind of activity?

## 3. METHOD OF THE RESEARCH

The researcher used quasi-experimental designs that provide adequate control of sources of invalidity [6]. According to Sugiyono [7], he argued that the quasy experiment is one of the part of true experiment design in research which difficult to do but it has a control group to control the external variable that influence the experiment. However the quasy experimental design is considered better than pre experimental design.

Based on the assumption above, we used quasi experiment model which consist of experimental group and control group. The experimental group received treatment (using extensive reading strategy) and the control one received the conventional teaching. Both groups was given pretest before teaching process conducted and control group so did it. The control group is needed for comparison purposes to see whether or not the treatment is more effective than others [6]. Further description, the reseach design was formulated such as the figure below:

| | | | |
|---|---|---|---|
| EG | $O_1$ | $X_1$ | $O_2$ |
| CG | $O_1$ | $X_1$ | $O_2$ |

EG = Experimental group
CG = Control group
$O_1$ = Pretest
$O_2$ = Posttest
$X_1$ = the treatment by using extensive reading strategy
$X_2$ = the treatment by using non extensive reading strategy (conventional)

**Figure 1.** Research Design

The English students of Dayanu Ikhsanuddin University Baubau in academic year 2015/2016 who take Reading III course at fourth semester was the population of the research. Therefore, we used two classes for sample, where a class for experiment and a class for control group. The sample for each class was 40 students, thus the total number of the sample is 80.

There were two instruments worked in the research, those were test of reading comprehension and questionnaire. The test conducted twice, before treatment (pretest) and after treatment (posttest) Reading comprehension test was intended for testing students to know their achievement on reading comprehension. The model of reading comprehension test is objective test. The total number of questions is 30 and comprises three levels of comprehension: literal, inferential, and critical. Beside that, the questionnaire used to identify the students' perception toward extensive reading strategy. The questionnaire was given after the treatment. It consists of 15 items. It used Likert Scale to analyze it. In this questionnaire, the students respond to what they think as the most appropriate statement that represents their perception in the use of Extensive reading strategy in teaching reading comprehension. They are assigned to select the number of responses which (1) Strongly disagreeing; (2) disagree; (3) Neutral; (4) agree; and (5) Strongly agree.

The treatment in this research conducted for six meetings. The treatment of extensive reading strategy was only given to experimental group. Whereas, the control group, the treatment used a conventional method.

To analyze the comprehension of students in reading, the researcher used three level of comprehension, those are; literal, inferential, and critical. The students' scores can be seen in the following table:

**Table 1.**
The Conversion Score for Reading Comprehension

| No. | Total of Correct Answer | Score |
|---|---|---|
| **1** | 30 | 100 |
| **2** | 29 | 96.7 |
| **3** | 28 | 93.3 |
| **4** | 27 | 90.0 |
| **5** | 26 | 86.7 |
| **6** | 25 | 83.3 |
| **7** | 24 | 80.0 |
| **8** | 23 | 76.7 |
| **9** | 22 | 73.3 |
| **10** | 21 | 70.0 |
| **11** | 20 | 66.7 |
| **12** | 19 | 63.3 |
| **13** | 18 | 60.0 |
| **14** | 17 | 56.7 |
| **15** | 16 | 53.3 |
| **16** | 15 | 50.0 |
| **17** | 14 | 46.7 |
| **18** | 13 | 43.3 |

| | | |
|---|---|---|
| **19** | 12 | 40.0 |
| **20** | 11 | 36.7 |
| **21** | 10 | 33.3 |
| **22** | 9 | 30.0 |
| **23** | 8 | 26.7 |
| **24** | 7 | 23.3 |
| **25** | 6 | 20.0 |
| **26** | 5 | 16.7 |
| **27** | 4 | 13.3 |
| **28** | 3 | 10.0 |
| **29** | 2 | 6.7 |
| **30** | 1 | 3.3 |
| **31** | 0 | 0.0 |

**Table 2.**
The Convention Score for Each Level of Comprehension (Literal, Inferential and Critical)

| No | Total of Correct Answer | Score |
|---|---|---|
| 1 | 10 | 100 |
| 2 | 9 | 90 |
| 3 | 8 | 80 |
| 4 | 7 | 70 |
| 5 | 6 | 60 |
| 6 | 5 | 50 |
| 7 | 4 | 40 |
| 8 | 3 | 30 |
| 9 | 2 | 20 |
| 10 | 1 | 10 |
| 11 | 0 | 0 |

Classification of achievement in reading comprehension, the researcher adapted the standard scoring of "Depdiknas [8], which classify the system of scoring like the following table:

