

AN ANALYSIS OF THE USE OF EXTENSIVE READING IN TEACHING READING COMPREHENSION AT SMPN 1 PANGALE

Fajriani

Universitas Sulawesi Barat
fajriani@unsulbar.ac.id

ABSTRACT

This research aimed to determine the implementation of extensive reading in teaching reading comprehension and determine students' perceptions of the use of extensive reading in teaching reading comprehension. In this study, the researcher used a qualitative case study design where the source of the research data was class IX of SMPN 1 Pangale, from the 25 students in class IX, the researcher took 5 students' to be interviewed in the research sample using random sampling. The researcher collected data using observation and interview instruments. The researcher concluded that the implementation of extensive reading in teaching reading comprehension has a good effect on the students' reading comprehension. It proved from the steps or methods taken such as the teacher starting with greetings, praying, checking the attendance list, and conveying an outline of the scope of the material. Then the teacher gave a text according to the students' abilities and desires such as narrative text. Many students were active when answering the questions of the English text. The teaching-learning process ended by concluding and giving assignments to students. While the results of interviews of the students' perceptions regarding the used of extensive reading in teaching reading comprehension have a good effect for most class IX students of SMPN 1 Pangale. The results of the interviews: First, most of the students agreed that extensive reading was effective to be applied in teaching reading comprehension. Second, increase students' interest in reading and students' vocabulary. Third, extensive reading could increase students' motivation to reading.

Keywords: Analysis Extensive Reading, Reading Comprehension

INTRODUCTION

Reading is a basic skill to learn a language, everyone must master reading skills to become a good reader. Reading is one of the sources getting information, reading is one of the four language skills namely (reading, writing, listening, and speaking) which is important to be learned and mastered by every individual. In the classroom, teaching reading is a way to provide knowledge from teachers to students using certain techniques or methods of teaching reading. According to Nurnazhofah & Swara (2019) state that reading is an activity that we do every day and reading is important for many reasons, such as learning new things expanding the main, and boosting our imagination the ability to read open countless doors of exploration and learning.

Therefore, the important thing in reading activities is how to understand the meaning or content of English reading texts. Reading is one way to make students

understand the process of learning to teach English. But in reading English text activities, of course, students have difficulty both translating text and understanding the contents of English text.

In teaching and learning activities, students must have difficulties, especially in comprehending the meaning or contents of English reading texts. Based on the researcher's previous primary study at SMPN 1 Pangale, and the results of observations the researcher concluded that many students complain about English lessons. Most students say that it is very difficult to understand the contents of English text because of the lack of vocabulary they have. In addition, other difficulties such as difficult pronunciation because different from the writing. So that the teacher has a big role to help students in the process of teaching and learning activities of reading comprehension, one of the methods used to solve the problem above is extensive reading.

Extensive reading is a reading activity or method in which students are asked to choose reading materials that are by their wishes and abilities of students. Ferdila (2014) states that extensive reading is a technique in teaching reading which is defined as a situation where students read a lot of materials at their level. The extensive reading method helps students overcome difficulties in learning English such as improving vocabulary mastered, increasing students speaking skills, and reading interest.

Putra et al. (2019) stated that extensive reading is a technique in teaching reading which is defined as a situation where students read a lot of material at their reading level in a new language. In addition, Renandya (2020) in his book stated that extensive reading (ER) is probably one of the best ways to acquire language implicitly. The teacher uses extensive reading as a method in the teaching and learning process of students' reading comprehension. So that, the students can gain a general understanding by focusing on the meaning of what is read, increasing students' vocabulary, and improving students' memory. Based on the observation, the researcher found that the students grade nine of SMPN 1 Pangale had difficulty in reading comprehension. Among them, is the lack of vocabulary knowledge and difficulty for students to comprehend the contents of English texts. In teaching reading comprehension, the teacher uses extensive reading as a solution to students' difficulties.

In this case, the teacher has used extensive reading in teaching the reading comprehension method to make it easier for students to comprehend the meaning of the English reading text. Based on interviews with the teacher concerned, the English language learning process with the extensive reading method applied to students can be said to be quite helpful for students in learning English, such as in understanding the meaning of English texts.

Based on the explanation above, the researcher conducted research about” An Analysis of The Use of Extensive Reading in Teaching Reading Comprehension at SMPN 1 Pangale”.

