

## **Improving Students' Reading in Narrative Text by using Extensive Reading at the Tenth Grade Students of Madrasah Aliyah Al-Fajar in Pekanbaru**

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### **Abstract**

Extensive reading was defined such as an approach to the teaching and learning language in which learners read large amount of books and lots of other materials that are appropriate to learners' linguistic competence (Day & Bamford, 1998). The purposes of this paper were to investigate how the extensive reading can develop the reading ability, especially vocabulary acquisition and reading comprehension at Tenth grade students of Madrasah Aliyah Al-Fajar in Pekanbaru. The second purpose of this study delved into the extensive reading can enhance their reading motivation as well as the learners' attitudes toward the extensive reading. The study addressed a main research question and two sub-research questions which relate to the extensive reading: To what extent can Extensive reading technique improve the students' reading narrative text at second semester at Tenth grade students of Madrasah Aliyah Al-Fajar in Pekanbaru. What are the factors that influence the changes of the students' reading narrative text at second semester at Tenth grade students of Madrasah Aliyah Al-Fajar in Pekanbaru. The participants of this study were 12 students at Tenth grade students of Madrasah Aliyah Al-Fajar in Pekanbaru. The research instruments used in this study to collect data were three main instruments namely Reading Tests (including Pre-Reading Test and Post-Reading Test), Questionnaire, and Interview. The result of data analysis revealed the significant difference. The findings suggested that teacher should help students to improve their reading ability, particularly reading comprehension and vocabulary learning by engaging them in a systematic extensive reading program.

**Keywords:** Extensive reading, Reading motivation, Reading ability

### **Meningkatkan Kemampuan Siswa dalam Membaca Teks Naratif Menggunakan *Extensive Reading* di Kelas Sepuluh Madrasah Aliyah Al-Fajar Pekanbaru**

### **Abstrak**

Pembacaan ekstensif didefinisikan seperti pendekatan terhadap pembelajaran dan pengajaran bahasa di mana peserta didik membaca sejumlah besar buku dan banyak materi lain yang sesuai dengan kemampuan ilmu bahasa peserta didik (Day & Bamford, 1998). Tujuan penelitian ini adalah untuk mengetahui bagaimana cara pemahaman membaca secara ekstensif dapat mengembangkan kemampuan membaca, terutama perolehan kosakata dan pemahaman bacaan pada siswa kelas XI Madrasah Aliyah Al-Fajar di Pekanbaru. Tujuan kedua dari penelitian ini menggali pembacaan yang ekstensif dapat meningkatkan motivasi membaca mereka dan juga sikap peserta didik terhadap pembacaan yang ekstensif. Penelitian tersebut membahas sebuah pertanyaan penelitian utama dan dua pertanyaan sub-penelitian yang terkait dengan

bacaan yang ekstensif: Sampai sejauh mana teknik pembacaan ekstensif dapat memperbaiki teks narasi membaca siswa pada semester kedua siswa kelas XI Madrasah Aliyah Al-Fajar di Pekanbaru. Apa saja faktor-faktor yang mempengaruhi perubahan teks narasi bacaan siswa pada semester kedua siswa kelas XI Madrasah Aliyah Al-Fajar di Pekanbaru. y menerapkan teknik ekstensif. Peserta penelitian ini adalah 12 siswa di kelas XI Madrasah Aliyah Al-Fajar Pekanbaru. Instrumen penelitian yang digunakan dalam penelitian ini untuk mengumpulkan data adalah tiga instrumen utama yaitu Tes Baca (termasuk Tes Pra-Membaca dan Uji Pasca-Membaca), Kuesioner, dan Wawancara. Hasil analisis data menunjukkan perbedaan yang signifikan. Temuan menunjukkan bahwa guru harus membantu siswa untuk meningkatkan kemampuan membaca mereka, terutama pemahaman bacaan dan pembelajaran kosa kata dengan melibatkan mereka dalam program membaca yang sistematis.

