The Influence of Extensive Reading Strategy and Reading Interest Toward Students' Reading Comprehension of Eleventh Grade Students of SMAN 1 Tulung Selapan.

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ABSTRACT

The objectives of the study are to find out whether or not(1) There is significant influence of extensive reading towards students' reading comprehension between those who have height reading interest and those who have low reading interest at the eleventh grade students of SMA Negeri 1 Tulung Selapan (2) There is significant influence of conventional reading strategy toward the eleventh grade students' reading comprehension between who those have high reading interest and those who have low reading interest at the eleventh grade students of SMA Negeri 1 Tulung Selapan. (3) There is significant influence of extensive reading strategy and conventional reading strategy towards the eleventh grade students' reading comprehension between those who have high reading interest and those who have low reading interest at the eleventh grade students of SMA Negeri 1 Tulung Selapan.(4) There is significant interaction effect of extensive reading strategy and reading interest on students' reading comprehension at the eleventh grade students of SMA Negeri 1 Tulung Selapan. This study used Saphiro-Wilk test and it used Levene's test in testing the homogenity. It was found that the significance value for homogeneity test (Levene's test) was 0.021 which is lower than 0.05, therefore the data was not considered homogeny, so the writers took the equal variances not assumed on t-test. Next, the significance value for t-test was 0.000. It showed that there was a significant difference of extensive reading strategy and no treatment reading strategy on the eleventh grade students' reading comprehension who have low reading interest because the sig. value was lower than 0.05. That means the null hypothesis (Ho_{3b}) is rejected.

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Keywords : Reading Comprehension, Extensive Reading.

1. INTRODUCTION

Language is one of the most important things in communication and it is used as a tool for communication among nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. According to (Jaya,2019) claims that many factors can cause our educational success to be far behind neighboring countries. The reading skill becomes very important in the educational field, students need to be exercised and trained in order to have good reading skill. Reading is a way of using a text to understand meaning. According to (Johnson,2008:3) quotes that "if there is no meaning, there is no reading taking place." Reading in English is important because it helps the readers to think in English, build their English vocabulary and make them feel more comfortable with the language (Mickulecky & Feffries, 007).

(Simaibang,2016:63) shows that reading is one of the four language skills. It belongs to the receptive capacity group, which is described as "the ability to comprehend the meanings of written or printed materials." Students can broaden their horizons by reading, as it will give useful information to enthusiastic learners. Based on (Oliver and Boyd,1986) says that reading is described as recognizing or describing, comprehending, and reacting to a part of a written message.

Reading is a key language skill that has a significant place in the teaching and learning of foreign language (Teixeira,2012:1). Reading skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading in foreign language is essential not only for promoting the students' personal and cognitive development, but also for improving their study and job prospects in a globalized society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively. Reading comprehension is critical not just for understanding the material, but also for general learning, academic performance, and employment (Oakhill,et al,2015,1:1). It is unavoidably reliant on at least adequate word reading: readers will be unable to comprehend a complete document if they are unable to identify (decode) the words inside it.

Reading is the fundamental skill upon which all formal education depends. Based on Moats,1999:7) states that the most fundamental responsibility of school is teaching students to read. If people are not interested in reading, it will make them find difficulties in getting the information or knowledge provided in the content of the text (Kamiliyah,2019). Research now shows that a child who does not learn the reading basic early is unlike to learn them at all. Low reading achievement is the problems which cause the performing of school is low, it is harm the students and make the loss of public confidence in the school system. One of the most significant issues that children with reading challenges have is a lack of understanding of why they are reading (Konza,2006:90). Indonesian students struggle with reading in English lessons due to a lack of

vocabulary, a lack of understanding of the English text after reading, boredom with reading English, and poor reading ability. There are several problems in reading that were usually face by students. There are low understanding levels reading word for word, not reading in units of meaning difficulty capturing the main idea, reading without concentration rarely practice reading comprehension. The low interest of reading students also affects reading results. Lack of understanding the benefits of reading, lack of intensive learning in reading in the classroom and the unavailability of interesting reading materials are also obstacles. To improve students' reading achievement, a teacher need to use good method in teaching learning process.

One of the methods that writers use to get a clearer picture of what learners generally do while reading in a foreign language is extensive reading. 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 as go (Kerr,2013).