METHOD

In this research, the researcher used qualitative research. This type of research is a case study design. Case study design can be interpreted as a method or strategy in research to uncover a particular problem or focus. This research focuses on the implementation of extensive reading in teaching reading comprehension and the student’s perception regarding the use of extensive reading in teaching reading comprehension at SMPN 1 Pangale. Therefore, the researcher chose the teacher as a primary data source and the students as a secondary data source. The teacher is the primary source after all researcher focuses on how the implementation of extensive reading in teaching reading comprehension and the students are the secondary source because the researcher wants to find out the students’ perception regarding the use of extensive reading in teaching reading comprehension. The sampling technique used by the researcher is random sampling. The process is carried out randomly regardless of the level contained in the population. Therefore, from 25 ninth-grade students, the researcher took 5 students to be interviewed.

In collecting the data, the researcher used some instruments namely: Observation and Interview. The researcher used observation in the form of an observation checklist and field notes. In interview, after asking questions, the researcher analyzed the results of the interviews. In the process, the researcher chose a maximum of 5-7 respondents. There are three types of interviews, namely structured interview, semi-structured interview, and unstructured interview. From the three types of interviews, the researcher used a structured interview.

FINDINGS AND DISCUSSION

Findings

This study aims to analyze the implementation of extensive reading in teaching reading comprehension and also to find out the students’ perception regarding the use of extensive reading in teaching reading comprehension in grade nine students at SMPN 1 Pangale. The researcher collected data using observation and interview instruments.

The Results of the Observation Checklist and Field Note

Figure 1. The Results of Observation Checklist and Field Notes/Written Observation

WRITTEN OBSERVATION

1. Pre-teaching

Pre-teaching is an activity carried out by the teacher and students before carrying out the learning process.

 - The students pray and greet the teacher
 - The teacher checks students attendance list
 - The teacher conveys an outline of the scope of the material and learning steps
2. Main activities

Main activities are the main activities carried out in the learning process.

 - The teacher gives narrative text to students according to the abilities and desires of students one of which is the text of Sangkuriang story text.
 - the teacher asks or directs students to read the text that has been given in the allotted time. After that the teacher asked the students about the contents of the text they had read then the students answer and explain what the
 - The teacher gives appreciation to students who have answered.
3. Post-teaching

Post-teaching is a closing activity that is carried out after pre-teaching and main activities.

 - The teacher asks students to conclude the material they have learned
 - the teacher gives homework to students
 - The teacher and students pray, then the students greet the teacher.

The researcher collected data about the implementation of extensive reading in teaching reading comprehension by using an observation instrument. Which, to find out how the implementation of extensive reading in teaching reading comprehension. From the observation, the researcher concluded that can be seen from the results of observation, as for the stages or methods of the implementation of extensive reading in teaching reading comprehension. In which, the teacher provides narrative texts according to the wishes and abilities of students, namely Sangkuriang and The Golden Star-Fruit Tree. Then the teacher asks students to read the narrative text that has been given according to the allotted time. Next, after they finished reading, the teacher gives the question of students what the content or meaning of the text is, who aims to find out or test to ability the students' reading comprehension and then many students answer correctly and then the teacher gives appreciation to the students who have answered, after that, the teacher asks students to conclude the material have learned and also the teacher gives homework to students, and then the teacher and students pray together.

Based on the implementation of extensive reading in teaching reading comprehension can be said to be effective and helpful for students in teaching reading comprehension. Such as, making it easier for students to understand the meaning of English texts. Besides, the students become more active in expressing their opinion. Extensive reading is not only to increase students' reading comprehension but also to

increase students' vocabulary knowledge in the English texts they read. In addition, the implementation of extensive reading in teaching reading comprehension also increases students' interest in reading and motivation.

The Results of the Interview

From the results of the interviews, the researcher concluded that the students' perception regarding the use of extensive reading in teaching reading comprehension namely:

Students' opinion about extensive reading:

"...Pendapat saya, extensive reading sangat membantu saya dalam memahami arti teks teks bahasa inggris kak... ." [extensive reading helps me in comprehending the meaning of the English text] ML 26 Februari 2023.

It supports by another interviewee:

"...Menurut saya extensive reading sangat membantu saya dan teman-teman, seperti meningkatkan kosakata dan membantu memahami isi teks atau wacana... ." [extensive reading is a very helpful for me and my friends, such as increasing vocabulary and helping to comprehend the meaning of texts or discourses] Asr 01 Maret 2023.