**Kata Kunci:** Membaca secara luas, Motivasi membaca, Kemampuan membaca

## 1. INTRODUCTION

Reading is one of the main focuses in English teaching at Tenth grade students of Madrasah Aliyah Al-Fajar in Pekanbaru. Reading is regarded as one of skills that most important, because reading can affect the other skills. By reading, the students will be able to develop their language competence. The students will have wider knowledge after reading. They will get a lot of information by reading the text. Then, with having wider knowledge they will have larger vocabularies. In a text, of course it contains many words that make students' vocabulary increase. As the result, they do better on tests of grammar, write better and spell better. In 2006 curriculum (School-Based Curriculum) for SMA level, they are four genres that the second year students of senior high school should learn. They are procedure, recount, news item and narrative.

Reading is about understanding and being able to process what we see at the metacognitive level; without comprehension, true reading does not occur. Reading growth does not end at a specific age; we never truly master reading, but continue to build our skills and background knowledge over our lifetimes (Tankersley, 2003:86). It

means that a reader needs several processes to get knowledge to comprehend the reading materials.

Grabe (2009: 18-19) mentions "reading can occur with different processes in different ways. Three models of reading are widely known: the bottom-up model, the top-down model, and the interactive model". According to Grabe, "the bottom-up model, reader reconstructs the text from the smallest units (letter to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates. Decoding is an earlier term for this process.

The writer chooses the narrative text for the research. 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. The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

In reality, based on writers' experience in teaching reading at student in Madrasah Aliyah Al-Fajar, the students' reading in narrative text were still far from the expected. This

could be seen from data of their reading score in the mid semester test. The writer looks from the pronunciation, the meaning of word and fluency. In pronunciation, they could not pronounce the word correctly, because they were unfamiliar with reading English. The students did not understand the meaning of word sentence in reading text, because they were lack of vocabularies about the reading. In expressing request, invitation, and compliment, they could not express them fluently because they didn't have self-confidence. Four students got passing in English mid-test.

The other problems could be seen from students' activities in the reading text. For example, when the teacher gave the material to the students, and then, they could learn at home and made discussion in the classroom. In discussion session, the teacher asked the students to find signs, problems, and solutions of a topic in the group. After that, the students asked each other dealing with those items in pairs or in their groups. But, based on her pre observation during teaching and learning process, she found some problems such as; most of the students are passive, lack of confidence, participation, motivation, and interaction. Next, based on interview with some students, she indicated there were some factors that affected their reading. Some of them were the teacher used old technique in teaching reading, lacked of media that could be used, the material were not interesting, and the environment did not support them to read in English text.

To overcome the problems, there are many kinds of techniques in teaching reading, but in this research the researcher would apply technique of learning by using extensive reading technique. Based on Day RR & J

Bamford (1998), Extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go". Students are allowed to choose the books they read depending on their interests, and there is not always a follow-up discussion or work in class. In this way students are encouraged to read for pleasure and should become better readers. Some purposes of extensive reading technique are to get students reading in English and liking it. An increase in reading fluency should be another objective. Because of this, reading should be a pleasurable activity for the student, promoted as much as possible by the teacher. It means that the main advantages of extensive reading are the students may develop a reading habit, gain more confidence in reading, improve their attitude towards reading and become more motivated to read.

The characteristic of extensive reading technique for students are allowed to choose what they want to read. The material of extensive reading can use some books, articles, short story, etc. In this study, to be used for teaching narrative text, the writer recommends a short story as material. Short story is brief fictional prose narrative, so it is suitable to be used as material in teaching narrative text. Besides that, short story is a story that shorter than novel's content is not too long. It will be first step for students to accustom in reading narrative text by reading short story.

Concerning the problems and reasons above, the writer was interested in doing classroom action research about "Improving Student's Reading in Narrative Text by using Extensive Reading at the Tenth Grade Students of

Madrasah Aliyah Al-Fajar in Pekanbaru in order to know it is effective or not to be used to improve students' reading achievement.

## 2. METHOD

This research is a classroom action research which aims to improve classroom teaching and learning process. It was done to improve the student reading. Ferrance (2006:6), Zainil (2008:1) defines that "classroom action research is reflective process that allows for inquiry and discussion, the researcher collaborated with other teachers become a team who works together to overcome the problems which are faced by the teacher and students". This research conducted at tenth grade of Madrasah Aliyah Al-Fajar Pekanbaru. In collecting the data, the researcher used test, observation checklist, and field notes. The procedures of classroom action were plan, action, observation, and reflection (Kemmis and McTaggart, 1988: 14).

