

Extensive Reading Strategy and Reading Comprehension: Individual vs Group Instruction

Caroline Victorine Katemba¹

Universitas Advent Indonesia, Bandung

ctobing@unai.edu

Sarah Vannessa Tomatala²

Hightscope Indonesia , Jakarta

DOI: [10.35974/acuity.v9i1.3245](https://doi.org/10.35974/acuity.v9i1.3245)

Abstract

Reading in a foreign language (English) has been a problem for primary school kids in remote places in Indonesia. The purpose of this study is to determine if there is a significant difference in the effect of extensive reading (ER) between individual and group teaching. Students were divided into two categories, one class read individually, and the other class read in groups. This is a quantitative study. The pre-test and post-test research design was employed in this study. A comprehension test was given to the participants before and after the reading activities. The results of this study demonstrate that participants in both groups have improved their reading comprehension scores. Additionally, there is a noticeable difference between students who received ER instruction individually and those who received ER instruction in a group; both groups improved in their reading scores, as can be clearly seen from the post-test score as well as from the computed gain score of the ER group, which attained a higher score. The post test of the ER-individual is 51.39, and the normalized gain is 0.31, while the post test of the ER-group is 70.30, and its normalized gain is 0.38. Therefore, there was a significant difference between individual and group teaching. This study also revealed that the approach used to enhance pupils' reading comprehension received favorable feedback. Therefore, it is recommended to use ER groups for reading comprehension, especially for primary pupils.

Keywords: *extensive reading, reading comprehension, individual and group reading*

Background of the Study

There are four skills that people have to master when learning English: skill of listening, speaking, reading, and writing. Fact has shown that the ability to read in a foreign or second language is one of the important skills required for people living in English as a Foreign/Second Language (EFL/ESL) country as Celce-Murcia (1991:195) cited in Zuhra (2015) stated that “reading has become one of the primary curricular concerns in the second and foreign language program”. Among those four macro skills of English, reading seems to be challenging for the learners to develop since reading requires learners to gain meaning from text and get the information of what the author tries to give. However, according to Patel and Jain (2008) in *English Language Teaching: Methods, Tools, and Technique*, reading is certainly an important activity for expanding knowledge of a language. According to the study of Zuhra in 2015 from Almuslim University, Bireuen, many high school students in Indonesia have failed reading tests and faced difficulties in the national examinations regarding the reading section especially in inference questions. “Students

commonly failed in inference-making because they were poor at selecting the relevant information in the text or they did not know how to integrate one piece of information to another piece in order to make an inference.” The students failed to understand the information in the text because they could not comprehend the text which in turn was caused by their weaknesses in vocabulary (Oakhill, Barnes, & Bryant, 2001:857 cited in Zuhra, 2015). Calvo (2005:62) further states, “Readers with large vocabularies will be more likely to find in their memory words with which to represent the inference that they are drawing.” In other words, it will be easier for the readers to make inferences from the text when they have much knowledge of the vocabulary. Laufer and Sim (1985a, 1985b) cited in Sugita (2016) also added that when learners interpret texts, they display a tendency to rely less on background knowledge and more on vocabulary knowledge.

Therefore, when students read extensively they read with the aim of enjoying the reading without consciously knowing they are learning as explained by the Extensive Reading Foundation (www.erfoundation.org). Smith (1985:88) in Meng (2009) says ER is “learn to read by reading.” These materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help (Jacobs & Gallo, 2002 cited in Aliponga, 2013). There are several characteristics of ER: 1) Students choose what they want to read; 2) Students take part in post-reading activities; 3) Teachers read with their students, thus serving as role models of good readers; 4) Teachers and students keep track of student progress; and 5) Teachers provide help and guidance where needed (Campbell, 1989; Davis, 1995; Bamford & Day, 1997) cited in Aliponga, 2013. The aim of ER is to build reading fluency - not necessarily to learn new things (although they may learn some). This allows them to process language faster and improves comprehension and enjoyment. Nuttall in Meng (2009) says, “An extensive reading program is the single most effective way of improving both vocabulary and reading skill in general” (1982:65). Concerned with this case, to improve the reading comprehension of eighth-grade students of SMPN 4 Cisarua, the researcher proposes the ER technique to be implemented in the classroom.

Haider (2012) said that this method of reading can have a significant impact on learners’ L2 development and students who read a vast volume of texts in the target language become better and more confident readers; they write better, their listening and speaking abilities improve, and their range of vocabulary gets richer. When students read extensively, they read very easily, enjoying the reading process and it will build their reading speed and fluency. In addition, the student will be highly motivated to learn new language when they feel the reading text is understandable.

