The Implementation of Extensive Reading in Increasing the Reading Comprehension of Eleventh Grade Students at Senior High School

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Abstract

The purpose of this study was to prove whether the use of extensive reading strategies improves reading comprehension of eighth grade students of SMA Negeri 1 Pagimana. This study applied a pre-experimental design. The population of this study was eleventh grade students of SMA Negeri 1 Pagimana. The sample in this study consisted of 30 students. Data were collected through multiple choice and comprehension questions, 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 strategy treatment was carried out in the reading process. The researcher used the SPSS 27 program to analyze the data to determine whether there was an effect on students' reading comprehension after the extensive reading strategy was implemented in the learning process, which finally found the value of Z = -2.534 and Asymp.Sig (2-tailed) = 0.011. And because, the value of Asymp.Sig (2-tailed) <0.05 then, it can be concluded that the hypothesis is accepted. That means that the reading comprehension of eleventh grade students of SMA Negeri 1 Pagimana can be improved by using extensive reading strategies.

Keywords: *Increasing, Reading Comprehension, Extensive Reading Strategy*

Introduction

Reading is important for students to get information and increase their knowledge, reading is also a skill that is use to find out the meaning of certain things. And reading is a way of communicating between the writer and the reader. Communication means the process of sending and receive messages that may be direct or indirect. According to Ruzin (2019) "Reading is considered not only as a reaction to a text, but also as an interaction between writer and reader that is

mediated through the text.

Reading is also a process of understanding. If their reading skills are poor, it is likely that they will fail in learning or at least they will have difficulty making progress". Good reading is reading that makes students read regularly and thus provides pleasure and benefit. Sometimes students face several problems in reading because reading is a complex activity. Students can also get bored with reading they don't find interesting.

Reading comprehension is one of the abilities to grasp the content of the main subject of the text being read, therefore it can be said that reading and understanding cannot be separated. According to Chotimah & Astiyandha (2018) define "Reading is an important aspect in a language skill. By reading, a reader will increase his/her language of skill and expand his/her knowledge, insight and experience. Therefore, the readers can understand any reading texts which are present by the writer". However, Fitriana (2018) define, "Reading is the activity to interpret the information from the text which is read by the reader. In fact, reading is one of activities that no easy to do by some people. The reader should pay attention to book/reading text which they read, in order to get the information about something which they need". Reading comprehension skill very importent for improving literacy and critical thinking skill.

The generic structure of descriptive text is significant because it provides a clear and organized framework for representing or revealing a person, place, object, or concept. This structure helps readers or hearers understand what the writer is writing or saying about, making it easier for them to grasp the information being presented.

Extensive reading is to improve reading skills, vocabulary, and enjoyment in reading, so that readers can become familiar with the language and structure of texts in various context. According to Lyutaya (2011) "Extensive reading motivates learners to read a large number of texts on a wide range of topics because the students themselves select the reading material based upon its relevance to their interests, knowledge, and experience. Students read texts that match their language level, and they choose the time and place to read". Overall, the goal of extensive reading is to create faster, more fluent, and more reader motivation.

In this section, the researcher discusses the results of the study. This study is an experimental study because it aims to determine the cause and effect and how much influence it has by providing treatment to students. In terms of testing, the researcher gave a pre-test to students. Based on the results of the study, it shows that the average score of students is relatively low. This is due to the lack of interest of students in reading English. In addition, students are not given enough reading practice at school which has an impact on other factors, students have difficulty identifying detailed information in the text, cannot find implied meaning in the text, and do not know how to determine the main idea.

