

**THE EFFECT OF EXTENSIVE READING STRATEGY ON STUDENTS' READING
COMPREHENSION AT SMP DHARMA WANITA
IN THE ACADEMIC YEAR OF 2023/2024**

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Abstract: The objectives of this study is to find out whether extensive reading give significant effect to the students' reading comprehension. The method in this research was Experimental research. This research had been conducted at SMP Dharma Wanita. The Population of this research was the eighth grade students of SMP Dharma Wanita which consisted of 48 students into two classes, namely VIII-A and VIII-B. VIII-A as the experimental class and VIII-B as the control class. Both of classes consisted of 48 students with homogenous score. The experimental class treated by using extensive reading strategy, while the control class was using the conventional ways. The pre-test was given to the two groups before giving the treatment. The result of pre-test showed the mean score of experimental class was 40,16 and the control class was 36,35. After giving the treatment, post-test was given. The result of post-test showed the mean score of experimental class was 72,64 and the control class was 39,65. The value of t-test was higher than the ratio on t-table ($11,424 > 1,678$). Therefore, H_0 was rejected and H_a was accepted. In conclusion, Extensive Reading Strategy can be effectively to be used to teach reading comprehension of eighth grade students of SMP Dharma Wanita.

Keywords: *Extensive Reading Strategy, Experimental Research, SPSS.*

INTRODUCTION

English is an international language that is used by people to communicate in the world and it plays an important role in our life. Almost all countries have adopted english as a compulsory subject at schools. The national education has decided that english as a foreign language is taught in indonesian schools. It is learned starting from primary schools up to university. In indonesia, english subject has been included in the curriculum from junior high school and also as the one subject that is examined in the national examination. It means that english cannot be ignored by the students. In learning english as a foreign language in indonesia, the students are supposed to master the four language skills in order to use english well. Those are listening, speaking, reading and writing. They are equally important because those skill are related to each other. one of the important aspects in learning english is reading. By reading we can find out various things that are not yet known and obtain the necessary information and even acquire new knowledge. According to pandiangan, sinaga, and ginting (2020: 163), reading is one of the skills that should be mastered by students. One type of reading skill is reading comprehension. Reading comprehension is very important for students to be able to master other english skills. According to bulut (2017:23), reading comprehension is defined as students' acts of thinking and constructing meaning in pre-reading, while-reading, post-reading stages. The above information is usually transferred in written materials such as books, newspaper, magazines, journals, advertisements,

articles blogs, social media, instant messages. Reading comprehension is a process of reading and comprehending a text, specially in reading proses the reader must comprehend the text. According to the statements, it can be concluded that students can obtain information and can support other skills in English by applying reading skills.

Unfortunately, many mistake students make when reading are they just to see the symbol or rows of words that exist in reading without involving thought processes, so very little information or knowledge obtained. From the observation that the writer find out that there were still many students who had not been able to find the idea or essence of a text from a reading. This statement is supported by Harmer (2005:203), if the readers do not know half of the words in a text, they will have a great difficulty in understanding the text as a whole. The condition is getting worse because teaching reading activity which is usually conducted by Gap (problem) teacher is sometimes still unideal. The teachers do not introduce appropriate activities and strategies in learning reading to the students.

Teachers have to consider a strategy that can help students solve their problems in order to have good reading comprehension on news text. Regarding the situation, the writer choose extensive reading strategy to solve the problems. One of the strategies that can enhance reading skill is extensive reading. According to Piada and Munirah (2022:10), extensive reading is reading widely through its object through as much text as possible in the shortest possible time, the goal and task of extensive reading activities is to understand important content quickly. Extensive reading can be one of the strategy that teachers can apply in activating students' reading skills and help students' understanding. Some research finding have shown good result of applying extensive reading strategy to teaching reading comprehension. One of the research was conducted by Rohati and Hidayat (2020:58), entitled "The Effect of Extensive Reading on Students' Reading Comprehension ". The research showed that there was an effect after the extensive reading strategy pattern was applied. The writer used the quantitative as the researched method and the writer used the queasy experiment as the research design. For collecting the data the writer gave the pre-test to compare students achievement for the experimental class are 30 students. The researcher used SPSS 20 program to analyze the data to find out whether there is an effect on students reading comprehension after extensive reading applied in the reading process. Based on the finding and discussion. It can be concluded that the hypothesis was accepted.