The goal of Extensive Reading (ER) is to help the student become better at the skill of reading rather than reading to study the language itself. When students are reading extensively, they READ: Read quickly and Enjoyably with Adequate comprehension so they Do not need a dictionary (www.erfoundation.org).

Therefore, corresponding to the facts above, the researcher is highly motivated to investigate the improvement of eighth-grade students of SMPN 4 Cisarua in reading comprehension through the Extensive Reading method.

Review of Literature

Extensive Reading

Richards and Schmidt (2002) cited in Meng (2009) state extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and encourage a liking for reading. According to Nation (2005), during extensive reading,

students should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text. Davies (1995, p. 329) cited in Haider (2012) provides a detailed account of extensive reading in the context of ELT classroom. He concludes that as there is no pressure of formal assessment or marking in an ER program, the pupils do not have to worry about competing with others. Thus, it is hoped that the students get pleasure in such a favorable reading atmosphere. He further opines that in an ER program, learners read extensively not only for gathering information but also for getting pleasure and the reading texts have to be simple so that the learners do not need to use dictionaries.

Research for extensive reading also claims improved reading comprehension (Mason, Krashen 1997; Lao, Krashen 2000; Bell 2001 cited in Kano, Robb 2013) increased reading speed (Mason, Krashen 1997; Lao, Krashen 2000; Bell 2001 cited in Kano, Robb 2013), greater understanding of L2 grammar conventions (Rodrigo, Krashen, Gribbons 2004) in Miller (2013), improved L2 writing (Mason, Krashen 1997 cited in Kano, Robb 2013), and higher levels of reading motivation (Elley, Mangubhai 1983; Cho, Krashen 1994; Mason, Krashen 1997; Lao, Krashen 2000 cited in Miller, 2011). Renandya and Jacobs (2002) in Miller (2013) sorted out some distinct characteristics of ER as mentioned by other linguists which are as follows: 1) Students read a large amount of material; 2) Students usually choose what they want to read; 3) Reading materials vary in terms of topics and genre; 4) The materials students read is within their level of comprehension; 5) Students usually take part in post-reading activities; 6) Teachers read with their students, thus, modeling enthusiasm for reading; 7) Teachers and students keep track of students' progress. There are many researchers have said that extensive reading can result in a variety of substantial language proficiency and comprehension of the ESL students.

Reading Comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Two major approaches have been used to developing reading skill, known as extensive and intensive reading. These both approaches have important role-play to gain knowledge in reading comprehension skill (Loucky, 2003:1 as cited in Indrawati, 2014). Pang (2003:14) said that comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, reading is an active process which requires the reader to construct meaning from text.

To read well means to understand what becomes the intention of the author in his writing. This means that a reader needs background knowledge and competence when reading. Zuhra (2015) stated that, "reading can be easy or difficult for students depending on factors inherent in the text, viz: the relationship between the text and the knowledge, and between the text and the competence of the reader. When reading, the readers' knowledge and competence interact with the content of the text in order to comprehend the text." (p. 25)

Klinger (2007:8) in the book of *Teaching Reading Comprehension to Students with Learning Difficulties* state that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, 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). While the indicators of reading comprehension are accuracy, understanding vocabulary, background knowledge, linguistic knowledge, reading speed, identifying main idea, identifying supporting details, identifying references, background knowledge, and linguistic knowledge (Hayati, 2017)

In addition, Lems et al. (2010: 170) state that reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader.

Assessing Reading Comprehension

Reading assessment, as the name implies, is the evaluation of a student to determine his progress in all areas of reading (Ikaningrum, 2013). An effective reading program includes assessments of all of these concepts for several purposes. They are to identify skills that need review, monitor student progress, guide teacher instruction, demonstrate the effectiveness of instruction, to provide teachers with information on how instruction can be improved. Westwood (2008: 72) states that the main functions of assessment are: 1) To enable a teacher to evaluate the effectiveness of the teaching program and then to make any necessary modifications to method of delivery, learning activities or resources; 2) To identify any students who are having difficulties mastering the course content, and thus need additional help; 3) To provide information if a student is to be transferred to another school or referred for special education; 4) To be accountable to parents by providing them with evidence of their child's learning; 5) To be accountable to government education authorities by providing hard evidence of achievement levels in a school.

