

**THE EFFECT OF STUDENTS' EXTENSIVE READING ON STUDENTS'
READING COMPREHENSION**

(Undergraduate Thesis)

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2023**

ABSTRACT

THE EFFECT OF STUDENTS' EXTENSIVE READING ON STUDENTS' READING COMPREHENSION

By

Desy Nada Fadilla

The research was conducted to determine whether there is an effect of extensive reading on students' reading comprehension. This quantitative study uses a pre-experimental method using a one-group pretest-posttest design. The subjects of this study were 36 grade II students of SMAN 1 Terusan Nunyai XI 5. The instrument used in this study was a reading test that included five reading aspects. Data was collected through SPSS 26.0 for Windows to see the t-sample paired t-test. After extensive reading treatment, the results significantly affected reading comprehension of narrative texts. The results showed that the average score of students on the pre-test was 47.81, and the average score on the post-test was 72.72. The researcher concluded that extensive reading has a good effect and effectively improves students' reading skills.

Keywords: Reading comprehension, narrative text, extensive reading.

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By:

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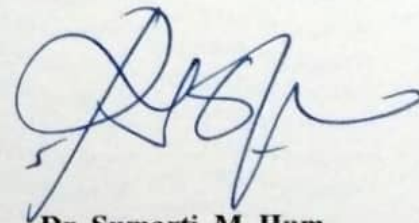
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The author's name is Desy Nada Fadilla. She was born in Central Lampung, on June 15, 2001. She is the second child of Bambang Kurnianto and Suparmita. She has one sister named Nindy Maharany, and one brother named Rizky Azmi Kurniawan.

She started her studies at SDN 1 Bandar Sakti and graduated in 2015. She continued her studies at SMP Sugar Group Companies and graduated in 2017. Then continued her studies at SMAN 1 Terusan Nunyai and graduated in 2019. The same year, through the SNMPTN, she was accepted as a student of the English Education Study Program at the University of Lampung.

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MOTTO

“Indeed my Lord is with me, and He will guide me through”

(QS. Asy-Syu'ara' 62)

DEDICATION

With full of love and appreciation this script is proudly dedicated to:

My beloved parents, Mr. Bambang Kurnainto and Mrs. Suparmita, who always love, pray, and support me in every situation.

My sister Nindy Maharany and my brother Rizky Azmi Kurniawan, who always support and encouragement for me.

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Having completed this work, the author realized that some individuals always supported and gave her a helpful suggestions in conducting this paper; as that matter, the author would like to reveal her sincerest gratitude and honor to:

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The Writer

Desy Nada Fadilla

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I. INTRODUCTION

This chapter presents an overview of this research. This part includes the research background, the research problem, the research objectives, the use of the research, the research scope, and definitions of key terms.

1.1 Background of the Problem

English is an international language that is widely used in various countries. To learn a language, four skills must be mastered. These skills are listening, reading, writing, and speaking. These four skills are related to each other. Reading ability in Indonesia is still relatively low. Many factors contributed to this, such as reading facilities and infrastructure that the government neglected.

Through reading, students can gain knowledge and information they did not know before. In reading English material, students can add new vocabulary, hone their understanding of the material they read, and practice fluency in reading English texts. The meaning of reading itself is more than just reading and being able to pronounce every word correctly. However, in reading, students are expected to understand and be able to convey the meaning of the entire text they read. Reading is an active process consisting of recognition and understanding skills (Patel, 2008).

Reading is an active receptive language activity (Johnson, 2008). Reading activity is active because there is communication or action between the reader and the writer. It is receptive because the reader will receive the meaning directly written by the writer. Reading is necessary for students to understand what they are reading. Reading is also a form of communication because they can find out the meaning of the reading and convey that intent to others.

When students do reading activities, there are several processes must be mastered, such as thinking, evaluating, assessing, imagining, expressing reasons, and solving problems. Based on this process, students can understand and derive meaning from printed or written words to understand what they have read and understood (Palani, 2012). All these processes can be mastered well by students when they are accustomed and do many reading exercises. Mastery of reading is very necessary because learning is always related to reading. With reading comprehension, students will not only learn something (classroom lessons), but also gain experience and everything that will help their future studies.

Based on the *Kurikulum Merdeka* used at the high school level, there are several achievements that must be achieved during the process of learning to read English. In learning to read English, students are expected to be able to understand, use, and reflect on texts according to their goals and interests, to develop their own knowledge and potential. To achieve this, students must get used to reading books in English so they are used to it. However, based on the results of field observations and brief interviews with teachers, it was found that students had quite low interest in reading and scores in reading comprehension. Therefore the researcher tried to use an activity that the students had never done

before extensive reading. By using extensive reading, students do more reading activities and can choose their reading according to their interests.

Students use many types of reading to carry out effective reading activities. One of them is by using extensive reading. Extensive reading as an approach to teaching reading can be considered an objective or an outcome. Extensive reading activities free readers to choose the type of book they like, so this activity is called reading with pleasure (Mikulecky B. , 1990). Choosing books according to their wishes makes students comfortable and not bored doing reading activities. They tend to be curious about the meaning of a word they don't understand, it can add to their vocabulary.

Based on previous findings by (Hidayat & Rohati, The Effect of Extensive Reading on Students' Reading Comprehension, 2020), they proved that student scores on the post-test > student scores on the pre-test. During the observation, when students were asked to read extensively, the students were very enthusiastic, they were able to build their vocabulary knowledge, and they were able to recall information after reading. In contrast to before extensive reading was applied, previously they felt confused when finding new vocabulary in reading texts and students had difficulty remembering information after reading.

Letting students choose their favorites makes them more interested in reading. Extensive reading activities involve skimming large amounts of material or reading more extended periods (e.g., entire books, texts, etc.) for comprehension, generally focusing on the meaning of what is read rather than the language (Carrel & Carson, 1997). By doing extensive reading that students do outside of class

hours, they can learn independently to gain understanding. Extensive reading activities are not fixated on textbooks which sometimes seem boring but can be in the form of magazines, short story books, etc which can attract students.

