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The Effect of Using Extensive Reading Approach towards Students' Reading Ability

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ABSTRACT
This research is an quantitative research. The population of this research was the second grade of SMAN 3 Bukittinggi. in this research, the researcher used the purposive sampling technique in determining the sample. There were two classes as the sample of this research. In the experimental class the students were taught by using Extensive Reading Approach. While, in control class the students were taught by using traditional technique and both of classes were given post test at the end of meeting. In order to analyze the data, the researcher used the normality test by using Liliefors test and tested the homogeneity of the data by using F test. The researcher also used the t-test formula to test the hypothesis and consulted its result with the t_{table} with $\alpha = 0.05$.
Keywords: **Extensive Reading, Reading Ability**

INTRODUCTION

Reading is one of the important skill in English that has linked to others language skill, such as speaking, writing, and listening. It is the one that should be taught intensively compared to others. Through reading, the students will be able to widespread their experience to reach other skills. Moreover , students will get much information for their knowledge. As the result, the more the students read, the more they will understand.

Reading ability is skill to recognize the meaningful written symbol and theComprehension of massage which is communicated. As Foertschs tates,"Learningto read means learning to bring meaning to a text in order to get meaning from it". Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. Brown stated that many types of reading method may occur in a language classroom, such as: skimming , scanning , intensive including extensive reading. their daily lives.

Based on the preliminary observation in SMA N 3 Bukittinggi on the 14th February 2019, the researcher did interview with the teacher and found several problem related to students' reading. The first problem is students have low ability in reading, because for some students reading is bored, moreover students did not understand the contents of the reading and they do not have enough vocabulary to understand the reading material.

The second problem is the students do not have any motivation to read. The reason that makes this problem happens is that they do not get any support, motivation, or any pushes from anyone to read. This makes them do not have any reason why they should read. One of the key factors to the success (or not) of an extensive reading program is motivation.

Third problem is the students do not have enough vocabulary to understand reading material ,because what students usually do is they only learn new vocabulary and record it, but most students do not repeat the vocabulary they have recorded and what they have learned, that is what makes them constrained in the vocabulary when reading a reading texts.

Based on the problem above the researcher assumes that using extensive reading as a technique to teach reading is a really good strategy,. So, the researcher wants to conduct a research to find out the effect of using extensive reading with the title "The Effect of Using Extensive Reading Approach Towards Students' Reading Ability at Second grade of SMA

N 3 Bukittinggi"

Extensive reading as aim approach to teaching reading thought allowed students to choose materials based on their English proficiency level and their interest.

Based on the formulation of the problem above, the purpose of the research formulated in statements: 1) To know whether there was a significant effect of using extensive reading approach towards students reading. 2) To know whether there was a significant difference of students who are using extensive reading approach and students who are not using extensive reading approach. 3) To know whether students' reading taught by using extensive reading approach was better than students who are not taught by using extensive reading.

METHOD

The data of the research was got based on the research that had been done by the researcher at the second grade of SMAN 3 Bukittinggi. The scores of the students' reading comprehension were collected after conducting the pere-test the beggining of the research and the post-test at the end of the research, both the experimental and control classes were used as the data of this research.

There were 72 students who were involved in the pre-test students 36 in the experimental class and 36 students in the contol class. There were also 72 students who were involved in the post-test 36 students in the experimental classs and 36 students in the control class. The data analysis that have been given by the research at the first meeting before conducted the treatment. The pre-test was carried out to identify students' ability in reading comprehension before they got the treatment.

Based on chapter three, the posstest was conducted at the end of treatnent in order to find out the effect of using etensive reading approach towards students' reading ability. The posttest was given to the experiment and control group after treated. Both group were given the same test material and time allocation.

In analyzing the data of this research, the researcher use two kinds of data analysisi; pre-test and post-test from the experimental and the control class. The pere-test of the two classes shows that the two classes both experimental and control classes, were equal at the beginning of the research because they were normality and homogenious. The researcher used the Liliefors test to find out whether the data of two classes were homogenous or not.