There are various ways to gather assessment data (Rhodes & Shanklin, 1993). Teachers can test students, analyze student work samples, observe students performing literacy tasks, or interview students on their reading skills. Caldwell (2008:4), writes assessing a student's reading performance is no different. The reader asks a question about a student's reading and selects evidence that is appropriate for answering our question. The reader analyzes the evidence and uses it to make judgments about the student's strengths and needs then takes instructional action. Snow (2002:54) cited in Indrawati (2014) writes widely used comprehension assessments are heavily focused on only a few tasks: reading for immediate recall, reading for the gist of the meaning, and reading to infer or disambiguate word meaning. Pang (2003:18) text comprehension is usually assessed through questions. Questions should focus on main ideas and viewpoints, not minor details. These are called higher order questions.

Indrawati (2014) said that materials used for assessing reading should ideally be authentic. They should reflect the type of reading normally encountered in daily life. Furthermore, Brown (2000:415) states that assessment is a broad term covering any conscious effort on the part of a teacher or students to draw some conclusions based on performance. Tests are special subset of the range of possibilities within assessment, of course they constitute a very silent subset, but not all assessment consists of tests.

In this study, the types of questions are designed using multiple choice test items. This test consists of ten questions with four options included. The students will answer each question by crossing on the answer sheet provided. They will get one score for each correct answer and zero for the wrong answer or no answer.

Teaching Reading Comprehension by Using Extensive Reading

As extensive reading is used around the world, it is believed that in teaching reading comprehension extensive reading can be beneficial to expand reading comprehension. To

start with, as Haider (2012) states ER enhances language learning in many linguistic areas. While being exposed to a vast number of reading materials, L2 learners avail an opportunity to overcome their long prevailing common spelling mistakes, expand vocabulary and increase knowledge of grammar and text structure. This clearly supports what Grabe and Stoller (2002) stated that the entire amount of exposure to L2 reading influences the development of L2 learning.

Most Extensive Reading courses have students choose their own book at or about their own fluent reading level. This means all students are reading something different, and in their own 'comfort zone'. Tiryaki and Tutunis (2012) say that choosing to read based on the readers taste, which is called free voluntary reading, is a way to achieve second language proficiency. Moreover, the book the reader is interested in facilitates readers' concentration on the book and enables them to take advantage of background information that facilitates comprehension (Cho and Krashen, 1994). Haider (2012) states that intensive approaches, since they focus on language manipulation rather than developing reading, tend to inhibit reading improvement among learners at low proficiency levels. Extensive reading in contrast, seems to liberate the learner from slow reading speeds, and lead to genuine comprehension of what is being read.

Related Studies

A study by Hayashi (1999) about the effects of extensive reading on Japanese university students' English proficiency, as measured by pre-test and post-test, found that students who reported reading more English books significantly had greater improvement in reading ability and vocabulary knowledge than those who reported reading less. Meng (2009) said that, students' motivation to read increased after conducting ER program in Chinese University, which will in turn benefit their eventual acquisition of the target language. In addition, the interests of students are best served if the reading activity is left in their hands rather than becoming the teacher as the one who chooses the topic, text type, and difficulty. A study from Safaeia and Bulca in 2013 also said that students declared a positive stance regarding their freedom to choose the material that was of their personal appeal. They said that this practice not only contributed to their language development but also was an escapade for them from their courses.

Moreover, according to Hardy (2016) who measured Spanish proficiency using ER in college-level Spanish, the results showed an overall increase in intrinsic motivation, and a decrease in extrinsic motivation to read in Spanish. In addition, it is reported that the subjects significantly less use of a dictionary at the end of the course. Students' weekly reflections complemented the quantitative results and exposed highly favorable reactions to ER. Similarly, Ro (2016) stated, "Teachers' practices (e.g., the ER classroom activities and the degree and type of teacher guidance), as well as inherent characteristics of ER (e.g., reading for enjoyment, and the benefits to language skills of extensive L2 reading), affected the student's motivation and the amount they read." Even more, this technique also helps the students in their reading speed as Nhapulo (2017) mentioned that the progress of the students of Mozambique University from the reading speed pre-test to the post-test was found to be significant. Study results indicated that reading speeds and reading comprehension are higher scores in the academic reading comprehension tests after implementing ER.

However, from the study of Lee et al. in 2015 about the effects of extensive reading and translation activities on grammar knowledge and attitudes for EFL adolescents, extensive reading seemed to have a negative impact on attitude measures for students of low proficiency but produced positive outcomes for high level students on both attitudes and linguistic measures. Despite that, as other studies have proven that ER does affect students' motivation in reading Abdellah (2013) stated that the students' scores after the

experimentation of ER reflected their motivation for reading and raised their performance toward meeting the set reading standards. Another study conducted by Chun in 2012 which compared between ER and Paired-Associate Learning (PAL) claimed that ER is more conducive to long-term vocabulary retention than PAL.