## 3. FINDINGS AND DISCUSSION

### a. Reports of Cycle I

#### 1) Planning

In this section, the researcher and the collaborator planned to apply the extensive reading to solve the problems. There were some expectations of implementing extensive reading in teaching reading process. (a) The students could know how to use effective comprehension strategies. (b) The students would have sufficient background knowledge about the topic. (c) The students would interest in reading long text. (d) The learning activities would not monotonous. (e) The students' vocabulary would increase. (f) The students' motivation in reading a long text would increase. (g) The students' writing skill would improve.

Before conducting this research, the researcher had discussion with the collaborator. The researcher agreed to implement some action in Cycle I. In this cycle, she wanted to use extensive reading to improve students' reading ability by teaching reading strategies, implementing book flood, implementing sustained silent reading, implementing quick book report, and giving reward.

The first action was teaching reading strategies. In this action, the researcher used skimming and scanning. Skimming was an effective way to predict the passage, the main topic, or message of the text. Skimming was done by moving the eyes over the text with the purpose of getting only the main ideas and general overview of the content. Meanwhile, scanning was the strategies to find specific information quickly such as name, date, statistic, or fact without reading entire text. In scanning, the students should have a question in their mind and read the passage only to find the answer, ignoring unrelated information.

The second action was implementing book flood. This action aimed to give the students opportunity to explore a lot easy reading materials. They chose reading materials based on their interest. In this activity, if they found it difficult in reading materials, they could stop their reading and found other materials. This activity motivated them to read smoothly and pleasurably.

The third action was implementing sustained silent reading. Before conducting this action, the researcher gave a model of how to guess the meaning of unknown words based on the context. So, they did not need to look up all of unknown words in the dictionary. They could skip those parts and continue their reading. It aimed to make the students enjoy their

reading, build reading fluency and reading speed.

The fourth action was implementing quick book report. In this activity, the students had to make summary about what they read. In making summary, they used reading strategies such as skimming and scanning to find main idea and important information in the text. Before conducting this activity, the researcher gave a model of how to skim and scan the text. She also gave the model of how to summarize a text.

The fifth action was presenting the materials. In this action, after the students finished their summary, they had to present the summary to their friends in front of the class. The others asked the questions to them. This activity made the learning activities were not monotonous. So, the students did not get bored in learning reading.

The last action was giving a reward. In this action, the students had to collect star that it would be calculated in the end of meeting. The students/group which could collect a lot of stars, they got the reward. The reward was the additional score for them. The aimed of this action was to improve the students' motivation.

## **2) Actions and Observation**

The action in Cycle 1 was conducted in three meetings. It was conducted on March 9th, 10th, 15th. In these three meetings the researcher acted as a teacher and the collaborator acted as an observer. The results of the Cycle 1 were presented below:

Before the researcher did the action, in the reading teaching and learning process, the students were difficult to comprehend the text. They just read the text without understanding it. The English teacher also never

taught them to apply reading strategies such as using skimming and scanning to look for main idea and specific information.

In this study, the researcher taught reading strategies in order to help the students to be able to use skimming and scanning strategies to facilitate in comprehending the text. These strategies helped them to find general and specific information of the text. Students who applied reading strategies would be easy to comprehend the text. The evidence can be seen from the quotation of the field notes below.

## **3) Reflection**

After implementing the actions in Cycle I, the researcher and the collaborators discussed to reflect the actions. Everyone who participated in this actions could share their opinions, ideas related to the implemented actions. There were some actions that were successful and some were unsuccessful. The reflection would be described as follows:

### **a) Teaching reading strategies.**

Teaching reading strategies was done in every meeting in Cycle I. It was done when the students read the text. The strategies used were skimming and scanning. So, they could find main idea and specific information. They did not need to read the whole paragraph and they could comprehend the text easier.

The implementation of those strategies was successful. Those strategies were effective to help the students to get general information and specific information in the text. Most of them could apply those strategies. So, they did not need to read the whole paragraph to get the information. Moreover, they could use their reading

time efficiently.

#### **b) Implementing narrative text**

The implementation of narrative text was applied in every meeting in this. This activity gave the student a lot of exposure such as from story books, article, etc. They could explore a lot of text and they could actively engage in teaching and learning process. Moreover, this activity attracted their reading interest. During this activity, they were enthusiastic and did not get bored in reading class.