The second one was conducted by Nurinayah and Hidayat (2018:1), entitled "The Effectiveness of Extensive Reading Approach to Improve Students' Reading Comprehension". The research showed that the result of data is obtained by using t-test formula. The result showed that students who learning using extensive reading approach had better reading ability to comprehend the text. The result of is 2.08, the table with degrees of freedom (df) 19 and level of significance at 0.05 was 1.72. Based on the data analysis, the alternative hypothesis in this research was accepted because is higher than table ($2.08 > 1.72$). Based on the data analysis, it is found that the test is reliable. The findings indicated that learning using extensive reading approach is significantly affected tha students' reading comprehension. Therefore, the extensive reading is suitable for improving students' reading comprehension and it is also a strategy that can be used by teacher for making learning process to be more effective. From the two previous research studies the writer concluded that using extensive reading strategy makes students more interest in reading, reading comprehension, understanding about the text from the material was delivered by teacher. That is why the writer is interested in applying extensive reading strategy in reading comprehension because some research finding have shown good result of teaching English reading comprehension through extensive reading strategy

METHOD

This study is conducted by using experimental research design with pre-test and post-test design. In this research, the researcher used quantitative research. According to Creswell (2002:46), in quantitative research there are three designs: Experimental, Correlation and Survey. The writer used experimental design. Experimental is a

procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables could be test.

This study deal with two different groups, they are experimental group and control group. Arikunto (2006:56), states that generally, the writer in experimental research used two groups, experimental group as a group that got the treatment and the control group that did not got treatment. The experimental group is the group that received treatment by applying extensive reading strategy and another one as a control group using conventional teaching. Both of the groups are given pre-test and post-test with the same items.

Table. Experimental and Control Group

Class	Group	Pre-test	Treatment	Post-test
VIII-A	Experimental	✓	Teaching by applying extensive reading strategy.	✓
VIII-B	Control	✓	Teaching by applying extensive reading strategy or conventional way	✓

The Population of the Eighth Grade at SMP Dharma Wanita

No	Class	Male	Female	Total students
1	VIII-A	15	10	25
2	VIII-B	11	12	23
Total				48

The sample of the Eight Grade at SMP Dharma Wanita

No	Class	Total students
1	VIII-A	25
2	VIII-B	23
Total		48

Instruments

The Instrument of Collecting Data

The instrument for collecting data in this study is quantitative data. The writer used the narrative texts test as an instrument of this study. In this research, the pre-test is intended to know the students' reading comprehension in narrative text before getting the treatment, while the post-test was intended to know the students' reading comprehension in narrative text after getting the treatment.

Quantitative Data

In this part, written test will be used to measure the students' achievement in reading comprehension. The instrument will be taken from English book material of grade VIII of junior high school is adjusted with the syllabus. There are some reasons why the writer used multiple choices to measure students' achievement in reading comprehension, namely the effectiveness for measuring and objectivity of scoring which is quick, easy, and consistent. It is easy for teachers to teach whether their students understood the text at some superficial level, and because it has only one correct answer, it is also easy to mark.

Data Analysis

The Procedure of Collecting Data

There are two groups of sample in the research, namely experimental group and control group. The writer conducts the pre-test, treatment, post-test for collecting data. This study is used pre-test, and post-test that give to experimental group and control group. The pre-test is a reading comprehension. Students were given a pre-test to find out the students' starting point in reading narrative text before treatment. It will be given at the beginning of the lesson. After students completed the initial test, the writer collect and analyze student worksheets to determine students' comprehension. Preliminary tests will carry out to determine students' initial comprehension to read narrative texts before being treated. Pre-test is given to both of experimental and control group before the presentation of the materials. After giving the pre-test, the experimental and control group are taught with the same material that is reading comprehension but different treatment.

a) Experimental Group

The experimental group is taught by applying extensive reading strategy, the experimental group in this study were students of class VIII-A students of SMP Dharma Wanita. Experiment in this group provide a Extensive Reading Strategy for learning narrative text so that application of narrative reading applies the steps of learning with Extensive Reading. There are four steps in the learning model of Extensive Reading in English consisting of

- a) Presenting information
- b) Guiding students
- c) Training and
- d) Assesses learning

b) Control Group

Meanwhile the control group is taught without applying extensive reading strategy, the control group in this study are students of class VIII-B students of SMP Dharma Wanita. In this group, the writer used direct learning.

After conducting the treatment, both of the experimental and control group are tested by giving a post-test. The post-test is similar to the test that is lead in pre-test. It is aim to finding the difference of mean score between experimental and control group. The writer give the post-test in order to see the result whether the method is effective or not to measure the students' reading competence in reading comprehension after the treatment.

The Scoring of the Test

The form of the reading test is in multiple, a choice test. There are about 25 questions. In scoring the test, this study use score which ranging from 0-100 by counting the correct answer. According to Sudjono (2011:318), the correct answer will be given while the answer was given 0 by applying this formula:

$$S = \frac{R}{N} \times 100 \%$$

The Technique of Analyzing the Data

The purpose of the data is to know the difference of students' reading comprehension, and the significant contribution of using extensive reading on students' reading comprehension of the eighth grade students SMP Dharma Wanita.

