

THE IMPLEMENTATION OF EXTENSIVE READING ACTIVITY TO TEACH READING A DESCRIPTIVE TEXT TO THE SEVENTH GRADERS OF SMP MUHAMMADIYAH 4 SURABAYA

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Abstrak

Membaca adalah salah satu keterampilan yang harus dipelajari (Otto', 1997: 179). Nunan (2003: 68) menyatakan bahwa membaca adalah keterampilan yang penting untuk dikuasai demi kesuksesan di kelas pembelajaran membaca dan kesuksesan di kelas yang lainnya diperlukan kemampuan membaca bacaan berbahasa Inggris. Nunan (2003: 69) juga menyebutkan bahwa tujuan membaca adalah memahami. Selain itu, kelemahan siswa dalam memahami bacaan disebabkan oleh kurangnya kosakata siswa. Terlebih lagi siswa kurang membaca dan kurang memiliki motivasi membaca selama proses belajar. Meningat tujuan dari membaca tersebut, guru Bahasa Inggris harus lebih kreatif dalam melaksanakan proses belajar-mengajar untuk menarik minat belajar siswa.

Untuk menyelesaikan masalah tersebut, guru dianjurkan menggunakan teknik tertentu dalam melaksanakan proses belajar-mengajar sebagai cara alternative untuk membantu siswa memahami bacaan. Guru di SMP Muhammadiyah 4 Surabaya menggunakan Kegiatan Membaca Ekstensif untuk mengajar keterampilan membaca di kelasnya. Membaca Ekstensif digunakan untuk membantu siswa mencapai tujuan membaca. Guru melaksanakan Kegiatan Membaca Ekstensif untuk mengajar siswa kelas tujuh. Maka, untuk mengetahui pelaksanaan Kegiatan Membaca Ekstensif, peneliti melaksanakan penelitian di SMP Muhammadiyah 4 Surabaya.

Dalam penelitian ini, Kegiatan Membaca Ekstensif digunakan untuk mengajar membaca teks deskriptif. Maka, ada tiga hal yang akan dianalisa: 1) Bagaimana pelaksanaan Kegiatan Membaca Ekstensif dalam pengajaran keterampilan membaca teks deskriptif pada siswa kelas tujuh di SMP Muhammadiyah 4 Surabaya?, 2) Bagaimana pemahaman membaca teks deskriptif siswa setelah menggunakan Kegiatan Membaca Ekstensif untuk siswa kelas tujuh di SMP Muhammadiyah 4 Surabaya?, 3) Bagaimana respon siswa dengan menggunakan Kegiatan Membaca Ekstensif dalam pembelajaran membaca teks deskriptif di SMP Muhammadiyah 4 Surabaya?

Berhubungan dengan pertanyaan tersebut, penelitian ini dilaksanakan secara kualitatif, sehingga hasil penelitian dijelaskan dalam bentuk kata-kata. Selain itu, data dikumpulkan melalui catatan lapangan, tugas siswa, dan wawancara. Penelitian ini dilaksanakan dalam tiga waktu pengamatan di SMP Muhammadiyah 4 Surabaya untuk mengetahui pelaksanaan Kegiatan Membaca Ekstensif untuk mengajar membaca teks deskriptif dengan menggunakan teknik ini.

Hasil penelitian ini menunjukkan bahwa pelaksanaan Kegiatan Membaca Ekstensif tidak sesuai dengan teori. Guru tidak memahami bagaimana cara menggunakan Kegiatan Membaca Ekstensif dan tidak mengetahui karakteristik Kegiatan Membaca Ekstensif. Menurut guru pengajar, pelaksanaan Kegiatan Membaca Ekstensif dapat dilaksanakan di dalam kelas; ia hanya membutuhkan bahan bacaan sesuai dengan tingkat kemampuan siswa tanpa menggunakan teks yang panjang. Walaupun pelaksanaan Kegiatan Membaca Ekstensif tidak sesuai dengan teori, siswa

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dapat memahami teks dengan baik. Hal ini dapat dilihat dari beberapa siswa yang telah memenuhi kriteria pada rubric. Respon siswa juga menunjukkan bahwa Kegiatan Membaca Ekstensif membantu mereka dalam memahami teks deskriptif karena bahan bacaan yang mereka dapatkan mudah dimengerti.

Pada intinya, pelaksanaan Kegiatan Membaca Ekstensif dalam pembelajaran membaca teks deskriptif di SMP Muhammadiyah 4 Surabaya belum benar. Tetapi, kegiatan ini dapat membantu siswa dalam memahami teks.