**Table 3.**
The Classification of Scoring in Reading Comprehension

| No | Interval Score | Classification |
|---|---|---|
| 1 | 96-100 | Excellent |
| 2 | 86-95 | Very Good |
| 3 | 76-85 | Good |
| 4 | 66-75 | Fairly Good |
| 5 | 56-65 | Fair |
| 6 | 36-55 | Poor |
| 7 | 0-35 | Very Poor |

To classify the students' perception, the researcher used the criteria rating score from Sugiyono [7], which classify the system of scoring as in the following table:

**Table 4.**
The Scoring System in Students' Perception

| No. | Interval score | Classification |
|---|---|---|
| **1** | 85-100 | Very positive |
| **2** | 69-84 | Positive |
| **3** | 52-68 | Moderate |
| **4** | 36-51 | Negative |
| **5** | 20-35 | Very Negative |

The researcher calculatesthe mean score and percentage of students' perception interest by using descriptive statistic through SPSS 20.0.

# 4. FINDINGS AND DISCUSSIONS

## 4.1 Findings

### a. Students' Scores on Both Pretest and Posttest for Each Level of Reading Comprehension.

Reading comprehension ability was explained through the scoring of test in reading comprehension test. The comprehension tested in the pretest and also posttest The test of reading comprehension contains three parts of reading comprehension, those were literal, inferential, and critical comprehension. It also explained the standard deviation and mean score of both pretest and posttest in experimental and control group. The researcher presenting the score of pretest and the score of posttest in level of literal, inferential, and critical comprehension.

**1. Students' Score on Literal Comprehension**

The students' score on literal comprehension can be seen in **Table 5.**

**Table 5.**
The Students' Mean Score on Literal Comprehension

| Groups | Mean score | | Standard deviation | |
|---|---|---|---|---|
| | Pretest | Posttest | Pretest | Posttest |
| **Experimental Group** | 55,250 | 77,500 | 10,8486 | 14,2775 |
| **Control Group** | 54,750 | 61,250 | 10,8486 | 12,8477 |

From **Table 5** above, it can be seen that there was differences of the mean score and the standard deviation of students in both of pretest and the posttest on literal comprehension. According to the data analysis, it indicates that the experimental group and the control group were categorized as poor category in pretest. The mean score of students in pretest for the experimental group was 55.25 with deviation standard 10.84, whereas the control group, the mean score of students was 54.75 with deviation standard 10.84. However, after extensive reading strategy applied

in teaching process, the students' score on literal comprehension improved. It can be seen from the mean score of students in posttest. In experimental group, the mean score in posttest was 77.50 with standard deviation 14.27 whereas in control group, the mean score was 61.25 with deviation standard 12.84. Although both of groups improved in posttest, but the mean score of experimental group was higher than in control group. It indicates that extensive reading strategy has effect to improve students' literal comprehension in reading.

**2. Students' Score on Inferential Comprehension**

The students' score on inferential comprehension can be seen on the following table:

**Table 6**.
Students' Mean Score on Inferential Comprehension

| Groups | Mean score | | Standard deviation | |
|---|---|---|---|---|
| | Pretest | Posttest | Pretest | Posttest |
| **Experimental** | 50,750 | 67,750 | 10,9515 | 13,2988 |
| **Control** | 49,500 | 56,750 | 11,0824 | 12,0655 |

From the data on the **Table 6**, it shows in the pretest that the students' mean score and standard deviation in inferential comprehension for the experimental and the control group was difference. In experimental group, the mean score was 50.75 with the standard deviation 10.95. Whereas in control group, the mean score was 49.50 with the standard deviation 11.08. Even though both of groups has differences mean score in pre test, but the differences was no significant. It was only 1.25.

Meanwhile, after extensive reading strategy conducting, the differences of mean score improved. In posttest, the mean score was 67.75 with the standard deviation 13.29 for the experimental group. Whereas in control group, the mean score was 56.75 with the standard deviation 12.06. Therefore, the increasing in experimental group was 17, whereas the increasing in control group was only 7.25. It can be said that the improvement of mean score in experimental grouphigher than in control group. It indicates that extensive reading strategy has effect to improve the students' inferential comprehension in reading.

**3. Students' Score on Critical Comprehension**

**Table 7**.
Students' Mean Score on Critical Comprehension

| Groups | Mean score | | Standard deviation | |
|---|---|---|---|---|
| | Pretest | Posttest | Pretest | Posttest |
| **Experimental** | 46,500 | 60,750 | 8,9299 | 11,8511 |
| **Control** | 44,000 | 43,250 | 10,5733 | 10,4728 |

**Table 7** above, explains about the students' mean score on critical comprehension in reading. From the data analysis, we found that the mean score on experimental and control group in the pretest hardly same. The score of mean score in experimental group was 46.50 with deviation standard 8.92 and the mean score of control group was 44.00 with standard deviation 10.57. The score of mean score both groups was in poor category where the score of mean score< 55.