Mimi Almiyah Nurbani.L, Muhammad Arid, Syahrul Munir, Wahyudin
The Implementation of Extensive Reading in Increasing the Reading Comprehension
of Eleventh Grade Students of Senior High School

Method

In conducting this research, the researcher will apply pre-experimental research design. It is one group only; an experimental group. This group will be given the treatment as seen in the design by Arikunto (2006:272):

Pre-test	Treatment	Post Test
Q1	X	Q2

Where:

Q_1 = Pre-test

X = Treatment

Q_2 = Post Test

The population of this research will include grade eleventh students of SMA Negeri 1 Pagimana. The eleventh-grade students of SMA Negeri 1 Pagimana consist of 7 class. The following the distribution of the population:

Table 1: Population

No	Classes	Number of Students
1	F1 Teknik A	33
2	F1 Teknik B	33
3	F1 Kesehatan C	30
4	F1 Kesehatan D	33
5	F1 Bisnis Akutansi	33
6	F1 Manajemen	33
7	F1 Pemerintahan	34
	Total	229

This study used pre-test and post-test to determine the students' ability in their reading comprehension. There is a process for collecting data: the first is the pre-test. Pre-test gave before students are taught used the strategy extensive reading. In the pre-test, the researcher will not use the ER. The researcher only instructs the students to do the give test. Then, after being given a pre-test, the experimental students were taught using the Strategy extensive reading. After that, a post test gave to compare the results of the pretest.

The analysis used to determine the effectiveness of implementing extensive reading strategies in increasing reading comprehension of eleventh grade students by using non-parametric statistics. Annisak. Zainuri. Fadillah (2024) "Nonparametric statistics are distribution-free statistics and assumption-free tests.

To find out whether there was a significant difference or not, the researcher used a statistical method. Due to the design of this research is for one group pretest-posttest, in this research using non-parametric test, then the researcher used Wilcoxon one-sample test (Wilcoxon one-sample signed-rank test) due to the data of this research was not normal. To find out whether or not a significant effect Then, the students mean score of each class was calculated as follows:

$$M = \frac{Total\ Score}{N}$$

Where:
M: Mean Score
N: Number of data pair
Next, the deviation of pre-test and post-test was calculated as follows.

$$Di = Yi - Xi$$

Where:
Di: Deviation
Xi: Pre-test score
Yi: Post-test score

Finally, in the Wilcoxon test on two paired samples, the Z formula is used as follows:

$$Z = \frac{T - \mu t}{\sigma t}$$

Where T = total number/small level.

$$\mu t = \frac{n(n+1)}{4}$$

$$\sigma t = \sqrt{\frac{n\ (n+1)\ (2n+1)}{24}}$$

Where:
Z = Uji Wilcoxon
n = The number of samples
T = The number of small levels from negative ranks
μt = Ranking Mean
σt = Standard deviation of rank

Results

The researcher tried to use extensive reading strategies to students, by conducting two tests, namely before the use of extensive reading strategies and after to determine the effectiveness of the strategy. And for that, sample of 30 students was taken from class F1 Kesehatan C are presented in the following table:

Mimi Almiyah Nurbani.L, Muhammad Arid, Syahrul Munir, Wahyudin
The Implementation of Extensive Reading in Increasing the Reading Comprehension
of Eleventh Grade Students of Senior High School

Table 4.1 Students Individual Score of Pre-test

No	Initial	Score		Total Score	Maximum Score	Standard Score
		MC	Essay			
1	ANB	7	14	21	30	70
2	ARL	8	15	23	30	77
3	AP	7	11	18	30	60
4	ASS	8	15	23	30	77
5	BS	7	13	20	30	67
6	CB	7	13	20	30	67
7	DPA	8	16	26	30	87
8	EL	7	18	25	30	84
9	GL	7	9	16	30	53
10	JFK	7	12	19	30	63
11	KRP	7	11	18	30	60
12	LS	7	11	18	30	60
13	LSCM	9	18	27	30	90
14	LK	8	9	17	30	57
15	MAB	7	14	21	30	70
16	MAS	8	15	23	30	77
17	MS	7	16	23	30	77
18	NL	8	13	21	30	70
19	NASH	9	15	24	30	80
20	NAN	9	8	17	30	57
21	RB	9	13	22	30	73
22	RSDM	9	11	20	30	67
23	SW	7	8	15	30	50
24	SGR	8	14	22	30	73
25	TBN	7	13	20	30	67
26	TM	7	13	20	30	67
27	VPT	9	15	24	30	80
28	WT	7	17	24	30	80
29	WM	9	13	22	30	73
30	YDM	9	15	24	30	80
TOTAL SCORE						2113
MEAN SCORE						70.43

