

WHAT WORKS IN EXTENSIVE READING; STUDENTS' READING MOTIVATION OR STUDENTS' READING ABILITY?

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ABSTRACT

This article aims to discuss students' achievement at extensive reading classes. Since extensive reading is usually directed to lead students enjoying in reading, while some others demanded the students to be able to read better after having an extensive reading subject, this research is intended to find out in which part extensive reading give a higher impact on students' progress; whether it is on reading motivation or reading ability. The research was conducted in the English education section of IAIN Bukittinggi, especially for second-grade students who took the extensive reading subject. The research was run in terms of descriptive research in order to describe the significant impact of extensive reading; whether it was for increasing students' motivation in reading or more on improving students' reading ability. The research found that 98 % of students agree that extensive reading increases their motivation to read while 76% claimed that extensive reading improves their reading ability. The finding of this research showed that extensive reading activity works effectively for improving students' reading motivation as well as their reading ability.

Keywords: Extensive, reading, motivation, ability

1. INTRODUCTION

Being able in reading is one of the goals in learning English, especially English as a foreign language. Since reading is important as a part of language skills, the students are demanded to be able to read and fully comprehend the text. In fact, some students or even the English teachers assume that reading in English means reader knows the meaning of all the words on the text. Simply, they argue that being able to read means having lots of vocabulary. In fact, reading must not always depend on vocabulary acquisition only, but it is more on understanding the content. Reading aims to get the message delivered by the writer through understanding the content of the text. Besides, reading can also aim to get such

pleasure. Reading for enjoyment is not something new. In short, it can be stated that reading has many aims.

As mentioned above, one of the aims in reading is understanding the text while getting enjoy of the text. Those purposes of reading can be obtained through doing extensive reading. Generally, extensive reading can be defined as a reading activity that helps students to read based on their level of reading ability. According to the British Council, extensive reading is an approach to reading in a second language that provides students with the opportunity to read longer passages of their choice and which they can read at their own level of ability. In line with the previous statement, Bambord and Richard (2004) stated that extensive reading is reading a large amount of material that is specifically designed quickly for general understanding with a special focus on meaning in the target language. The material provided in extensive reading is to provide opportunities for students to understand enough without help from outside sources. In a Second Language Learning environment; students must be exposed to large amounts of target language input, which is most successful through extensive reading (Aliponga, 2013).

Based on the explanations above, it can be simply said that extensive reading at least can give benefit for students in choosing any texts that they would like to read (Nation and Waring, 2013). In line with this theory, it can be assumed that extensive reading can be done to students at the beginner level so that they can help themselves to read the text easily and get a high motivation to read. By considering those theories, this article aims to describe students' improvement after they get extensive reading subjects. Further, this article would also like to see how better extensive reading helps students in improving their reading motivation ad their reading ability.

2. METHODS

This research was conducted under a quantitative approach by using a survey design. This research used the survey design for describing students' points of view on doing extensive reading. The description involves students' perception of the benefits of extensive reading for improving their reading motivation and/or their reading ability. The population of this research was all students at grades 2nd, 3rd, and 4th of English education sections of UIN Sjech M Djamil Djambek (SMDD) Bukittinggi who have passed extensive reading subject.

The sample of the research was chosen by using cluster random sampling by taking 25% of the population. The sample chosen was students in 2nd grade who have just passed extensive reading subject in their second semester in the academic year 2022/2023. The sample was 123 students of 2nd-grade students at the English education department of UIN SMDD Bukittinggi.

The procedure of extensive reading activities in this research:

1. The extensive reading activities were conducted under extensive reading subject in 2nd semester of the English education section UIN SMDD Bukittinggi.
2. The extensive reading class consisted of 16 meetings
3. The students were required to read 2 fairytales, 3 short stories, 1 bibliography of famous people, and 1 novel for 1 semester (16 meetings)
4. The students were given the freedom to choose their own text, including the theme of text, the length of the text, the genre of text, the level of difficulty of the text, etc. the main concern was the students should read the texts that they like, they enjoy for, and they were able to read it.
5. The students were not allowed to use any dictionary all the time they found unfamiliar words. The students were directed to reread the text while guessing the meaning of those words by considering the context of the text/ context clues.
6. The students should read those texts at home and not in the classroom
7. The students created their reading log containing the time they spent reading the text every day and some unfamiliar words they found.
8. The students gave oral or written reports at every meeting related to the text they read. They may also mention their opinion of the texts; whether they like the text or not, whether the text was quite difficult for them or not, etc.

