

## THE EFFECT OF EXTENSIVE READING ON STUDENTS' READING COMPREHENSION IN SMA AL-HIKMAH MEDAN MARELAN

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**Abstract:** *The objectives of this research as follows: to find out the significant effect of extensive on the students reading comprehension, to find out the percentation effect of extensive on the students reading comprehension. This study will be conducted by using an experimental design. It is a research which consist of two group, they are experimental and control groups. The researcher will give twice test to the students. The first test is pre-test and the second post-test while there are teaching activities or treatment between both tests. research results show that result of the study is Students' reading comprehension before implementing the extensive reading model was in the sufficient category with an average score of 68.21 with the highest score being 85 and the lowest being 60. Students' reading comprehension after implementing the extensive reading model is in the good category with an average score of 82.26 with the highest score being 100 and the lowest being 65. The effect of extensive reading has a positive influence on students' reading comprehension with the hypothesis results, namely and  $(4.553 > 1.989)$  which means  $H_a$  is accepted.*

**Keywords:** *Extensive Reading, Reading Comprehension*

### INTRODUCTION

Reading is important for students to get information and increase their knowledge. Reading is very useful for us to get knowledge as (Patel, 2008) stated that Reading is most useful and important skill for people (Yusrizal & Fatmawati, 2020). This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.

Students sometimes face some problems in the reading process because reading is a complex activity, as Pang & Bernhardt (2003: 28) stated that "Reading is about understanding written texts (Fatmawati & Yusrizal, 2020). It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text".

The important thing in reading process is how to comprehend the texts and how to record detail on the texts after reading. In previous paragraphs told about the student problem in reading process and how to solve this problem. Students have to record detail in the texts after reading. It means that we have to skill to comprehend the texts because comprehension is not only how to record word by word but how to remember the main idea and detail in the reading texts because "Comprehending what you read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, according to Miculecky (2018: 70) understanding means thinking while reading. According to Samtamaria (2017: 24)

stated that “Good teacher of reading starts with an understanding of what reading is, what exactly happens between the text, brain and eye”

The teachers need to help the students fall in love with book by giving student's choice about their material. It is also related to this research with the effect of extensive reading activities on students reading comprehension. Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. They are encouraged to stop reading if the material is not interesting or if it is too difficult. They are also encouraged to expand their reading comfort zone – the range of material that can be read easily and with confidence (Bamford & Day, 2003). Based on the above explanation, it proves that extensive reading help the reader more enjoy in reading process because they read for pleasure then they read what they want. The material in extensive reading will be selected from lower to high as Patel (2008: 80) stated that Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. Extensive reading same with silent reading and this technique has some advantages.

That the important things as teachers need to provide them with large chunk of time to read enjoyable books, invite them to write their ideas, and encourage them to share their insight an idea with the other students. Small bit of instruction should then be provided along the way as a teacher, we need to do more listening and looking and less talking and testing.

Reading and understanding English texts is generally difficult for students to learn. Based on the results of a preliminary study in XI students of SMA Al- Hikmah Medan for the 2022/2023 academic year. The preliminary research was conducted by testing English lessons. There are students who have reached the KKM score, there are those who have not reached the KKM score.

From the results of initial observations, It can be concluded that students cannot immediately understand information from the English reading text they have read. This has an impact on many aspects English learning. One of them is reading comprehension. Many aspects things to consider when teaching and learning reading comprehension materials, such as described earlier that reading comprehension is important for students. Evaluation problems that arise in the process of learning and teaching reading comprehension can be improve students' English skills and also their knowledge in general.

Evaluation is an important component in the educational process, primarily to measure the success of an educational and teaching program. As a student the ability to read and understand text is very important to get the information contained in the text. Therefore, improving the quality of English in synergy with students' reading comprehension is urgently needed to help not only in terms of learning English, but also to improve the quality of students' knowledge as a whole. .

After conducting interviews with English teachers at school, it is known that other causes of difficulties experienced by students when understand an English text, namely students have difficulty recognizing letters, understand foreign vocabulary, understand terms, and Reading structure in English as well as lack of background knowledge and experiences that students have about the topic of reading. Difficulty factor understanding the reading text that arises from students is still related to factors Teacher. Weaknesses

of teachers and the use of strategies, methods, and techniques inappropriate learning when prohibiting reading is lacking involve students thinking about reading so that it causes students experience difficulties in reading, especially understanding language texts English.

Based on these problems the writer concludes to try out one of the techniques in learning to read, especially understanding. Learning techniques that are seen as effective in learning reading comprehension in learning English i.e. extensive reading. Extensive reading is reading easy book and don't have to understand every words, the readers are going to go to concern with the general understanding than meaning of sentence (Richard, 1998). State that "ER can be defined as the independent reading of a large quantity of material for information or pleasure", students are able to start with easy and interesting text, they choose what they want to read based on their interests. If a student finds a book is too difficult or they don't enjoy it, they can change it for another one.