Another opinion about extensive reading says that:

"...Menurut saya, extensive reading adalah metode pembelajaran yang cukup bagus diterapkan dalam kegiatan membaca kak... ." [extensive reading is a quite good learning method to be implemented in reading] Iys 01 Maret 2023.

It supports by another interviewee:

"...Menurut saya, extensive reading adalah metode atau teknik pembelajaran yang memiliki banyak manfaat salah satunya mudah memahami isi teks bahasa inggris... ." [that has many benefits, one of which is easy to comprehend the contents of the English text] Kr 26 Februari 2023 and MM 01 Maret 2023.

Based on the results interview the researcher concluded that the students' perceptions regarding the use of extensive reading in teaching reading comprehension are positive attitudes because the students can more easily understand the contents of English text and they can find out new vocabulary.

In addition, the implementation of extensive reading can foster students' interest in reading, in line with opinions:

"...Iya kak cukup membantu saya untuk meningkatkan minat membaca saya... ." [it's quite helped me to increase my reading interest] Asr 01 Maret 2023.

Besides that, extensive reading can also increase motivation to read and can foster confidence when expressing opinions. It supports by another interviewee:

"...Menurut saya iya kak cukup memotivasi saya untuk rajin belajar... ." [it's enough to motivate me to study hard] Maya Lestari 26 Februari 2023. "...Menurut saya, iya

kak extensive reading lebih efektif dari metode yang lain karna selain bisa meningkatkan pemahaman membaca, bisa juga menumbuhkan rasa persya diri saat menyampaikan pendapat” [it can also increase self-confidence when expressing opinions] Iys 01 Maret 2023.

Based on the results interview above, the researcher concluded many students agreed that the implementation of extensive reading in teaching reading comprehension has a good effect and was quite effective because made the students happy and enjoy when the learning-teaching process.

In addition to the students who had been interviewed, the researcher also interviewed two teachers to ensure that the data collected was valid. As for the opinion of the first teacher, she stated that extensive reading is very helpful and also has many benefits such as being able to help children’s memory to learn foreign languages and also providing space for anyone to accessed knowledge through the extensive reading method, especially when reading long texts with interesting content and easy-to-understand vocabulary. Extensive reading is a lot of fun to build speed to read properly and from there, people become proficient in English. Meanwhile, the second teacher stated that extensive reading is good for implementation because students have many references when they are diligent in reading or when they often apply an extensive reading approach, they automatically have many references when they want to put their thoughts into written form. Based on the explanation above, the data from the interviews showed that the perceptions of students and the two teachers were relatively similar.

Discussion

This type of research was qualitative research, in which the researcher collects data through instrument observation and interviews to answer the research question.

The Implementation of Extensive Reading in Teaching Reading Comprehension

Based on the results of the observation instrument, it can be concluded that as for the stages or methods of the implementation of extensive reading in teaching reading comprehension. In which, the teacher provides narrative texts according to the wishes and abilities of students, namely legend (Sangkuriang) genre texts. Then the teacher asked students to read the narrative text that has been given according to allotted time. Next, after they finished reading the teacher gave question to the students what the content or meaning of the text was, who aimed to found out or test to ability the students’ reading comprehension and then many students answer correctly, and then the teacher gave appreciation to the students who have answered. After that, the teacher asked students to concluded the material have learned and also the teacher gives homework to students, and then the teacher and students pray together.

Therefore, the implementation of extensive reading in teaching reading comprehension was effective and has a good influence on students in improving reading comprehension. It can be seen from the results of the observation where the implementation of extensive reading in teaching reading comprehension makes students easier to comprehend the contents or meanings of English reading text. Besides that, the students become enthusiastic and more active in asking and answering the questions in the English text. In addition, the students are skilled in concluding material and increasing students' vocabulary knowledge. Extensive reading was not only to increase students' reading comprehension but also to increase students' vocabulary knowledge in the English texts they read. In addition, the implementation of extensive reading in teaching reading comprehension also increases students' interest in reading and motivation.

The results of this study are relevant to the results of research from Hidayat & Rohati (2020) with the research title "The Effect of Extensive Reading on Students' Reading Comprehension" which explains that extensive reading is more effective for improving students' reading comprehension, besides that, the students were very enthusiastic, developed vocabulary knowledge, and answered questions correctly.

