

**THE IMPLEMENTATION OF EXTENSIVE READING  
ACTIVITY TO TEACH A NARRATIVE TEXT TO THE  
EIGHTH GRADERS OF SMP “PLUS” YADITAMA  
SIDOMULYO IN THE ACADEMIC YEAR 2020/2021**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1-Degree**

**By :**

**MEI TRI WIDIATI  
BN NPM : 1511040271**

**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF RADEN INTAN  
LAMPUNG  
1443 H / 2021 M**

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LAMPUNG  
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## ABSTRACT

The objective of the research was to find out and to know how the process implementation extensive reading activity to teach a narrative text at SMP Plus Yaditama Sidomulyo in the Academic Year of 2020/2021

Design of this research used Descriptive research. The population of this research was the students of SMP Plus Yaditama Sidomulyo at the eight grade. The researcher chose the sample randomly by using cluster random sampling technique. The sample was taken from one class, and did the observation in the class. The data were gathered in one semester (second semester of 2020/2021 academic year) from avocabulary class with 30 students. Qualitative content analysis was employed to draw meanings out of the data gathered. Observational data, classroom survey, and focus group discussions data were read for multiple times, analyzed, and categorized into some themes.

It can be concluded that from this research there are five major findings were as follows: (a) The learners viewed vocabulary as an important element in English language mastery (b) The learners loved reading extensively to gain a great number of vocabulary (c) The learners eager to increase their vocabulary knowledge, but have limited time to read (d) The learners lose their motivations in extensive reading (e) The learners suggested their teacher to check their vocabulary books regularly. At the end of this study, it can be concluded that the benefits of extensive reading and provided some future recommendations..

**Keywords:** Extensive Reading, Narrative Text, Reading Ability, Descriptive Reasearch

## DECLARATION

I hereby state that this thesis entitled on “The Implementation of Extensive Reading Activity to Teach a Narrative Text in SMP “Plus” Yaditama Sidomulyo South Lampung in the Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

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Declared by,

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## MOTTO

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣  
الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

Read! In the name of Allah thy lord and cherisher, who created.  
Created man, out of a leech-like clot: Read! And thy lord is most  
beautiful, he who taught the pen. Taught man that which he knew not.<sup>1</sup>  
not.<sup>1</sup>



---

<sup>1</sup> Quran Kemenag, The Presidency of Islamic Researches, UFTA, CALL, AND GUIDANCE, *The Holy Qur'an English Translation of the Meaning and Commentary*, (Al-Madinah Al Munawarah, King Fahd Holy Qur'an Printing Complex, 1410 H), p. 1980

## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Drs. Edi Purnomo and Mrs. Sartini Yohana who always pray , motivate me, support, and advice me wisely.
2. My beloved aunty Anna Maria S who always support me.
3. My beloved sisters. They are Nindy Febtia Dewi and Merlina Tika Purnama Sari, A.Md who always motivate me for my success.
4. My almamater UIN Raden Intan Lampung.





## CURRICULUM VITAE

Mei Tri Widiati was born in Budidaya on 18<sup>th</sup> May , 1996. Mei is the third child of Drs. Edi Purnomo and Mrs. Sartini Yohana. She has two sister's , her name is Nindy Febtia Dewi and Merlina Tika Purnama Sari, A.Md. She began her study at SD Negeri 01 Budidaya in 2002. She graduated from elementary school in 2008. Then, she continued at SMP Negeri 26 Bandar Lampung 2008. After graduating from Junior High School in 2011, she continued again her study at Vocational High School of SMK Yaditama Sidomulyo in 2011. In 2014, she graduated from Vocational High School. In 2015 she continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



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Praised to be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation are upon our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Implementation of Extensive Reading Activity to Teach a Narrative Text to the Eighth Graders of SMP Plus Yaditama Sidomulyo in the Academic Year 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, there were various sides that gave so much help, assistance, aid, support and many valuable things. Therefore, sincerely thank is given to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
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during the research process; and the students at excellent class of the eighth grade of SMP “Plus” Yaditama Sidomulyo for being cooperative during the research.

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Finally, it has to be admitted that nobody is perfect. There are still many weaknesses in this thesis. Therefore, criticisms and suggestions from the readers are needed to enhance the quality of this thesis. Furthermore, this thesis is expected that can be useful for the other researchers particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung,  
The Researcher,

2022

**Mei Tri Widiati**  
**NPM: 151104027**

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# CHAPTER I

## INTRODUCTION

### A. Background of The Problem

English is becoming more and more important in Indonesia as it is different purposes, such as teaching, cultural and among others. In Indonesia, English is as one of foreign language which is taught in elementary school, junior high school, and senior high school. In learning English, students are expected to be able to master all language skills of English; listening, speaking, reading, and writing. It is based on the goal of teaching English. To able to use English well, reading is one of the important skills.