Based on the description above, the researcher intends to conducted a research entitled The Effect of Extensive Reading on the Students' Reading Comprehension in SMA Al-Hikmah Medan Marelan.

## METHOD OF THE RESEARCH

Quantitative method is a research method that uses a lot of numbers. Starting from the data collection process to its interpretation. Meanwhile, the research method is an in-depth and careful study of all the facts. Quoted from the book Quantitative Research Methodology for Physical Education (2018) by Untung Nugroho, quantitative research is a type of research that is systematic, planned and structured. Many say that quantitative methods are traditional methods. Because quantitative methods have been used for a long time so they have become a tradition in research. This study will be conducted by using an experimental design. It is a research which consist of two group, they are experimental and control groups.

The sampling technique used in this research is Simple Random Sampling, which is a sampling technique that provides equal opportunities to each element/member of the population to be randomly selected as sample members (Hartono, 2017). Researcher can take 2 classes randomly as samples, namely class XI IPA -1 as the experimental class and class XI IPS -1 as the control class which is equivalent or has the same teaching.

## RESULTS AND DISCUSSION

### A. Result

The following research was carried out at Al-Hikmah Medan High School in the odd semester of the 2023/2024 academic year. The research subjects were class XI-IPA I with XI-IPS I students in the experimental group using Extensive Reading on Student Reading Comprehension and the control group using conventional methods. Both classes will be taught on a similar topic, namely narrative text. The research carried out used tests in the form of essay tests as the instrument. Before being tested on class XI students, the researcher validated the test by giving it to class XI students first to see its validity as a research instrument later. After the test is valid, the test is then tested on class XI students during the learning process.

#### 1. Test of Normality

From the data obtained, a normality test is then carried out to determine whether the data is normally distributed or not. The normality test used to determine the distribution of pretest and posttest data is the normality test with Kolmogorov Smirnov. By hypothesis, if the p-value <  $\alpha = 0.05$  means there is a significant difference, and if the p-value >  $\alpha = 0.05$  then there is no significant difference. The application of the Kolmogorov Smirnov test is that if the significance of the p-value <  $\alpha = 0.05$  means that the data to be tested has a significant difference from standard normal data, meaning the data is not normally distributed. If the significance of the p-value is >  $\alpha = 0.05$ , it means that there is no significant difference between the data to be tested and standard normal data.

#### Tes of Normality

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Post EXperiment	.147	42	.123	.946	42	.097
Post Control	.165	42	.106	.951	42	.072

a. Lilliefors Significance Correction

#### a. Lilliefors Significance Correction

Based on the calculation results, it shows that the p-value for the experimental class protest results is 0.097. Using the level of significance  $\alpha = 0.05$  means the test is not significant because p-value = 0.097 >  $\alpha = 0.05$  so it can be concluded that the data follows a normal distribution. For post test data, the control class produces a p-value of 0.072, where p-value = 0.072 >  $\alpha = 0.05$ . Based on these results, it shows that  $H_a$  is accepted. Thus, it can be concluded that the data that the researcher obtained, both post-test data for the experimental class and post-test data for the control class, were normally distributed data.

## 2. Test of Homogeneity

The next test carried out by researchers was the homogeneity test. The hypothesis in this homogeneity test is that  $H_a$  is accepted if sig > 0.05 while  $H_a$  is rejected if sig < 0.05

#### 4.4 Tes of Normality

#### Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	4.198	1	82	.144
	Based on Median	2.921	1	82	.091
	Based on Median and with adjusted df	2.921	1	72.173	.092
	Based on trimmed mean	4.241	1	82	.143

In the table of output results of the test of homogeneity of variance, it can be seen that the sig value is  $> 0.05$  so that  $H_a$  is accepted, meaning that the variance of the two groups of data is homogeneous.

### 3. Test hypothesis

After carrying out the analysis prerequisite tests, normality test and homogeneity test, the next test is the hypothesis test. The hypothesis test used in this research is the t test. The t test is used to determine whether there are differences in treatment results. The hypothesis in this t test is that  $H_a$  is accepted if  $t \text{ count} > t \text{ table}$  (95%) meaning there is a significant difference in the results of social studies learning history material using the power of two model. On the other hand,  $H_a$  is rejected if  $t \text{ count} < t \text{ table}$  (95%), meaning there is no significant difference in students' reading ability using extensive reading using the lecture method.

**Test of Hypothesis**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	4.198	.044	4.553	82	.000	8.690	1.909	4.893	12.488
	Equal variances not assumed			4.553	74.806	.000	8.690	1.909	4.888	12.493

The t test analysis for the experimental class produces a calculated t value of 4.553. Based on the t table, the t table value with  $df = 82$  and a 95% confidence level (significance level 0.05) is 1.989. This value shows that  $t \text{ count} > t \text{ table}$  (95%,  $df = 82$ ). These results mean that the hypothesis that has been formulated is accepted ( $H_a$  is accepted, while  $H_o$  is rejected). Thus it can be said that there is a significant difference between the reading ability of students using the extensive reading model and the reading ability of students using the conventional model.

