

IMPROVING EXTENSIVE READING THROUGH THE INTERNET TO BOOST READING SKILL ACHIEVEMENT FOR CLASS VII C STUDENTS OF SMP NEGERI 1 GRESIK

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Abstract

At the academic year 2014/2015 at the second semester, when the researcher taught English in Class VII C the researcher got problem related to the basic competence of comprehending reading descriptive text. Among the classes I taught, the class VII C was the worse. One alternative solution is by improving the extensive reading skill through the internet. According to Day and Bamford, (1998;84) Extensive reading is reading a large amount in the second language. this study is intended to show the way to improve the extensive reading skill through the internet for Class VII C students of SMP Negeri 1 Gresik and to know how far the students respond in the teaching and learning the extensive reading skill through the internet. The design of the study was collaborative Classroom Action Research. The study was conducted through 2 cyclic activities to collect the data consisting of preliminary study, planning, implementing, observing, and reflecting. There were two criteria to determine that the study was considered successful, namely: the students' mean score increases from 56.60 (preliminary test) into 73.31 (test in cycle 2) and the students were actively involved in the teaching learning activities.

Keywords : improving , extensive reading skill, boost, internet

INTRODUCTION

There are many reasons why the use of ICT in the classroom becomes important and normal part of English Language Teaching in the coming years. Dudeney Gavin and Nicky Hockly (2007: 7) show that the internet access either in private home or at internet café is becoming increasingly available to the students. The younger learners are growing up with technology and it is a natural and integrated part of their lives.

Technology especially internet presents the students with new opportunities for authentic tasks and materials as well as access to a wealth of ready-made ELT materials. Erben (2009) adds that teaching English Language Learner through technology provides successful strategies for varying levels of access.

Teaching English in SMP Negeri 1 Gresik needs the creativity and innovation in order that the students are able to study English well not only linguistics but also skills of Listening, speaking, reading and writing based on the basic competences. In fact, The teachers only use the main book from government. They don't improve their way of teaching by using materials in the internet. Erben (2009) reminds that it is important that the teacher cannot expect the students to learn technology and English and content all at the same time.

At the academic year 2014/2015 at the second semester, When the researcher taught English in Class VII C, he got problem related to

the basic competence of comprehending reading descriptive text. Among the classes he taught, the students result of class VII C was the worst. In the preliminary test, the average score is 56,60.

The researcher implement One alternative solution is by improving the extensive reading skill through the internet. According to Day and Bamford, (1998;84) Extensive reading is reading a large amount in the second language. While Hornby states that the word 'extensive' means ; 1) large in area, 2) large in amount or scale (Hornby,1995:408). Day and Bamford,(1988) stated that Extensive reading involves (a) the reading of large amounts of second language written materials, (b) for pleasure (c) with the purpose of learning to read by reading and graded books appear to be the basic materials on which most programs are based.

Based on the above explanation, it is believed that extensive reading through the internet should be improved. The improving the extensive reading skill through the internet in SMP Negeri 1 Gresik, will help the students and teacher in their activity beacuse the school is ex-RSBI. It will be easy to implement the extensive reading through the internet. Wi-fi has already provided and this school also has already used CBT in the national exam since 2014-2015 academic year. The students mostly have laptop or notebook beacuse their parents take care of their children aducation.

Based on the background of the study, the problem is how to improve the extensive reading

skill through the internet for Clas VII C students of SMP Negeri 1 Gresik and what the students respond in the teaching and learning extensive reading through the internet.

REVIEW OF RELATED LITERATURE

Extensive Reading

Extensive reading has been defined in several ways. Hafiz and Tudor (1989;4) defined extensive reading as “ the reading of large amounts of materials in the second language over time for personal pleasure or interest and without the addition of productive tasks or follow up language work. Grabe and Stoller (2002;259) in comprehension of second Language reading stipulate that extensive reading is an approach to the teaching and learning of reading in which learners read large quantities of materials that is within their linguistic competence.

Krashen’s (1982) input hypothesis, a cornerstone of many extensive reading program in place today. In theory, this means that students are to read materials that are a little beyond their current reading skill levels. According to Krashen’s (1993) the power of reading and Day and Bamford (1998) both make the case that extensive reading (free voluntary reading) is a key to student gains in reading ability, linguistic competence, vocabulary, and writing.