Referring to the research results of those researchers mentioned above, researcher has no doubt in applying extensive reading technique for helping students of SMPN 4 Cisarua in improving their reading skill.

Methodology

Research Design

This investigation was a classroom action research design for both class A and class B of eighth-grade students, which is a collection of pre-test and post-test designs. This investigation is about how the students' reading comprehension can be improved through ER, so the pre-test used before the method is implied to evaluate their pre-existing comprehension. The post-test administered at the end of the session to see whether there is any improvement in the students' reading comprehension achievement after they have been taught reading comprehension through extensive reading. The mean scores of the pre-test is compared to the corresponding mean scores of the post-test to know the degree of the increasing reading comprehension ability of the subjects. Further, the results of the post-test from class A and class B of eighth-grade students was compared to know 1) whether there is a significant difference between students who are taught ER individually and those who are taught ER in the group; 2) know which class get the higher results in improving their reading comprehension ability after being taught by ER with two different strategies.

Table 1
Research Design

Group	Pre-test	Treatment	Post-test
1	O	X1	O
2	O	X2	O

(Purnamasari, 2017)

Explanation,

O : Reading Comprehension Test

X1 : Reading individually

X2 : Reading in group

Population and Sample

The population of this study was the students SMPN 4 Cisarua. And the samples are grade VIII A & VIII B consisted of 67 students. Class A has 34 students while class B has 33 students. The researchers used both classes to imply the same treatment, extensive reading, with two strategies.

The Instruments

The researcher suggests six instruments in this study, which are lesson plan, books, pilot test, pre-test, the treatment, and post-test.

Lesson Plan

The lesson plan is designed to have a clear planning of what to do in the classroom. Lesson plan helps the teacher to focus on the objectives or goals that is expected from the students to be achieved. This lesson plan includes the students and teachers' activities, the teacher's approaches, the time allocation, and what material to be used in the classroom.

Books

The book that the researcher use is from the book that the researcher has made. The book is called The Compilation of English Texts. It consists of 4 levels, from the easiest one (level 1) to the advanced level (level 4).

Questionnaire

The questionnaire is used in order to know the responses of the subjects toward ER. The questionnaire is designed in the form of multiple choice on the basis of a rating scale of 1-4 and the options of the questionnaire are A for strongly agree, B for agree, C for slightly agree, and D for disagree. An option will get 4 scores, B will get 3 scores, C will get 2 scores, and D will get 1 score. To avoid confusion, the questionnaire was written in Indonesian. The questionnaire was distributed at the end of the session after conducting the post-test.

Pilot test

The pilot test is being conducted to know whether the test given is valid or not, and also to know if the questions provided are suitable for the subjects. The test adopts the questions of the National Examination (UAN) of grade 8 level regarding the reading section. It consisted of 50 questions of multiple-choice tests. The students cross the correct answers on the options given, with 10 scores for the correct answer and zero (0) for the wrong answer or no answer.

Pre-test

The pre-test is being used in order to know the student's comprehension level in reading before the treatment is given. The test adopts the questions of the National Examination (UAN) of grade 8 level regarding the reading section. It consisted of 15 questions of multiple-choice tests. The students cross the correct answers on the options given, with 10 scores for the correct answer and zero (0) for the wrong answer or no answer.

The Treatment

The experiment was conducted for 16 hours, and it was divided into 8 hours for each class to be taught with ER inside the classroom.

Table 2

Subjects	Pre-test	Reading individually	Reading in a group	Post-test
Class A	x	X		x
Class B	x		x	x

Class A was reading the books individually which can be beneficial for them such as 1) gaining independence to think things through on their own; 2) improving confidence in working through a problem, even when they don't feel certain about every step; 3) practicing self-control—both in staying focused on the task at hand and in having the willpower to avoid turning to a neighbor or asking the teacher for the answer; 4) getting more comfortable

taking actions on their own; 5) gaining creativity and effective thinking processes that can apply to problem-solving across a range of subjects and types of issues.

The other class which is class B was reading in a group which has several advantages such as 1) listening to and respecting others' ideas; 2) thinking about one problem in a variety of ways; 3) getting to a deeper level understanding through having to explain a perspective and discuss it with folks with different perspectives; 4) dividing up tasks and delegating responsibilities; 5) sharing knowledge and abilities to get a better hold on a problem than they could individually; 6) holding group members accountable—and being held accountable back (www.shmoop.com.)