The instrument used in this research was an online questionnaire containing 7 questions asking about their improvement in reading ability and their motivation after taking extensive reading subjects. The data were collected by distributing the online questionnaire on students' WhatsApp group application. The data collected then were

analyzed by using quantitative analysis to find out the highest percentage of students' perception of their reading ability and reading motivation after they passed extensive reading subject.

3. RESULTS AND DISCUSSION

The finding of the research can be divided into two; the improvement of students' reading ability after they passed extensive reading subject and the improvement of their reading motivation.

The first data were related to students' reading ability before they got extensive reading subject.

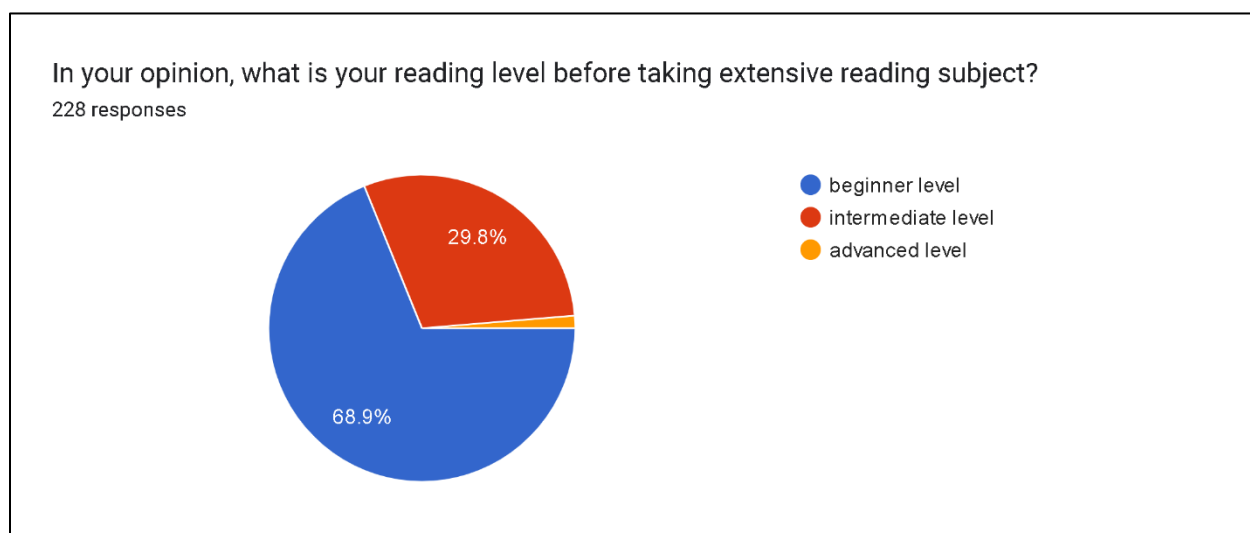


Figure 1. Students' reading level before taking the extensive reading subject

Based on Figure 1 above, it can be stated that 68,9% of students belong to the beginner level. Meanwhile, 29,6% of students argued that they were categorized as intermediate-level readers and the rest were advanced-level readers. These data show that most students were categorized as beginner readers the first time they came to the extensive reading class.

Next, after having 16 meetings in the extensive reading class and reading 2 fairy tales, 3 short stories, 1 bibliography of famous people, and 1 novel, the students were asked about their perception of their reading ability. The data stated in Figure 2 below