English reading becomes a more and more important in international communication. However, teachers of English often ignore the importance of reading in the classroom. Whereas, students need reading skill to get information from books, magazines, novels, essays, and internet. Therefore, the need for reading and taking out the information from various text above seems to be extremely important.

Reading as very complex, multi-faceted activity, involving a combination of both lexical and text-progressing skills that are widely recognized as being interactive”<sup>1</sup>. This is one reason why students are likely to be hesitant readers because reading in a foreign language is not easy.

Based on the statement above, reading is regarded as one of skills that most important, because reading can affect the other skills. By reading, the students will be able to develop their language competence.

Reading as well as other language skills, is placed as one of the important skills for students to be mastered. The students

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<sup>1</sup>Loucky,J.P.*Combining Intensiveand Extensive Reading Strategies withCooperative and CommunicativeLearning Activities*.2005. p.1



will have wider knowledge after reading. They will get a lot of information by reading the text. Then, with having wider knowledge they will have larger vocabularies. In a text, of course it contains many words that make students' vocabulary increase. As the result, they do better on tests of grammar, write better and spell better. Reading is also an essential skill for English learners as a second language. For the most part of the learners, it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required.

By mastering reading skill, the learners will develop in all areas in learning. English is taught as a foreign language in Indonesia. Hence, there are some problems in teaching reading. One of the problems that can be found is the method used by the teachers. Many kinds of teaching method may result bad or negative effects on students' reading skill. So many students are hard to get the idea or meaning of the text.

Another problem is lack of the students' participation in the classroom. For example when the teacher dominates the activity in the classroom, the students may feel like they do not have enough chance to participate actively. The lack of participation may result in lack of motivation. And lack of motivation may influence students' reading comprehension.

Here, many students still difficult to understand reading texts, especially about genre. They don't understand to analyze the genre in the text. In English, we know many genres based on the text, for example narrative, descriptive, recount, report, etc. But, ih here just focuses in narrative story text. By understanding narrative story ability, we can carry out the main and aim of the text what tell about, give ideas, and share information from the story, so we are easy to know information or news from the story.

Therefore, teachers need to find an appropriate technique to encourage students' interest and to build their self confidence in reading. One technique that can be applied in teaching reading is extensive reading. Numerous studies have shown that extensive

reading is beneficial in language teaching, including in English as foreign language (EFL) context<sup>2</sup>. However, studies related to the use of extensive reading especially in Indonesian schools level are still limited since reading instructions in various levels of Indonesian school dominantly adjust to intensive reading<sup>3</sup>. What makes extensive reading unique is Dayand Bamford claimed that extensive reading is the best possible way for student to develop automaticity—that is the automatic recognition of words when they see them. By using extensive reading, students can enrich their vocabulary. Thus, it enables the students to comprehend texts effortlessly.

With the intention of filling the gap in the study about extensive reading, the present study intends to find out benefits of using extensive reading in the implementation to teach reading a narrative text. Based on the case and background above, in this research would like to do the research about “The Implementation Of Extensive Reading Activity To Teach A Narrative Text To The Eighth Grade Of SMP “Plus” Yaditama Sidomulyo”

## **B. Identification of the Problem**

Based on the background of study above, the identification of problem as follows:

1. The students have lack vocabulary
2. The students lazy to read English text
3. The students have low interest and motivation in learning reading comprehension
4. The student difficult to understand the genre of the text.

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<sup>2</sup>Iwahori, Y.. Developing Reading Fluency: A Study of Extensive Reading in EFL. *Reading in a Foreign Language*, 20(1), 2008, p.70–91.

<sup>3</sup>Cahyono, B. Y and Widiawati. The Teaching of EFL Reading in the Indonesian Context: The State of the Art. *TEFLIN Journal: A Publication on the Teaching and Learning of English*, 78 17(1), 2006.

### **C. Limitation of the Problem**

Based on identification of the problem above, limited the problem only focuses on The Implementation of Extensive Reading Activity to Teach a Narrative Text in SMP “Plus” Yaditama Sidomulyo South Lampung which focuses on using a book of folk legends whose contents are retold by Mr. Slamet Riyanto.

### **D. Formulation of the Problem**

Based on the limitation of the problem above, formulates the following problem:

1. How is the implementation of extensive reading activities in teaching reading narrative text?
2. How is the students' reading comprehension of narrative text after the implementation of extensive reading activity?
3. How are the students' responses in the implementation of extensive reading in narrative text?
4. How to read students' interest after using the implementation extensive reading?