Palmer (in Day and Bamford, 2000;5) defines extensive reading as “rapidly reading book after book”. In this reading activity reader’s attention should be focused on the meaning, not the language of the text, study it line by line, referring at every moment to dictionary and grammar rules, comparing, analyzing, translating, and retaining every expression that it contains.

The Principle for Teaching Extensive Reading

There are ten principles for teaching extensive reading, the teachers should know before they carry out the extensive reading activity. As suggested by Day and Bamford (2004) as follows 1) The reading material is easy, 2) A variety of reading materials on a wide of topics is available, 3) Learners choose what they want to read, 4) Learners read as much as possible, 5) Reading speed is usually faster rather than slower, 6) The purpose of reading is usually related to pleasure, information and general, 7) Reading is individual and silent, 7) Reading is its own reward, 8) Extensive reading is not usually followed by comprehension questions, 9) The teacher is a role model of a reader.

Internet

The internet is often used as a term to describe the World Wide Web. In fact, the World Wide Web is just one part of this multi-faced communication medium which takes in anything from simple text communication by email, to video conferencing (a two way conversation using a small

video camera and a microphone) with high quality sound and video. The Internet is an association of computer networks with common standards which enable messages to be sent from any central computer (or *host*) on one network to any host on any other (Crystal, D. 2004).

Internet can be used for various types of teaching activities, including collaborative assignments, student research, and student-managed publishing of their work. It should also be fully integrated in a curriculum in order to be maximally effective. The point that using the Internet as an integrated aspect of the curriculum is an important one, Limited and passive use of internet leads to a limited perspective--for instructors and students--of the actual benefits of internet which allows us to perform differently, and hopefully more effectively, as language instructors and learners.

Silva (2009) states based on her study the results show that in learning environments where technology is unavailable to students as a supplement to in-class techniques helps motivate and enhance EFL students' learning and development of their reading, writing skills and grammatical, vocabulary knowledge in English as a foreign language.

Internet as materials recourse

Why the internet use for materials ?.According to Borg (1989:36- 53) explains that the Internet has several advantages as a source of teaching materials. the scope is huge. As vast virtual library the internet offers a seemingly endless range of topic to choose from, all in one handy location. There are even a growing number of materials specifically designed for English language teaching. It is paperless medium and so it escape the size restriction that are characteristic of coursebook.

Furthermore, Mulyani (2008) stated that the internet files do have a tangible volume but the limitations in scope are determined by the users' speed of access and the computer facilities available. The content of the internet is several years old, much of it is updated on regular basis; monthly, weekly or daily.

Extensive Reading through the Internet

Reading materials written in English is the prime goal of many reading programs around the world. Extensive reading (ER) has for years aided new students at my institution to gradually acquire large vocabularies and other sub-skills that are needed to read fluently. To continue to do that effectively, a new scheme involving the use of internet - called w-ERP- was set in place in collaboration with the students

According to Silva (2009) states that Extensive reading (ER) has gradually grown into a world-wide accepted practice in both ESL and EFL reading instruction programs. Researchers and practitioners have been closing ranks thanks, in part, to the initiative of a group who have put up a

website (www.extensivereading.net) and a discussion group (<http://groups.yahoo.com/group/ExtensiveReading/>), in which more than 200 members share and debate everything from new ideas about how best to manage an ER program, to research findings. In recent years, ER has begun to add the Internet to its traditional reading material sources: graded readers and, to a lesser extent, magazine articles. This comes at a time when the concept of reading online is increasingly gaining currency, as is particularly evident in the collection of papers on the theme in a special issue (Vol.3, N° 3, 2003) of *The Reading Matrix*, an on-line journal

Related to this study students are simply asked to open websites provided by the teacher as material for extensive reading would find authentic, scientific texts written in English which have relationship with the subject such as science and mathematics through the internet.

Some recommended websites that are suitable to support the extensive reading are show as figure 1 – figure5 below.

