

CHAPTER II
EXTENSIVE READING IN STUDENTS' READING COMPREHENSION
ON NARRATIVE TEXT

A. The Nature of Reading

1. Definition of Reading

As a daily activity, reading is important in our life. For students, reading is one of skill in besides writing, speaking, and listening in English teaching learning process. Blachowicz and Ogle (2008:15) states that students which read well and widely build a strong foundation for learning in all areas of life. By Reading, we will get a lot of information as we want, pleasures, knowledge and ideas from many resources like reading books, journals, newspapers, short stories, magazines, articles, and other. It show reading activity give the benefits and important for students.

In another way, when doing reading activity, some of people might think that reading as the act of picking up the book then open, and just mentioned word by word inside it and it done. But in fact, reading is not the simple activity to do. Reading is activity to interact reader with the written text to get the information, idea and elaborate meaning. It is supported by Zare and Othman (2013:187) states reading defined as an process in which readers shift between sources of information, elaborate meaning and strategies, monitor comprehension and use the social context to reflect their response. In addition, Nunan (2005:69) stated that

Reading is a set off skills that involves making sense and deriving meaning from the printed word.

Based on definitions above, the researcher concluded that reading is activity to satisfy readers for their pleasure and curiosity. Furthermore reading as one of skill in English which students try to understand, interpret and get information from text or message to construct and elaborate ideas and meanings.

2. Principles of Teaching Reading

There are principles in reading, which teachers can follow it to make it teaching reading well. According to Harmer (1998:70-71) there are six principles in teaching reading, as follow:

a. Reading is not passive skill

In reading, we must to understand what the words has mean, understanding the arguments, and practice if we agree with them. If we do not these things and if the students do not these things, then it just only scrape the surface of the text and we quickly forget it.

b. Students need to be engaged with what they are reading

Students who are not engaged with the reading material, and not interested in what they are done are less likely to benefit from it. When they are really whip up by the topic or the task, they will get much more from what is they read.

c. Students should be encouraged to respond to the content of a reading text, not just to the language

Students have a get chance to reply that message in some way. It is especially important that they should be allowed to express their feelings about the topic, thus provoking personal engagement with it and the language.

d. Prediction is a major factor in reading

Book covers give us a clue of what's in the book, photographs and headlines clue at what articles are about and reports before we read a single word. The moment we get this clue (the book cover, the headline, the word processed page) our brain starts predicting what we are going to read. Teachers should give students 'clue' so that they can predict what's coming too. It will make them better and more engaged readers.

e. Match the task to the topic

Teacher need to choose good reading task for students, the right questions, engaging and useful puzzles. The most interesting text can be ruined by asking boring and inappropriate questions: the most commonplace passage can be made really exciting with imaginative and challenging tasks.

f. Good teachers exploit reading texts to the full

Good teachers merge the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

Based on the explanation above, the researcher concluded that in reading there are several principles of teaching reading. These principles is a key to help

the teacher as consider during teaching and learning reading in the class so it will make it students and teacher enjoy during the process.

3. Definition of Reading Comprehension

Comprehension ability need in reading activity. It is cause in reading, we are not only read by mentioned words but we have to understand the words we already read. It is supported by Nunan (2005:69) stated in reading process, we have to be able to sound out the words and also comprehend what we read. Comprehension cannot separate from reading, because one of goal in reading is comprehension. Comprehension is the essence of reading because the point of written language is communication of messages. If we are not understand means not reading (Duffy,2009:14).

Beside definitions above, reading comprehension have other definition as ability we need in reading. Klingner et al (2007:8) stated reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). In other hand, reader should use the knowledge already accepted to interpret, organize and filter with the new knowledge or information of the page.

From the definitions above, the researcher concluded that reading comprehension is a complex process between readers and the written text to understand, constructing from previous knowledge they have with new knowledge from the text and extracting in new meaning based on their words. As we can see

comprehension as the important ability, with comprehension ability we can understand the text, make new sense and get the meanings deeply from the texts. Yet, reading comprehension can be describe as understanding a text already read for deeply and process constructing meaning from the text.