Based on the results of the questionnaire that was distributed to class XI at SMAN 1 Terusan Nunyai, it can be seen that students in class XI have poor extensive reading. Some students have done extensive reading, but the reading material used is reading in Indonesian. The researcher hopes that students can improve their reading comprehension by applying extensive reading using English reading sources. Through extensive reading, students can choose books and reading themes that students like.

Getting used to reading activities among high school students is very important. This is in accordance with what happens in school when students are not accustomed to reading texts in English. They need help understanding a word due to not having much vocabulary understanding. This results in students needing help in doing the questions or assignments given.

Based on the explanation above, the researcher wants to know the effect of extensive reading on students' reading comprehension and proposes the research title: "**The Effect of Students' Extensive Reading on Students' Reading Comprehension.**"

1.2 Problem of the Research

A research problem is a statement about an area of concern, a condition to be corrected, a difficulty to be eliminated, or a troubling question that exists in the scientific literature. Based on the explanation and background of the problem

which states that extensive reading affects reading comprehension, the researcher formulates the problem: "Does extensive reading affect students' reading comprehension?"

1.3 Objective of the Research

Research objectives describe concisely what the research is trying to achieve. The objective of this research is to find out whether there is an effect when students do extensive reading on their reading comprehension

1.4 Use of the Research

The researcher hopes that this study's results will positively impact English language teaching and learning, especially in reading activities, and will be useful for future research. The researcher divides the contribution as follows:

a. Theoretical

The results of this research are expected to be used as a reference for other research, especially in language education, to understand the importance of reading activities.

b. Practical

The results of this research are expected to make students aware of the importance of extensive reading on reading comprehension. In addition, students are expected to improve their reading in reading English material of various texts.

1.5 Scope of the Research

This study aims to determine the effect of implementing students' extensive reading activities on reading comprehension. This study involved a high school in Central Lampung, SMA Negeri 1 Terusan Nunyai. The technique used in determining the sample in this study is cluster random sampling. This type of sampling is carried out by randomly selecting each element without regard to the strata in the population. The reason for choosing this school is because this school has a low level of reading comprehension. Therefore the researcher wants to see whether when students are given extensive reading activities helps them improve their reading comprehension on narrative text. The research method used is quantitative research to get better research results.

1.6 Definitions of Key Terms

In relation to the uses of research, there are some definitions clarified in order to have similar understanding. The terms can be described as follows:

a. Extensive Reading

Extensive reading is reading that involves long texts and exposes students to a large amount of material they choose and like. In this study, extensive reading means reading activities that make students learn to make reading one of their habits.

b. Reading Comprehension

Reading comprehension is an understanding of written words, the content being read, and the construction of the meaning of the text. A student's

reading comprehension is measured by their understanding of a text's intent and content. When students can describe the main ideas of each paragraph, they can work on questions related to the reading or text they read, and can make conclusions according to the text students have reading.

c. Narrative Text

Narrative text is a story with complication or problematic events, and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

II. LITERATURE REVIEW

This chapter discusses several theories that support research, such as previous research, the concept of reading comprehension, the concept of extensive reading, the concept of narrative text, the conceptual framework, and the hypotheses.

2.1 Previous Research

In this study, researchers took several previous studies from other references as comparisons that are closely related to this research. Here the researcher shows several studies that take topics related to the correctional between extensive reading and reading comprehension:

The first was conducted by (Agustina, 2022), “The Use of Extensive Reading to Improve Students’ Reading Comprehension on Narrative Text”. This research aimed to see how extensive reading can improve tenth-grade students’ reading comprehension of narrative text. To achieve this goal, researcher used the Classroom Action Research (CAR) method when collecting data. The techniques used in this research are observation techniques, field notes, and measurement techniques using tests. Researchers found cycle one and cycle two had significant results. In cycle one, the average value of students is 50.41. In cycle two, the average value of students is 78.33, which shows students are showing progress. This is also evidenced by data from observation sheets and field notes which show

that students are more enthusiastic about attending class and focusing on the material provided. In short, extensive reading can improve students' reading comprehension. The difference between this research and the research conducted is that this research used observation techniques and field notes.

The second was conducted by (Hidayat & Rohati, 2020), "The Effect of Extensive Reading on Students' Reading Comprehension". This study aims to provide information about the extensive reading method at SMAN Lewigoong Limbangan. Researchers used quantitative research methods and pre-experiments as research designs. To collect data, the researcher gave a pre-test and post-test to compare students' achievement in reading comprehension before and after the extensive reading method was applied in the reading learning process. The researcher used the SPSS 20 program to analyze the data and to find out whether there was an effect on students' reading comprehension after using the extensive reading method in the reading process. Based on the findings and discussion it can be concluded that extensive reading influences students' reading comprehension. The difference between this research and the research being conducted is that this research uses a pre-experimental while the research being carried out uses a pre-experimental design.

The third was conducted by (Astiyandha, 2020), entitled "Analyzing the Effectiveness of an Extensive Reading on Grade Eleven Students' Reading Comprehension". This research is about extensive reading strategies to attract students' interest in reading comprehension. The research methodology used was pre-experimental research, with a post-test-only control group design. To collect data, the author uses instruments in the form of question items. The statistical

method used to analyze the data is the T-test with SPSS through the Null Hypothesis test, which is preceded by the normality test and homogeneity test as prerequisites for data analysis. The test results show that H_0 is rejected and H_a is accepted, proving the significant effect of Extensive Reading on the Reading Comprehension of class XII students.

The fourth was conducted by (Mughtar, 2019), entitled "Intensive and Extensive Reading in Improving Teaching Reading Comprehension". In this research, Naely Mughtar focused on practicing English skills by implementing intensive and extensive reading with Classroom Action Research (CAR). The research activity consisted of three stages: pretest, treatment, and posttest. Based on the results of the pretest, it can be interpreted that the reading ability of the 2nd-semester students of Computer and Network Engineering before the application of the IR and ER methods is still relatively low with a poor classification (25%) representing 11 students and very poor classification (18.2%) achieved by 8 students. After three treatment cycles using three different articles for English reading texts, students' reading skills improved significantly with 2 students (4.5%) in the very good classification and only 6 students in the less and very good categories.