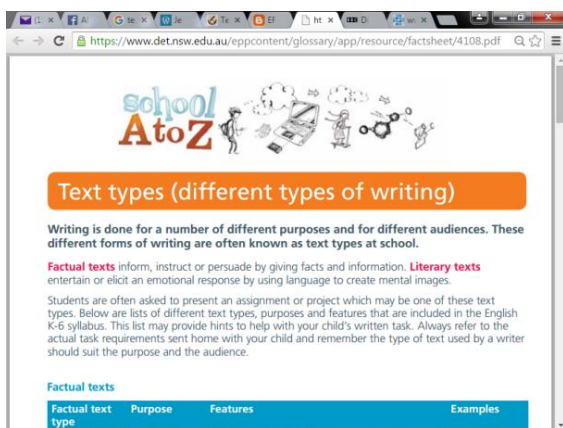


Figure 1. www.det.nse.edu.au

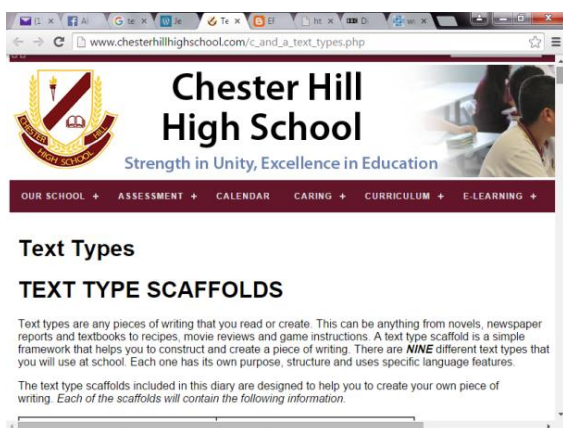


Figure 2. www.chesterhillhighschool.com

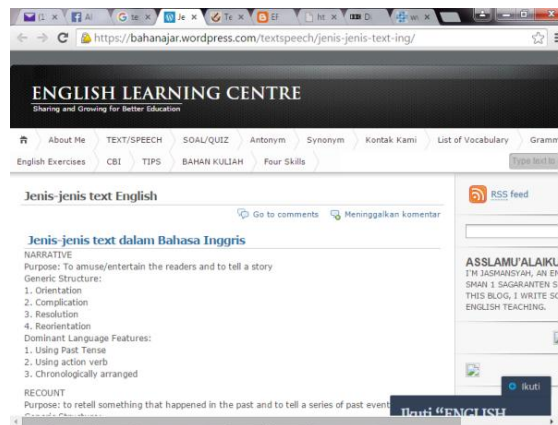


Figure 3. www.bahanajar.wordpress.com

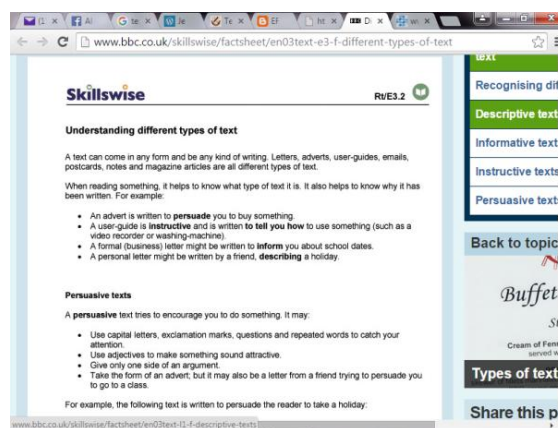


Figure 5. www.bbc.co.uk/skillswise

RESEARCH METHOD

The design of the study was collaborative Classroom Action Research. The study was conducted through cyclic activities to collect the data consisting of preliminary study, planning, implementing, observing, and reflecting. The subject of this research are Clas VII C students of SMP Negeri 1 Gresik.

The data are gained through many instruments: observation sheets, field notes, students questionnaire, and test. The observation technique was used to monitor teacher conducting the action and the students' behavioral changes during the learning-teaching process. The observation sheets were used during this process of implementation of the action in the classroom.

The data were analyzed in descriptive interpretive. The purpose is to understand the world or experience of another. These are the most simple and most common qualitative studies (Ary, et al., 2007: 30). The criteria of success to the study is 80% of the students get reading comprehension score 6,67 or 2,67 (B-) as students pass minimum success criteria (KKM).

The students' individual score is calculated using the following formula:

$$\text{Degree of Individual Mastery} = \frac{\sum \text{Item Obtained}}{\sum \text{Score}} \times 100\%$$

Meanwhile, the students mean score in each cycle is completed using the following formula:

$$M = \frac{\sum x}{N} \times 100\%$$

where; M = Mean
 $\sum x$ = Sum of all the students' scores
 N = Number of scores
 (Best, 2001:225).