This implementation was successful. The students were attracted because this activity was something new for them. This implementation had not been done before. In this activity, they allowed to choose the reading materials as they wanted. They were enthusiastic when they chose materials. They could read the materials in their own. They could improve their vocabulary mastery and their reading interest.

#### **c) Implementing sustained silent reading**

This activity was done in every meeting in Cycle I. The students were given the opportunity to read their reading materials without any distraction. They just read the text for general understanding. So they did not need to look up the meaning of unfamiliar words that they found. They just predicted or guessed the unfamiliar words based on the context. So, they could enjoy their reading. In addition, their background knowledge, vocabulary knowledge also increased and they could be easy to comprehend the text well.

This implementation was not successful yet. The students still looked up the dictionary if they found

unfamiliar words. They did not guess those words. They still focused in every single word that they meet and consulted their dictionary. It was true that dictionary had important role in reading, but if they still consulted those words in the dictionary, they did not pay attention to the message conveyed. Moreover, it destroyed the pleasure of reading.

#### **d) Implementing quick narrative text**

This activity was done in every meeting. The students should write the summary about the reading materials they read. In this activity, they used skimming and scanning to get the important information and specific information. These strategies were useful in writing the summary because they did not need to read the whole paragraph. So, they could be easy to determine the main idea in the paragraph.

This implementation of quick book report was not successful yet. In this activity, the students had difficulties in making the summary. They still found difficulties in determining which sentences had to be written.

#### **e) Presenting the materials**

This activity was done in the second and three meeting. After the students finished their summary, they had to present their summary in front of the class. They were given the opportunity to share what they had read to their classmates. While, the others would give question related to their presentation.

This activity was not successful yet. Some students were still afraid to present their summary. They were shy if they made mistakes in presenting their summary. So, just were afraid to tell their summary in

front of the class. Moreover, just few students were active asking the questions to their friends who presented their summary. They were shy to ask their friends because of they were afraid if they made mistakes. Most of them just kept silent when their friends share the presentation.

#### **f) Giving rewards**

This activity was done in order to motivate the students to be active during the reading class. The students who were active and could answer the questions correctly would get a star. It was collected until the last meeting in every Cycle. The student who collected many stars, she/he would get a prize. The prize was the additional score.

This activity aimed to make the students participate actively in the teaching and learning process of reading. In this case, the students who collected many stars he/she gets a reward from the researcher. The reward was an additional score. This activity was not really successfully yet. Many students did not participate actively in the teaching learning process. Only few students got rewards from the researcher.

#### **g) Revised Plan**

The reflection of Chapter I show that the some actions of implementation of extensive reading were not successful yet to improve the students' reading comprehension ability. There were some students who were still confused making summary, they were afraid and shy to answer the questions. The researcher needed to implement some actions in order to make the students more enjoyable in learning reading.

### **b. Reports of Cycle II**

#### **1) Planning**

Before conducting the actions in Cycle II, the researcher had a discussion with the English teacher to revise the plan of Cycle I. They revised the plans of Cycle II. They focused to solve the problems of the difficulties of making summary, motivated the students to be active in the teaching and learning process. The actions of Cycle II are presented as follows.

The first action was teaching reading strategies. This action was the same with Cycle I. The difference with Cycle I was that the researcher gave more exercises related to skimming and scanning strategies. So, the students could practice more how to skim and scan the text in order to get general idea and specific information.

The second action was implementing book flood. This was aimed to give a lot easy reading materials and exposure to the students. They could choose their own favorite reading materials. The procedure that was used in this Cycle was the same with previous one.

The third action was implementing sustained silent reading. This action was aimed to read the reading materials without any distractions such as using dictionary when they found difficult words. This action was used to build reading fluency and reading speed. The procedure of this Cycle was the same with the previous one.

The fourth action was implementing quick book report. The researcher asked the students to make summary in a group. In this Cycle, the researcher gave a model of mind mapping in order to guide them in making summary. By using mind mapping, they became more guided in

writing. Each group consisted of four members. The procedure of this action was the same with the previous Cycle.

The fifth action was presenting the materials. In this cycle, the students worked in group and they had to tell to their friends about reading materials that they read. The other groups would ask the question related their presentation.