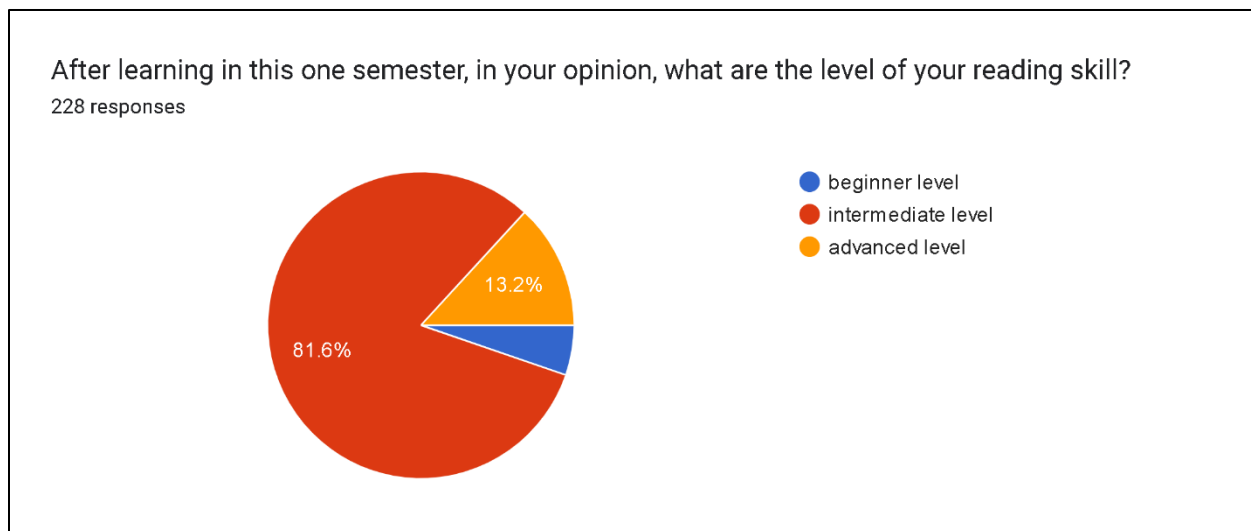


Figure 2. Students' reading ability after taking the extensive reading subject.

The data contained in Figure 2 above showed that the majority of students have got improvement in their reading ability. It proved by increasing their level of reading. The figure showed that the students argued that they could be categorized as intermediate-level after taking the extensive reading subject. Meanwhile, 13,2% of students also argued that they belonged to advanced-level students. There was only the rest of them who were still on the beginner level. These data showed that there was a significant influence of doing extensive reading activities for improving students' reading ability.

The next data related to aspects that were improved during taking the extensive reading subject.

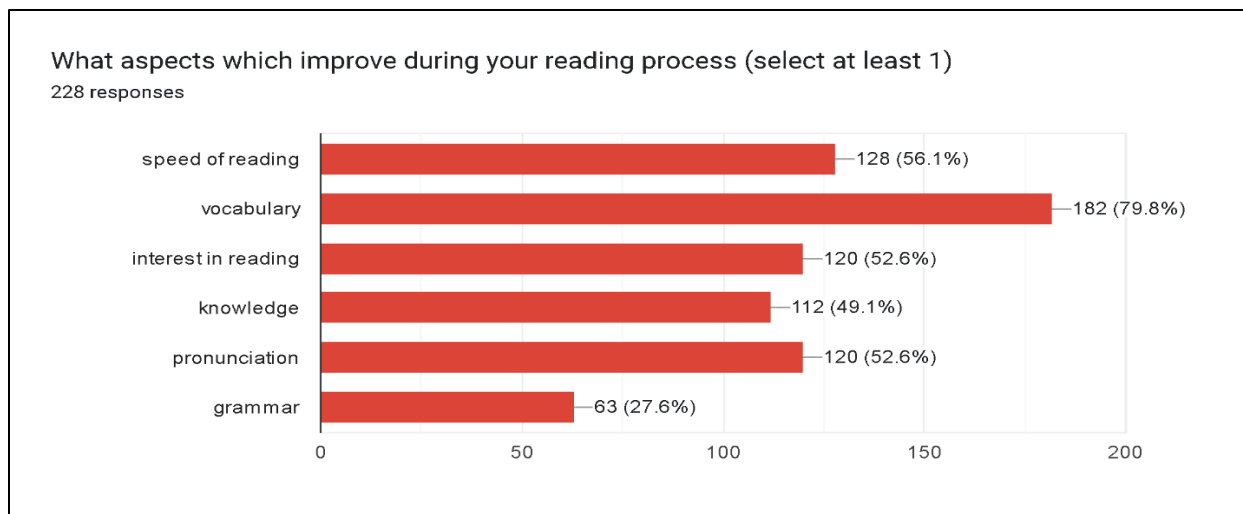


Figure 3. Aspects that were improved during taking the extensive reading subject

Figure 3 showed that the most significant improvement in students' reading ability was on vocabulary (79,8%). The second improvement was on students' speed of reading, interest in reading and pronunciation. Even their knowledge and grammar also get improvement through extensive reading.

Next data related to rank of their ability at the first meeting of extensive reading class.

