

**USING EXTENSIVE READING TO IMPROVE STUDENTS'
READING COMPREHENSION AT GRADE X SMA IT DARUL HASAN
KOTA PADANG SIDEMPUAN**

THESIS

*Submitted as Partial Fulfillment of the Requirement to Obtain Master Degree(M.Pd)
in English Language Education*



Arranged By:

FATMA MUHRIZA

21178027

Advisor:

Dr. Edi Trisno, M.A.

NIP: 196003051987031003

GRADUATE PROGRAM OF ENGLISH LANGUAGE EDUCATION

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS NEGERI PADANG

PERSETUJUAN AKHIR TESIS

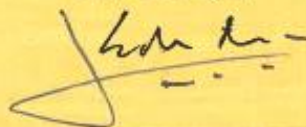
Mahasiswa : **Fatma Muhriza**
NIM : 21178027
Program Studi : Pendidikan Bahasa Inggris

Nama

Tanda Tangan

Tanggal

Dr. Edi Trisno, M.A.
Pembimbing



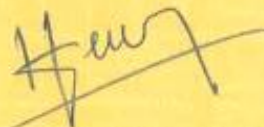
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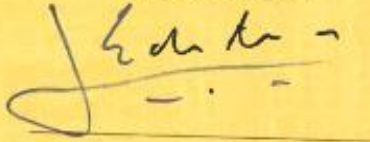
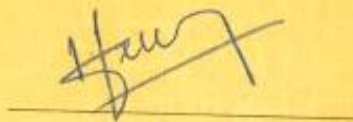

Prof. Dr. Ermanto, S.Pd., M.Hum.
NIP. 19690212.199403.1.004

Ketua Program Studi,



Dr. Hamzah, M.A., M.M.
NIP. 19611221.199003.1.001

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1.	Dr. Edi Trisno, M.A. (Ketua)	
2.	Dr. Hamzah, M.A., M.M. (Anggota)	
3.	Dr. Ratmanida, M.Ed, TEFL. (Anggota)	

Mahasiswa

Mahasiswa : **Fatma Muhriza**
NIM : 21178027
Program Studi : Pendidikan Bahasa Inggris
Tanggal Ujian : 23 - 08 - 2023

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FATMA MUHRIZA

NIM 21178027

ABSTRACT

Fatma Muhriza.2023. Using Extensive Reading to Improve Students' Reading Comprehension at Grade X SMA IT Darul Hasan Kota Padang Sidempuan. Thesis. Graduate Program State University of Padang.

Students' reading comprehension in English text at grade X SMA IT Darul Hasan Kota Padang Sidempuan was still low and had not achieved the minimum standard of achievement which was caused by several factors such as less time for reading, limited reading texts, unfamiliar words, and less pleasure reading activities. To overcome those problems, the researcher conducted the pleasure reading activity or extensive reading activity to improve students' reading comprehension. This research was a classroom action research. The purposes of this research were to identify to what extent extensive reading activities can improve students' reading comprehension and the factors that influence the changes in students' reading comprehension. There were 32 participants in this research nineteen females and thirteen males. In doing research, the researcher was helped by a collaborator. This research consisted of two cycles. At every cycle, there were four meetings, three meetings for the teaching and learning process the last meeting for the test. There were two kinds of data In this research. Quantitative data and qualitative data. Quantitative data were collected from the test, meanwhile, qualitative data were obtained from the observation sheet, fieldnote, and interview result. The research findings showed that extensive reading could improve students' reading comprehension of grade X SMA IT Darul Hasan Kota Padang Sidempuan. the improvement could seen from the average scores of the students at each cycle. The average score of cycle 1 was 60,6 then improved in cycle 2 become 70,4. In addition, their improvement in students' reading comprehension also could be seen from each indicators' reading comprehension. moreover, some factors that influence the students' reading comprehension are strategy, approach, management in the classroom, and media. Hence, it can be concluded that using extensive reading can improve students' reading comprehension in reading English texts, especially in class X SMA IT Darul Hasan Padang Sidempuan Cit

Keywords: *Reading comprehension, extensive reading, improvement, classroom action research*

ABSTRAK

Fatma Muhriza. 2023. Menggunakan *Extensive Reading* untuk Meningkatkan Pemahaman Membaca Siswa di Tingkat X SMA IT Darul Hasan Kota Padang Sidempuan. Tesis. Program Pascasarjana Universitas Negeri Padang.