4. Aspects of Reading Comprehension

Reading comprehension has some aspects that used for indicators to measure the student's comprehension. It means that those indicators are important to be learned by the students to make them well in reading comprehension. King and Stanley in Purwanti (2017:78-91) stated there are some components as of reading comprehension.

a. Finding Main Idea

According to Mikulecky and Jeffries (1996:89) stated that the main idea of a paragraph is the author's idea about the topic. Main idea means main topic that is will being discuss in paragraph. To find main idea is not always in the first sentence, it can be find in the middle sentence or in the last sentence of the paragraph.

b. Finding Factual Information

Finding factual information is for the specific information it can be used from WH questions such: what, when, who, where, and how. Factual information need for students to find the details of the text.

c. Guessing Vocabulary in Context

According to Ehri in Westwood (2001:8) stated one base component of speed in reading is an extensive vocabulary of words identify instantly by sight.

Being able to read many words automatically by sight is the most efficient way to unlock the meaning of any text. Students develop students guessing words ability which is not familiar with students by relating the meaning of the unfamiliar words in the text.

d. Reference

Reference word means repeat the same words or phrase, after it has been used in text, students usually refer to it than repeat it. Reference words usually use as she, he, it, they, this, her/him, and many others.

e. Inference

According to Mikulecky and Jeffries (1996:150) stated sometimes the topic of a text may not be stated everywhere directly. You must look for clues and try to guess what the passage is about. This is called making an inference. Make inference ability is essential in reading. Students need to infer the topic or main idea, the author's opinion, or other information. Understanding the materials in reading comprehension is important to know whether it is implicit or explicit messages from the text. The expectation from process students can make accurate prediction

Based on explanation above, the researcher concluded finding main ide can help students to find author's idea and topic in material, finding factual information help student more to understanding the details of reading materials, guessing more vocabulary can develop students' vocabulary sight, reference make students should to identifying words which they refer from the reading passage, inference help students to find topic or idea in not explicitly and infer using their

knowledge. The researcher used all of aspects above to know how far the students can comprehend the text by assessing them use these aspects in a test.

5. Level of Reading Comprehension

To understanding a text and constructing meaning, readers have different level for reading comprehension. According to Scanlon *et al* (2010:278) there are three of level comprehension, they are:

a. Literal Comprehension

Literal comprehension means understanding of information stated directly in the text. Examples of literal comprehension from the Mia example include:

1. Mia talks slowly.
2. Mia is worried.
3. There is an English language test today.

b. Inferential comprehension

Inferential comprehension means making inferences then bring the information directly stated in the text with information that the reader already get.

In the Mia example, reader makes inferences about:

1. Mia's address.
2. Mia's age.
3. Mia's reasons for talking slowly and for worrying.

c. Critical Comprehension

Critical comprehension means students evaluate the information in the text and make judgments from what they have read like the quality of text, whether it is fact and not opinion.

6. Teaching Reading Comprehension

In teaching reading, teachers have a lot of kind texts to train students become a good reader. To make students become a good reader teacher have a role important to guide the students as well as possible understand the reading material. By McNamara (2007:147) stated students who want to become successful reader have to recognize the word by word on the page and must be able to understand the text. It has related skills between word reading and reading comprehension. The ability to read and comprehend is critical not only for lifelong learning but also for adequate functioning in society (McNamara, 2007:28).

Teaching reading comprehension need strategy, technique, method, a game or way in teaching learning process in a classroom. Duffy (2009:19) state strategies are an important part of comprehension, means even to understanding the reading material we still need a ways to identify anything we want.

Moreover, Wainwright (2007:37) stated that reader can improve the quantity and quality of comprehension in three main ways: Firstly, you can improve it by wide varied reading, where variety is more important than volume, means when students read better it students not only focuses on one reading material. Secondly, students can improve it by discussion. In discussion, during discussion students comprehension is immediately re-enforce or not accepted. Thirdly, improve it by testing. By testing students can see how much their capability and provoke their self to develop their comprehension.

In reading classes, teachers have to decide the purpose in reading was done. Then, teacher should have planning and right strategies for students so it will make it easier. Then, the teacher should understand what are student's level reading text and need so it can stimulate them engage within the class and being an active learner.