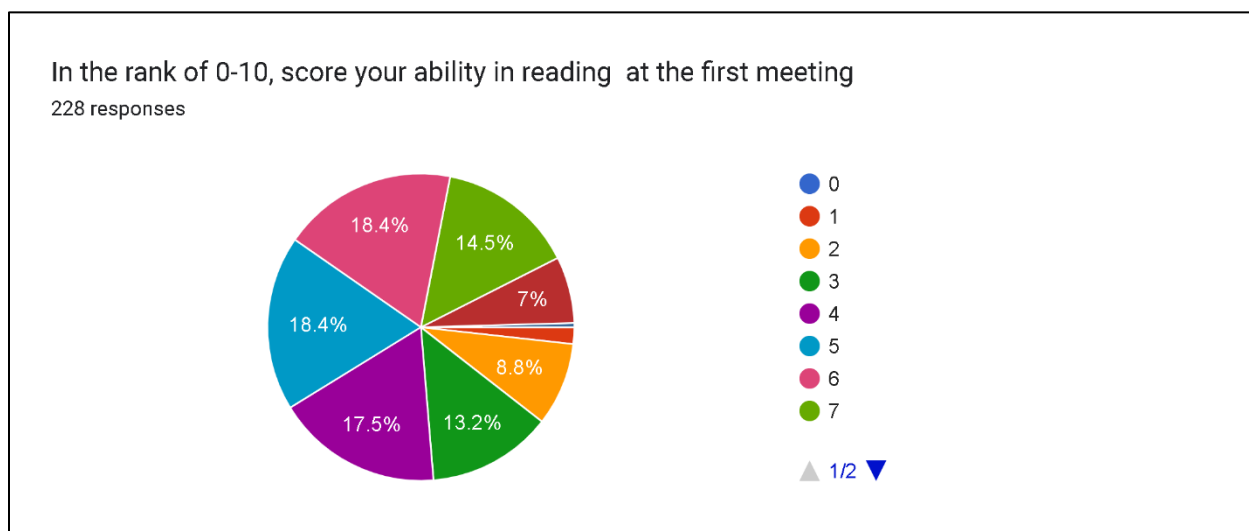


Figure 4. Students' rank of reading ability at the first meeting of the extensive reading class

Based on students' opinions stated on Figure 4, it was known that they have varied opinions of their own ability in reading. Mostly students ranked themselves on scores 4 up to 6 from 10.

Next data were related to students' ability

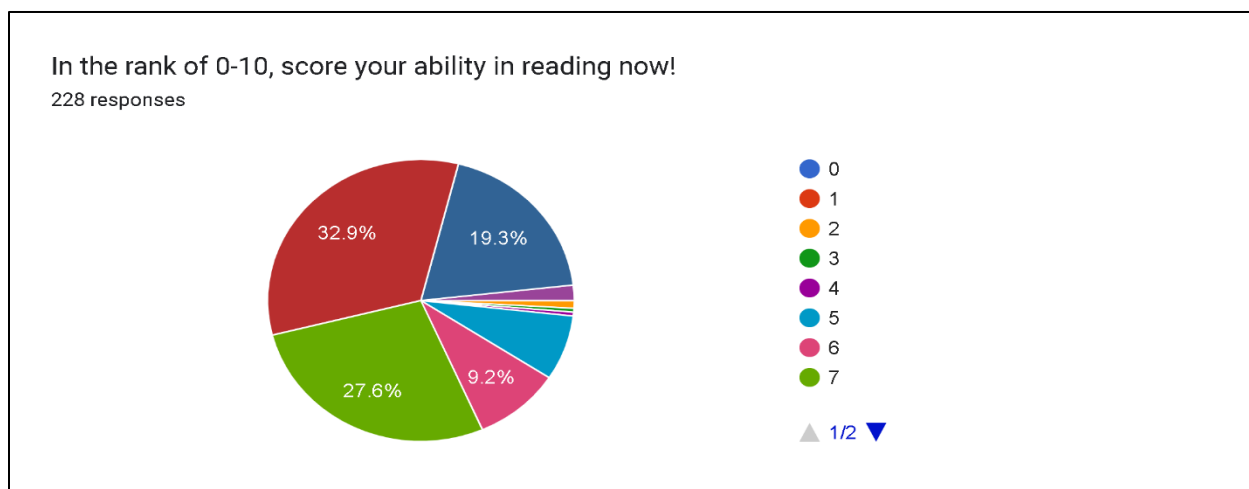


Figure 5. students' rank of reading ability after 16 meetings in extensive reading class

The data stated in Figure 5 showed that mostly students have got an improvement in their reading ability and it can be seen from their opinion that they get better reading skills. They can score themselves on rank 7 up to 9 of 10 scores. It shows that the students are more confident that they are able to read any text well.

