

The Effectiveness of Extensive Reading on Students' Reading Comprehension Achievement as Observed from Students' Motivation

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Abstract: The study investigates if the extensive reading activity is effective in improving students' reading comprehension achievement and if there is any interaction between the extensive reading and the students' reading motivation. This study employs a quasi-factorial design with a pretest and posttest non-equivalence group design. The subjects of the study were the second semester students of STAIN Curup, Bengkulu in academic year 2011-2012. Students' reading comprehension achievement was measured by an objective test in the form of multiple choices; students' reading motivation was profiled and classified by a reading motivation questionnaire. In analyzing the data collected, the research used Multivariate Analysis of Covariance. This research reveals the following findings. (1) The students taught by the extensive reading activity showed higher scores than those taught by conventional way. (2) There is no interaction between students' motivation and extensive reading.

Key Words: extensive reading, reading comprehension, effectiveness

Abstrak: Studi ini meneliti apakah kegiatan membaca ekstensif efektif meningkatkan prestasi siswa dalam memahami bacaan dan apakah ada interaksi antara membaca ekstensif dan motivasi membaca siswa. Penelitian ini menggunakan *quasi-factorial design* dengan pre test dan *posttest non-equivalence group design*. Subjek penelitian adalah mahasiswa semester II STAIN Curup, Bengkulu tahun ajaran 2011-2012. Prestasi pemahaman siswa membaca diukur dengan tes objektif dalam bentuk pilihan ganda; motivasi membaca siswa digambarkan dan diklasifikasikan dengan kuesioner motivasi membaca. Analisis data penelitian menggunakan multivariat analisis kovarians. Hasil penelitian adalah sebagai berikut. (1) Siswa yang dibelajarkan dengan kegiatan membaca ekstensif menunjukkan skor yang lebih tinggi daripada yang dibelajarkan dengan cara konvensional. (2) Tidak ada interaksi antara motivasi belajar siswa dengan membaca ekstensif.

Kata kunci: membaca ekstensif, pemahaman bacaan, efektivitas

It is very important that reading material should be carefully planned by the teacher in daily teaching learning activities. The purpose of all readers is to comprehend what they read. Burns et al. (1996:207) see comprehension as an evolving process, often beginning before a book is opened, changing as the material is read, and continuing to change even after the book is completed. Then, the developmental nature of comprehension is enriched when the students interact with others about aspect of the material after it has been read.

Reading comprehension in this research deals with the students' ability to comprehend reading texts.

According to Grellet (1996:3), reading is the process of understanding a reading text. That statement implies that when the teacher does a reading class activity, the teacher has to make sure that the students can comprehend the writer's ideas written in the text. By doing this, reading comprehension activity will be carried out effectively in the teaching and learning process.

Considering how important reading is for students in daily teaching and learning process, the teacher needs to consider the best strategy for teaching reading in order to enhance students' comprehension. In fact, the teacher usually gives students lots

of reading materials without thinking how students read it with pleasure and meaningful, so that, the students can grasp information and comprehend the texts effectively. Students need strategy to help them understand the reading text better. One of the strategies that can be implemented in teaching reading to help students read lots of book material with pleasures by combining implicit learning and explicit learning. Extensive reading is one of the strategies which involve implicit learning. It can increase word-reading fluency through large amount of reading, improve text-reading fluency by rereading texts.

METHOD

In this study the researcher used the quasi-experimental method. Since this study used more than one independent variable the researcher used quasi-factorial design. Borg (1983) stated that a factorial design is a type of experiment in which the researcher determines the effect of two or more independent variables (i.e., factors) each by itself and also in interaction with each other on a dependent variable. The design of this study is illustrated in Table 1.

The population of the study is the second semester students of STAIN Curup, The English study program in the academic year 2011-2012. There are 173 students of the second year of STAIN Curup who become the target population of this research. The acceptable reason why the researcher involved the second semester students is due to the fact that the second semester students have already got several years in learning English. It is expected that they were interested in experimenting with a new strategy, extensive reading activities. Further, the researcher assumed that building students' reading habit (one of the extensive reading purposes) should be started early. So, the second semester students are chosen

to apply the extensive reading. The population is 58 students in two classes.

Since this research uses a quasi-experimental design which involves non random procedures for selecting the sample and the population is large so the lottery is carried out towards the five classes of the population. Each group has the same possibility to be the sample of the research. Based on the lottery, there are two classes of the six classes of the second year students chosen to be the subjects of the study, the classes are B and C each of which consist of 29 students to conduct the research. The classes which are chosen to be the subject are based on the consideration that the average score of the class is on the averages level which means that the class is neither superior nor inferior. It proven from students' proficiency test score. So, based on the description above, both the experimental and the control groups can be considered comparatively equal or homogeneous, and the only difference is the treatment.