The first main steps were given the pre-test and calculate the score in order to know students' knowledge reading comprehension before they are taught by using different method. The post-test is to prove the significant different score between two classes. Uses the test-t simple randomizes design test (Hadi, 1982:442).

To analyze the data of this research the writer use two formulas, they are:

a) Mean Score

$$M = \frac{\sum x}{N}$$

In which:

M = mean score

Ex= sum of test

N= number of group

The mean score that is obtained through the above formula is analyze and interpret. Finally, the writer computes the hypothesis is significant, to know whether who is accept or not. For the sake of computation, the formula is as follows:

b) T-test

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{\sum(Xa^2 - Xb^2)}{Na + Nb - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

Hypothesis of the Research

Based on the problem research, the writer formulated the hypothesis as the following:

Ha: There is a significant effect of applying Extensive Reading Strategy on students' reading comprehension.

Ho: There is no significant effect of applying Extensive Reading Strategy on students' reading comprehension.

RESULT AND DISCUSSION

Quantitative data was taken from the result' score of pre-test and post-test of the two groups. In this research, the samples were divided into two groups, they are: experimental group and control group. Experimental group was a group that was taught by extensive reading strategy while control group was taught by conventional teaching. Pre-test and post-test were given to both of the groups. Both of the groups were given the same test that was multiple choice test. The total number of the multiple choice test was 25 items and test for 48 students (25 students of experimental group and 23 students of control group) at the eighth grade students of SMP Dharma Wanita Medan.

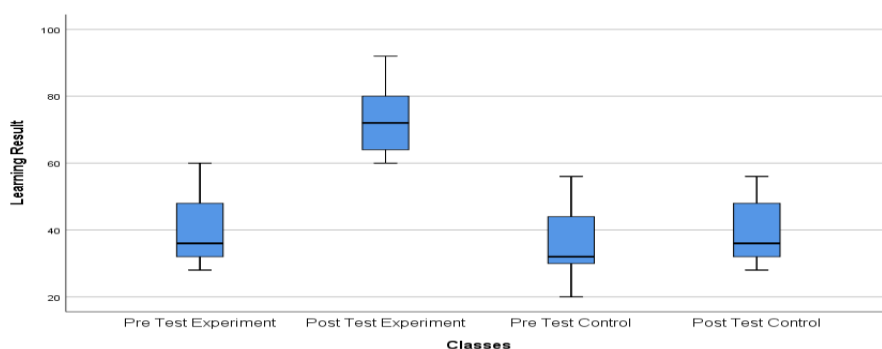
The following tables are the score analysis result of the pre-test and post-test of the two groups, control groups and experimental group. The scores were collected from the pre-test and post-test that was administered to both control group and experimental group. The pre-test score were analyzed to measure the students' ability in reading comprehension before they got the treatment meanwhile the post-test scores were analyzed to measure students' progress on reading comprehension after they received the treatment.

In this table showed that the mean score of the students' in a pre-test and post-test score from experimental group and control group. It could be seen that the mean score of each test administered to the students increased. The statistics on pre-test and post-test were presented on the table below:

GROUP	STUDENTS' MEAN SCORE	
	Pre-test	Post-test
Control Group	36,35	39,65
Experimental Group	40,16	72,64

Table 4.1 showed that the students' reading skill were still low in pre-test and in post-test improved after teaching reading comprehension using Extensive Reading Strategy. It was proven by looking at the means score students in pre-test in the control group was 36,35 and post-test was 39,65 while the mean score of students in pre-test in experimental group was 40,16 and post-test was 72,64.

Graphic for the Frequency of Pre-Test of the Control and the Experimental Group



Based on the graph above, it could be seen that highest frequency of pre-test and post-test scores of students in control group where in score 30 which consist 13 students, while the lowest were in score 56 which consist 2 students. Then, the highest frequencies of the students' score were in poor and mean categories and the lowest were in very poor, good and excellent categories. Based on the graph above, about the highest frequency of pre-test and post-test scores of the students in experimental group was in score 75 which consist 11 students, while the lowest were in score 60 which consist 5 students. It meant that teaching reading comprehension using Extensive Reading Strategy could improve students' reading comprehension scores. Data analysis aimed to prove the research hypothesis, namely to find out the difference in reading comprehension narrative text between two group that were not taught using Extensive Reading Strategy and that were taught using Extensive Reading Strategy.