FINDING AND DISCUSSION

This chapter consists of finding and discussion. Finding is encompassing the data analysis, and hypothesis testing. Data description is aimed to describe the students' pre-test and post-test which have been gotten since the research was started. Then, data analysis is focused on the identification of normality and homogeneity the students' pre-test and post-test result. Next, hypotesis testing is aimed to answer the research question. In addition, discussion is focused on the result of the research wheter the hypotesis is accepted or not.

Description of the data

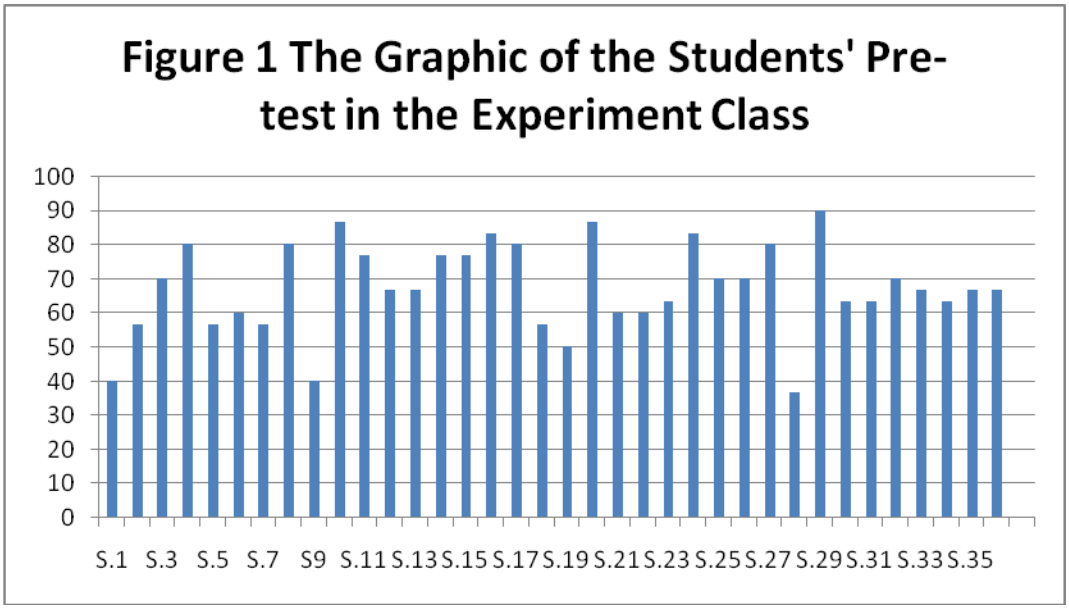
The data of the research was got based on the research that had been done by the researcher at the second grade of SMAN 3 Bukittinggi. The scores of the students' reading comprehension were collected after conducting the pere-test the beggining of the research and the post-test at the end of the research, both the experimental and control classes were used as the data of this research.

There were 72 students who were involved in the pre-test students 36 in the experimental class and 36 students in the contol class.

There were also 72 students who were involved in the post-test 36 students in the experimental classs and 36 students in the control class. The description of the data in both of the experimental class and control class were explained below:

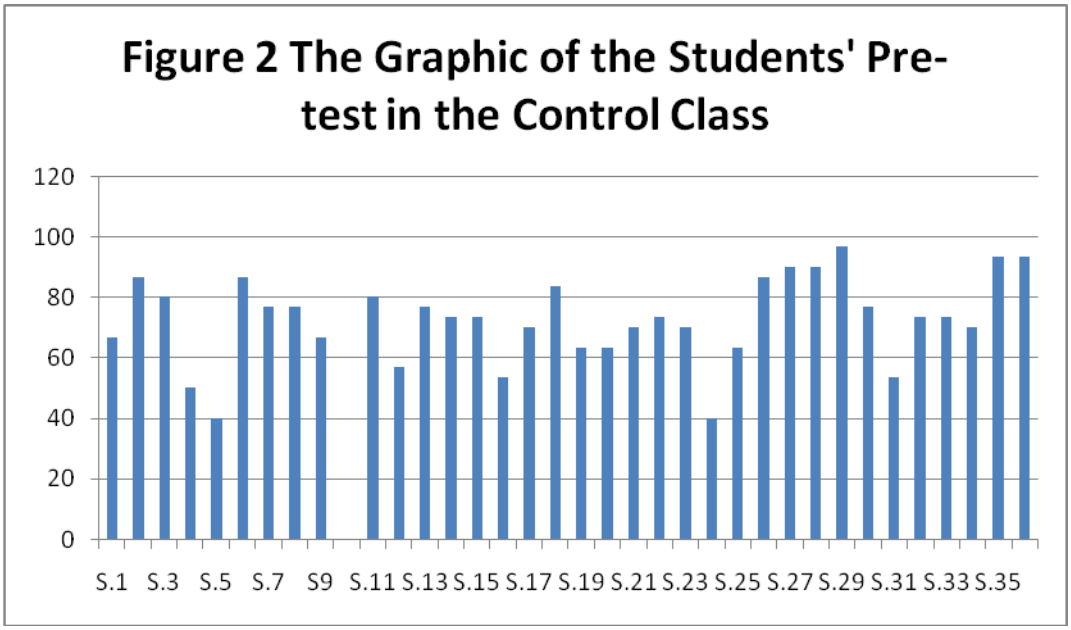
Data from pre test of Experimental and Control Class

The data is the data analysis that have been given by the research at the first meeting before conducting the treatment. The pre-test was carried out to identify students' ability in reading comprehension before they got the treatment. The analysis pre-test scores attained by the experimental class shows that the lowest score of pre-test gained by the experimental group is 36.67 and the highest score is 90. It is found that there is one student got 36.67 , two students got 40, one students got 50, four students got 56.67, three students got 60, four students got 63.33, five students got 66.67, four student got 70, three students got 76.67, four students got 80, two student got 83.33, two students got 86,67 and one student got 90.



From the figure 1 above , it was found that 24 students got score less than 75 (KKM), 12 students got score more than 12. Consequently, it indicated that most studentss still had less comprehension in reading.

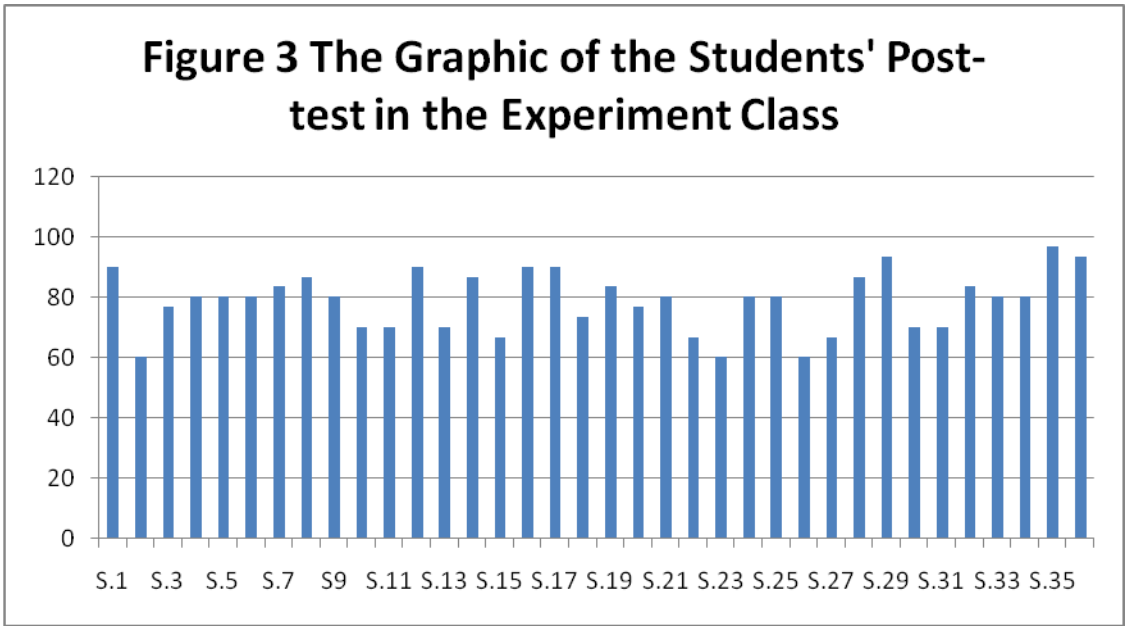
The analysis of raw pre-test scores attained by the control class is as follow the data of table 4.2 show that the lowest score of pre-test gained by the Control Class is 40 and the highest score is 96.67. It is shown that two students got 40, one student got 50, two students got 53.33, three students got 63.33, two students got 66.67, four students got 70, five students got 73.33, four students got 76.67, two students got 80, one student got 83.33, three students 86.67, two students got 90, two students got 93.33, and one student got 96.67. The information of table 4.1 can be simplified in graphic below:



From the figure 2 above, it was found that 21 students got score less than 75 (KKM), 4 students got 76.67 and 13 students got score more than 78. Thus, it indicated that most students still had less comprehension in reading it was the same with the experimental class in which there were low score under average. The mean of the experimental group pre-test score **67.22,** while the mean of the control group pre-test **72.04** with a difference of these group's score.

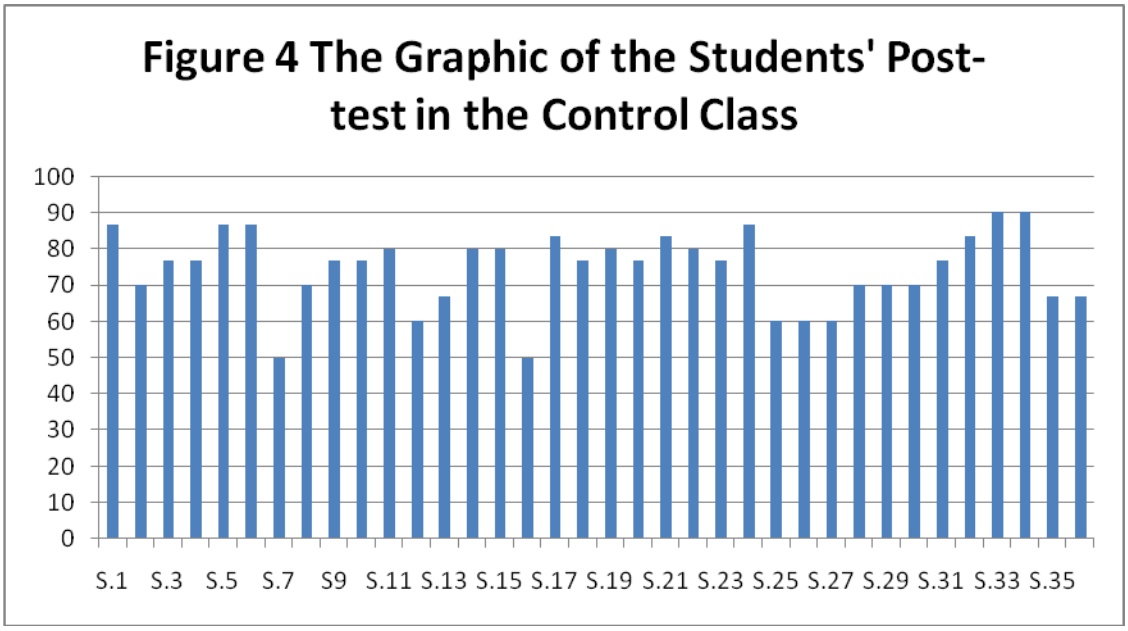
Data from the Post-test of the Exeperiemental and Control Group

Based on the analysis, the post test was conducted at the end of treatment in order to find out the effect of using extensive reading approach towards students' reading ability. The posttest was given to the experiment and control group after treated. Both group were given the same test material and time allocation. The data shows that the lowest score of post-test gained by the Experiment class is 60 and the hight score is 93.33. It is shown that two students got 60, two students got 66.67, five students got 70, one student got 73.33, four students got 76.67, seven students got 80, four students got 83.33, three students got 86.67, four students got 90, two student got 93.33, and one student got 96.67. The information can be simplified in graphic below:



From the figure 3 above, it was found that that 11 students got less than 75 (KKM), 25 students got more than 75. Therefore, it indicated that most students had good comprehension in reading.