Furthermore, the results of research Edy (2014) with the research title "The Effectiveness of Extensive Reading on Students' Reading Comprehension Achievement as Observed from Students' Motivation" stated that extensive reading has a major influence on improving students' reading comprehension achievement. Besides that, the results of research Putra et al. (2019) with the research title "Extensive reading program: Increase the Students' Reading Motivation" explain that extensive reading can increase students reading motivation and can significantly develop the student's reading comprehension.

The Students' Perception Regarding the Use of Extensive Reading in Teaching Reading Comprehension

Interviews instrument were used to identify the students' perception regarding the use of extensive reading in teaching reading comprehension. Based on the results of interviews, the researcher can conclude as follows:

The first finding that emerged from the data taken from the interviews is according interviewees' extensive reading was a good and effective method to be applied in teaching reading comprehension. Because extensive reading can help the students in teaching reading comprehension like as: to increase vocabulary knowledge and easy to comprehend the meaning of reading text English. In addition to data obtained from interviews, the researcher also obtained information data from observation. Many

students agree with the implementation of extensive reading in teaching reading comprehension. It can be seen from the students were very enthusiastic both in asking and answering a matter of the English text.

Relevant to the research Lestari (2015) stated that based on the results of observation and interviews can be noted that most students were enthusiastic about the implementation of extensive reading. The students assumed that the material provided in extensive reading activities was understandable. This can help students understand the text. In addition, activities in the class are more fun and can also choose reading material based on students' level. In other words, the students' responses indicate that students had understood the teacher's explanation and indicate that the activity of extensive reading in the class is more enjoyable and the students can easily understand the texts.

The second finding that emerged from the data taken from the interview is according interviewee stated that implementation of extensive reading can improve students' interest to reading because the implementation of extensive reading could increase students' interest in reading, add new vocabulary and the students can choose reading material as the students want so that students can be more comfortable and not easily bored when reading. In addition to data obtained from interviews, the researcher also obtained data from observation in which during the implementation of extensive reading in teaching reading comprehension students become interested in reading. In other words, the implementation of extensive reading can increase students' interest in reading.

The last finding that emerged from the data taken from the interview is according interviewee stated that extensive reading can increase motivation to read and can foster confidence when expressing opinions. In addition to data obtained from interview, the researcher also obtained data from observation in which during the implementation of extensive reading the researcher see the enthusiasm of students when learning English most students were more active in expressing opinions.

Relevant to the research Fithriani et al. (2020) this study examines about students' perceptions of using extensive reading based on CEFR as material in reading. It can be seen that most participants or students say that they get a lot of information related to the text they have read. Besides that in the class, students also feel pleasure because they can choose material freely based on their interest and some students are motivated to spend their free time reading.

In the implementation of extensive reading, there are several benefits obtained by ninth-graders of SMPN 1 Pangale, as expressed by several sources, including improving

students' reading understanding, increasing students' reading motivation, helping improve learning outcomes, helping increase vocabulary knowledge, eliminating boredom when learning takes place, encourage student reading interest, increase concentration or focus and make students more active in the teaching-learning process.

Based on the discussion above, the researcher concluded that the students' perceptions regarding teaching reading comprehension are positive attitude or favorable. The results of this study are relevant to the results of the research Ferdila (2014) which explains that the most students had a positive attitude toward the use of extensive reading in the reading class, especially for the classwork.

Meanwhile, the results of the study Abrar et al. (2021) stated that the students' perspective of the effective system in online extensive reading is good enough and students enjoyed their reading because students got a lot of benefits from reading, especially in vocabulary gained, reading interest, and reading comprehension.

The results of the research have also been proved by the researcher's experience when teaching at SMPN 1 Pangale, because the English teacher in question was unable to attend so the researcher temporarily replaced the teacher who taught. Before the learning process began, the researcher started the class by greeting and praying, checking students' attendance, and then asking the students about the lessons they had previously discussed. Then the teacher continued the material about the text "I am made in Indonesia" including Satay, Lemper, etc. Next, the researcher asks the students to read the text, furthermore, the researcher gives questions to students about the meaning of the text. Finally, most of the students answer correctly.