The fifth was conducted by (Rosa, 2022), entitled "Analysis of Student Interests in Reading Text in Class VIII Students of MTs Nururrodiyah Jambi". This study used descriptive research with a quantitative approach. The design used is survey research. Data collection was carried out through a questionnaire. This research was attended by 105 eighth graders of MTs Nururrodhiyah Jambi. In this study, researchers found that short stories were the highest percentage of extensive

reading texts. This proves that short stories are the type of reading text that students are most interested in among extensive reading texts in class VIII MTs Nururroddhiyah Jambi city with the highest percentage of 64.8%. Furthermore, most students are interested in reading texts because they like it when there is a reading assignment text. They feel that reading professional articles, essays, technical reports, short stories, and books influences their behavior and attitudes, and they even enjoy reading it anywhere. They stayed because they agreed that it was easy to find extensive reading of such texts both in libraries and on the internet.

Last, the researcher chose the title "The Effect of Students' Extensive Reading on Students' Reading Comprehension". The studies choose class XI at SMAN 1 Terusan Nunyai. In addition, the similarity between previous research and this research in the variables. The independent variable is Student Extensive Reading and the dependent variable is Student Reading Comprehension. The difference between this study and previous studies is that this research only looks at the effect of extensive reading on narrative reading text, different research locations, and using pre-experimental design. Preliminary data collection used a questionnaire to see whether students at SMAN 1 Terusan Nunyai had an extensive reading. After that, the researcher gives a pre-test, treatment, and post-test to see whether or not an effect after implementing extensive reading.

2.2 Reading Comprehension

In learning a language, there are several basic skills that must be mastered, there are listening, reading, writing, and speaking. Reading is a process of seeing a series of written symbols and getting meaning from the text that has been read. When the reader reads, the reader uses his eyes to receive written symbols (letters, punctuation marks, and spaces), and the reader will process each word into sentences and sentences into paragraphs, so the readers can conclude the meaning of the content (Tarigan, 2008).

Reading does not only see words as graphic symbols, but reading is a communication process. This is because reading involves the reader's interest in interacting with the text (Bamford, Julian, & Day, 2004). Reading and understanding are two things that are interrelated and cannot be separated. Comprehension is the core of reading activities. The benchmark for assessing whether the reader understands the reading that has been read is if the reader is can understand the meaning of the text is. If readers can read but are unable to understand the meaning of the text, it means they are not doing reading comprehension.

The comprehension process occurs at several levels across language units: word level (lexical process), sentence level (syntactic process), and text difficulty level. In all of these levels, tword identification, parsing of words or sentences, referential mapping, and various inference processes are interrelated and contribute. This is done so there is interaction with the reader's conceptual knowledge in order to produce a mental model of the text (Perfetti, Nicole, & Jane, 2004).

According to Ahuja (2010: p.50) by doing reading comprehension, the reader must properly understand the reading material that involves a true or real relationship between the meaning and symbol of the word, assessing the context of the meaning that is thought to be the core of the reading, selecting the correct meaning, as well as organizing ideas when the material is read, and its use in various contexts current and future activities. This activity can be mastered by the reader when the reader performs the activity repeatedly. By doing repeated reading activities, they are easy to get used to doing reading comprehension.

Reading comprehension is the process in which the reader makes meaning by interacting with the text through students' prior knowledge and experiences before they read the text, the information in the text, and the reader's views related to reading comprehension text. Reading comprehension requires students to have basic knowledge of the reading material they will read. This is so that they can easily grasp the meaning of the reading.

From the explanation above, reading comprehension is an interactive process between the reader, the reading material, and the strategy used. This interactive process includes activities to understand, utilize, and evaluate the intent or important message that the author wants to convey. Readers will continuously relate all of this information to the background knowledge they already have to extract meaning from the written material.

2.2.1 The Aspect of Reading Comprehension

Reading comprehension has five aspects that must be mastered so the students can easily understand the contents of a passage (Duffy, 2003).

1. Main Idea

The main idea is called the topic sentence. This section tells the contents of the paragraph or the main idea. The main idea is the author's idea about the topic, which is formed by topics and ideas (Mikulecky & L, 1998). Identifying main ideas and supporting ideas is closely related to reading comprehension. Each paragraph has a main concept or idea. The main idea is the most important information students want to know about the concept of a paragraph. Through the main ideas, students will know what topic the author will convey.

2. Specific Information

Specific information or supporting ideas are paragraphs that develop from the main idea by providing certain definitions, examples, facts, comparisons, causes, and effects related to the topic sentence. Reading to see certain information can involve understanding what information or type of information the reader is looking for. Looking for specific information is very important in reading activities (Elizabeth & Rao, 2005). After finding it, read the relevant section carefully to get a complete and detailed understanding.

3. Reference

References are words or phrases used before or after references in reading material. References are used to avoid unnecessary repetition of words or phrases. Reference is divided into two types. First, reference is a symbolic relationship that is owned by the concrete object or abstraction it represents. Second, reference is the relation of one linguistic expression to another, in which one provides the information necessary to interpret the other (Crystal, 1985).

4. Inference

The inference is the use of additional knowledge by the learner to understand what is not stated in speech or reading (Yule, 1996). Readers can make conclusions after reading the text. The inference is the logical step that allows one to reach a conclusion based on evidence or reasoning. Informed assumptions are similar to inferences or deductions. The inference is important when reading stories or texts. Learning to conclude is a good reading comprehension skill.