RESULT AND DISCUSSION

Cycle 1

Cycle 1 was carried out from 12th to 22nd January 2015. It was conducted in four meetings and the genre or the reading text was Descriptive text.

The fourth meeting took place on Wednesday 22nd January 2015. The meeting was used to conduct the test to know whether there was an improvement on the students' reading comprehension ability or not after the implementation of extensive reading skill through the internet.

The Teaching and Learning Process

The teaching and learning process was analyzed based on the data obtained from the observation checklist and field notes. In terms of the teachers' activities, it was found that the teacher had done all the activities that had been planned or stated in the lesson plan.

The students enjoyed the process of teaching and learning enthusiastically. They were interested in joining the lesson activities since they were taught by two different English teachers. On the other hand they were interested to learn English utilizing new strategy. Some of them said that they could learn English better than before. The steps of the teaching learning activities were enjoyable to follow.

The Students' Result

The result of the reading test in the first cycle indicated that the mean score of the students' reading comprehension in cycle 1 was 63.45. This meant that there was an increase of 13.45 from 56.00 in the preliminary study to 63.45 in the test of the first cycle. It is clear that the students' reading comprehension ability has improved but this increase has not met the criteria of success determined by the researcher. The students were actively involved during the implementation of extensive reading skill through the internet strategy. They attended the English subject attentively though some of them looked a little bit confused when they had to face their reading texts down and had to answer teachers' questions without looking at the

text. This activity was something new for them but gradually they could attend the activity well.

Reflection

Based on the results of the teaching and learning process analysis, the scores of the students' reading scores in the first cycle, it could be inferred that the implementation of extensive reading skill through the internet strategy could improve the students' reading comprehension ability.

Unfortunately the improvement has not achieved the criteria of success determined by the researcher. Therefore the researcher needed to plan the second cycle hopefully that by revising the plan and scenario of the extensive reading skill through the internet strategy the criteria of success could be achieved.

The lesson plan for this cycle, however, was not so different from the first cycle. Each lesson plan was designed for four meetings. The genre or text type in this cycle was Descriptive Text with different topics. Those were based on 2013 Curriculum that recommends Descriptive Text as one of the genres for junior high school. The instructional material and media were model text of descriptive. In addition, the researcher used some pictures to make the lesson more interesting.

The researcher and her collaborator also added more tasks in order to enrich the students' vocabulary. Observation checklists and field notes were also employed as the instruments of collecting data.

Cycle 2

The second cycle was conducted from 29th January 2015 to 5th February 2015. The second cycle was also designed for four meetings. The material presented was Descriptive text.

The Teaching and Learning Process

Based on the data obtained from observation sheets and field notes the teaching and learning process was analyzed. In terms of the teachers' activities, it was found that the teacher had done all the activities that had been planned or stated in the lesson plan.

The teacher found extensive reading skill through the internet strategy as an effective strategy in improving students' reading comprehension. Furthermore the kind of text or genre presented to the students was in the form of Descriptive text. extensive reading skill through the internet strategy proved to be an effective way in conducting the teaching and learning process.

In general, there was no difficulty found at this cycle. The teacher could perform more fluently. The students could follow the steps offered in the teaching learning process easily and they enjoyed the teaching learning actively and attentively. Available pictures and more tasks helped the students to be more enthusiastic, more motivated in learning English.

The Students' Result

The result of the reading comprehension test in cycle 2 revealed that there were 8 students who got 65; 1 student got 66; 1 student got 68; 4 students got 70; 1 student got 72; 3 students got 75; 1 student got 76; 2 students got 78; 2 students got 83; 2 students got 85; 1 student got 86; 1 student got 88, 1 student got 90 as the highest score; and there was only 1 student who got 63. From the total scores got by the students divided by the number of the students, the mean score of the students' reading comprehension in the second cycle was 73.31. This meant that there was an increase of 09.86 from 63.45 in the first cycle to 73.31 in the test of the second cycle. From the result of the reading test in the second cycle, it was inferred that there was a significant increase in the students' mean scores meaning that the students' reading comprehension ability has improved.

The improvement was caused by the following factors namely; (1) the students had been familiar with the extensive reading skill through the internet strategy so they could attend the process of teaching and learning well; (2) the students had much more materials about different topic that could enlarge their horizon; (3) the test was conducted at right time meaning that it was not too early in the morning and not too late because it was held at the third and second period of the lesson schedule, and (4) the teacher had mastered the strategy very well so she could perform and handle the teaching learning process clearly. She also motivated and guided the students so much that the students could understand the lesson easily, and the last but not least was that the researcher had prepared every instrument as well as possible before the action was conducted.