Kata Kunci: Membaca, Membaca Ekstensif, Teks Deskriptif

Abstract

Reading is one of difficult skills to be learnt (Otto', 1997: 179). Nunan (2003:68) added that reading is the most important skill to master in order to ensure success not only in reading learning class, but also in learning any content classes in which reading materials written in English are required. Nunan (2003:69) also stated that the goal of reading is comprehension. Moreover, the students' weaknesses in reading comprehension are caused by their poor vocabulary. In addition, students lack of reading and motivation during the learning process. Considering the goal of reading, English teachers have to be more creative to conduct the teaching learning process in order to attract student's interest.

In order to solve the problem, the teacher should use a certain technique in teaching learning process as an alternative way to help the students comprehend a text. The teacher of SMP Muhammadiyah 4 Surabaya applied extensive reading activity to teach reading in her class. Extensive reading is used to help the student achieve the goal of reading. The teacher implemented extensive reading activity to teach reading of seventh graders. Therefore, to know the implementation of extensive reading, the researcher conducted a study in SMP Muhammadiyah 4 Surabaya.

In this study, extensive reading activity is offered to teach reading descriptive text. Thus, there are three things that would be analyzed: 1) How is the implementation of extensive reading activity in teaching reading descriptive text to seventh graders in SMP Muhammadiyah 4 Surabaya?, 2) How is the students' reading comprehension of descriptive text after using extensive reading activity for seventh graders in SMP Muhammadiyah 4 Surabaya?, 3) How are the students' responses by applying extensive reading activity in teaching reading descriptive text in SMP Muhammadiyah 4 Surabaya?.

Dealing with those questions, this study was conducted qualitatively, so that the result was described in the form of words. The data were collected through field note, students' tasks, and interview. This study was done during three observations in SMP Muhammadiyah 4 Surabaya to find out the implementation of extensive reading activity to teach reading a descriptive text for seventh graders, the students' ability and students' response after being taught by using this technique.

The result of the study revealed that the implementation of extensive reading activity did not follow the theory. The teacher still did not know the characteristics of extensive reading and how to implement it. According to the teacher, the implementation of extensive reading can be done in the class; she just needed to use a variety of material based on the student level and ability without using longer text. Even-though the implementation is not appropriate, the students can comprehend the descriptive texts well. It could be seen from the number of students who had already fulfilled the criteria of the rubric. The students' responses also showed that the extensive reading activity helps the student comprehend a descriptive text since the material which they got is understandable.

In short, the implementation of extensive reading in teaching reading a descriptive text in SMP Muhammadiyah 4 Surabaya is incorrect. But, it still can help the students comprehend a text.

Key words: Reading, extensive Reading, descriptive text.

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INTRODUCTION

In Indonesia, English is the first foreign language which is taught from junior high school level to university level. It is also used in international communication; in written or spoken communication. Besides, many published books of science, art, technology, and other field of studies are written in English. It makes people realize that English must be mastered. Students learn English because of the need of English in every aspect of live.

In learning English, there are integrated skills to be mastered; they are listening, speaking, reading and writing. Otto' (1997: 179) explained that a lot of people, including students, who have been taught to learn those skills, still consider that reading is one of difficult skills to be learnt.

Reading is one of the skills that learner should acquire because people think that reading is very useful in daily lives; i.e. reading a books, magazine, articles, or newspapers. From those activities, people can enrich their information, personalities and also provide themselves with varied experiences.

Nunan (2003:68) stated that reading is the most important skill to be comprehended in order to ensure success not only in learning reading but also in learning any contents where reading texts written in English is required. Nunan (2003:69) also stated that the goal of reading is comprehension. It means that the students should understand the texts they are reading. Budiharso (2004:49) added that without comprehension, reading is just an activity to read text without understanding.

In the learning of reading materials, the students have to understand the text that they read. However, in the teaching reading activity, teachers usually ask their students to open the books, read a text and answer the questions. It makes many students bored and they begin dealing with difficulty to comprehend a text. Nunan (2003:3) stated that teacher should ask question to know the students' understandings about the passages that are being read.

Based on Curriculum 2013, seventh graders have to master some genres of texts. Descriptive text is one of the genres that should be mastered by seventh graders. Descriptive text is used to describe a particular person, place or thing. Tompkins (1994) defined descriptive text as painting pictures with words. By reading a descriptive text, readers can imagine what the text tells about.

The student's weakness in reading comprehension is caused by their poor vocabulary. In addition, the students lack reading and motivation to read during the learning process, especially to comprehend English reading text. Hence, teaching student how to comprehend texts by applying a certain technique, strategy or method is needed.