B. The Nature of Extensive Reading

1. Definition of Extensive Reading

So many strategies that use for teaching reading, Extensive reading is one of them. Extensive reading is a way to read from widely sources. It is supported by Day and Bamford in Ferdila (2014: 69) states that extensive reading is a technique in teaching reading which is defined as a situation where students read a lot of materials in their level in a new language; they read for general, for overall meaning, and for information at lone with enjoyment.

Extensive reading means reading in a lot of quantity, when students read a lot, they will find much of word so it will good for their vocabulary. This technique has for general understanding of what is read. From extensive reading it develop students good reading habits allow students liking to read, increase students' knowledge of vocabulary and structure of text.

According to Day and Bamford (2002:136-141) cited there are top ten principles for teaching Extensive Reading as a tool for professional development, as follows: The reading material is easy, a variety of reading material on a wide range of topics must be available, learners choose what they want to read, learners read as much as possible, the purpose of reading usually related for pleasure,

information and general understanding, reading for own reward, reading speed in extensive reading is usually faster than other reading activity, extensive reading is individual and silent, teachers orient and guide their students is needed so teacher keep track what students read and how their reaction when read, the teacher is role model of a reader means students not just learn from subject matter teach already; students learn from their teacher.

Based on the explanation above, it can be concluded that extensive reading can be defined as a technique which students reading from many sources based on their level and their interest. And by paying attention to the principal above, this makes as a guide for teacher in using extensive reading as teaching technique in the classroom. This technique can help students to develop their comprehension and vocabularies and give them good habits for reading.

2. Procedures of Extensive Reading

In teaching English, teacher need to have a good plan which will implement to have good result. The procedure of Extensive Reading hope students will enjoy reading material they have chosen based on their interest and level. The followings are procedures of applying Extensive Reading by Ferdila (2014:71):

- a) Basic activity in extensive reading is reading (Day and Bamford, 2004) meaning that main activity students will be assigned to read. It can be read as much as possible, to keep track with students reading, teacher can ask students to report back their reading.
- b) Group discussion, this session will consist 3-4 students in a group. They will discuss about text they read, it about text that students read can be

utilized as follow-up activities in extensive reading. Students in group discussion makes they become a critical readers and learners are more likely to happen; students can share the result of their discussion to a classroom.

- c) Next activity is presentation which explain the information from what they group discuss already in class. In this activity help students increase the level of confidence in communicating.

3. Advantages and Disadvantages of Extensive Reading

Extensive Reading is very helpful in developing students' in learning process, in applying Extensive reading there are several advantages and disadvantages that should surface by the teacher, as follow:

a. Advantages of Extensive Reading

According to Grabe (2009:322) mentioned that extensive have a lot of benefits associated:

- 1) Extensive reading and positive attitudes and motivation, extensive reading provides a positive experience for students and produces positive motivation for reading;
- 2) Extensive reading and vocabulary growth, extensive exposure to reading should strongly influence associative learning patterns that are the foundation of reading skill and vocabulary knowledge;
- 3) Extensive reading and the development of language and literacy skills, a number of studies especially L1 contexts, have demonstrated that extensive

reading over an extended period of time leads to significant improvements in many language skills: listening, grammar, spelling and writing;

4) Extensive reading and conceptual-knowledge growth, Grabe (1986) argued that growth of knowledge from reading extensively would create a “critical mass of knowledge” that students could then use as a resource for further reading comprehension gains as well as for other academic skill;

5) Extensive reading and reasoning, while extensive exposure to print might make a student smarter, it is not likely, by itself, to improve specific reasoning skills for academic tasks.

b. Disadvantages of Extensive Reading

Extensive reading also had the weakness in implementation, the disadvantages of extensive reading as follow:

1) Extensive Reading program may be costly time consuming if the material not ready yet;

2) Extensive reader have less understand meaning of text;

3) The class can be noisy because of group discussion.

To solve the problem the researcher should set up and ensure the materials before starting the learning activities, and provide a text that suitable for students. The researcher must be able to manage and guide every groups in class, so it can reduce the noisy from group discussion.