### **E. The Objectives of the Study**

Based on formulation of the problem above, the objective of the study is to find out: To know how the process implementation extensive reading activity to teach a narrative text.

### **F. The Significance of the Study**

The significance of the study as follows:

1. Theoretically

This study will provide information and alternative to teach a narrative text use the extensive reading activity in the classroom.

## 2. Practically

### 1. Teacher

- a. To give information to English teacher about the implementation of extensive reading activity to teach a narrative text.
- b. To give descriptions to English teacher about how to implementation extensive reading activity to teach a narrative text in classroom

### 2. Students

- a. Help students to understand a narrative text
- b. To provide ease of understanding of extensive reading

### 3. School

- a. The students can be interested in English learning especially reading
- b. To increase students result in learning English

## **G. Scope of the Study**

### 1. Subject of the study

The subject of the study is students at the eight grade of SMP “Plus” Yaditama Sidomulyo South Lampung.

### 2. Object of the study

The object of study is implementation of extensive reading activity to teach a narrative text

### 3. Place the study

The study is conducted at SMP “Plus” Yaditama Sidomulyo South Lampung

### 4. Time of the study

The study is conducted at the second semester in the eight grades in the Academic Year of 2020/2021



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. The Nature of Reading

##### 1. Definition of Reading

Reading is one of English skills are important way of gaining information in language learning and guiding learners thinking besides listening, writing and speaking. Reading is very important activity in human's life. This is due to the fact that people mostly get knowledge and information through reading. Reading is fundamental skill upon which formal education depends. The reading ability affects the other skills ability. There are some definitions of reading.

Nunan state that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning<sup>4</sup>. It means that readers' background knowledge take an important role in the reading process and affects the success of reading comprehension. Reading can be defined as a process to understand the meaning of a written text<sup>5</sup>. In a reading process, a reader will extract the meaning from a text by interacts dynamically with using various kinds of knowledge since<sup>6</sup> "reading is a complex, multi-faceted activity, involving a combination of both lexical and text-progressing skills that are widely recognized as being interactive"<sup>7</sup>. A good reader should be able to get the point of the text which they read. So they

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<sup>4</sup>Nunan. *Language Teaching Methodology*. NCELTR: Macquarie University. 2003. p.68

<sup>5</sup>Richards, J. S. and Schmidt, R. *Longman Dictionary of Language and Teaching Applied Linguistics* (4th ed.). Great Britain: Pearson Education Limited. 2010.

<sup>6</sup>Alyousef, H. S. Teaching Reading Comprehension to ESL/EFL Learners *Journal of Language and Learning*, 5(1).2006

<sup>7</sup>Loucky, J. P. *Combining Intensive and Extensive Reading Strategies with Cooperative and Communicative Learning Activities*. 2005. p.1.

should do an effort to comprehend the message of the text based on their own manner.

H. Douglas Brown said that reading is likewise a skill that teachers simply expect learners to acquire. Reading arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability.<sup>8</sup> This means that reading is a process where the reader can understand the text well. Readers can understand information by analyzing, coordinating, and interpreting various sources of information while reading text. This can help readers more easily understand and understand the information in the text during the reading process.

Reading receives a special concentration in many second and foreign language teaching situations<sup>9</sup>. However, many students are not used to reading English material because reading as foreign language context is not easy. This issue has been one of the reasons why students are likely to be hesitant readers

## **2. Definition of Reading Comprehension**

Reading very complex cognitive process of decoding symbol in order to construct or derive meaning (reading comprehension). It is mean of language acquisition, of communication, and of sharing information and ideas. Reading comprehension is a person's competence in reading. Someone can be said as a comprehension reader if the person can identify the meaning of words in the text, identify characteristic of thing/person described in the text, identify the rhetorical steps of the text, identify the main idea of the text, and finally identify the communicative purpose or the social function of the text.

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<sup>8</sup> H. Douglas Brown, *Language Assessment Principles And Classroom Practice*, ( San Francisco State : Longman, 2004), p. 185.

<sup>9</sup>Richards, J. S. and Renandya, W. A. *Methodology in LanguageTeaching: an Anthology of CurrentPractice*. New York: Cambridge University Press.2001

According to Grellet, reading comprehension is understood the written text to extract the required information from it as efficiently as possible<sup>10</sup>. Kennedy states that reading comprehension is a thought it in terms of their experiential background and interprets it in relation to their own needs and purposes<sup>11</sup>. According to Williams, there are five components in reading, those are:

- a. Recalling word meaning (vocabulary knowledge).
- b. Drawing inferences from content.
- c. Following the structure of the passage.
- d. Recognizing a writers, purpose, attitude, tone and mood.
- e. Finding answer to questions answered explicitly or in paraphrase.