Class A	Class B
<p>Step 1</p> <p>The researchers take the first 50 minutes in every meeting to teach them about grammar, like tenses.</p> <p>For the rest of the 20 minutes, they will read one story individually and answer the questions regarding their comprehension of the story.</p> <p>The researcher will collect their answers. Ask them orally to answer the questions as a class.</p>	<p>Step 1</p> <p>The researchers take the first 50 minutes in every meeting to teach them about grammar, like tenses.</p> <p>For the rest of the 20 minutes, they will read one story individually and answer the questions regarding their comprehension of the story.</p> <p>The researcher will collect their answers. Ask them orally to answer the questions as a class.</p>
<p>Step 2</p> <p>Continue this for a few classes until the 2 levels are finished.</p> <p>Ask what they thought of the stories and how this reading is different from the reading passages in their textbook.</p> <p>Explain to them the aim of this type of reading is not to study language but for them to practice reading and build reading speed and the reason they can do this is that it is easy. The researcher may need to tell the students that even though they know most of the language in the book, they are still learning because they are practicing their reading and picking up their reading speed.</p>	<p>Step 2</p> <p>Continue this for a few classes until the 2 levels are finished.</p> <p>Ask what they thought of the stories and how this reading is different from the reading passages in their textbook.</p> <p>Explain to them the aim of this type of reading is not to study language but for them to practice reading and build reading speed and the reason they can do this is that it is easy. The researcher may need to tell the students that even though they know most of the language in the book, they are still learning because they are practicing their reading and picking up their reading speed.</p>
<p>Step 3</p> <p><i>Self-selected Reading:</i> When students are used to their easy reading in English, it is time to introduce them to self-selected reading.</p> <p>The students may pick up one story and they can read it in the classroom as individual.</p> <p>After they finish one story, there will be</p>	<p>Step 3</p> <p><i>Self-selected Reading:</i> When students are used to their easy reading in English, it is time to introduce them to self-selected reading.</p> <p>The students are divided into groups (group 1, 2, ...,7) and each group may pick up one story to be read.</p> <p>All groups must read the story they have</p>

evaluation for what they have read in written or oral test.	chosen and they can share their ideas with their members. After they finish one story, there will be evaluation for what they have read in written or oral test. Every group can have discussion with their members in answering the questions (group work).
---	---

Adapted from www.erfoundation.org

Post-test

The post-test was given after giving the treatment to the students to see their improvement. Post-test is used to examine the effectiveness of the technique. The post-test was similar to the pre-test which adopted the questions of the National Final Examination (UAN) of grade eight regarding the reading section. It consists of 15 questions of multiple-choice tests. The students cross the correct answers on the options given, with 10 scores for the correct answer and zero (0) for the wrong answer or no answer.

Data Collection

To measure the level of students' comprehension in reading, there was a pre-test before the treatment was applied in the class of eighth-grade students in SMPN 4 Cisarua. This is conducted in order to find the initial reflection as well as to see the problem they face. They are tested individually and suggested to answer fifteen questions.

The treatment was conducted in two strategies, in which one class was reading individually and the other class was reading in a group.

After the treatment is conducted for both classes, at the end of the sessions the test was in the form of an achievement test. The post-test questions have adapted the questions from the reading section of the National Final Examination (UAN) for grade eight in order to know whether the techniques used can improve their comprehension in the National Final Examination regarding the reading section or not. Thus, the data required to answer the research question was gathered through administering pretest and post-tests to the eighth-grade students of SMPN 4 Cisarua.

Data Analysis

Research Findings

In analyzing the data, the researcher used Microsoft Excel and the Statistical Program, SPSS 21.0. The result of the pre-test and post-test of each class can be seen in the following table:

Table 3
Pre-Test, Post Test, Standard Deviation, and Normalized Gain

	ER-Individual		ER-Group	
	Mean	St. Deviation	Mean	St. Deviation
Pre-Test	35.18	9.9506805	42.42	10.64492
Post Test	51.39	8.8823264	70.30	12.836678
Normalized Gain	0.305377688	0.117147912	0.483163857	0.212745792

According to the table above, students from the Group class got higher results than the Individual class. However, the scores of both classes increased after implementing ER and can be seen from the mean of the post-test. On the other hand, the standard deviation of the class who are taught ER individually decreased in the post-test from 9.95 to 8.88 but it increased for the class who are taught ER in group from 10.64 to 12.83. It indicates that the data points tend to be close to the mean (expected value) of the set in the Individual class, but the data points are spread out over a wider range of values in the Group class. Furthermore, the gain scores of both data are at the moderate level, so it means that although the post-test scores were increasing, but still it was in a moderate level.