The Normality of the Test

Learning Result	Classes	Kolmogorov-Smirnov ^a			Shapiro-Wilk	
		Statistic	df	Sig.	Statistic	df
	Pre Test Experiment	.178	25	.041	.892	25
	Post Test Experiment	.125	25	.200*	.919	25

Pre Test Control	.165	23	.103	.923	23
Post Test Control	.214	23	.008	.897	23

From the table 4.2 above, it can be seen in Experimental pre-test group that the closet Kolmogorov Smirnov critical points of 25 at the degree of significant $0,041 > 0,05$. While in control pre-test group that the closet Kolmogorov Smirnov critical points 23 at degree of significant $0,103 > 0,05$. So the data of Experimental and Control pre-test group was normal. From the data it can be seen in Experimental post-test group that the closet Kolmogorov Smirnov critical points of 25 at the degree of significant $0,200 > 0,05$. While in Control post-test group that the closet Kolmogorov Smirnov critical points of 23 at degree of significant $0,008 > 0,05$. So the data of Experimental and Control post-test group was normal.

The Homogeneity of the Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Learning Result	Based on Mean	.453	3	92	.716
	Based on Median	.341	3	92	.796
	Based on Median and with adjusted df	.341	3	87.391	.796
	Based on trimmed mean	.458	3	92	.712

From the table 4.3 above, the degree of significance beside on the mean was $0,716 > 0,05$. The degree of significance beside on the median was $0,796 > 0,05$. The degree of significance beside on the median and with adjusted df $0,796 > 0,05$. The degree of significance beside on the trimmed mean $0,712 > 0,05$. All which is bigger than $0,05$ therefore it can be concluded that both groups were homogeneous.

The Technique of Analyzing the Data

T-test

Group Statistics

Classes	N	Mean	Std. Deviation	Std. Error Mean
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Learning Result	Post Test Experiment	25	72.64	10.372	2.074
	Post Test Control	23	39.65	9.566	1.995

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Learning Result	Equal variances assumed	.010	.923	11.424	46
	Equal variances not assumed			11.463	45.999

Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
0.000	32.988	2.888	27.175	38.800
0.000	32.988	2.878	27.195	38.781

In this study, t-test was used to determine the differences between group that were taught using Extensive Reading Strategy (Experimental group) and group that were not taught using Extensive Reading Strategy (Control group). In this study, t-test calculation was carried out with the help of a computer program SPSS 26. Based on the table above, P value sig. (2-tailed) = 0.000 < 0,05. This meant that Ho was rejected and t observed it meant t observed was higher than t table. Thus it could be concluded that the mean post-test scores of the Experimental group students and control students are different.

The Hypothesis

From the result of testing hypothesis, it was found there was significant effect of applying Extensive Reading Strategy on students reading comprehension. Therefore alternative hypothesis (Ha) of this study was accepted and null hypothesis (Ho) was rejected.

Discussion

The research question of this research was whether extensive reading could give effect to students' reading comprehension or not. The calculated result of this research revealed that extensive reading is effective on students' reading comprehension of narrative text at eighth grade of SMP Dharma Wanita. The writer explained the following paragraph to describe the entire data result. Referring the data description, the tables presented the pre-test and post-test of students achievement of reading comprehension. The pre-test was performed in order determined students' reading comprehension before treatment given. The mean score of pre-test in experimental class was 40,16 and the mean score of control class was 36,35. After the treatment of extensive reading was given to the experimental group for about five meetings while control group was not. After doing the post-test, the result showed a statistically significant effect in reading comprehension between students who were taught using extensive reading strategy. The mean score of the post-test in experimental group 72,64 was higher than the mean score of the post-test control group 39,65. It was understood that extensive reading strategy gave significant effect on students' reading comprehension. The value of t-test was higher than the ratio on t-table ($11,424 > 1,678$). Therefore, Ho was rejected and Ha was accepted. It means that there are significant differences in reading comprehension of students taught using extensive reading strategy.

CONCLUSION

This research was aimed to prove whether extensive reading effective or not on students' reading comprehension of narrative text at eighth grade of SMP Dharma Wanita. Based on the result in chapter IV, it indicates that extensive reading is effective students' reading comprehension of narrative text. It can be seen from statistical data of students' pre-test and post-test after having treatment by using extensive reading strategy. The experimental class has a great improvement in the post-test score then in the pre-test, then while the control class showed a barely improvement in the post-test. Furthermore, the alternative hypothesis result proves that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Besides that, it is supported by the result of calculations using SPSS 26. In summary, this research proves and answers the formulation of the research that extensive reading was effective on students' reading comprehension of narrative text at eighth grade of SMP Dharma Wanita year 2023/2024.

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