Kemampuan memahami bacaan teks bahasa Inggris di tingkat X SMA IT Darul Hasan Kota Padang Sidempuan masih rendah dan belum mencapai standar ketuntasan minimal yang disebabkan beberapa faktor, diantaranya : waktu untuk membaca yang kurang maksimal, teks bacaan yang terbatas, kosa kata yang tidak familiar, serta aktifitas membaca yang kurang menyenangkan. Untuk mengatasi masalah tersebut penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa dengan membuat aktifitas membaca yang menyenangkan yang disebut juga dengan *extensive reading*. Penelitian ini adalah penelitian tindakan kelas dengan tujuan mengidentifikasi sejauh mana aktifitas *extensive reading* mampu meningkatkan pemahaman membaca siswa dan mengetahui faktor-faktor yang mempengaruhi perubahan pemahaman membaca siswa. Partisipan pada penelitian ini berjumlah 32 siswa yang terdiri dari 19 siswa putri dan 13 siswa putra. Dalam melaksanakan penelitiannya, peneliti dibantu oleh seorang kolaborator. Ada 2 siklus dalam penelitian ini, ada 4 pertemuan pada setiap siklus yang terdiri dari tiga pertemuan untuk proses belajar mengajar dan 1 pertemuan untuk pelaksanaan tes. Ada 2 jenis data pada penelitian ini yaitu kuantitatif data dan kualitatif data. Kuantitatif data dikumpul dari nilai tes pemahaman membaca siswa sementara kualitatif data dikumpul dari hasil lembar observasi, catatan langsung, dan juga hasil wawancara. Hasil penelitian ini menunjukkan bahwa *extensive reading* mampu meningkatkan pemahaman membaca siswa tingkat X di SMA IT Darul Hasan Kota Padang Sidempuan. Peningkatan pemahaman membaca siswa dapat dilihat dari nilai rata-rata siswa tiap-tiap siklus. Pada siklus pertama rata-rata siswa adalah 60,6 kemudian meningkat pada siklus kedua yaitu 79,4. Selain itu peningkatan pemahaman membaca siswa dapat dilihat dari peningkatan masing-masing indikator pemahaman membaca siswa. Adapun faktor-faktor yang mempengaruhi perubahan peningkatan membaca siswa adalah strategi belajar, approach, manajemen kelas, serta media. Dari hasil penelitian ini dapat disimpulkan bahwa penggunaan *extensive reading* dapat meningkatkan pemahaman membaca siswa dalam membaca teks bahasa Inggris khususnya di tingkat X SMA IT Darul Hasan Kota Padang Sidempuan.

Keywords: *pemahaman membaca, extensive reading, meningkatkan, penelitian tindakan kelas*

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is very important to help students to think in English and enlarge vocabularies. Reading can help students learn more and become knowledgeable on many sides (Jefries 1996:8). A student who reads well in a variety of resources for reading in the learning process has a higher chance of succeeding academically and passing the exam. It is related to government policy that students should enjoy the reading moment (reading for pleasure) in a group or individual time as much as possible (Permendikbud Ristek Nomor 33, 2022:110). Therefore the student who can read well and enjoy the text has a better chance to do well in school and pass a test.