Table 4.2 Students Individual Score Post-test

No	Initial	Score		Total Score	Maximum Score	Standard Score
		MC	Essay			
1	ANB	10	12	22	30	73
2	ARL	7	20	27	30	90
3	AP	9	13	22	30	73
4	ASS	10	13	23	30	77
5	BS	8	12	21	30	70
6	CB	9	13	22	30	73
7	DPA	10	18	28	30	93
8	EL	8	17	25	30	83
9	GL	7	12	19	30	63
10	JFK	7	8	15	30	50
11	KRP	10	12	22	30	73
12	LS	10	11	22	30	73
13	LSCM	10	18	28	30	93
14	LK	7	13	20	30	67
15	MAB	9	9	18	30	60
16	MAS	10	11	20	30	67
17	MS	9	18	28	30	93
18	NL	10	13	23	30	77
19	NASH	10	18	28	30	93
20	NAN	8	8	16	30	53
21	RB	9	17	25	30	83
22	RSDM	9	13	22	30	73
23	SW	5	13	18	30	60
24	SGR	7	19	26	30	87
25	TBN	7	11	18	30	60
26	TM	10	11	21	30	70
27	VPT	10	16	26	30	87
28	WT	9	13	22	30	73
29	WM	8	11	19	30	63
30	YDM	10	18	28	30	93
TOTAL SCORE						2243
MEAN SCORE						75

Mimi Almiyah Nurbani.L, Muhammad Arid, Syahrul Munir, Wahyudin
The Implementation of Extensive Reading in Increasing the Reading Comprehension
of Eleventh Grade Students of Senior High School

After obtaining the students standard score in the class after and before treatment, the research calculated the mean score as shown below

<table>
<tr><td>Pre-test score</td><td>Post-test score</td></tr>
<tr><td>

$$M = \frac{Total\ Score}{N}$$
$$= \frac{2113}{30}$$
$$= 70.43$$

</td><td>

$$M = \frac{Total\ Score}{N}$$
$$= \frac{2243}{30}$$
$$= 75$$

</td></tr>
</table>

Thus, then mean score of the pre-test was 70.43 and the post-test was 75. The different in mean between the pre-test and post-test was 4.33. After the calculation was carried out, it was found that there was a difference between the pre-test and post-test before and after the treatment was carried out, namely the value from the pre-test to the post-test increased was 4.33 scores.

After getting the average score from the pre-test and post-test, the researcher calculated the deviation score of each student on both tests.

Table 4.3 The student's Deviation score in pre-test and post-test

NO	Initials	Pre -test (Xi)	Post-test (Yi)	Deviation (Di =Yi – Xi)	|Devotion| |d|
1	ANB	21	22	1	1
2	ARL	23	27	4	4
3	AP	18	22	4	4
4	ASS	23	23	0	0
5	BS	20	21	1	1
6	CB	20	22	2	2
7	DPA	26	28	2	2
8	EL	25	25	0	0
9	GL	16	19	3	3
10	JFK	19	15	4	4
11	KRP	18	22	4	4
12	LS	18	22	4	4
13	LSCM	27	28	1	1
14	LK	17	20	7	7
15	MAB	21	18	-3	3
16	MAS	23	20	-3	3
17	MS	23	28	5	5
18	NL	21	23	2	2
19	NASH	24	28	4	4

20	NAN	17	16	1	1
21	RB	22	25	3	3
22	RSDM	20	22	2	2
23	SW	15	18	3	3
24	SGR	22	26	4	4
25	TBN	20	18	-3	3
26	TM	20	21	1	1
27	VPT	24	26	2	2
28	WT	24	22	2	2
29	WM	22	19	-3	3
30	YDM	24	28	4	4

After calculating the deviation between the values before and after, the results were obtained as in the table above, and it was found that there was a deviation with a value of 0, which means that the value was not included in the calculation or was ignored.