The data of table 4.5 show that the lowest score of post-test gained by the Experiment class is 50 and the hight score is 90. It is shown that two students got 50, four students got 60, three students got 66.67, five students got 70, eight students got 76.67, five students got 80, three students got 83.33, four students got 86.67, and two students got 90. The information can be simplified in graphic below:



From the table and graphic above, it was found that 14 students got score less than 75 (KKM) and 22 students got score more than 75. Hence, it indicated that most students had enough comprehension in reading

Based on the calculation of the score gained in the post-test od reading test of both class, it can be summarized as follow:

Table1. The result of the Calculation of the Score Gained from Post-test

Group	Mean	Standar Deviation	The Lowest score	The Highest Score
Experiment	9.07	9,41	60	93.33
Control	7,45	10,45	50	90

The table above shows that the mean score of the experimental class post-test is 79.07, while the mean the score of the posttest score of the control class is 77.45. It means that the mean score of the experimental class was higher than the control class. The standard deviation of the experimental class is 9,41 and the control class is 10.45 in addition, based on the maximum result of the experiment class and the control class above, it can be shown that experimental class maximum result is higher than the control maximum 93.33 higher than 90.

After doing the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test from the experimental and control class. The comparison test result of pre-test and post-test from the experimental and the control class showed in the following table:

Table 2. The comparison of pre-test and post-test of the experimental and the control class

Test Result / The Class	Pre-test	Post-Test	Gained score
Experimental Class	$\bar{X}$ = 67.22 S= 13.23 S^2= 174.92	$\bar{X}$ = 79.07 S = 9,41 S^2 = 88.63	11.85
Control Class	$\bar{X}$= 72,04 S= 14.30 S^2= 204.63	$\bar{X}$ = 74.45 X = 10.45 S^2 = 109,21	2,41

Based on the table 4.7 above, the post-test result of the experimental class is higher than the pre-test result (79,07 higher than 67.22). It means that the treatment that has been used by the researcher

can help the students in improving the students' reading ability. The comparison of the post-test result between experimental and control class showed that the control class test result was lower than experimental class. It is indicated by the mean score of the post-test result of control class (74.45) is lower than the experimental post-test result (79,07). It means that the students who were treated by using extensive reading approach give better result than the students who were taught by using not extensive reading approach only.

Analysis of the data

In analyzing the data of this research, the researcher use two kinds of data analysis; pre-test and post-test from the experimental and the control class. The pre-test of the two classes shows that the two classes both experimental and control classes were equal at the beginning of the research because they were normality and homogeneous. The researcher used the Liliefors test to find out whether the data of two classes were homogenous or not.

Normality Test of Pre-test Score of Experiment Class

The normality test of pre-test score of the experimental class can be showed that F(Zi) – S(Zi), the score of Lo = **0.0835,** L-table for n =36 with the level of significant 0.05=0.147. So, Lo < Ltable =0.0835< 0.147. it can be concluded that the samples are distributed normally.

Normality Test of Pre-test Score of Control Class

The normality test of pre-test score of control class can be showed the score of Lo = **0.0888,**L-table for n =25 with the level of significant 0.05=**0.147**. So, Lo < Ltable =0.0888< 0.147. It can be concluded that the samples are distributed normally.

Normality Test of post – test score of the experimental class

The normality test of pos-test score of the experimental class can be showed that the score of Lo = 0.1093**,** L-table for n =25 with the level of significant **0.05=0.147**. So, Lo < Ltable =0.1093**< 0.147**. it can be concluded that the samples are distributed normally.

Normality Test of post – test score of the Controll class

The normality test of pre-test score of control class can be showed that the score of Lo = **0.0829,** L-table for n =25 with the level of significant **0.05=0.147**. So, Lo < Ltable =0.0829**< 0.147**. it can be concluded that the samples are distributed normally.