RESULTS

The Experimental and the Control Groups

The posttest of the experimental group and the control group conducted on the same day but in the different period, March 27, 2013. The posttest for the experimental group was conducted in the fourth period while the control group in the sixth period. All the students were listed in the attendance list to follow the posttest procedure. The summary of the result of the posttest of the experimental and control groups is presented in Table 2.

Furthermore, the result of the mean for experimental group was 20.89 and for control group was 18.90. In addition, the mean differences for both groups were 1.99 point. The average score of the experimental group in the posttest score.

Table 1. 2 X 2 Factorial Design

Variable 2 (X ₂) (Students' Motivation)	Variable 1 (X ₁) Strategies	
	Extensive Reading A ₁	Non-Extensive Reading A ₂
Students with intrinsic motivation	Cell 1	Cell 3
Students with extrinsic motivation	Cell 2	Cell 4

(Ary et al., 2006:336)

Table 2. The Result of Data Analysis the Posttest of the Experimental and the Control Groups

Variable 2 (X ₂) (Students' Motivation)	The Observed Measures	Variable 1 (X ₁) Strategies	
		Extensive Reading A ₁	Non-Extensive Reading A ₂
		Students with intrinsic motivation	Highest observed score
	Mean	20.89	18.51
Students with extrinsic motivation	Lower observed score	14	15

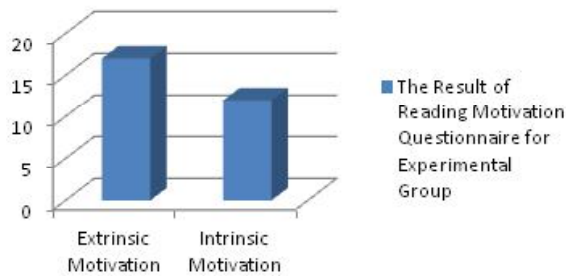


Figure 1. The Result of Reading Motivation Questionnaire for the Experimental Group

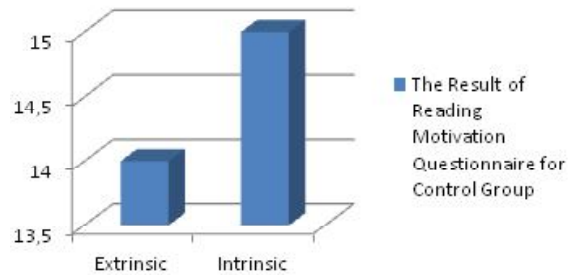


Figure 2. The Result of Reading Motivation Questionnaire for the Control Group

Reading Motivation Questionnaire of the Experimental and the Control Groups

The result of the motivation questionnaire profiled students to their motivation toward reading. Besides, based on the reading motivation questionnaire, in the experimental group they were 17 students who have extrinsic motivation and 12 students have intrinsic motivation. The result of reading questionnaire for experimental group is presented in the form of histogram in Figure 1.

Based on the result of motivation questionnaire for the control group there were 14 students who have extrinsic motivation and 15 students have intrinsic motivation toward reading. The result of reading questionnaire for control group is presented in the form of histogram in Figure 2.

Analysis on Data Collected by Attitude Questionnaire

The result of the attitude questionnaire presented the students' attitude toward extensive reading activity profiled students to their motivation toward reading. The Figure 3 presented the result of data analysis collected by attitude questionnaire.

Based on the result of attitude questionnaire there were 18 students have high attitude toward extensive reading activity and there were 9 students

who had low attitude toward extensive reading program.

Data Analysis Using ANCOVA

The data which were in the form of scores representing the student's reading performance was analysed using ANCOVA. It was used to determine whether the mean score obtained by the students in the two groups after treatment differ significantly. Before analyzing data, the table which presented the measures on reading comprehension of students with intrinsic and extrinsic motivation taught by extensive reading and conventional way is needed.

The data obtained in posttest was computed by using ANCOVA by means of SPSS 16.0. Ho is re-

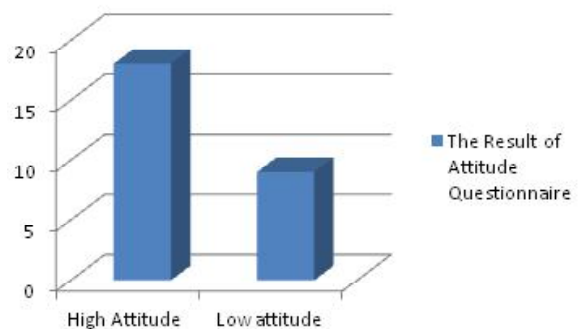


Figure 3. The Result of Analysis Data Collected by Attitude Questionnaire

jected if P value (.Sig) is lower than .05, Based on the data presented in Table 3, the P-value (.Sig) is .000 with the level confidence 95% ($\alpha = .05$). It can be concluded that H_0 is rejected. It means there is difference in students' reading comprehension achievement between students who are given additional extensive reading activity and those who are not given additional extensive reading activity (conventional way).