Reflection

Based on the results of the teaching and learning process analysis, the mean scores of the students' reading comprehension in the cycle 2, it could be inferred that the implementation of extensive reading skill through the internet strategy could improve the students' reading comprehension ability. It was proved by the significant increase of the students' reading comprehension mean scores. Since the criteria of success had been achieved by conducting cycle 2 in four meetings by revising the plan, so it was concluded that the next cycle was not necessary to do and the research was ended.

DISCUSSION

This part firstly presents the comparison of the improvement of the students' reading comprehension scores in Cycle 1 and Cycle 2 which is presented in Figure 6.

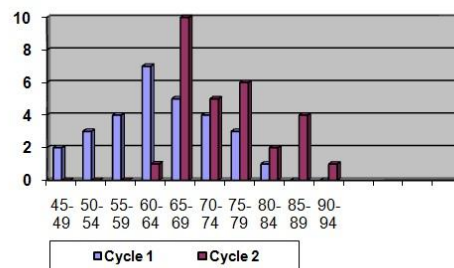


Figure 6. the comparison of improvement in cycle 1 and 2

Figure 6 indicates that in cycle 1 there were 2 students whose scores ranged from 45-49; 3 students got 50-54; 4 students got 55-59; 7 students got 60-64; 5 students got 65-69; 4 students got 70-74; 3 students got 75-79; and only 1 student got 80-84.

Meanwhile in cycle 2, there was only 1 student got less than 65.00; 10 students got 65-69; 5 students got 70-74; 6 students got 75-79; 2 students got 80-84; 4 students got 85-89; and even there was 1 student who got 90. It is clear that there was a significant improvement in the students' reading comprehension ability scores. Meanwhile the mean score of the students' reading comprehension in Cycle 1 was 63.45 and 73.31 in Cycle 2.

CONCLUSION AND SUGGESTION

The students show positive responses toward the implementation of extensive reading skill through the internet strategy. They were interested and actively involved in the process of teaching and learning. The students' reading comprehension skill was also improved during the implementation of extensive reading skill through the internet strategy since the students got many new vocabulary as a result of extensive reading implemented in the research.

It is crucial for teachers to offer positive and constructive advice on what students have done. Teachers can also make efforts to arouse curiosity and self-confidence by matching student interests to the topic, and they are expected to be sensitive to any individual differences that arise in the teaching learning process.

The lesson plan is better designed as clearly as possible and the time allocation is divided as well as possible in order that the teaching learning process can run well both the reading activities and writing ones. When the teachers develop reading activities, it will be better for the teachers to prepare many questions that can lead the students to the main information.

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Riwayat Penulis

M. Ali Erfan, S.Pd., M.Pd. dilahirkan di Gresik tanggal 12 September 1971. Lulusan IKIP Negeri Surabaya untuk jenjang S1 Pendidikan Bahasa Inggris, tahun 1994. Tahun 2005 melanjutkan studi di Pasca Sarjana Adibuan PGRI Surabaya prodi Teknologi Pembelajaran lulus tahun 2007. Pada tahun 2009 mendapat beasiswa S2 di Pasca Sarjana (UNESA) Universitas Negeri Surabaya prodi Bahasa dan Sastra konsentrasi Pendidikan Bahasa Inggris lulus tahun 2011. Pada tahun 2010 pernah mendapat kesempatan mengikuti kegiatan short course di Universitas Curtin Perth Western Australia. Prestasi yang dimiliki adalah menjadi juara 1 guru berprestasi SMP kabupaten Gresik tahun 2011 dan peringkat ke 3 pada sebagai Instruktur Nasional Implementasi Kurikulum 2013 tahun 2014 dan juara ke 3 lomba best practise tingkat kabupaten Gresik tahun 2015. Ditunjuk sebagai Instruktur Nasional implementasi kurikulum 2013 tahun 2014 dan menjadi Guru Nara Sumber Nasional implementasi kurikulum 2013 tahun 2015. Dipilih menjadi ketua Musyawarah Guru Mata Pelajaran Bahasa Inggris Tingkat Kabupaten Gresik periode 2013-2016.