Homogeneity Test of the pre-test score from the control and the Experiment Class

The data from the pre-test of the experimental and controll class are homogeny as presented in the table below:

Table 3. The Mean Score, Standar Deviation, and variant Pre-test

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standar Deviation	Variant
Experimental Class	**67,22**	**36**	**13,23**	**74,92**
Controll Class	**72,04**	**36**	**14,30**	**04,63**

Homogeneity Test of the post-test score from the control and the Experiment Class

The data from the post test of the experimental and controll class are homogeny as presented in the table below:

Table 4. The Mean Score, Standar Deviation, and variant

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standar Deviation	Variant
Experimental Class	**79,07**	**36**	**9.41**	**8,63**
Controll Class	**74,45**	**36**	**10,45**	**09,20**

Testing the hypothesis

After finding the mean score, the standard deviation, and the value of the t-obtained by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tasted as follow:

The First Hypothesis

The first hypothesis of this research, there is any significant effect of using extensive reading approach towards students reading ability at the second grade of SMAN 3 Bukittinggi as follows:

Ha: There is significant effect of using extensive reading approach towards students reading ability in the classroom

Ho: There is no significant effect of using extensive reading approach towards students reading ability in the classroom.

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails test to find whether H_o or Ha is accepted or rejected through comparing the pre-test and post-test of experimental class. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located before t-table $½\propto$ and after $-t-$ table $½\propto$, it means that Ha accepted and $H_o$rejected (-t-table $½\propto$> t-obtained > t-table.

From the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{x}1$) is 79.07. It is greater than the mean score of the pre-test ($\bar{x}2$) 67.22.

Then, the standard deviation of each class is obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained the t-table for degrees of freedom (df) = (na+nb–2) = (36+36–2) = 70 with level of significance ($\propto$) 0.05 is 1.669. Through comparing the t-obtained and the t-table, it can be seen as -t-table $½\propto$> t-obtained > t-table $½\propto$.

From the data analysis above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected because the value of t-obtained located before t-table

½∝ and after − t − table ½ ∝ (-t-table ½∝> t-obtained > t-table ½∝). So that, it can be concluded that there is significant effect of using extensive reading approach towards students reading ability at the second grade of SMAN 3 Bukittinggi.

The Second Hypothesis

The second hypothesis is there is any significant difference of the students' reading ability between the students who are taught by using extensive reading approach and the students who are taught by using conventional approach in the classroom as follows:

Ha: There is any significant difference of the students' reading comprehension between the students who are taught by using extensive reading approach and the students who are taught by using conventional approach in the classroom

Ho: There is no any significant difference of the students' reading comprehension between the students who are taught by using extensive reading approach and the students who are taught by using conventional approach in the classroom

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails test to find whether H_o or Ha is accepted or rejected through comparing the post test of experimental and control classes. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located before t-table ½∝ and after − t − table ½ ∝, it means that Ha accepted and $H_o$rejected (-t-table ½∝> t-obtained > t-table ½∝).From the calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental class ($\bar{x}1$)is 76.07. It is greater than the mean score of the post-test in control class ($\bar{x}2$) 74.45. Then, the standard deviation of each class is obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is **1.974** and the t-table for degrees of freedom (df) = (na + nb – 2) = (36+36 – 2) = 70 with level of significance (∝) 0.05 is 1.669. Through comparing the t-obtained and the t-table, it can be seen as -t-table ½∝> t-obtained > t-table ½∝.

From the data analysis above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected because the value of t-obtained located before t-table ½∝ and after − t − table ½ ∝ (-t-table ½∝> t-obtained > t-table ½∝). So that, it can be concluded that there is any significant difference of the students' reading comprehension between the students who are taught by extensive reading approach and the students who are taught by using conventional approach in the classroom.

The Third Hypothesis

The second hypothesis is there is any significant difference of the students' reading comprehension between the students who are taught by extensive reading approach and the students who are taught by using conventional approach in the classroom as follows:

Ha: There is any significant difference of the students' reading comprehension between the students who are taught by using extensive reading approach and the students who are taught by using conventional approach in the classroom

Ho: There is no any significant difference of the students' reading comprehension between the students who are taught by using extensive reading approach and the students who are taught by using conventional approach in the classroom

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails test to find whether H_o or Ha is accepted or rejected through comparing the post test of experimental and control classes. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located before t-table $½\propto$ and after $-t-$ table $½\propto$, it means that Ha accepted and H_o rejected (-t-table $½\propto$> t-obtained > t-table $½\propto$).