However, after applying of extensive reading strategy, the mean score both groups was improved. But, the mean score improvement in experimental group improved. It can be seen that the mean score of the experimental group in posttest 60.75 with standard deviation 11.85. Meanwhile the mean score in control group end to same with pretest or even it has got down at the score 43.25 with deviation standard 10.47. From the data above, it indicates that the group which given extensive reading strategy in reading tend to improve than the group which is not given the treatment.

**b. Students' Scores on both Pretest and Posttest in All Levels of Reading Comprehension**

**1. The Students' Pretest Score in All Level of Reading Comprehension.**

**Table 8.**
Frequencies and Percentage of Students' Score in All level of Reading Comprehension in Pretest of Experimental and Control group.

| Classification | Range of score | Experimental Group | | Control Group | |
|---|---|---|---|---|---|
| | | F | % | F | % |
| **Excellent** | 96-100 | 0 | 0 | 0 | 0 |
| **Very good** | 86-95 | 0 | 0 | 0 | 0 |
| **Good** | 76-85 | 2 | 5 | 1 | 2.5 |
| **Fairly good** | 66-75 | 0 | 0 | 3 | 7.5 |
| **Fair** | 56-65 | 11 | 22.5 | 4 | 10 |
| **Poor** | 36-55 | 27 | 67.5 | 31 | 77.5 |
| **Very poor** | 00-35 | 0 | 0 | 1 | 2.5 |
| **Total** | | **40** | **100** | **40** | **100** |

The **Table 8** above, indicates that many students were categorized poor and fairly category in pretest. In experimental group, there were 27 students (67.5 %) were in poor, 11 students (22.5 %) were in fair, 2 students (5 %) were as good category, and then, none of students who got very good or excellent category. Next, The pretest in control group, the students categorized as very poor was 1 student (2.5 5), the students categorized as poor were 31 students (77.5 %), the students categorized as fair were 4 students (10 %), the students categorized as fairly good were 3 students (7.5 %), the student categorized as good only 1 student (2.5 %), and none of students got very good or excellent category.Based on the distribution of score in experimental and control group, it showed that most of students were in low category of reading comprehension.

**2. The Students' Posttest Score in All Level of Reading Comprehension.**

**Table 9.**
The Frequenties and the Percentage of Students' Score in All level of Reading Comprehension in Posttest of Experimental and Control Group.

| Classification | Range of score | Experimental Group | | Control Group | |
|---|---|---|---|---|---|
| | | F | % | F | % |
| **Excellent** | 96-100 | 0 | 0 | 0 | 0 |
| **Very good** | 86-95 | 8 | 20 | 1 | 2.5 |
| **Good** | 76-85 | 4 | 10 | 1 | 2.5 |
| **Fairly good** | 66-75 | 10 | 25 | 2 | 5 |
| **Fair** | 56-65 | 12 | 30 | 7 | 17.5 |
| **Poor** | 36-55 | 6 | 15 | 29 | 72.5 |
| **Very poor** | 00-35 | 0 | 0 | 0 | 0 |
| **Total** | | **40** | **100** | **40** | **100** |

The result of students' score in posttest as shown on the **Table 9** above proves that the students' score in experimental group was higher than in control group. In experimental group, the students categorized as very good were 8 students (20 %), the students categorized as good were 4 students (10 %), the students categorized as fair were 12 students (30 %), students categorized as poor were 6 students (15 %), and none of students was in very poor category. While in control group, the distribution score of students consists of 1 student (2.5 %) categorized as very good, 1 student (2.5%) as good, 2 students (5 %) as fairly good, 7 students (17.5 %) as fair, and 29 students (72.5 %) as poor category. Thus, it can be said that the score in experimental group is better than in the control group.

**3. Students' Score for All Level of Reading Comprehension**

The students' mean score and the standard deviation ofreading comprehension in all level of comprehension can be seen at the table below:

**Table 10.**
Mean Score and Standard Deviation of Students in All Level of Comprehension

| Groups | Mean score | | Standard deviation | |
|---|---|---|---|---|
| | Pretest | Posttest | Pretest | Posttest |
| **Experimental** | 51,1150 | 68,4983 | 9,32574 | 12,31491 |
| **Control** | 49,4150 | 53,8425 | 10,23527 | 10,26572 |

**Table 10** above explains about the difference score of experimental and the control group. Based on the data analysis, the mean score was hardly same in both of group before the extensive reading strategy conducting. Mean score before extensive reading conducted in experimental group was 51.11 and standard deviation was 9.32 whereas, in control group, mean score and standard deviation were 49.41 and 10.23. Therefore, the differences score both of groups in pretest was only 1.7. But, after the treatment was conducted, the mean score both of groups showed differences. The difference was 14.65. From this result, it indicates that extensive reading strategy has an effect in improving students' comprehension in reading.