Reading covers large area, Extensive Reading involves students reading long texts or large quantities for general understanding, with the intention of enjoying the texts. It means that students are given freedom to choose their own topic which they think are interesting to be discussed. In this case, the students also have to find supported articles related to the topic in order to give them background knowledge, so that they know more about the topic they have chosen. Extensive reading is a way of language learning, including foreign language learning, through large amounts of reading. As well as facilitating acquisition and learning of vocabulary. It is believed to increase motivation through positive affective benefits. Based on (Krashen,1989) claims that reading alone will increase encounters with unknown words, bringing learning opportunities by inference. The learner's encounters with unknown words in specific contexts will allow the learner to infer and thus learn those words' meanings.

In extensive reading, students silently read large quantities of materials. The theory behind extensive reading is a simple one. We learn language by understanding messages that is, when we understand what people say to us

and when we comprehend what we read (Krashen 1997). The best way to improve one's knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it. Extensive reading materials provide substantial linguistic input (Bell,1998), which is needed for language acquisition. Many studies have shown that extensive reading has positive effects on a variety of students' language skills. According to (Anderson, Wilson, and Fielding,1988) found a correlation between extensive reading and reading ability among children, and a study by (Greenberg, Rodrigo, Berry, Brinck, and Joseph,2006) attained similar results with adult learners. (Lee's study,2008) claims that with children in Taiwan on sustained silent reading reveals that the longer students read, the better the reading results.

In this case, the writers concern with the Influence of Extensive Reading and reading interest to improve students' reading Comprehension of the 11ᵗʰ grade students of SMAN 1 Tulung Selapan.

Literature Review

1.   The concept of Reading

Reading is a skill essential for formal education and for an individuals success in society. It is supported by the theory states that "reading is the construction of meaning from a printed or written message" (Day and Bamford, 1998:12). While in a dictionary, reading is also defined as "the skill or activity of getting information from books" (Walter,2008). So the more we read, the more we get information that contributes a great advantage in our life, such as gaining success in school for student. It means that reading is not only getting information simply but also processing that information on mind to understand the meaning. And the process itself can not be observed directly. Reading is a straight forward procedure. How can you recite each word in a text while also comprehending its meaning? "Reading is a simple process: readers decode (find out how to pronounce) each word in a book and then automatically comprehend the meaning of the words, just as they do with their everyday spoken language," as said by (Schoenbach,2012:17). According to (Johnson,2008:3) quotes that Reading is the practice of employing text to produce meaning. It means that reading is a process in which kids practice reading a word by constructing a meaning from the text.

2.   The concept of Reading Definition

Reading can be seen as an interactive process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacs dynamically with the text to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (though bottom-up processing) as well as schematic knowledge (though top down processing) (Heskan,2006). The bottom up model is a precise involving exact, detailed, sequential, perceptions and identification of letters, words, spelling patterns and larger language units and the top down model emphasize that readers should link thought and language. It begins from making general predictions based on higher level, general schemata, and then searches the input for information. It means that a reader will read the text by reading the sentences, then tries to find and to construct the information of the text. According to (Pang,2003) mentions that "reading is about understanding written text. It is a complex activity that involves both perceptions and thought". Reading consists of two related processes of word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

Comprehension is the process of making sense of words, sentences and paragraph. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Based on the two theories above, reading can be seen as a process of understanding, the written text which involves readers background knowledge to get comprehension.

3. The concept of Reading Interest

Reading interest means a high tendency towards reading activity or a high willingness in reading activity, or it can be identified with the love for reading. The research of (Shnayer,1968), (Cooc, Kim, & Kim,2016), (Haroun,2018), (Ardasheva, Wang, Roo, Adesope, & Morrison, 2018) stated that "reading interest is recognized as a multidimensional construct, incorporating one's affective, cognitive and behavioral

tendencies towards an object, event or tasks related to reading". In developing students' reading interest, students combine affective tendency, cognitive, and their manner toward object, event, or assignment that relate to reading. Therefore, some factors that influence students' reading interest is the environment which form one's personality and mindset (Ay & Bartan,2012). Good environment is affected by people who gives positive encouragement in every aspects of life. Then, the culture of copy paste is often happened in students' environment especially in technology users circle that use internet or computer to find the source for their assignment such as articles, news, or other information they need. The culture of copy paste affects students' interest because students are more careless to read comprehensively. Another factor is less motivated. Motivation in reading is needed in order to encourage students to fond of reading (Wheatley, Gerde, & Cabell,2016). If someone knows and understands the benefit of reading, he will realize that reading is very important, so that his reading's interest will grow more and more. Next factor are reading facilities and reading resources. It will support student to read. Interesting book and comfortable place will attract students to read.