To develop students' reading comprehension, the teachers should use a certain method, such as extensive reading activities. Day and Bamford (2002) claimed that extensive reading is the best possible way for student to develop automaticity - that is the automatic recognition of words when they see them. By using extensive reading, students can enrich their vocabulary. Thus, it enables the students to comprehend texts effortlessly.

There are some previous studies related to extensive reading activities. The journal compiled by Ching Yin Leung, Claire Ikumi Hitosugi and Richard R. Day, and Darrel Wilkinson shows that extensive reading can enhance vocabulary acquisition and reading comprehension. Rahmawati (2009), in her thesis, shows that the use of extensive reading can motivate and attract students' interest in reading.

Due to those reasons, the researcher conducted a research interrelated to the implementation of teaching extensive reading the seventh grade students. The researcher conducted the research in SMP Muhammadiyah 4 Surabaya, because the English teacher of this school has already implemented extensive reading in her reading classes.

According to the background of study, the researcher formulated three research problems

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related to the implementation of Extensive Reading technique:

1. How is the implementation of extensive reading activities in teaching reading descriptive text to seventh graders in SMP Muhammadiyah 4 Surabaya?
2. How is the students' reading comprehension of descriptive text after the implementation of extensive reading activity for seventh graders in SMP Muhammadiyah 4 Surabaya?
3. How are the students' responses in the implementation of extensive reading in descriptive text in SMP Muhammadiyah 4 Surabaya?

RESEARCH METHOD

This study was conducted by using descriptive qualitative research. Nunan (1990:44) stated that "The general goal of a qualitative research is to provide rich, descriptive data about what happens in second language classroom". In qualitative research, the researcher describes the phenomena in the form of words instead of numbers or measures (Krathwohl, 1993: 740). This research was conducted to describe the teaching reading process by implementing extensive reading activity. In this study, the researcher stood as an observer. The researcher observed the teaching reading process, students' reading ability, and students' responses toward the implementation of extensive reading. The results of this study were represented in the form of description and explanation of some phenomena which happened during the observation.

The subject of the study is the class of 7-B of Junior High School in SMP Muhammadiyah 4 Surabaya. There are 37 students in this class; 20 male students and 17 female students. The researcher chose this class because the English teacher of this class has been implementing extensive reading activity to teach reading. This phenomenon drew the researcher's interest to identify if the teacher has implemented the technique

appropriately. The researcher conducted three observations in the class of 7B. The first observation was held on 10th of February 2015. The second observation and the third observation were held on 11th and 17th of February 2015, respectively. The researcher used field notes to note the activities occurred during the implementation of extensive reading. The data are related to the classroom's activity from the beginning until the end of the class.

In order to answer the research questions, the researcher collected the students' tasks and conducted interview to the students. The teacher told the students to make a summary from the text which they had already read. The teacher gave the students some comprehension questions to guide the students to make summary. The researcher analyzed the students' tasks by utilizing writing rubric adapted from Oshima and Hogue (2007: 196). A student task was given to the students in order to describe the student's ability after the implementation of extensive reading to teach reading descriptive text. Then, the researcher conducted structured interview which consists of four questions. The researcher conducted face-to-face interview to four students. Interview was used to describe the students' responses toward the implementation of extensive reading in learning reading descriptive text.

In this study, the data were analyzed qualitatively. There are three kinds of instruments used in this study; they are field note, students' tasks and interview. According to Creswell (2009), there are three stages as the approaches to analyze qualitative data. Those stages are familiarizing and organizing, coding and reducing, and interpreting and representing.

RESULT OF THE STUDY

The researcher noted that the teacher implemented extensive reading in the second and third meeting. In the first meeting, the teacher explained the details of descriptive

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text and told the student how to make a good summary of descriptive text. In this study, the researcher stood as an observer. The researcher sat at the back row of the class and observed the implementation of extensive reading activity.

The Results of Observations

In each meeting, the teacher always started the class by greeting, checking students' attendance, preparing the class, and explaining the aim of the learning process and basic competences that would be achieved.

The first observation was conducted on 10th of February 2015. In this meeting, the teacher did not implement extensive reading. She explained the details of descriptive text. She gave a descriptive text about Radio Station as an example. The teacher guided the students to make a summary about the text that they read. After that, the teacher told the students to open the book and make a summary of the descriptive text in the book. In the end of the class, the students submitted their work to the teacher. The teacher ended the class by reviewing what they had learnt. After that, the teacher closed the meeting.