From the calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental class ($\bar{x}1$)is 76.07. It is greater than the mean score of the post-test in control class ($\bar{x}2$) 74.45. Then, the standard deviation of each class is obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is 1.974 and the t-table for degrees of freedom (df) = (na + nb – 2) = (36+36 – 2) = 70 with level of significance ($\propto$) 0.05 is 1.669. Through comparing the t-obtained and the t-table, it can be seen as -t-table $½\propto$> t-obtained > t-table $½\propto$. it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected because the value of t-obtained located before t-table $½\propto$ and after $-t-$ table $½\propto$ (-t-table $½\propto$> t-obtained > t-table $½\propto$). So that, it can be concluded that there is any significant difference of the students' reading comprehension between the students who are taught by extensive reading approach and the students who are taught by using conventional aproach in the classroom

Discussions

Based on the hypothesis that the reseracher explained, the resercher had answered the three hypothesis. The first hypothesis is there is significant effect of using extensive reading approachon students' Reading ability at the second grade of SMAN 3 Bukittinggi. From the calculation of the pre-test and post-test scores in experimental class, it could be concluded that the alternative hypothesis (Ha) was accepted. So that, there was significant effect of using extensive reading approachon students' reading ability

In this research, the researcher had seen the effect of using extensive reading approach. There were two classes involved in this research. one class was assigned as the experimental class and another as control class. The experimental class was treated by applying extensive reading approachwhile the control class was not treated by using extensive reading approach which was used by the researcher in second grade of SMAN 3 Bukittinggi.

The data obtained in this research through pre-test and post-test indicated that the mean scores of experimental and control classes were significantly different. The mean score of the students' post-test in the experimental class was 79.07 while the mean score of students' post-test in control class was 74.45.The diffrent result of the two classes could be seen from the hypothesis testing. The value of t-obtained located before t-table $½\propto$ and after $-t-$ table $½\propto$ in the level of significance 0.05 It means that the alternative hypothesis was accepted and the null hypothesis was rejected. It can be

concluded that there is significant difference between students who are taught by using extensive reading approachand students who are not taught by extensive reading approachat second grade in SMAN 3 Bukittinggi as one of the extensive reading approach advantages that Carrell and Carson, 'Extensive Reading generally involves rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language"

One of the technique that can be used in improving students' reading ability is using extensive reading approach. By using this approach, the researcher assumed that the students who are taught by using extensive reading approachis better than students who are not taught by using extensive reading approachbecause the students could be active in reading ability. In this case, using extensive reading approachcan have the effect on students Reading ability.

In this research, the experimental and control classes were given the pre-test, treatment, and post-test. The researcher gave the test before treatment was called pre-test. This was done by the researcher in first meeting in both of class. For the second and third meeting, the researcher gave the treatment by using extensive reading approachin experimental class and using conventional approach in control class. Then, the researcher gave the test after the treatment was called post-test both of classes in fourth meeting. In conclusion of this research, using extensive reading approachcan have the effect on students' reading ability at the second grade of SMAN 3 Bukittinggi.

CONCLUSION

Based on the result of the research that has been discussed in the previous chapter, it can be concludes that: 1) The students who apply the extensive reading approach is higher than students who don't apply. It's mean that there a significant effect of using extensive reading approach to towards students reading ability. In experimental class, the mean score of pos-test is higher than pre-test, because researcher used extensive reading approach. Shortly, the hypothesis of this research is accepted that there is a significant effect of using extensive reading approachtoward students reading ability. 2) The students' reading ability of post-test of students who apply the extensive reading approach is higher than the students who do not apply extensive reading approach. It is found that the mean score of post-test from experimental class is higher than the mean score from control class. Shortly, the hypothesis of this research is accepted that there is the difference between using extensive reading approach and do not using extensive reading approach.

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