5. Vocabulary

A vocabulary is the number of words used by people, groups of people, and professions called vocabulary. Vocabulary is a fundamental for everyone who wants to speak or produce utterances to be read. Words need to be studied so that we can understand what is read. Students' vocabulary knowledge is strongly related to their reading comprehension and overall academic success (Rupley, H, Logan, W, Nichols, & D, 1999). Students must know a lot of vocabulary, which affects their ability to use

various strategies to determine the meaning of new words when they encounter them. Vocabulary plays a fundamental role in reading and significantly contributes to the reader's comprehension.

2.2.2 Factor Determinants of Reading Comprehension

In reading, there are several factors that determine the students' reading comprehension. These five factors are experiential background, language skills, thinking skills, affection, and reading goals (Harris & Smith, 2002).

1. Background Experience

Background knowledge plays an important role in reading comprehension. To understand a text, readers rely on their background knowledge to relate what they already know to the text they are reading. Background knowledge includes the reader's real experience and literary knowledge.

2. Language Skills

Language skills may not have a direct effect on reading. However, the reader will build on the initial proposition by facilitating the reader's involvement in comprehension monitoring, which is a higher-order cognitive skill that builds on basic language skills. This makes it easier for readers to understand the meaning in a reading.

3. Thinking Skills

The reader's ability to think is very influential in the reading comprehension process. There must be experience background and

linguistic knowledge alone. Readers must be able to think or reason to relate the meaning in each paragraph well.

4. Affection

Affective factors are also influential because it contains motivation, attitudes, beliefs, and feelings. Interests, attitudes, and beliefs are closely related. A reader will understand the material better if it suits the reader or the reader is interested and likes it.

5. Reading Purposes

In carrying out an activity, of course, we have a purpose as well as reading and having a purpose when reading makes the reader know what to and what not to do (Harris & Smith, 2002).

Based on the discussion above, it is said that reading activity is a process in which students or readers obtain messages or ideas conveyed through text. Reading activity is also a communication process, the communication is carried out between the reader and the writer. Meanwhile, reading comprehension is a process in which students make meaning or answer questions based on the text they read. Students' prior knowledge is closely related when they conclude or answer questions related to the text given.

Reading comprehension has several aspects that must be master. These aspects are the main idea, specific information, reference, inference, and vocabulary. Students must master this aspect of reading comprehension to make it easier to read the text

and the questions given. To be able to master these aspects there are several strategies that students can do. These strategies are scanning, skimming, extensive reading, and intensive reading.

Students' ability in reading comprehension has different causes. This can be caused by factors outside the student's self or from the student themselves. These are material difficulties, intelligence, environment, emphasis on word recognition, emphasis on oral reading, background selection of reading, adjustment of reading techniques, and reading speed.

2.3 Extensive Reading

Extensive reading is an act that involves skimming large volumes or longer readings (eg entire books) for general understanding, with the focus generally on the meaning of what is read rather than the language (Carrel & Carson, 1997). In extensive activities, the teacher does not give students targets when they read. They determine their target in reading. Students will easily recognize the type of reading or theme of reading material they like. Students do not have to read books in the form of formal and standard reading because this activity has already been done while they are in class. When outside the classroom, students will explore their knowledge more by reading books that are lighter and easier to understand.

Extensive reading is one of the additional activities at school and outside of school. Extensive reading is inherent in English courses, where students are given the time, encouragement, and materials to read as enjoyable books as possible without the pressure of testing or marking. Thus, students are only competing

against themselves, and it is up to the teacher to provide motivation and monitoring to ensure that the maximum numbers of book are read in the time available. Its motto is quantity and variety, not quality, so books are chosen for their taste and relevance to students' lives, not for their literary value (Jacobs, Davis, & Renandya, 1997).

Extensive reading is one strategy that can be used in teaching reading. This activity makes students read more material at their level in a new language. They read publicly for the overall meaning so that they get information at once with their pleasure. There are 10 principles of extensive reading which can be considered key ingredients for the success of this program and encourage teachers to use them (Bamford, Julian, & Day, 2004). The 10 principles are:

No.	Principles	The Implementation
1.	The reading material is easy	The selection of reading material
2.	A wide range of topics in reading material is available	
3.	Learner's read what they choose	
4.	Read as much as possible	Reading is the reward itself
5.	Reading is for pleasure, and to gain information and general understanding	
6.	Reading is the reward itself	
7.	Learners generally read quickly not slowly	Reading style during extensive reading
8.	Reading is silent and individual	

9.	Teachers orientate and provide guidance to students	Teacher's role in extensive reading activity
10.	The teacher models being a reader	

Based on several theories about extensive reading put forward by experts, extensive reading is an activity of reading as much as possible in which the text material is not chosen by the teacher but adjusted to the students' interest. Students can choose the titles of their own books, novels, journals, or others and read them for pleasure at leisure. The material level starts from the easiest level. It is a fluency activity mainly involving global understanding. This is one of the reasons why students tend to be indecisive readers. Many studies have shown that extensive reading is beneficial in language teaching, including in the context of English as a foreign language.

2.3.1 The Kind of Extensive Reading

In this type of extensive reading usually, the teacher prepares students to read with pre-reading activities such as predicting content or perhaps teaching some previously understood keywords. There are several types of reading to choose from when doing extensive reading (Eko, 2021), including:

1. Novel

A novel is a literary work in the form of prose. The story in the novel is the work of the author's imagination which discusses a person's life or various characters. The novel story begins with the characters' problems

and ends with problem-solving. Novels are more complicated than short stories. Novels make students who read imagine related to the author's storyline.

2. Magazines

Magazines (magazines, periodicals, glossies, or serials) are printed on paper using ink and issued at regular intervals, such as weekly, biweekly, or monthly. The magazine contains various articles on topics aimed at the general public and is written in a language many people easily understand. The magazine contains the latest news that attracts readers. The contents of the magazine are adjusted to the times so that the contents are always updated.

3. Comics

Comics are a medium for expressing ideas through pictures, usually combined with text or other visual information. Comics are usually a series of juxtaposed panels. Text devices such as speech bubbles, subtitles, and onomatopoeia usually represent dialogue, narration, sound effects, or other information. Comics presented with interesting pictures make students who read not feel bored.