Questionnaire

The additional data required for the present study were collected by administering questionnaires to the subjects in order to know their response to Extensive Reading. The results are explained in the table below:

Table 4.
Questionnaire

Subject	Strongly Agree (A)	Agree (B)	Slightly Agree (C)	Disagree (D)	Total Score	(Total score/ 40) x100	Criteria of Response
1	20	18	2	-	40	100	Positive
2	4	6	8	3	21	52.5	Negative
3	16	18	-	-	34	85	Positive
4	20	15	-	-	35	87.5	Positive
5	12	15	6	-	33	82.5	Positive
6	8	15	6	-	29	72.5	Moderate
7	12	15	6	-	33	82.5	Positive
8	12	8	2	1	23	57.5	Moderate
9	15	3	8	1	27	67.5	Moderate
10	4	24	-	-	28	70	Moderate
11	8	21	2	-	31	77.5	Positive
12	8	18	2	1	29	72.5	Moderate
13	8	21	-	1	30	75	Moderate
14	8	21	-	1	30	75	Moderate
15	12	18	2	1	33	82.5	Positive
16	8	21	-	1	30	75	Moderate
17	8	21	-	1	30	75	Moderate
18	12	15	2	1	30	75	Moderate
19	8	12	2	1	23	57.5	Moderate
20	8	18	4	-	30	75	Moderate
21	20	6	4	-	30	75	Moderate
22	8	12	4	-	24	60	Moderate
23	12	15	4	-	31	77.5	Positive
24	8	15	4	1	28	70	Moderate
25	-	16	4	-	20	50	Negative

26	12	12	6	-	30	75	Moderate
27	-	21	6	-	27	67.5	Moderate
28	4	15	4	2	25	62.5	Moderate
29	12	12	6	-	30	75	Moderate
30	15	12	2	-	29	72.5	Moderate
31	12	18	2	-	32	80	Positive
32	12	12	6	-	30	75	Moderate
33	8	15	6	-	29	72.5	Moderate
34	8	24	-	-	32	80	Positive
35	4	27	-	-	31	77.5	Positive
36	12	12	6	-	30	75	Moderate
37	14	12	4	-	30	75	Moderate
38	8	21	2	-	31	77.5	Positive
39	16	10	2	-	28	70	Moderate
40	16	15	2	-	33	82.5	Positive
41	12	15	4	-	31	77.5	Positive
42	8	12	6	1	27	67.5	Moderate
43	20	12	2	-	34	85	Positive
44	28	3	4	-	35	87.5	Positive
45	16	12	4	-	32	80	Positive
46	8	9	4	-	21	52.5	Negative
47	-	21	4	1	26	65	Moderate
48	16	12	4	-	32	80	Positive
49	4	21	4	-	29	72.5	Moderate
50	16	15	2	-	33	82.5	Positive
51	8	15	4	1	28	70	Moderate
52	-	24	4	-	28	70	Moderate
53	-	27	2	-	29	72.5	Moderate
54	-	27	2	-	29	72.5	Moderate
55	-	27	2	-	29	72.5	Moderate
56	-	30	-	-	30	75	Moderate

From the table above, the researcher might pull out a conclusion as explained in the following table.

Table 5
 Percentage of Students' Response

Criteria of Response	Percentage of Students' Response
Positive	33.92 %
Moderate	60.71 %
Negative	5.35 %

It was found that 33.92% of total of the subjects have positive response toward ER, 60.71% are moderate, and 5.35% of the subjects have negative response in the implementation of ER.

Discussion of The Research Finding

The result of the data showed, that there is a significant difference in students' reading comprehension between those who used ER individually and those who used ER in the group. From the result of normalized gain, we can see that the students who read individually got 0.305377688, and reading with the group got 0.483163857. So, it can be said that extensive reading is more applicable if the students read the book in the form of groups.

The data from Individual and Group classes showed that the student's reading comprehension increased, which can be seen from the mean of the pre-test scores which is 35.18 & 42.42 to the mean of the post-test score, 51.39 and 70.30. According to the researcher's experience in the field, the students from the Group class were more interested and enthusiastic in reading the book. On the other hand, students who read Individually tended to be more quiet and not really excited about reading the book. However, almost all the students really aimed to be capable of reading English passages in order for them to achieve their goals, so even though they found some difficulties while reading they still read it until it is finished. The researcher also helped when the students were asking the meaning of some words.