C. The Nature of Narrative Text

1. Definition of Narrative Text

Narrative text is one of genres in texts which is taught and should learn by students. According in Syllabus subject English Language for vocational high school, basic competencies point 4.8 (KD 4.8) on Curriculum 2013 (K13) about narrative text stated that students have to capture contextually meaning related to social function, text structure, and linguistic elements of narrative, oral and simple texts related to folk legend.

According to Gunduz in Sallabas (2013:362) narrative text is a fictional type of text which tells about an event that happened to a person or group as if a writer lives as main characters. Then, Djatmika and Wulandari in Susilawati (2017:103) defined narrative text as a type of text which can amuse the reader or the listener and also has moral value inside the story.

From the definition above, it can be concluded that narrative text is fictional type text such as folktale, legend, myth, and fable it can be experience from person or group people or just imaginary story which not factual that has moral value inside story and use for amuse readers.

2. Generic Structure of Narrative Text

According Joyce and Feez in Mulyaningsih (2013:17) propose the structures of narrative text includes: orientation, complication, evaluation, resolution and coda.

a. Orientation, this part is opening paragraph where introduce the characters in story;

- b. Complication, this part about what problems in the story developed;
- c. Evaluation, this part is optional which contains assessment or evaluation the plight or story;
- d. Revolution, this part where the problems in the story is solved. Does it solve as happy ending or bad ending;
- e. Coda, coda as optional part in this part about lesson from the story.

Table 2.1 An Example of Narrative Text

THE LEGEND OF MALIN KUNDANG

<p>ORIENTATION</p>	<p>A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.</p>
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COMPLICATION

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful

	<p>wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!”</p> <p>After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger.</p>
RESOLUTION	<p>Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.</p>

Adapted from: Buku Bahasa Inggris Edisi Revisi 2017 untuk

SMA/MA/SMK/MAK kelas X.

D. Previous Research

The researcher attached some previous research related to this study as follow:

1. Andi Hidayat and Anita Nurinayah conducted a journal entitled "The Effectiveness of Extensive Reading Approach to Improve Students' Reading Comprehension" (Professional Journal Of English Education 2018, p-ISSN 2614-6320, e-ISSN 2614-6258, vol 1(1), 1-8) finding extensive reading was effective to improve students reading skill. It showed from the the test before applied extensive reading the result of pre-test total was 1420, the mean score was 63 and after applied extensive reading in teaching reading process, the result of post-test total was 1690, the mean score was 82. The finding of journal showed learning using extensive reading was affected and suitable to improve students' reading comprehension and it also can be used by teacher as a way for making learning process more effective.
2. Dadan Hidayat and Titi Dewi Rohati conducted a journal entitled " The Effect of Extensive Reading Comprehension" (Wanastra: Jurnal Bahasa dan Sastra 2020, p-ISSN 2086-6151, e-ISSN 2579-3438, vol 12(1), 58-64) finding based on quantitative finding, extensive reading gave an effect and improved students' reading comprehension. It proved by the students' mean score on pre-test was 69.83 before using extensive reading and after applied extensive reading and did post-test the result of mean score was 89.17. It mean after used extensive reading the scores was better. Before

the writer gave them treatment, students felt difficult to answer the questions and sometimes they stopped to read if the material was difficult. After the writer gave the treatment, students looked enthusiastic and they knew to answer the questions. It means extensive reading can help teacher to improve students' reading comprehension.

3. Journal of Fanshou Meng titled “Developing Students’ Reading Ability Through Extensive Reading” (English Language Teaching Journal 2009, vol 2(1), 132-137) finding that from extensive reading is an effective and pleasurable way to learn to read English. In extensive reading activity, what students choose and enjoying their reading, they have a great deal of flexibility, which caters to the different needs and interests of individual students and allow them to develop their reading competence at their own rates. By using extensive reading make students enjoy with their reading material and students’ had increase motivation and interesting to read.

Based on the previous study, the writer concludes those two previous research was focuses on the result of students’ achievement of reading after applying the method, while this research the writer focused on the process of students’ comprehension on narrative text.