4. The concept of Extensive Reading Strategy

There are many kinds of reading strategy, one of them is extensive reading. The theory behind extensive reading is a simple one. We learn language by understanding messages, that is, when we understand what people say to us and when we comprehend what we read (Krashen,1997). The goal of an extensive reading approach is to get students to enjoy reading in the target language. It is an approach that sees reading not merely as a skill or as texts for translation, but as an activity that one chooses to do for a variety of personal, social, or academic reasons (Day & Bamford,2000:14). Many studies have shown that extensive reading has positive effects on a variety of students' language skills. Based on (Lee,2008) quotes that with children in Taiwan on sustained silent reading reveals that the longer students read, the better the reading results. According to (Powell,2005:29) claims that extensive reading does not only develop reading skills but also benefits a whole range of other language skills, boost confidence and motivation and improves learners' overall

attitude to second language. In addition, (Waring,2004) says that extensive reading is the only way in which second language learners can access language at their own comfort level. In other words, they read materials that they want to read, at a pace that they feel comfortable with. This allows them to encounter the language enough times to pick up a 'sense' of how the foreign language they are learning fits together and helps to consolidate what they already know.

According to (Mikulecky & Jeffries,2007:1) mentions that there are some hints for success in extensive reading. The first is set a goals. The reader should decide how many books that he would like to read during the semester. Make reading a part of daily routine is the next hint. The reader needs to set a time and place for reading. Reader needs to read at least thirty minutes at a time so that he or she can become involved in his or her book. Keep a journal also can make a reader gain success in extensive reading. By writing about reaction to the book or any thoughts that are stimulated by reading can help a reader to gain success in extensive reading (Mikulecky, Beatrice & Linda,1998).

Methods

The writers used experimental analysis with a factorial design to split the students' reading comprehension scores into two classes in this sample. They are divided into two groups: the experimental group, which obtained running dictation, and the control group. The writers divided the students' motivation scores into two groups before implementing both techniques: high reading interest and low reading interest. Reading interest will use as a moderator variable in the study. As a result, the writers employ a factorial design. According to (Fraenkel et al,2012) quotes that Factorial designs increases the number of relationships that can be investigated in an experimental setting.

This study have one treatment variable (X) and one moderator variable. There are also two levels of interest, high reading interest (Y1) and low reading interest (Y2)

Population

A population (in statistics) is any group of items, individuals, or other entities that share some common and observable features and from which a sample can be

collected, said by (Richards and Schmidt,2002:406). Based on (Fraenkel, Wallen, and Hyun,2012:92) describes that the population as the group of interest in the research, or the group to whom the researcher would like to generalize the study's findings.

As a result, in the academic year 2021-2022, the population of this study consisted of eleventh-grade in four classes at SMPN 1 Tulung Selapan.

Sample

According to (Fraenkel et al,2012) describes that a sample in a research study is a subset of the population from which data is gathered. The writers select the sample using two random sampling techniques: cluster random sampling and simple random sampling. Combining cluster random sampling with simple random sampling is a common practice. Cluster random sampling is a method of selecting groups, clusters, or subjects rather than individuals (Frankel et al., 2012).

The steps which are taken by the writers in choosing the sample are as follows:

Stage 1

The writers were distributed the questionnaire on students' reading interest to all population. It was done to know the students' reading interest as a sample in this research.

Stage 2

After the questionnaire was given, the writers took 30 students by classifying them based on their score. The writers categorize the students into two groups. They are:

a. The students' high reading interest consisted of 15 students.
b. The students' low reading interest consisted of 15 students.

Then the writers divided the sheets into two groups which had the same total number. The writers chose 15 students for experimental high group who would teach reading comprehension by using extensive reading technique and 15 students for control group who were taught reading comprehension by using teaching technique.

Technique Collecting Data

According to (Richard and Schmidt,2002) explains that a questionnaire is a collection of questions on a single topic or a group of related topics that are intended to be answered by a respondent. Check lists and ranking scales are two other types of questionnaires.

The primary source of knowledge in this study is the students' reading comprehension scores.

Furthermore, the perspectives of students are required to be obtained. The opinions of the students are also helpful in evaluating the experiment's execution and the opinions of the experiment's participants. Therefore, the researchers decide to use questionnaires for modifying reading interest level (high reading interest and low reading interest) (high reading interest and low reading interest).