Thomas Edison State College, in the article entitled *Studying Alone vs. Group Study: Which is Better?* explained that studying alone may have some benefits like 1) minimizing distraction, 2) allowing students to pace themselves, and 3) improving focus. Yet, when students work individually they do not have the opportunity to ask for information from others, there is no open discussion to broaden their understanding of the subject, and there is no one that can motivate them. As the article says group study may 1) increase retention, 2) expand access to information, and 3) boosts motivation.

To sum up, reading English passages through extensive reading in the group is much better than reading individually. In addition, from the evaluation result, students who read in groups answered the questions more correctly than the students who read individually.

Nevertheless, looking at the findings of the questionnaire results, the total positive responses are 33.92%, 60.71% are moderate, and 5.35% of the subjects have negative responses toward ER. It can be said that most of the students agree with the implementation of ER in improving their reading comprehension.

These findings also show that teaching reading through the ER method by preparing the appropriate material, like a bunch of English texts, can improve the student's motivation, and interest in learning to read English passages. As Day and Bamford (2002, pp. 137-138) cited in Sandom (2016) said, three of the "top ten principles" of extensive reading are "a variety of reading material on a wide range of topics must be available"; "learners choose what they want to read"; and "learners read as much as possible."

The results indicate that the reading comprehension of the eighth-grade students of SMPN 4 Cisarua in the academic year 2017/2018 can be improved through extensive reading.

Conclusion

After interpreting the data, the researcher came to the conclusion that there is a significant difference between students who are taught ER individually and those who are taught ER in groups.

The percentages of the questionnaire also reflect that 94.63% of the students like the ER method. In the end, these results indicate a positive finding in terms of the students' responses toward the implementation of extensive reading methods in learning reading.

Recommendation

Based on the research findings, the researcher gave several recommendations as follows.

For Teachers

All English teachers are suggested to implement extensive reading methods in teaching English, especially in reading skills. Since it is already proven by the researcher the result also showed that the students' reading comprehension has increased.

For Students

It is recommended for students to read more English books extensively in the classroom or even outside the classroom in order for them to acquire more understanding in reading English text.

For Institution

The institution of SMPN 4 Cisarua is suggested to increase the quantity of teaching and learning facilities such as storybooks in the library. As Takase (2008) cited in Carney (2016) book levels and the amount of in-class reading as critical. The ease with which students can get books and the number of books available could be important.

For Future Researchers

The researcher hopes that results of this study can be used as additional reference for future researcher in different levels and contexts.

References

- Abdellah, A. (2013). Training Saudi English majors in extensive reading to develop their standard-based reading skills. *Journal of King Saud University – Language and Translation*, 25(1), 13-20.
- Aliponga, J. (2013). Reading journal: Its benefits for extensive reading. *International Journal of Humanities and Social Science*, 3(12).
- Brown, H. D. (2000). *Principles of language learning and teaching*. 4th ed. New York: Pearson Education.
- Calvo, M. G. (2005). The relative *contribution of vocabulary knowledge and working memory span to elaborative inferences in reading*. *Learning and Individual Differences*.
- Caldwell, S. (2008). *Reading assessment: A primer for teachers and coaches*. 2nd ed. New York: The Guildford Press.
- Carney, N. (2016). Gauging extensive reading's relationship with TOEIC reading score growth. *Journal of Extensive Reading*, 4(4), 69-83.
- Cho, K. & Krashen, S. (1994). Acquisition of vocabulary from the Sweet Valley Kids series: Adult ESL acquisition. *The Journal of Reading*, 37(7), 662.
- Chun, E., et al. (2012). The effect of extensive reading and paired-associated learning on long-term vocabulary retention: An event-related potential study. *Neuroscience Letters*, 521(2), 125-129.
- Early reading assessment: A guiding tool for instruction..* (2011, November 11). WETA Public Broadcasting. <http://www.readingrockets.org/article/early-reading-assessment-guiding-tool-instruction>
- Ghasemi, A. & Zahediasl, S. (2012). Normality tests for statistical analysis: A guide for non-statisticians. *International Journal of Endocrinology and Metabolism*, 10(2), 486-489.
- Grabe, W & Stoller, F. (2002). *Teaching and researching reading*. UK: Pearson Education.
- Guide to extensive reading*. (n.d.). Extensive Reading Foundation. <http://erfoundation.org/wordpress/>