Table 4.4
The students' Rank score in pre-test and post-test

No	Pre-test	Post-test	Deviation	Sign	Deviation absolute |d|	Rank
1	21	22	1	+	1	3
2	23	27	4	+	4	23.5
3	18	22	4	+	4	23.5
4	20	21	1	+	1	3
5	20	22	2	+	2	9
6	26	28	2	+	2	9
7	16	19	3	+	3	16
8	19	15	-4	-	4	23.5
9	18	22	4	+	4	23.5
10	18	22	4	+	4	23.5
11	27	28	1	+	1	3
12	17	20	3	+	3	16
13	21	18	-3	-	3	16
14	23	20	-3	-	3	16
15	23	28	5	+	5	28
16	21	23	2	+	2	9
17	24	28	4	+	4	23.5
18	17	16	-1	-	1	3
19	22	25	3	+	3	16
20	20	22	2	+	2	9
21	15	18	3	+	3	16

Mimi Almiyah Nurbani.L, Muhammad Arid, Syahrul Munir, Wahyudin
The Implementation of Extensive Reading in Increasing the Reading Comprehension
of Eleventh Grade Students of Senior High School

22	22	26	4	+	4	23.5
23	20	18	-2	-	2	9
24	20	21	1	+	1	3
25	24	26	2	+	2	9
26	24	22	-2	-	2	9
27	22	19	-3	-	3	16
28	24	28	4	+	4	23.5
Total Rank Positive						313.5
Total Rank Negative						92.5

The table above shows the ranking values before and after the treatment, there are negative rankings (colored) and positive rankings (uncolored) and, in this table the sample becomes 28 because in the previous deviation calculation the value 0 was found which means that the value was not included or ignored.

Next, we will calculate the Z value using the Wilcoxon formula. First, we look for the average value and then look for the standard deviation value and finally, we calculate the Z value.

$$\mu t = \frac{n(n+1)}{4}$$

$$= \frac{28(28+1)}{4}$$

$$= 203$$

$$\sigma t = \sqrt{\frac{n\,(n+1)\,(2n+1)}{24}}$$

$$= \sqrt{\frac{28(28+1)\,(2*28+1)}{24}}$$

$$= \sqrt{\frac{812\,(57)}{24}}$$

$$= \sqrt{\frac{46.284}{24}}$$

$$= 43.91469$$

$$Z = \frac{T - \mu t}{\sigma t}$$

$$= \frac{92.5 - 203}{43.91469} \quad = -2.51624$$

From the calculation results using the Wilcoxon test, Z = -2.51624 was obtained. Thus, it states that the results indicate that the reading ability of class F1 Health C students has increased through extensive reading strategies. In other words, students' reading comprehension can be improved through extensive

reading strategies. The Wilcoxon test with the help of SPSS can be seen in the table below:

Table 4.2

Test Statistics[a]

	post - pre
Z	-2.534[b]
Asymp. Sig. (2-tailed)	.011

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Significance level α = 0.05

Based on the "*test statistics*" output above, it is known that the Z value = -2.534 and the *Asymp.sig (2-tailed)* is 0.011. Because the value of 0.011 is less than <0.05 then it can be concluded that "accepted". meaning there is a difference between before and after for the *pre-test* and *post-test*, so it can be concluded that the implementation of extensive reading strategies is effective in increasing the reading comprehension of eleventh grade high school students.

Discussion

Based on the results of the study, it shows that the average score of students is relatively low. This is due to the lack of interest of students in reading English. In addition, students are not given enough reading practice at school which has an impact on other factors, students have difficulty identifying detailed information in the text, cannot find implied meaning in the text, and do not know how to determine the main idea. The main cause of students' reading comprehension difficulties is vocabulary that is less familiar to students and students' lack of vocabulary mastery so that students have difficulty working on the text given. Previous studies have shown that the above difficulties can have an impact on students' reading comprehension, which causes students to be less effective and optimal in learning, and it is difficult to achieve the values that have been set in English lessons.