Learning objective from The Ministry of Education and Culture also has a statement that students should be able to read English texts. Specifically in ten classes in senior high school in Indonesia should have the ability to read English text, understand the text, give the respond from the text, and share the social function from the short essays in a text such as descriptive text, recount text, narration text, exposition text, procedure text, and report text (Permendikbud Ristek, 2022:161). It is in line with Caldwell (2008:132) stated that reading is a process of constructing the meaning from the text, examining its substance and context like vocabulary in the text, and also improving the students' critical thinking (LLC Learning Express, 2005).

However, Beatrice and Jeffries (1996: 14) stated that the text can seem a mess of information and no important meaning for readers if the readers do not have any way to produce it. Also, Allan, Kathleen, and John (2004: 165) stated that reading was complicated

and complex, It appeared different perspectives on the process were fully legitimate. So, in teaching for students' reading comprehension teacher still needs solutions to solve the problem.

Furthermore, reading comprehension is not an easy thing, especially for senior high school students. The preliminary observation result at SMA IT Darul Hasan Kota Padang Sidempuan on August 10th, 2022, the researcher got the information that the students, teachers, parents, and even stakeholders have problems in teaching reading. The teacher just focused on the learning material from the textbook. They used only one book in that school for the learning process. The book only gave the little short texts and exercises for students. Another issue was only 80 minutes a week for English class. Students did not have enough time to read and comprehend the text, there was no longer time to enjoy the text and a teacher could not control students' reading process if they wanted to read a book or a text in the class, It was so noisy and many distractions from their friends. More than that they did not know how the way to improve reading comprehension. Some parents also did not have any idea how to get suitable reading sources. Therefore, the students were not triggered and had low motivation for reading text more. The result was when they were reading the text they could not understand the meaning of some terms in the text and they could not identify the expression, theme or topic, conclusion, reference, and information from the text.

For the specific information, the researcher wrote down the problems they were: the students could not understand the information from some terms in the text because they were not familiar with the words. They could not state the topic, conclusion, references, and any information from the text. Then, students had no longer time to enjoy the text, so they did not have the additional information from the text and they could not comprehend the text. Next, they had many distractions in the classroom; sometimes their friends bothered them when they

were trying to read a text. And then, the teachers and parents had poor sources and the methods made students interested in reading. They did not know how to influence and encourage students that reading more would give them many advantages. Lastly, they had a low support system in their environment to read more English text.

Related to the problems above there were numerous types of approaches, techniques, exercises, and practices that can be used to teach reading in the classroom. The dilemma teachers often face is in deciding which among these numerous types would be best for their students and their circumstances since not all students learn reading in the same way, and nor does the lexis to one; method of acquisition. Adina Lavene (2012 cited in Anderson, 1999: 35)) supports this idea by advising that teachers should not impose any method on the learners. Benettayeb, Senous Berrezag, et al. (2010) argued that teaching language should be presented by a variety of techniques: methods should be varied and combined according to the learner's individual needs and preferences.

One of the reading activities in teaching reading was extensive reading, this was an effective way to improve and improve students' reading comprehension, reading vocabulary, reading motivation, reading ability, and so on. These have been done by several researchers such as Subramaniam and Zainal (2018), Carolina (2019), Porkaew (2018), Shang (2020), Ateek (2021), and Webb and Chang (2015), They stated that the Extensive reading improves reading vocabulary and make students easy to understand the new terms in the text. Next, Jang, Kang, and Kim (2015), Wisajorn (2017), Tanaka (2017), De Lozier (2019), Pirih (2019), Ro (2016), Huyen Trang and Men (2020), Singkum and Chinwonno (2021) and Lake (2014) found out the result from their research that extensive reading developed intrinsic reading motivation and improved the level reading proficiency.