- Group work vs. individual work.* (2018). Shmoop University.
<https://www.shmoop.com/teachers/curriculum/lesson-planning/group-vs-individual-work.html>
- Haider, Z. (2012). Extensive reading in EFL classroom at secondary schools in bangladesh: current practices and future possibilities. *International Education Studies*, 5(3).
- Hardy, J. E. (2016). The effects of a short-term extensive reading course in Spanish. *Journal of Extensive Reading*, 4(1).
- Hayashi, K. (1999). Reading strategies and extensive reading in EFL classes. *RELC Journal*, 30(2), 114-132.
- Hayati, U. (2017). *Teknik penilaian reading skill dalam meningkatkan keterampilan siswa di kelas*. Makassar. University Muhammadiyah of Makassar.
- Hobri. (2009). *Model-model pembelajaran inovatif*. Jember: Center of Society Studies Jember.
- Ikaningrum, R. (2013). Principles in assessing reading, *Universitas Tidar Magelang*, 39(2), 70-79.
- Indrawati, N. P. (2014). *The Implementation of Intensive Reading to Improve Reading Comprehension of The Seventh Grade Students of SMPN 4 Denpasar in the Academic year 2013/2014*. Denpasar. Mahasaraswati Denpasar University.
- Kano, M. & Robb, T. (2013). Effective extensive reading outside the classroom: A large-scale experiment. *Reading in a Foreign Language*, 25(2), 234 - 247.
- Klingner, J. K.; Sharon and Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. New York: The Guilford Press.
- Lee, J., et al. (2015). Effects of extensive reading and translation activities on grammar knowledge and attitudes for EFL adolescents. *System*, 52, 38-50.
- Lems, et al. (2010). *Teaching Reading to English Language Learners Insights from Linguistics*. New York: The Division of Guilford Publications, Inc.
- Meng, F. (2009). Developing students' reading ability through extensive reading. *English Language Teaching*, 2(2).
- Miller, K. (2013). Intensive reading, extensive reading and the English reader marathon at Tsurumi University. *Bulletin of Tsurumi University Part 2, Foreign Language and Foreign literature (50th ed.)*, 69-84.
- Nation, I. S. P. (2005). *Teaching reading and writing: Student notes distribution center*. Victoria University of Wellington: School of Linguistics and Applied Language Studies.
- Nhapulo, M. A., et al. (2017). Enhancing academic Reading skills through extensive Reading. *Southern African Linguistics and Applied Language Studies*, 35(1), 17-40.
- Pang, E. S., et, all. (2003). *Educational practices series -12: Teaching reading*. Geneva: International Bureau Educational.
- Patel & Jain. (2008). *English language teaching: Methods, tools, and technique*. New York: Sunrise Publisher and Distribution.
- Purnamasari, R. (2017). *A comparison between word tree branch and interactive word wall methods to improve students' vocabulary*. Bandung. Universitas Advent Indonesia.
- Reading comprehension.* (2018, January 8). Wikipedia.
https://en.wikipedia.org/wiki/Reading_comprehension
- Rhodes, L. K. & Shanklin, N. L. (1993). *Windows into literacy: Assessing learners K-8*.

Greenwood Publishing Group, Inc.

- Ro, E. (2016). Exploring teachers' practices and students' perceptions of the extensive reading approach in EAP reading classes. *Journal of English for Academic Purposes*, 22, 32-41.
- Safeia, L. A. & Bulca, M. (2013). Extensive reading and creative practices. *Procedia-Social and Behavioral Science*, 70, 592-597.
- Sandom, M. T. (2016). What types of texts and reading aids are good for Japanese graded readers?. *Journal of Extensive Reading*, 4(9), 21-46.
- Santoso, A. (2007, September 16). *Uji asumsi 1: Uji normalitas dalam SPSS*. Blogspot. <http://psikologistatistik.blogspot.co.id/2007/09/uji-asumsi-1-uji-normalitas-dalam-spss.html>
- Sugita, M. (2016). The effect of English learner's first language (L1) background content knowledge on guessing unknown words. *Journal of Extensive Reading*, 4(1), 1-20.
- Thomas Edison State College. (2014, December 11). *Studying alone vs. group study: Which is better*http://getcollegecredit.com/blog/article/studying_alone_vs_group_study_which_is_better
- Tiryakil. Z. Tütüniş. B. (2012). The role of extensive reading on vocabulary development. *International Association of Research in Foreign Language Education and Applied Linguistics*, 1(4), 209-215.
- Westwood, P. S. (2008). *What teachers need to know about Reading and writing difficulties*. Camberwell: Victoria ACER Press.
- Zuhra. (2015). Senior high school students' difficulties in reading comprehension. *English Education Journal (EEJ)*, 6(3), 424-441.