To solve this problem, the researcher applied an extensive reading strategy introduced by Julian Bamford and Richars Day (1997). This extensive reading strategy is a teaching activity by providing different reading materials at each meeting to students. The advantage of using this strategy is that it can increase students' interest in learning, especially in reading comprehension, help students develop skills, students are more enthusiastic about reading by using this strategy to understand the test. In previous research by Rijal & Piada (2022) the application of extensive reading showed that students' extensive reading skills obtained quite

Mimi Almiyah Nurbani.L, Muhammad Arid, Syahrul Munir, Wahyudin
The Implementation of Extensive Reading in Increasing the Reading Comprehension
of Eleventh Grade Students of Senior High School

satisfactory results, this proves. This proves that the methods and techniques used are able to help the smoothness and effectiveness of learning. Learning materials that initially seemed ordinary and difficult to understand become more interesting in addition, the application of this strategy also changes students' learning behavior, in this case the enthusiasm of students.

After carrying out the pre-test. Next, the researcher implemented extensive reading strategy as a treatment. To implement this strategy the research er told explain this strategy to the students. The students' responses to this strategy were very enjoyable because they were working on assignments in groups. They can predict, exchange information, share ideas, opinions, and together solve problems that occur during the learning process. The researcher asked students to form 3-4 groups then, gave them the text and gave them the opportunity to discuss the text that had been given first. After that, the researcher gave them time to ask if they had difficulty understanding the text or had difficulty knowing words that they thought were difficult to translate.

After the treatment several times with different material at each meeting, it was seen that some students no longer needed to be given an explanation and could immediately understand the content of the text given, although some other students still had difficulties and had to explain again, but when the researcher gave a little explanation about the text such as information in the text setting, main characters, problems, resolution events and main ideas in the text, they immediately remember the things they learned in the first meeting and answer questions confidently.

To find out whether students' reading comprehension improved or not after receiving treatment, the researcher gave a posttest. Based on the posttest results, the students' means scores was better than before receiving treatment. Seen from the students' answers on the posttest after being given treatment, students' interest in reading has increased. During the treatment, the students enjoyed the lesson and were active in their groups, although there were several students there who did not participate enough in their group, which caused some students to got low scores on the posttest. This strategy is successful in improving students' reading comprehension skills by looking at the explanation above. Because, it can help them exchange information, ideas, opinions, and jointly solve problems that occur in a group during the learning process.

The increase in student scores in posttest because students' vocabulary increases so that is why they can understand the meaning of words or sentences from the text given therefore they can answer the questions correctly, students are able to find detailed information in the text by answering questions that require students to read the entire content of the text slowly and carefully, the students can also determine the main idea from the information obtained. Next, the researcher analyzed the data to find out whether this research was successful or not. From the calculation results using the Wilcoxon test, the Z value was obtained = -2.534 and

the p value = 0.011, so the p value <0.05. Thus, is accepted. This means that this research was successful or can be said to be prove in other words that the implementation of extensive reading strategies is effective in increasing the reading comprehension of eleventh grade students of SMA Negeri 1 Pagimana.

Conclusion

Based on the research findings and discussion, the researcher concluded that extensive reading strategies to improve students' reading comprehension. The improvement can be seen from the means score of the students' in pretest result was low while in the posttest result have increased. By using this strategy, the students begin to understand the meaning of the unfamiliar word and sentences in the text, also they knew how to found the main idea from the detailed information. Besides, the result of this research also can prove the researcher's statement that using extensive reading strategies can improve the reading comprehension of eleventh grade students at SMA Negeri 1 Pagimana.

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Mimi Almiyah Nurbani.L, Muhammad Arid, Syahrul Munir, Wahyudin
The Implementation of Extensive Reading in Increasing the Reading Comprehension
of Eleventh Grade Students of Senior High School

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