**4. Test of Significance (T-Test)**

Before analyzing the t-test, the researcher assuming the level of significance (α) = 0.05. and the degree of freedom using formula N1 + N2 – 2 so the df was 78 since from 40 + 40 – 2 so that after analyzing the t – test, the researcher got the data as in the following table.

**Table 11.**
P- value of T-Test of the Students' Score on Control and Experimental Group

| Variables | -value | α) | Remarks |
|---|---|---|---|
| **Pretest of control and experimental group** | 0.40 | 0.05 | Not Significantly Different |
| **Pretest of control and experimental group** | 0.00 | 0.05 | Significantly Different |

Based onthe data analysis in t-test hypothesis in **Table 11** above, we identify that p-value at the

pretest of control and experimental group was 0.4, while the p-value at posttest of control and experimental group was 0.00 with freedom degree 78. Through the p-value in pretest of both groups, we know that the p-value was higher than the significance level at the t-table (0.05), so that alternative hypothesis ($H_0$) was accepted while null hypothesis ($H_1$) was rejected. From this value, we know that there was no significant difference score of students' reading comprehension before the treatment of extensive reading strategy conducted.

Meanwhile at the posttest of the experimental and the control group shows that p-value was 0.00. It was smaller than level of significance 0.05 (0.00 < 0.05). It indicates that the alternative hypothesis ($H_1$) was accepted while null hypothesis ($H_0$) was rejected. Therefore, we can conclude that extensive reading strategy significantly improves the reading comprehension of students.

**c. Students' Perception toward Extensive Reading Strategy**

**Table 12.**
The Mean Score and Standard Deviation of Students' Perception

| Group | Mean | Standard deviation |
|---|---|---|
| **Extensive reading strategy** | 78.76 | 4.612 |

The mean score and standard deviation in extensive reading activities was 78.76 with standard deviation 4.612. It shows that the students' perception on extensive reading strategy was positive.

### 4.2 Discussion

From the test result which given in pretest and posttest both in experimental and the control groups, it shows that the comprehension of students in each level of comprehension (literal, inferential, and critical) and the accumulate of all level comprehension increased. Even though, the students' comprehension on literal level has more significant effect than other levels of comprehension

The mean score for overall level of comprehension in experimental group was 51.11 in pretest and 68.49 in posttest. It was categorized as fairly good category. On the other hand, the mean score for overall level of comprehension in control group was 49.41 in pretest and 53.84 in posttest. In means the category in control group was poor.

Regarding to the result in this research, we can said that extensive reading strategy considered improves the comprehension ability of studnets. The extensive reading activity considered effective to build up the students' comprehension because the activities try to read more and more reading materials which is favorite or interested to read.

This research result was in line with Morgando (2009), he found in his research that extensive reading helps the students to build up their reading comprehension, vocabulary, and reading skill. In addition, Raissi and Raustaeai [9] also found that extensive reading instruction has an effect on the performance of reading comprehension and it can help learners to enhance their self-efficacy in reading and, in general, to improve their cognitive abilities in reading comprehension. In another research, Nakanishi [10] found that extensive reading instruction can improve the reading proficiency and should be a part of curriculum of language learning.

Next, the result of questionnaire on students' perception was positive. It can be seen on table 4.5 that the mean score was 78.76. It means that students were have enthusiastic or motivation to read by using extensive reading strategy. The students' perception has effect to make the learning environment to be meaningful and it can improve their achievement on reading comprehension in teaching reading. This finding was related to the Raissi and Raustaeai [9] that investigated the students' perception about the usefulness of extensive reading strategy. They found that the good perception on extensive reading strategy can influence the reading self-efficacy, besides that it can help the students to improve their cognitive abilities in reading comprehension.

## 5. CONCLUSION

The use of extensive reading strategy has significant effect on students' reading comprehension at English Educational Study program of Dayanu Ikhsanuddin University. It can be seen from the posttest of experimental and control group in each level and overall level of comprehension. Mean score in experimental group overall level of comprehension was 68.49 while mean score in control group was 53.84. More ever, the highest mean score in each level of comprehension was literal comprehension. Therefore, the most influenced by the using of extensive reading strategy was literal

comprehension level. Whereas the t – test value of students' score on extensive reading strategy of both groups was smaller than α (0.00<0.05). Besides that, students' perception on extensive reading strategy was positive. It can be know through the score of mean score of students' perception which obtained through questionnaire. The score of mean score was 78.76 and it was classified in positive perception.

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