The posttest results are used to determine the level of student mastery of the learning material. Apart from that, it was also used to determine the magnitude of the influence of the extensive reading learning model on the learning outcomes of Class XI students at SMA Al-Hikmah Medan Marelan. The average change in pretest-posttest scores in the experimental class was 68.21 to 82.26, while in the control class the change in score (gain) was 63.33 to 73.57. From these data it is clear that there are differences in the average pretest and posttest results for the experimental class and the control class.

## B. Discussion

The purpose of this study was to help the English reading comprehension of students of SMA Al-Hikmah Medan Marelan. Based on the data in this research, the students' initial (sample) and the students' score in the pre test and post test of two group could be were in the table 4.1 and 4.2. in the pre test, the highest score of pre test in the experimental group was 85 and the lowest was 60 with the total score of pre test was 2865. While the highest score of post test was 100 and the lowest was 65 with the total score of post test was 3455.

For the control group, the highest score of pre test was 75 and the lowest was 55 with the total score pre test was 2660. While the highest score post test was 90 and the lowest was 60 with the total score of post test was 3090. The t test analysis for the experimental class produces a calculated t value of 4.553. Based on the t table, the t table value with  $df = 82$  and a 95% confidence level (significance level 0.05) is 1.989. This value shows that  $t_{count} > t_{table}$  (95%,  $df = 82$ ). These results mean that the hypothesis that has been formulated is accepted ( $H_a$  is accepted, while  $H_o$  is rejected). Thus it can be said that there is a significant difference between the reading ability of students using the extensive reading model and the reading ability of students using the conventional model.

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The research that had been done by the researcher indicated that extensive reading was affective or could be used in teaching reading. It could be seen from the tables that showed us the increasing of students' score from pre-test, post-test of cycle one (I) and post-test of cycle two (II). The increasing because of the teacher knew how to control the class and created the active class. Besides that, the extensive reading helped the students' to understanding the subject easily. Based on quantitative data could be seen the students' reading comprehension improved and became well in the first meeting to the next meeting, and the qualitative data it showed the increasing of teacher and students activity during teaching-learning process. The data could be seen from test sheet evidence that indicated the students were active and paid attention the subject that the teacher taught. The students also has felt spirit in doing the task by using extensive reading and that created the supportive situation during teaching-learning process.

In the last, the researcher will compare the findings of this research with the findings of previous related studies with the first is the research of Dadan Hidayat 2020, finding from the research is the students did not vocabulary mastery and that is similar finding with this research which is students can not immediately understand the information from the English reading text they have read, and then the finding is problem reading process and that is different with this research which is the findings is the students could not express their ideas in English because of doubts in pronunciation and teachers still use traditional methods in reading lesson texts.

The second research is the research of Euis Nurzhofa 2020, finding from the research is students can not immediately understand the information from the English reading text they have read and that is similar finding with this research which is students can not immediately understand the information from the English reading text they have read, and then the finding is students did not vocabulary mastery and that is different with this research which is the findings is the students could not express their ideas in English because of doubts in pronunciation and teachers still use traditional methods in reading lesson texts.

The third research is the research of Suk Namhee 2020, finding from the research is students did not vocabulary mastery and that is similar finding with this research which is students can not immediately understand the information from the English reading text they have read, and then the finding is students not fluent in reading English and that is different with this research which is the finding is the students could not express their ideas in English because of doubts in pronunciation and teachers still use traditional methods in reading lesson texts.

The fourth research is the research of Delvia Buana 2021, Finding from the research is students did not vocabulary mastery and that is similar finding with this research which is students can not immediately understand the information from the English reading text they have read, and then the finding is students not fluent in reading English and that is different with this research which is the finding is the students could not express their ideas in English because of doubts in pronunciation, and then teachers still use traditional methods in reading lesson texts and that is similar finding with this research which is teachers still use traditional methods in reading lesson texts.

The fifth research is the research of Nita Agustina, 2022, finding from the research is students are less comfortable in reading English and that is different with this research which is students can not immediately understand the information from the English reading text they have read and the students could not express their ideas in English because of doubts in pronunciation and teachers still use traditional methods in reading lesson texts.

## CONCLUSIONS

Based on the problem formulation, research results and discussion on the effect of extensive reading on reading ability by class XI students at SMA Al-Hikmah Medan Marelan for the 2023/2024 academic year.

1. Students' reading comprehension before implementing the extensive reading model was in the sufficient category with an average score of 68.21 with the highest score being 85 and the lowest being 60.
2. Students' reading comprehension after implementing the extensive reading model is in the good category with an average score of 82.26 with the highest score being 100 and the lowest being 65.
3. The effect of extensive reading has a positive influence on students' reading comprehension with the hypothesis results, namely and  $(4.553 > 1.989)$  which means  $H_a$  is accepted

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