Based on the explanation above, the researcher concluded that the implementation of extensive reading in teaching reading comprehension can be said to be quite helpful for students in learning reading comprehension because extensive reading was apart from being able to improve students' reading comprehension. Extensive reading can also increase students' vocabulary and interest in reading, increase students' memory, and increase students' focus and concentration when an answer the question in English text.

CONCLUSION

The method used for the implementation of extensive reading in teaching reading comprehension are; the teacher started the class by greeting, and checking students' attendance, conveys an outline of the scope of the material, then provided narrative texts according to the wishes and abilities of students namely Legend (Sangkuriang) genre texts, after that, the teacher asked students to read the narrative text that has been given

according to the allotted time, then gave the question of students what the content or meaning of the text aiming to find out and tests to ability the students' reading comprehension and then many students answer correctly, then the teacher gave appreciation to the students who have answered, after that, students concluded the material that have been learned and gave homework to students, then the teacher and students prayed together.

In other words, the implementation of extensive reading in teaching reading comprehension was effective and helpful because the implementation of extensive reading has many benefits, it can be seen in the activeness and ability of students in finding and understanding ideas or content in English texts. In addition, it can also encourage students' reading interest, increase students' vocabulary knowledge, and increase students' concentration and focus in the teaching-learning process of English. So, the students were easier to answer the questions of the English text and also easily obtain the information contained in the English text.

The students' perception regarding the use of extensive reading in teaching reading comprehension are quite positive attitudes, it proved from the results of observations and interviews with ninth-grade students of SMPN 1 Pangale. It showed many students agreed that the implementation of extensive reading in teaching reading comprehension has a good effect and was quite effective. The students could more easily understand the contents of English texts and they could find out new vocabulary. The teachers also have a relatively equal opinion as the student's perception where both teachers said that extensive reading was a good approach or method to be applied because students can read books, articles, or long texts with interesting content and easy-to-understand vocabulary. In addition, the students have many references when they wanted to poured their thoughts into written form. The implementation of extensive reading in teaching reading comprehension makes the students better able to increase knowledge and insight as well as grew students reading interests and built students reading speeds. Therefore, the students' reading comprehension becomes better.

REFERENCES

- Abrar, A., Herawati, M.Pd, A., & Priyantini, M.Pd, T. (2021). Extensive Reading from Students' Perspective. *Pedagogia: Jurnal Ilmiah Pendidikan*, 13(2), 70-74.
- Edy, S. (2015) The Effectiveness of Extensive Reading on Students' Reading Comprehension Achievement as Observed from Students' Motivation. *Journal Pendidikan Humaniora*, 2(1), 54-58.
- Ferdila, R. (2014). The Use of Extensive Reading in Teaching Reading. *Journal of English and Education*, 2(2), 68-80.

- Fithriani, L., Paradisca, M. L., Sugiarto, I. C., & Drajadi, N. A. (2020). The Students' Perception of using Extensive Reading Material Based on CEFR Framework. *English Community Journal*, 4(2), 144-153.
- Hidayat, D., & Rohati, T. D. (2020). The effect of Extensive Reading on Students' Reading Comprehension. *Journal Bahasa dan Sastra*, 12(1), 1-7.
- Monica, S., Sasongko, R. N., & Kristiawan, M. (2021). The Quality of Newly Local Content Based Instructional Reading Materials for Senior High School Students. *Linguistic, English Education and Art (LEEA) Journal*, 4(2), 351-361.)
- Lestari, D. P. (2015). The Implementation of Extensive Reading Activity to Teach Reading a Descriptive Text to The Seventh Graders of SMP Muhammadiyah 4 Surabaya.
- Nuringtyas, D. P. L. (2015). The Implementation of Extensive Reading Activity to Teach Reading a Descriptive Text to the Seventh Graders of SMP Muhammadiyah 4 Surabaya. *RETAIN*, 3(2).
- Nurnazhofah, E., & Swara, M. M. (2019). The Effect of Extensive Reading on The Students' Reading Comprehension at The Tenth Grade of SMA DAARUL Muttaqien Tangerang in Academic Year 2019-2020. *Foremost Journal*, 1(1), 1-9.
- Putra, D., Musthafa, B., & Wirza, Y. (2019). Program Membaca Ekstensif: Meningkatkan Motivasi Membaca Siswa. *Jurnal Penelitian Pendidikan*, 19(3), 322-333.
- Renandya, W. A., & Day, R. (2020). *The Primacy of Extensive Reading And Listening*. Singapore: NIE.