According to (Sugiono,2016) says that the linker scale form provides a range of positive and negative statements, with each answer assigned based on the degree of agreement or disagreement with the individual opinion.

For each response indicating strong agreement, the answer options are assigned a value of 5 points, a value of 4 for agree, a value of 3 for neutral, a value of 2 for disagree, and a value of 1 for strongly disagree. In contrast, the values for each response options for the unfavorable statement were the polar opposite of the favorable statement. The substance of the favorable statement determined whether it was strongly approved or strongly disapproved. The questionnaire have 50 objects. The questionnaire is used to determine if the students have a high or low level of reading interest when it comes to reading comprehension. The students use five points to choose an appropriate response to the questionnaire items. A value of 5 indicate strong agreement, a value of 4 indicated agreement, a value of 3 indicated neutrality, a value of 2 indicated disagreement, and a value of 1 indicated strong disagreement.

Results and Discussion
Results

This section describes the data obtained from the experimental group's pre-test, experimental group's post-test scores, control group's pre-test, control group's post-test scores, experimental group's pre-test, control group's post-test scores, experimental group's results of the reading interest questionnaires, and control group's results of the reading interest questionnaires. After administering the pre-test scores of high and low reading interest level in the experimental

group, it was found that eight students received the lowest score of 50 (26.67%), four students received a score of 55 (13.33%), six students received the score 60 (20%), five students received the score 65 (16.67%), four students received the score 70 (13.33%), and three students received the score 75 (10%).The result of t independent test was the mean of experiment group higher than mean of control group(Jaya, 2021).

After the pre-test was administered to the control group, it was found that there were three students who got the lowest score 30 (10%), three students who got the score 35 (10%), three students who got score 40 (10%), one student who got the score 45 (3.3 %), four students who got the score 50 (13.3 %), three students who got the score 55 (10%), five students got the score 60 (16.7%), three student got the score 65 (10.0%), three students got the score 70 (10.0%), and two students got the score 75 (6.7%).

1. **Hyphotesis Testing**

Was there any significant difference of extensive reading strategy on the eleventh grade students' Reading Comprehension between who have high reading interest and those who have low reading interest at eleventh grade students of SMA Negeri 1 Tulung Selapan? (Research Problem Number 1)

The first hypothesis is described as follows:

Ho_1: There was not any significant different of extensive reading strategy on the eleventh grade students' Reading Comprehension between who have high reading interest and those who have low reading interest at eleventh grade students of SMA Negeri 1 Tulung Selapan.

Ha_1: There was a significant different of extensive reading strategy on the eleventh grade students' Reading Comprehension between who have high reading interest and those who have low reading interest at eleventh grade students of SMA Negeri 1 Tulung Selapan.

The mean's pretest score in the experiment group's reading comprehension before treatment was 60.33, the standard deviation was 8.502, and the standard error of mean was 1.552. During the posttest, the mean received an 81.33, a standard deviation of 6.556, and a standard error of mean of 1.197.

Discussion

Based on the test results running in SPSS 22 program, the findings were obtained and several points were explained as follows:

1. **Discussions one**

The mean's pretest score in the experiment group's reading comprehension before treatment was 60.33, the standard deviation was 8.502, and the standard error of mean was 1.552. During the posttest, the mean received an 81.33, a standard deviation of 6.556, and a standard error of mean of 1.197. It can be seen from Table 4.15 and Table 4.16.

Based on Table 4.16, it was found that the significance value for homogeneity test (Levene's test) was 0.642 which is higher than 0.05, therefore the data was considered homogen so the researcher took the equal variances assumed on t-test. Next, the significance value for t-test was 0.000. It shows that there was a significant difference between the scores of pre-test and those of post-test because the sig. value was lower than 0.05. That means the null hypothesis (Ho_1) is rejected. Therefore, there was significant different of extensive reading strategy on the eleventh grade students' Reading Comprehension between who have high reading interest and those who have low reading interest at eleventh grade students of SMA Negeri 1 Tulung Selapan.

The writers concluded that there was significant different of extensive reading strategy on the eleventh grade students' reading comprehension.

2. **Discussions two**

The mean's pre-test score in the control group's reading comprehension before treatment was 52.67, the standard deviation was 14, and the standard error of mean was 2.556. During the post-test, the mean received an 53.83, a standard deviation of 13.876, and a standard error of mean of 2.533. It can be seen from Table 4.17 and Table 4.18.