4. Biography

A biography is a literary work that contains biographies of famous people. A biography is not only more complicated than listing a person's date of

birth or death and employment data but also tells the feelings involved in experiencing the event. This biography describes life's journey from childhood to old age and even death. It also describes all the services, work, accomplishments, and everything that the character in question has produced or done.

2.3.2 Benefits of Extensive Reading

Extensive reading has several benefits. The first is the selection of reading material. One of the reasons students love extensive reading programs is that they can choose what they want to read (Bamford, Julian, & Day, 2004). In extensive reading, students can choose reading material to read on their own. They can provide their reading material, or the teacher can provide some. When students choose the reading they choose, it is hoped that the intensity of reading will often be carried out.

Secondly, Grabe as cited in (Wilkinson, 2012) discusses some of the benefits of extensive reading to build vocabulary and structural awareness, increase students' background knowledge, develop automaticity, improve comprehension skills, and increase self-confidence and motivation. The more they read, the more knowledge students gain, which makes them more confident in class.

Another benefit of extensive reading is that students' positive attitudes towards students will increase. Effective reading instruction can develop engaged readers

who are knowledgeable, strategic, socially interactive, and motivated (Sweet, 2000).

Based on the description above, it is said that extensive reading is a strategy to improve student's reading comprehension. Extensive reading can be done outside or in class. There are several principles of this extensive reading strategy, namely the selected material is easily relevant so it does not burden students when reading it, the topics chosen are also adjusted to the wishes of students, and when reading extensively there are no targets given by the teacher.

We can use many reading sources when doing an extensive reading. We can read novels of various genres, magazines that provide up-to-date information, comics that provide interesting stories and pictures, and biographies that explain the life stories of famous figures. We can even learn through subtitles from students' favorite films.

With so many media that students can use to do extensive reading, they can choose the type of reading they like. By reading extensively students will add vocabulary, build good background knowledge, and increase self-confidence because they gain knowledge that is not obtained in class.

2.4 Definition of Narrative Text

The students studied many texts. One such text is narrative text. A narrative is a fictional story that aims to entertain the reader. The narrative text is called an

imaginary story. It is not necessarily true because it could be just imagination, a fictitious story made up by someone, or a story made up by a group of people whose truth has not been proven. The narrative text is related to past experiences or stories.

According to (Montgomery & Martin, 2007), a narrative is a story that involves a series of interrelated events. There are various kinds of relationships between events in a narrative. The most obvious type is where one event causes another. Such causal relationships link one event to another and serve partly to give unity to the narrative and partly to enable the narrative to draw moral conclusions about the consequences of actions. According to (Wardiman, 2008), narrative text is an imaginative story to entertain people. The narrative text aims to entertain the reader with a story. The narrative text has linguistic characteristics, namely: using the simple past tense, past perfect, continuous past, past perfect continuous, and past future continuous (Hartono, 2003).

Many narratives contain morals and themes. For example, a fairy tale is a short story followed by an important moral point. Students benefit from reading narrative texts because students are trained to position themselves as characters in the story and imagine the feelings of these characters (Pearson & Fielding, 1991). Therefore, reading instructors can use narratives to teach moral lessons. Therefore, narrative text also has several genres, including:

1. Horror,
2. Fairy tales,
3. Fables,

4. Myth.

2.4.1 The Generic Structure of Narrative Text

According to Thalib in Wikipedia (2012) states that there are three generic narrative structures:

1. Orientation

Orientation is the induction of what is in the text, who is involved, and when and where it occurs. On the other hand, orientation introduces of characters in the story.

2. Complications

A complication is what happens to the participants. It explores the conflict between participants. A complication is a major element of the narrative. Without complications, the text is not narrative. Conflicts can be presented as natural, social, or psychological conflicts.

3. Resolution

Resolution this is the phase in which the participants solve the problems posed by the conflict. It does not matter whether the participant succeeds or fails. The bottom line is the conflict will come to an end.

2.5 Theoretical Assumption

From the literature above, it can be assumed that students' extensive reading in English has an impact on students reading comprehension. Extensive reading of students has a positive impact on students. The volume and frequency with which

students read extensively will improve their reading comprehension. Students who usually read extensively make it easier for them to understand what they read. Students who like to read extensively can feel interested in reading, meaning they enjoy the activity.

Researchers see that the need to provide reading comprehension skills is often faced with the many sources of learning to read such as textbooks, articles on the internet, and magazines. Therefore, students must enjoy the activity in order to carry out their learning successfully. However, there are many ways to understand and facilitate students in reading comprehension. In addition to reading extensively, students can look for other ways to improve reading skills that are tailored to students' interests and comfort when doing these activities.

2.6 Hypothesis

The hypothesis must be stated clearly. Furthermore, the hypothesis can make clear questions from this research. The hypothesis in this study is the alternative hypothesis (H_a). The formulated hypothesis is described:

1. Alternative Hypothesis (H_a) : There is significant effect between students' extensive reading and students' reading comprehension in SMAN 1 Terusan Nunyai.

III. RESEARCH METHOD

Chapter three presents the research methods and procedures for carrying out the research objectives. It is divided into sections. There are research design, research subjects, population and sample, developing data, data collection process, implementation of treatment, validity, reliability, level of difficulty, discrimination power, and data analysis.

3.1 Design of the Research

This study was quantitative with a pre-experimental method using a one-group pretest-posttest design. It intended to determine the effect of extensive reading on reading comprehension. There was one class as the sample. The design of this research as proposed by (Sugiyono, 2011) is follows:

T1 X T2

T1 : Pre-test

X : Treatment

T2: Post-test

The research design above shows that the pre-test is the first step for students. Pre-test is a test conducted on students before being given treatment. The treatment of this research uses extensive reading, where the syllabus adjusts the choice of text,

so this research used narrative text. Treatment is carried out three times. After getting treatment, students are given a post-test. The post-test is a test carried out by students after receiving treatment. The purpose of this post-test is to determine whether there is an effect between extensive reading on reading comprehension.