Extensive reading activities are encouraged in English language classes cause of the wide variety of reading materials and sources, it was one line with Alzu'bi (2013) and Alqadi (2013), They gave The conclusion from their research that extensive reading had a positive impact on growing grammatical skills in English foreign language. And then Thanh and Vie (2021) and Yamashita (2008) in secondary school also Extensive Reading improved students' reading ability. And in Guo (2012) extensive reading improved students' writing skills and oral communication in primary school students. Ro and Kim (2021) found that extensive reading contributed to language and literacy development in students. Lee (2014), and Duong and Trang (2021), also stated that extensive reading creates tight relationships between readers, texts, and peers and then impacts good attitude and the development of their leadership ability.

Meanwhile, Yanto, Saefullah, and Kwary (2020) found that extensively improved teaching extensive reading, Yanto et al. have found that students were more aware of word classes, word orders, and word meanings, making them learning autonomy and independently, but this research was just focused to the book globally, there was no special text that teacher use in extensive reading activities. It was almost the same with Maipoka and Soontornwipast (2021), and Meniado (2021), in their research the results showed that there were improvements in the students' reading habits and reading skills by using extensive reading methods. This study examined the English extensive reading programs. It investigates reading models and approaches adopted and implemented by different higher education institutions. Their extensive reading practices and activities were implemented at the university.

Abdurrahman Ahmad Endris (2018), from the research result, stated that students had no significant improvement in reading comprehension by using extensive reading than intensive reading. He used different times in the experiment class and control class, He found

different results from two instruments in the research. The result showed that there was no significant difference between the intervention and the control group in reading comprehension and attitudes. Also Al-Homoud and Schmitt (2015), in their research, the result was reported that extensive reading class was carried out in what could be considered challenging conditions. The final score found that reading comprehension, reading speed, reading ability, and vocabulary acquisition showed that extensive reading was the same with intensive reading class. Both classes, intensive and extensive classes showed that there was no significant difference result between them. They found inconsistent findings regarding extensive reading effectiveness on reading comprehension. It was similar to Morgado (2009) in his study of extensive reading. The result showed that the treatment group had a good score of their extensive reading, there was no apparent change with the control group between the pretest and posttest. This indicated that the extensive reading program was not implemented well. Well, this suggested that reading comprehension performance by using an Extensive reading program or not was implemented.

Based on the statement above the gap in this research from preliminary research was: first there was no effectiveness of extensive reading between extensive reading and intensive reading in the control class and experimental class. Second, there were a few studies that had inconsistent findings by using extensive reading programs toward attitude and reading habits. And then there was just a little bit of analysis in reading comprehension that improved by Extensive reading, especially in grade ten Senior high school. they found the score in the pretest score was just the same as the posttest score. Therefore, the researcher would use extensive reading as the reading activity in teaching reading by using a classroom action research design. Also, this research would focus on reading comprehension by the Ministry of Education and Culture no 33 year 2022 they were narrative, recount, procedure, descriptive,

explanation, and report text. It was to learn more about the utilization of extensive reading for improving reading comprehension in senior high school grade X SMA IT Darul Hasan kota Padangsidempuan.

It was assumed that the purpose of this research was to use extensive reading to improve students' reading comprehension. Thus, there were two main goals of this study: first, to determine how extensive reading improves students' reading comprehension, and second, to determine the factors that influence the changes in the student's reading comprehension by using extensive reading. Additionally, several earlier studies have used extensive reading to teach reading through audiobooks, online texts, novels, e-books, blogs, etc. Based on the learning objectives from the Ministry of Education and Culture students need to comprehend short essay texts like narrative text, descriptive text, recount text, procedure text, and report text at senior high school. So this research would be accomplished by using those texts.