Next data were about students' opinion of how enjoyable the process of extensive reading

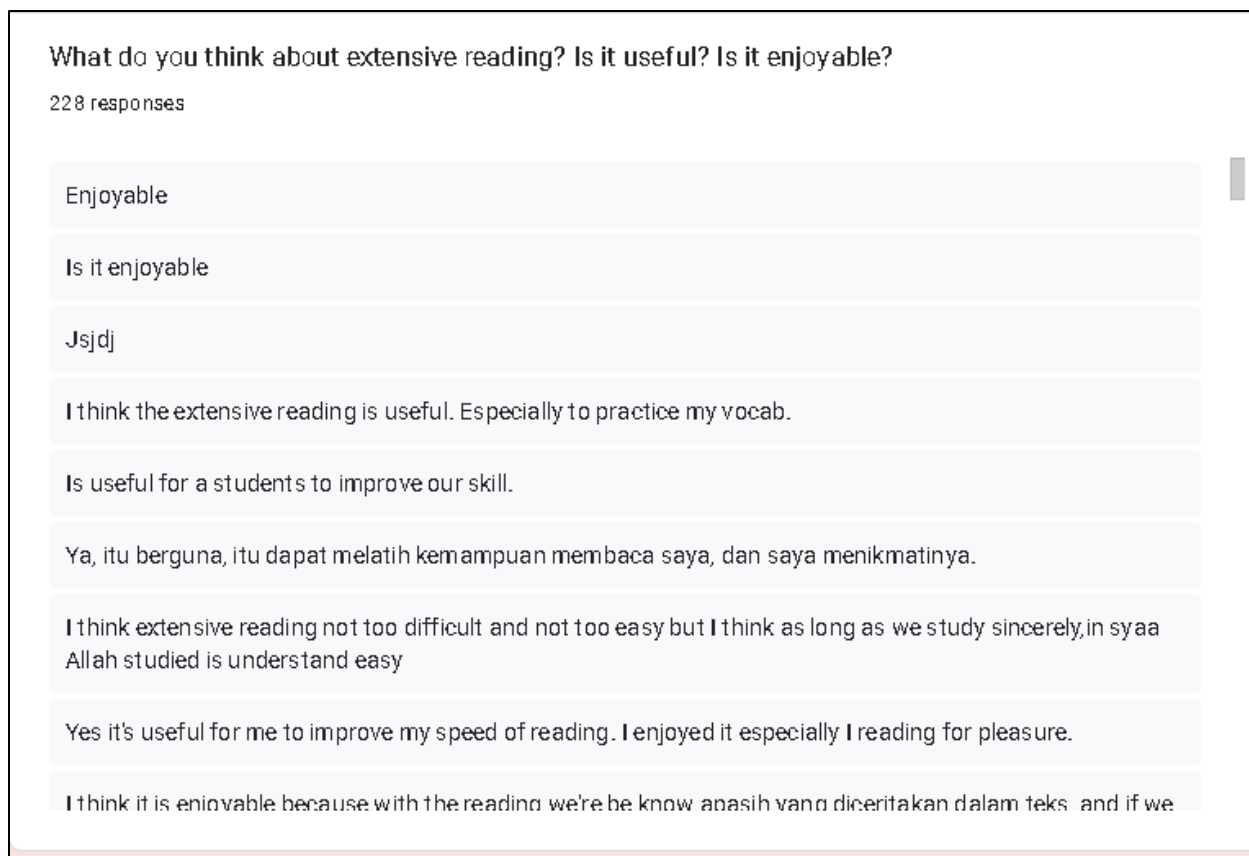


Figure 6. Students' points of view of usefulness and enjoyable of extensive reading subject

The data above showed that the students argued that extensive reading is both useful and enjoyable for them. After following up on the data, it was known that the students like to have the freedom to choose their own text. Thus, they can really try to find out and read any texts that they like and also appropriate to their reading ability level.

Based on the data above, it can be concluded that the extensive reading subject are useful for helping students in improving their reading ability. Meanwhile, it may also help students to feel more interested on reading. As stated by ... the key point in building students' reading ability is building students' reading habit. Moreover, building a reading habit could

happen only when the students love to read; when the students feel like to read and enjoy what they are going to read. Thus, simply it can be stated that one of the easiest way to make students get better reading ability is providing them a chance and also text that they like, they enjoy to read and appropriate to their own level of reading. Through time, day by day, the students might increase their level of reading ability.

It can be concluded that reading ability can be achieved through a process. It can be increase immediately in a night or in a week. It needs a continuity effort of the students to always read every day even only a single page of text. The students should be familiar and be accustomed to reading activities every day, then they can help themselves to improve their reading ability specifically, and their English ability generally. Shortly, the students should be accustomed to do extensive reading activities in their daily life so that they can get better improvement on their reading ability and their reading motivation.

4. CONCLUSION

The extensive reading activities give such benefits or students. By considering the results of the research, it can be said that the extensive reading class gives benefits for students both for improving their reading motivation and their reading ability. The result can be used as a foundation for every teacher to apply extensive reading activities for their students then it can continually improve students' ability in reading while also building their reading habits and reading motivation.

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