3.2 Population and Sample

In quantitative research, there are known terms such as population and sample. Population and sample in quantitative research are two things that determine a study because both can provide answers to the results of the research conducted.

3.2.1 Population

According to (Sugiyono, 2011), population is an area that generally consists of objects/subjects with certain qualities and characteristics that have been determined by researchers to be studied and then drawn conclusions. The population of this research is class XI at SMAN 1 Terusan Nunyai 2022/2023. The population consists of 5 classes (XI1, XI3, XI4, XI5, XI6), it is concluded the total population in this study is 160.

3.2.2 Sample

The sample is partly taken directly from the population. A sample is a particular group that participates in a survey or study. In this study, sampling was carried out by cluster random sampling. This study took one class from class XI3, which consisted of 31 students as the sample in this study because this class was taken randomly from several classes that had been given a questionnaire about extensive reading.

3.3 Developing Data

Instrument development is a means to collect data. The instrument used in this study is a multiple-choice reading test. The test will be given twice, namely, pre-test and post-test. These questions provided narrative text material adapted to the level of grade 2 senior high school students. A total of the test had 30 questions that were given after try-out process carried out by the researcher. These questions comprised aspects of reading comprehension. These aspects are main ideas, specific information, references, inferences, and vocabulary. Questions were obtained from the text or story students already read during treatment.

In other cases, the researcher gives a try-out test before conducting the pretest and applies the method to determine the validity and reliability of the test. Researchers dropped and changed some questions that could have been better for students. Based on the results of the try-out, 16 questions had to be dropped from the try-out test, and 34 questions were valid and reliable. Then, the researcher used 30 questions for the pretest and post-test.

The following is a classification of questions based on the aspect of reading comprehension:

Table 3.1 Classification of Test

No	Aspects of Reading Comprehension	Number of Tests
1.	Main idea	1, 10, 11, 16, 21, 29, 30, 36, 42, 46
2.	Specific information	2, 8, 12, 17, 22, 31, 34, 37, 41, 47

3.	References	4, 7, 14, 18, 23, 25, 32, 39, 44, 49
4.	Inferences	3, 6, 13, 19, 24, 26, 28, 38, 45, 48
5.	Vocabulary	5, 9, 15, 20, 27, 33, 35, 40, 43, 50
Total		50

The table below shows that of the 50 questions the researcher has prepared, the researcher gets 30 questions that can be used as a pre-test before carrying out extensive reading activities. So, the instruments used in this study were 6 questions about main ideas, 6 questions about specific information, 6 questions about references, 6 questions about inferences, and 6 questions about vocabulary.

Table 3.2 Specification of Pre-Test

No	Aspects of Reading Comprehension	Number of Tests
1.	Main idea	1, 5, 6, 10, 13, 18
2.	Specific information	2, 14, 19, 22, 24, 28
3.	References	8, 11, 15, 20, 26, 29
4.	Inferences	4, 7, 12, 16, 23, 27
5.	Vocabulary	3, 9, 17, 21, 25, 30
Total		30

The post-test questions used by the researcher were the same questions used in the pretest, 30 questions with the same number of questions. There are 6 questions about main ideas, 6 questions about specific information, 6 questions about references, 6 questions about inferences, and 6 questions about vocabulary. The

difference between pre-test and post-test questions is that the items are randomized.

Table 3.3 Specification of Post-Test

No	Aspects of Reading Comprehension	Number of Tests
1.	Main idea	2,5, 16, 19, 23, 28
2.	Specific information	7, 12, 15, 18, 27, 30
3.	References	1, 4, 11, 14, 21, 25
4.	Inferences	3, 6, 9, 20, 24, 29
5.	Vocabulary	8, 10, 13, 17, 22, 26
Total		30

3.4 Data Collection Process

There are several steps in this research to collect data. In this study, researchers conducted five meetings during the study. The first meeting is when students do the pre-test, the second meeting until the fourth meeting is the treatment of students by applying extensive reading, and the last meeting is when students do the post-test. From the description above, it can be concluded that these activities are as follows:

Table 3.4 The Step of the Activity

No.	Activity Description	Date
1.	In the first meeting, the researcher asked permission from the school to conduct research.	13 rd February 2023
2.	In the second meeting, the researcher gave	15 th February 2023, at

	the Try-Out test to class XI 2	10.15 a.m.
3.	In the third meeting, the researcher gave the Pre-Test to class XI 5	22 nd February 2023 at 12.45 a.m.
4.	In the fourth meeting, the researcher gave the first treatment to class XI 5	1 st March 2023, at 12.45 a.m.
5.	In the fifth meeting, the researcher gave the second treatment to class XI 5	8 th March 2023, at 12.45 a.m.
6.	In the sixth meeting, the researcher gave the third treatment to class XI 5	10 th March 2023 at 12.45 a.m.
7.	At the last meeting, the researcher gave the Post-Test to the class XI 5	13 th March 2023 at 12.45 a.m.

Based on the table above, the researcher took several steps. First, the researchers met with the school principal, curriculum staff, and English teacher to ask permission to conduct research for 6 weeks. Second, the researcher conducted a trial in class XI 2 before conducting the research in class XI 5. Third, the researcher conducted a pre-test in class XI 5 to obtain data related to reading knowledge. Fourth, the researcher does the treatment (students learn about a narrative text, work on worksheets, choose the genre they like, and do an extensive reading for one week). Treatment was completed in three meetings. After the treatment was completed, the researcher conducted a post-test on students.

3.4.1 Pre-test

A pre-test is a test conducted before the researcher gives treatment. The purpose of the pre-test is to determine students' initial abilities related to the material to be delivered. The form of question tested were 30 numbers in multiple choices.