So, as the conclusion the researcher would analyze how extensive reading improves students' reading comprehension in narrative text, recount text, procedure text, descriptive text, explanation text, and report text. so the title of this research is: Increasing Students' Reading Comprehension by Using Extensive Reading at Grade X SMA IT Darul Hasan Kota Padang sideman. Identification of the Problem

Based on the background of the problems above, some problems could be identified as below. First, students had difficulties in reading comprehension text. When they were reading the text they couldnot understand the meaning of some terms in that text and they couldnot state the information from the text. Second, students had no longer time to enjoy the texts. They only had 80 minutes for English class every week, by that time the teacher did not know how to manage the time to teach reading effectively. Third, they have many distractions in classroom, sometimes their friends bother them when they try read a text and then the class

was so noisy to comprehend the reading materials. Fourth, students were poor sources in reading materials, students have no any sources for more text in English, so students have no addition information to comprehend the text. The last, students were low support system in their environment to reading more in English text. Teachers do not have more idea to influence and encourage students. So that, they were lack motivation to read more in English text.

B. Identification of the Problem

Based on the background of the problems above, some problems could be identified as below. First, students had difficulties in reading comprehension text. When they were reading the text they could not understand the meaning of some terms in that text and they could not state the information from the text. Second, students had no longer time to enjoy the texts. They only had 80 minutes for English class every week, and by that time the teacher did not know how to manage the time to teach reading effectively. Third, they have many distractions in the classroom, sometimes their friends bother them when they try to read a text and then the class is too noisy to comprehend the reading materials. Fourth, students were poor sources of reading materials, students had no any sources for more text in English, so students had no additional information to comprehend the text. Lastly, students had a low support system in their environment to read more English text. Teachers do not have more ideas to influence and encourage students. So, they are low in the motivation to read more in English text.

C. Scope of the Problem

Based on the identification of the research problem above, the researcher scoped the problem that was to improve students' reading comprehension by using extensive reading at grade X SMA IT Darul Hasan Kota Padang Sidempuan.

D. Formulation of Research Problem

Based on the scope of the problem, the researcher formulated the problem of the research into “How does extensive reading improve students’ reading comprehension?” and “What factors influence the changes of the students’ reading comprehension by using extensive reading at grade X SMA IT Darul Hasan Kota Padangsidempuan?”.

E. Research Question

The research question of this research was stated in the following statements:

1. How does extensive reading improve students’ reading comprehension at grade X on SMA IT Darul Hasan Kota Padang Sidempuan?
2. What factors influence the changes of the students’ reading comprehension by using extensive reading at grade X SMA IT Darul Hasan Kota Padangsidempuan?.

F. Purpose of the Research

Based on the research questions above, the purpose of the research is:

1. To find out the students’ reading comprehension could improve by using Extensive reading at grade X SMA IT Darul Hasan Kota Padang Sidempuan.
2. To find out what factors influence the changes of students reading comprehension by using extensive reading at grade X SMA IT Darul Hasan.

G. Significances of the Research

Theoretically, the result of this research is expected to give worthy information to the English teacher and other researchers as the information in doing the further research. It was to give broader knowledge about this topic. Moreover, the teachers need to give more attention and information to assist the students in how reading comprehension process. For students, it could motivate them if they have a problem with reading comprehension to read more and also it may be useful for their study as a reference.

Practically for teachers, it is expected that this research can improve the method that is used as an alternative in learning, the research hopes that it would have a positive impact on teachers and all the elements in the institution in teaching reading improvement. Hopefully, it could be more critical to see students' problems in teaching reading comprehension and being able to enhance their knowledge and experience. To students, it could improve their reading comprehension. To English teachers, it could contribute to improving their reading comprehension.

H. Definition of Key Terms

To avoid misunderstanding in this research, some key terms were used, and the researcher defined them below:

1. Reading was a process of connection and interpretation both of reader and text to get the information by making relations between their background knowledge.
2. Reading comprehension is the ability and capacity to extract and construct the meaning of the text to get the idea and information and combine many aspects in text and context by activating the many sub-skills and backgrounds in the process.
3. Extensive reading was reading by quantity and capacity in a lot of texts silently, independently, and enjoying the reading process.
4. Action research was a collaborative effort among researchers and teachers to find answers to real-world problems in schools or to find strategies for improving education and raising student achievement.