Based on Table 4.18, it was found that the significance value for homogeneity test (Levene's test) was 0.552 which is higher than 0.05, therefore the data was considered homogen so the researcher took the equal variances assumed on t-test. Next, the significance value for t-test was 0.000. It

shows that there was a significant difference between the scores of pre-test and those of post-test because the sig. value was lower than 0.05. That means the null hypothesis (Ho_2) is rejected. Therefore, there was a significant different of no treatmentreading strategy on the eleventh grade students' Reading Comprehension between who have high reading interest and those who have low reading interest at eleventh grade students of SMA Negeri 1 Tulung Selapan.

The writers concluded that there was a significant different of no treatment reading strategy on the eleventh grade students' reading comprehension.

3. Discussions three

The mean's reading score of those who have high reading interest level both in the experimental and control group was 75.16, the standard deviation was 12.55, and the standard error of mean was 2.292. While the mean's reading score of those who have low reading interest level both in the experimental and control group was an 60, a standard deviation of 18.70, and a standard error of mean of 3.415. It can be seen from Table 4.19 and Table 4.20.

Based on Table 4.20, it was found that the significance value for homogeneity test (Levene's test) was 0.064 which is higher than 0.05, therefore the data was considered homogen so the researcher took the equal variances assumed on t-test. Next, the significance value for t-test was 0.000. It shows that there was asignificant difference of extensive reading stategy and no treatment reading strategy on the eleventh grade students' reading comprehension who have high reading interest because the sig. value was lower than 0.05. That means the null hypothesis (Ho_{3a}) is rejected. Therefore, there was asignificant difference of extensive reading stategy and no treatment reading strategy on the eleventh grade students' reading comprehension who have high reading interest at eleventh grade students of SMA Negeri 1 Tulung Selapan.

Based on Table 4.21, it was found that the significance value for homogeneity test (Levene's test) was 0.021 which is lower than 0.05, therefore the data was not considered homogen so the researcher took the equal variances not assumed on t-test. Next, the significance value for t-test was 0.000. It

shows that there was asignificant difference of extensive reading stategy and no treatment reading strategy on the eleventh grade students' reading comprehension who have low reading interest because the sig. value was lower than 0.05. That means the null hypothesis (Ho_{3b}) is rejected. Therefore, there was a significant difference of extensive reading stategy and no treatment reading strategy on the eleventh grade students' reading comprehension who have low reading interest at eleventh grade students of SMA Negeri 1 Tulung Selapan.

The writers concluded that there was a significant difference of extensive reading stategy and no treatment reading strategy on the eleventh grade students' reading comprehension who have high and low reading interest.

4. Discussions four

Based on Table 4.22 above, it was found that the Sig. value of extensive reading strategy and reading interest level were 0.868. This value is higher than 0.05, it is significant. Therefore, the null hypothesis (Ho_4) is accepted while the alternative hypothesis (Ha_4) is rejected. It can be interpreted that there was not any significant interaction effects of extensive reading strategy and reading interest level on students' reading comprehension between who have high reading interest and those who have low reading interest at eleventh grade students of SMA Negeri 1 Tulung Selapan.

Conclusion

Based on the discussion in the previous chapter on the findings and discussion. The conclusions are presented as follows:
1. There is significant influence of extensive reading towards students' reading comprehension between those who have hight reading interest and those who have low reading interest at the eleventh grade students of SMA Negeri 1 Tulung Selapan.
2. There is significant influence of conventional reading strategy toward the eleventh grade students' reading comprehension between who those have high reading interest and those who have low reading interest at the eleventh grade students of SMA Negeri 1 Tulung Selapan.

3. There is significant influence of extensive reading stategy and conventional reading strategy towards the eleventh grade students' reading comprehension between those who have high reading interest and those who have low reading interest at the eleventh grade students of SMA Negeri 1 Tulung Selapan.

4. There is significant interaction effect of extensive reading strategy and reading interest on students' reading comprehension at the eleventh grade students of SMA Negeri 1 Tulung Selapan.

Suggestion

From these findings, the writers suggest that the English teachers are be able to apply various teaching techniques or strategies to help and make it easier for students to learn English, especially to develop students' reading comprehension. The extensive reading technique can be an alternative technique in learning strategies to develop students' reading comprehension.

In teaching and learning process at the classroom, the teacher must be able to be creative with various approaches so that students can enjoy activities to avoid students' ignorance in the learning process. With this new innovation, it also makes it easier for the students to understand the material and attracts high interest in students' learning. These aspects are teacher teaching strategies, active student participation, interesting learning materials and many other factors

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