3.4.2 Treatment

Treatment is an activity carried out by students after the pre-test. In this treatment, students learn about the narrative text and types of genres in narrative text and carry out extensive reading activities for one week. After they have read the students and the researcher discuss the reading material that the students have read. The time that the researchers did this treatment was around 90 minutes in each treatment.

3.4.3 Post-test

Post-test is a test that is carried out after giving treatment to students. The post-test is a form of final evaluation of a lesson. Thus, the post-test is carried out at the closing stage of the learning activity. The purpose of the post test is to determine the effect of implementing extensive reading on reading comprehension. The form of question tested was 30 numbers shuffled in a multiple choice. The post-test can show whether there is an improvement or difference in the student's score and student reading achievement.

3.5 Implementation of the Treatment

Actions in this study focused on applying extensive reading to see whether extensive reading had an effect or not on students' reading comprehension. A complete description of the implementation of the treatment is presented as follows:

1. First Meeting

First meeting was held on Thursday-, 1st March 2023, at 12.45. The researcher opened the class by greeting students, checking attendance,

and introducing the researcher herself, and motivating students to take attention to the teaching and learning process seriously. The researcher told them that she would teach English for several meetings. In this meeting, the researcher focused on knowing students' knowledge related to narrative text. Researchers started the learning process by asking questions about the material to stimulate students. The researcher asked the students about what they knew related to narrative text material. The questions are related to the purpose of narrative text, the types of narrative text, and the structure of narrative text. Some students know a narrative text very well, but some still need clarification. The researcher explains what narrative text is, the tenses used, the structure of the text, and the types of narrative text. Afterward, the researcher gave the students worksheets to work on to see if the students understood the narrative text. After working on the worksheet for 20 minutes, the researcher gave four text genres to be used during the treatment. The text genres are fable, horror, myth, and fairy tale. The researcher explains each genre that will be given to students. Afterward, the researcher asked students to choose the genre of text they would read. Based on students' interests, 7 people chose horror, 11 people chose fables, 10 people chose fairy tales, and 8 people chose myths. After the students chose their reading material, the researcher created a WhatsApp group for each genre. The group is used to send reading material that students will read outside of class hours.

2. Second Meeting

The second meeting was held on Thursday, 8th March 2023, at 12.45 a.m. At this meeting, the researcher asked several questions related to the text the students had sent and read in the previous week. The researcher opened the class by greeting students, checking attendance, and motivating students to take the teaching and learning process seriously. The researcher asks several questions to stimulate students regarding this material and to find out whether students still remember previous lessons such as; definition, text structure, and types of narrative text. After that, the researcher asked students to sit down based on the genre they had chosen. Next, the researcher asked the fable group students about “The Lorax” text. Questions are given to students related about briefly the contents of the text. After the fabled group, the researcher asked the same thing of the myth group who received the text entitled “Mercury and Argus”. The purpose of doing this is to find out students' understanding after reading the reading material that has been given, by discussing with students who have not read the fable and myth genres they can also find out the contents of the story.

3. Third Meeting

The third meeting was held on Saturday, 10 March 2023, at 12.45. At this meeting, the researcher asked several questions about the texts submitted and read by students who chose the fairy tale and horror

genres. The researcher opened the class by greeting students, checking attendance, and motivating students to take the teaching and learning process seriously. The researcher asked several questions to students to stimulate students regarding this material and to determine whether students remembered the previous lesson regarding fable and myth genre reading. The questions given were randomly related to students reading the fairy tale text entitled “Jack and The Beanstalk”. The researcher asked them to briefly summarize the contents of the text with the fairy tale genre. Next was the group that chose horror genre reading material entitled “A School Story”. The questions posed by the researcher were asked them to summarize the reading entitled “A School Story”. During the question and answer process the students, paid close attention so that students who did not choose the fairy tale and horror genres could well know the story.

After the treatment, students can determine the generic structure well, determine character traits, determine problems and solve the problem based on the story. In addition, the students' vocabulary increases after reading the text. This shows the effect of the extensive reading by students for 1 week.

3.6 Validity

According to Hatch and Farhady (1982:281) there are two basic types of validity; content validity and construct validity. Both validity types are analyzed to measure whether the test has good validity. Content validity is the degree to which the test measures the intended content area. The test in this study fulfilled content validity because the researcher developed the test based on the learning objectives

in the syllabus of the second graders of SMAN 1 Terusan Nunyai. The type of text is narrative text.

According to Brown (1996), construct validity is the accumulation of evidence to support the interpretation of what is reflected by a measure. Test that measure students' knowledge and cognitive skills according to related material theory include construct validity. In the pre-test and post-test, the five aspects of reading narrative texts will be tested to see if students' abilities can be improved according to the theory that has been stated.

3.7 Reliability

According to Fraenkel, et. al (2012: p.154), reliability refers to the consistency of the scores obtained and how consistent these scores are for each individual from one instrument administration to another and from one set of items to another. To measure the coefficient of the reliability between odd and even groups, the researcher uses the formula as follows (Hatch and Farhady, 1982):

$$R_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

Notes:

R_{xy} : Coefficient of reliability between odd and even number n that is the number of students who followed the test

$\sum x^2$: Total square of x (total score of odd number)

$\sum y^2$: Refers to the total square of y (total score of even number)

$\sum xy$: The total score of odd and even number

Then, the researcher has computed the reliability using Cronbach's Alpha using The SPSS 26.0 below:

Cronbach's Alpha	N of Items
.729	50

The criteria of coefficient correlations are (Hatch and Farhady, 1982):

0.00-0.19	: Very low
0.20-0.39	: Low
0.40-0.59	: Average
0.60-0.79	: High
0.80-1.00	: Very high

The Cronbach's Alpha value indicates that the instrument is reliable with moderate criteria. After calculating the reliability, the researcher determines the questions' level of difficulty (LD) and power of discrimination (DP). The difficulty level and differentiating power can be seen in appendices 2 and 3.