Furthermore, from the table of test of between subject effects, it shows that, there is no interaction between extensive reading program and the students' motivation since the P-value (.461) is greater than the ($\alpha = 0.05$). Thus, there is no need to test the second and third null hypotheses.

Based on the analysis of covariance result, to determine the hypothesis need to be stated as follows; there is no difference in students' reading comprehension achievement between students who are given additional extensive reading activity and those who are not given additional extensive reading activity. (H_0) and there is any difference in students' reading comprehension achievement between students who are given additional extensive reading activities and those who are not given additional extensive reading activities (H_1).

Based on the statement above, briefly, the hypotheses have been tested in accordance with the result of the analysis. The testing of the first null hypotheses, P-value is .000 and since the P-value was lower than the α (.05), then, the null hypothesis was rejected and the working hypothesis can be accepted that there is difference in students' reading comprehension achievement between students who are given additional extensive reading activity and those who are not given additional extensive reading activity (conventional way). Further, based on the statistical computation, there is no interaction between

extensive reading program and the students' motivation. Thus there is no need to test the second and third null hypotheses.

DISCUSSION

From the research findings above, it is clear that the extensive reading activities had higher effect in improving students' reading comprehension achievement of the experimental group. These finding is in line with Grabe (2004) that the development of reading abilities clearly requires both of implicit and explicit learning. This research findings are also supported by Renandya, Rajan, and Jacob as quoted by Grabe (2009) who believe that extensive reading can improve students' reading comprehension ability.

That the extensive reading is effective in improving students reading comprehension achievement may be caused by several reasons First, the extensive reading activities can provide "comprehensible input" for general language competence. Second, extensive reading can increase the students' exposure to the language. Third, extensive reading can increase knowledge of vocabulary. Fourth, extensive reading lead to improvement in writing, motivate learners to read. Fifth, extensive reading can consolidate previously learned language. Sixth, extensive reading program can help to build confidence with extended texts. Because the students used to read in extensive reading program so it builds their confidence toward another material especially with extended text. Seventh, the extensive reading program also can encourage the exploitation of textual redundancy. Eighth, the extensive reading program can facilitate the development of prediction skills. Those benefits can make student comprehend reading texts well with all aspects beyond reading activities.

Table 3. Summary of Analysis of Covariance

Dependent Variable: Posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	193.854(a)	2	96.927	10.823	.000	
Intercept	3.326	1	3.326	.371	.548	
Pretest1	181.254	1	181.254	20.240	.000	
Motivation	5.012	1	5.012	.560	.461	
Error	232.836	26	8.955			
Total	13090.000	29				
Corrected Total	426.690	28				

a R Squared = .454 (Adjusted R Squared = .412)

Furthermore, the effectiveness of extensive reading in this study was observed from students' motivation toward reading. Based on the computation that was presented, the result of the research revealed that there is no interaction between extensive reading used and students' motivation on reading: intrinsic and extrinsic motivation. The significant difference in the reading comprehension achievement only happened in treatment effect toward experimental and control group. In other words, the extensive reading program is effective in improving students' reading comprehension achievement for both intrinsic and extrinsic students.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research problem and statistical computation in data analysis, there were four conclusions that could be made/drawn. First, there was difference in students' reading comprehension achievement between students who are given additional extensive reading activity and those who are not given additional extensive reading activity. Second, there was no difference in students' reading comprehension achievement of students with intrinsic motivation under extensive reading activity and students with intrinsic motivation under conventional way. Third, there was no difference in students' reading comprehension achievement of students with extrinsic motivation under extensive reading activity and students with extrinsic motivation under conventional way. Fourth, there was no interaction between extensive reading activity and students' motivation.

The result of this study gives practical contributions to the institution (STAIN Curup), lecturers and others researchers. For the STAIN Curup especially English Study Program, the finding of the research can be as one of the considerations for them to establish policies on the use of extensive reading activity in teaching of reading based on the empirical evidence that the use of extensive reading program is effective to improve students' reading comprehension achievement. Furthermore, the English Study Program can make special lecture for extensive reading for students to enhance their reading skills and reading

habit. For the lecturers, the result of the study can be used as an alternative of teaching beside the conventional one. The result of the study has shown that there is no interaction between motivation and extensive reading activity. However, motivation in reading is very important. Motivation can encourage students' reading habit and also can support students' to read a number of reading materials. So, for lecturers who teach reading should give motivation continuously to our students.

Suggestion

For other researchers, especially for those who mean to conduct further research in the relation with research findings, hopefully that further experimental studies dealing with extensive reading program can be conducted in different subjects of the study. Therefore, the investigation of the effectiveness of the extensive reading program in the different area language skills and different level of students are still needed to be carried out.

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