The sixth action was giving reward. This action was aimed to make the students in group active in the reading class. The group who were active participated could get a star. The group who collected many stars would get a reward. The researcher gave the reward to them who were active in presenting, describing reading materials that they read, and answering the questions.

## **2) Actions and Observations**

The actions in Cycle II were conducted in three meetings. It was conducted on May 16th, 17th, 22th. In these three meetings the researcher acted as a teacher and the collaborator acted as an observer. The results of the Cycle 1 were presented below.

### **a) Teaching reading strategies**

In this Cycle, the researcher gave the students a lot of exercises of skimming and scanning strategies. The researcher guided them how to skim and scan the text. The use of these strategies helped them in comprehending the text easily.

They did not need to read the whole paragraph to find the information they need. They just needed to keep in mind the clues to search the information they needed and then rapidly moved the eyes over the text. By using these strategies, they could read the text efficiently.

### **b) Giving rewards**

The implementation of giving reward was successful. The group who were active involved in presenting the summary and asking questions to other groups would be got the reward. The reward was additional score for them. By giving this reward, they would be more motivated and active to present the summary and answer the questions. The evidence could be seen from the quotation below.

## **3) Reflections**

After implementing the actions in Cycle II, the researcher and the collaborator had the final reflection. The reflection was based on the observations and interviews. The reflection was described as follows:

The implementation of the research had finished. Based on the actions, observation, and the reflections, the findings were presented as follows. First, Extensive Reading was believed as the technique to improve the students' ability in finding the general and specific information. They also could guess the meaning of unfamiliar words based on the context. Formerly, they found difficulties in finding the general, specific information and guessing the meaning of unknown words. It was caused the English teacher never taught them to use skimming, scanning strategies, and never practiced them to guess the unfamiliar words based on the context. They just read the whole paragraph and looked up the dictionary to find the meaning of unfamiliar words. By implementing these strategies, they could easily find the main idea, specific information, and could guess meaning of unfamiliar words based on the context. These strategies made them read the text efficiently.



Second, the extensive reading technique was believed as the technique to improve the students' vocabulary mastery. Extensive reading gave the students a lot of easy materials. It should be at their current level, so they could accept and process what they read easily. By reading a lot of materials, it helped them to build familiarity to the vocabulary. The more they read, they would acquire a lot of vocabulary, and it would facilitate to their reading comprehension.

Third, the extensive reading was believed could attract the students' reading interest and built the positive attitude toward reading. In the extensive reading, the materials were self-selected. The students could choose their own materials based on their level and interest. The students' interest facilitated them to comprehend the text easier.

#### 4. CONCLUSION

In this research, the extensive reading activity was implemented in two cycles. The activities in Cycle I were teaching reading strategies, implementing book flood, implementing sustained silent reading, implementing quick book report, presenting the materials, and giving rewards. Teaching reading comprehension was effective to help the students reading the text efficiently. Here, the students used the skimming and scanning strategies to find general information and specific information in the text.

Implementing narrative text was intended to give a lot of exposure and additional materials to the students. There were so many choices of reading materials, so they could choose their favorite reading materials. This activity helped them to attract their reading

interest and motivated them to read the reading materials.

Implementing sustained silent reading helped the students to read the reading materials without any distraction. Here, they did not allow looking up the dictionary during reading. If they found unfamiliar words, they just predicted/guessed those words based on the context. They did not need to understand every single word in the text because the aim of the activity, they could read for general understanding and they could enjoy their reading.

Implementing quick narrative text was effective to help the students to become easy in writing summary. In making the summary, they could apply the skimming and scanning strategies to find the general information and specific information in the text. By using these strategies they could be managing the time efficiently.

Presenting the materials was aimed to give the students new activity in the teaching and learning process of reading. Since the activity was applied, the teaching activity was not monotonous anymore. They did not only do the exercise from the textbook and *LKS (Lembar Kerja Siswa)*. They could be involved in the teaching and learning process of reading. Moreover, they did not get bored anymore in the teaching and learning process of reading.

Giving rewards were aimed to motivate the students in the teaching and learning process of reading. Since the activity was carried out, the students were active in the teaching and learning process of reading. They were motivated to participate actively in every activity

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