The second observation was conducted on 11th of February 2015. In this meeting, the teacher implemented extensive reading activity. According to Harmer (2002), there are three components to set up extensive reading. The first component is setting up the library. In this study, teacher prepared three descriptive texts; they are about jelly fish, Sembilang National Park, and Tanjung Setia Beach. Then, the teacher told the students to choose one of descriptive texts and work in pairs. The second component is the role of the teacher. However, the teacher of SMP Muhammadiyah 4 Surabaya missed this component of extensive reading activity. The teacher went on the third element which related to extensive reading task. The teacher told the student to make a summary based on the text that they read. The teacher also provided some comprehension questions related to the text to help the student make a

summary. After the students discussed the text with their groups, they presented the results of group discussion in front of the class. Then, the teacher corrected the students' mistakes. In the end of the class, the teacher gave a homework which was to find one descriptive text and to read the text at home.

The third observation was conducted on 17th of February 2015. In this meeting, the teacher also implemented extensive reading. The teacher did not prepare a descriptive text because she already told the student to find a descriptive text in the previous meeting. Each student had their own descriptive text. Then, the teacher gave some comprehension questions related to the introduction and the characteristics of the objects in the text. It was used to know the students' understanding of the materials they had read and also to help them to make summary. After, the students finished their summaries, they submitted their works. Then, the teacher checked the students' answers and also gave comment to the students' summaries. The summaries were used to identify the students' comprehension of the text that they had already read. In the last hours, the teacher reviewed the lessons. In the end of the class, the teacher also called some of the students to be interviewed by the researcher.

The Result of Students' Tasks

Students' tasks were used to know the students' ability after the implementation of extensive reading activities. The students' tasks are in form of written tasks. The students should make a summary based on the text that they had already read. The students made the summaries by using their own language. The researcher analyzed the students' tasks by using writing rubrics which was adapted from Oshima and Hogue (2007: 196). The writing rubric has three criteria; they are content, organization, punctuations and mechanics. The researcher collected the students' reading tasks in the second and third meeting. The researcher analyzed the students' summaries based on those three criteria in the writing rubrics. In the second meeting, the students did

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the tasks in pairs. Based on the result of the student task in the second meetings, some students already fulfilled all the criteria, several students fulfilled some criteria and a small number of students did not fulfill the criteria of writing rubric. In the third meeting, the students did the task individually. In this meeting, most of the students already fulfilled all the criteria. However, there are some students did not fulfilled the criteria of writing rubric.

The Result of Interview

The interview was used to identify the students' responses toward the implementation of extensive reading activities in teaching reading descriptive text. The researcher interviewed four selected students. This was aimed to confirm the result of observation in the previous section. Each student was interviewed after the implementation of extensive reading activity. The students were given four questions. Followings are some indicators of the interview; the students' opinions about the difficulty in learning reading, the students understanding about descriptive text, the students' understanding about extensive reading activity, and the students' opinions about the benefits of using extensive reading activity. Based on those four indicators, it can be noticed that most of the students are enthusiastic toward the implementation of extensive reading. The students consider that the material which given in extensive reading activity is understandable. It can help them to comprehend a descriptive text. The classroom activity is more enjoyable as well.

Conclusion

Based on the result of the study, it can be concluded that the teacher implemented extensive reading inappropriately. The teacher still did not know the characteristics of extensive reading and how to implement this technique. Although the teacher did not appropriately implement extensive reading, this technique still can help the students comprehend the texts since the teacher had

already selected the reading materials based on students' levels.

The student's ability indicates good result in comprehending a descriptive text. It can be seen from the summary that the students made. It shows that even-though the implementation was not appropriately managed, this technique still helps the students comprehend a descriptive text.

The students' responses indicate that they had understood the teacher's explanation and indicate that the class is more enjoyable. The students can easily understand the texts. It shows that the students are assisted in comprehending a descriptive text

Suggestions

Based on the result of the research, the researcher provides suggestions for the teacher and other researchers in order to have a clear understanding when they teach reading descriptive texts using extensive reading activity.

1. For Teacher

To teach reading of descriptive text using extensive reading activity, the teacher should follow the procedures of extensive reading activity. The teacher should know the characteristics of extensive reading. The teachers should also choose the appropriate material to the student's level of proficiency.

2. For other researchers

The researcher suggests that the other researcher use extensive reading as a technique in teaching reading comprehension activity in different grades and within different text. It is expected that there will be other studies related to the use of extensive reading as a technique in teaching reading; therefore, students' reading problems can be minimized.

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