Based on the tables in appendices 2 and 3, 14 questions had to be disqualified because of their poor discriminatory quality and could not be used. The researcher only used 30 questions from the try-out to measure students' ability to read texts. This test was conducted to measure the level of difficulty (LD) and discriminating power (DP) to determine the reliability and validity of the test. The test results are used to measure the quality of the test as a research instrument. The score of the tryout test can be seen in appendix 1.

3.8 Level of Difficulty

The level of difficulty is used to classify test questions into easy or difficult. To see the difficulty level of the research test questions, use the following formula (Shohamy, 1985):

$$LD = \frac{U + L}{N}$$

Notes:

LD : Level of difficulty

U : The proportion of upper group students

L : Refers to the proportion of lower group students

N : The total number of students following the test

This research determines students' abilities of students with more knowledge and those with less knowledge about reading. This aims to balance the number of students even though some top students do not pass the standard criteria.

Table 3.5 Level of Difficulty of Reading Test

No.	Computation	Criteria	Total Items
1.	<0.30	Difficult	10
2.	0.30 – 0.70	Average	29
3.	>0.70	Easy	11
Total			50

The criteria are (Shohamy, 1985):

<0.30 : Belongs to difficult question

0.30-0.70 : Refers to average question

>0.70 : Mean that is an easy question

Based on the test results, it can be concluded that there are eleven questions with a value of more than 0.70, which means that the questions are included in the easy category. There are ten questions with a score of less than 0.30 which means that the question is included in the difficult category. While twenty-nine questions with an average score, which means the question is included in the average category. The resulting details are shown in appendix 2.

3.9 Discrimination Power

Discriminating power (DP) refers to the degree to which items discriminate between students with high and low levels of knowledge on a test. To determine the discriminating power of the test, the researcher uses the following formula (Shohamy, 1985):

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes:

DP : Discrimination Power

U : The total of correct answer of the higher group

L : The total of correct answer of the lower group

N : Total number of student

Table 3. Discrimination Power of Reading Test

No.	Computation	Criteria	Total Items
1.	Negative	Bad	1
2.	0.00 – 0.20	Poor	13
3.	0.21 – 0.40	Satisfactory	2
4.	0.41 – 0.70	Good	33
5.	0.71 – 1.00	Excellent	1
Total			50

The criteria are (Shohamy, 1985):

- b) DP : 0.00-0.20 = Poor items
- c) DP : 0.21-0.40 = Satisfactory items
- d) DP : 0.4-0.70 = Good items
- e) DP : 0.71-1.00 = Excellent items
- f) DP : (Negative) = Bad items (should be removed)

Based on the discriminating power calculation, the reading test results show that there is one negative question on the try-out test, which means the item is bad and must be dropped. There are thirteen items that are less able to discriminate, which means the items cannot enter the standard of discriminating power because these items have a discriminating power below 0.21, meaning that these items need to be dropped. There are two questions into satisfactory, meaning that these items need to be dropped or can be used. There are thirty-three satisfactory discriminations where all items are at 0.40 - 0.70 which means the questions can

be used. Next, one question that is in the very good category so it can be used. The conclusion is that 34 question items that can be used as a reference for the pre-test and post-test. The details of the results are shown in Appendix 3.

3.10 Data Analysis

The data in this researcher use through:

1. To find out the mean score, the researcher use the formula (Gay, 1981):

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

\bar{X} : Mean score

$\sum X$: The sum of all score

N : The total number of sample

Table 3.6 Data Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Test	36	30	76	47.81	9.931
Post_Test	36	50	93	72.72	9.785
Valid N (listwise)	36				

Based on the table above, it can be seen that the mean score of students when doing the pre-test was 47.81, while for the post-test, the mean score was 72.72.

3.11 Hypothesis Testing

After collecting the data, the researcher analyzed the data using the results of the pre-test and post-test that had been done to see if there was an effect between extensive reading and reading comprehension. The research hypothesis is:

Alternative Hypothesis (H_a): There is a significant influence between students' extensive reading and students' reading comprehension.

Alternative Hypothesis (H_a) = Sig. <0.05

Researchers used the dependent t-test which was calculated using SPSS 26.0 for Windows to test the hypothesis.

V. CONCLUSION AND SUGGESTIONS

This chapter deals with two points. They are conclusions and suggestion. Those two sections are presented below.

5.1 Conclusion

Based on the results of research that has been done, it is known that extensive reading has an influence on students' reading comprehension. The extensive reading method can be used by teachers in teaching reading activities to improve students' reading comprehension. Extensive reading activities can also shape students' reading habits. By getting used to doing extensive reading, students can determine the type of book or text they like.

Based on these results, there is a significant effect between extensive reading on reading comprehension. This is evidenced by the increase in student scores where the post-test scores were higher than the pre-test scores. The average value of the post-test is 47.81 while the pre-test is 72.72. The rising score was 24.97. The statistical findings also show that the null hypothesis is rejected, and the alternative analysis is accepted because the results are sig. (2-tailed) is 0.000 which is lower than 0.005. This shows that extensive reading is an effective method for increasing students' reading comprehension.

5.2 Suggestions

Based on the results of data analysis and conclusions, the researchers suggest the following:

1. For the English teacher

It is suggested that English teachers can use extensive reading as an alternative learning activity. Extensive reading activities can improve and have positively affect students' reading comprehension in English. Extensive reading done outside school hours can make students use their time for positive activities. The teacher can balance extensive activities with intensive reading activities to make them go well. Besides that, building reading habits can also make students' extensive reading affect students' reading comprehension. The teacher is expected to be able to form a pleasant reading environment so that students can read with pleasure.

2. For other researchers

This research can be used as an additional method or further research with a different discussion for future researchers. Researchers are also advised to analyze not only looking for the effect of extensive reading on reading comprehension but also the factors that can influence these two variables.

3. For students

The researcher suggests that students continue and do more extensive reading outside the classroom because reading is very important. Through

extensive reading activities students can improve their reading comprehension skills. Students are expected to take the time to read English reading materials extensively to help them get used to reading English texts or books.

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