Therefore, by knowing the components of comprehension, the students can understand the text well and various short functional and monologue texts, and essay in form of narrative, report, and procedure text. From those theories above, it can be concluded that reading comprehension is a process understanding of information to get an idea or meaning from a written text. Process of understanding, evaluating and utilizing of information and identifying implied information.

### 3. Skills of Reading Comprehension

The skills lead the students to know through the text they read. Grellet defines for main ways of reading to improve student's skill in processing the complex of information as follows<sup>12</sup>:

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<sup>10</sup>Grallet. *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercise*. New York: Cambridge University Text. 1981. p.182

<sup>11</sup> Kennedy. *Method in Teaching Develop Mental Reading Second Edition*. USA: Fe Peacock Publisher. 1981. p.192

<sup>12</sup> Grallet. *Developing Reading Skill*. Cambridge: Cambridge University Press. 1998. p.4



a. Skimming

Brown state that skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of text, and organization of the text, the perspective or point of view of the writer, its ease or difficulty, and or its usefulness to the reader. Skimming refers to the way of reading in which reader quickly run their eyes across a whole text for its gist<sup>13</sup>.

b. Scanning

Brown state scanning is a strategy used by all readers to find relevant information in a text<sup>14</sup>. Assessment of scanning is carried out by presenting test-takers with a text (prose or something in a chart or paragraph format) and requiring rapid identification of relevant bits of information. Scanning means that glancing rapidly through a text to search for a specific piece of information. So, when scanning it a searching process that requires the pupils to find what they need. If the pupils are looking for data, they are looking for numbers.

c. Intensive reading

The objective of intensive reading is to achieve full understanding of the texts, detailed comprehension of the texts<sup>15</sup>. Intensive reading can be defined as reading short text to extract specific information. His is more an accuracy activity involving reading for detail. This kind of reading, which seeks to grasp the whole massage, including both arguments and supporting details, encourages careful, literal processing of text.

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<sup>13</sup> Brown, H. Douglas. *Language Assessment Principles and Classroom Practice*. San Francisco, California: Longman. 2003.p.213

<sup>14</sup>*Ibid*.p.209

<sup>15</sup> Broughton, G., Brumfit, C., Flavell, R., Hill, P., and Anita. *Teaching English as A Foreign Language*. 2nd Edition. New York: Routledge. 2003.

d. Extensive reading

Extensive reading is reading longer text usually for someone's pleasure, this is a fluent activity, mainly involving, global understanding. Extensive reading means reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding<sup>16</sup>.

## B. Types of Reading

There are two types of reading. They are extensive and intensive reading. To get maximum benefit from their reading, students need to be involved in both of them.

### 1. Extensive reading

Extensive reading means reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding<sup>17</sup>. It is reading activity that in which teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement. According to Palmer, extensive reading mean "rapidly" reading "book after book". He argued that a readers' attention should be on the meaning, not the language of the text<sup>18</sup>.

### 2. Intensive Reading

Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. The objective of intensive reading is to achieve full understanding of the texts, detailed comprehension of the texts<sup>19</sup>. When this

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<sup>16</sup>Francois Grellet, *Developing Reading Skill A Practical Guide to Reading Comprehension Exercise*, (UK: Cambridge University Press, 1981), p.4

<sup>17</sup>Ibid.p.4

<sup>18</sup> Richard R. Day, *Extensive Reading In The Second Language Classroom*, (United State of America: Cambridge University Press, 1998) p. 5

<sup>19</sup> Broughton, G., Brumfit, C., Flavell, R., Hill, P., and Anita. *Teaching English as A Foreign Language*. 2nd Edition. New York: Routledge. 2003.

occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. Intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.

### C. The Nature of Extensive Reading

An important aspect of the extensive reading definition as connected to student choice and pleasure in reading. As cited by Hedgcock & Ferris that according to Aebersold and Field, an extensive approach to teach reading is based on the belief that when students read for general comprehension large quantities of text of their own choosin<sup>20</sup>. Then Michael West added that the purpose of extensive reading is as development to the point of enjoyment of the ability to read in the foreign language<sup>21</sup>.

Comparing with both opinions, it can be concluded that extensive reading is reading many texts based on their choosing that its purpose is for pleasure. In doing extensive reading, it can be done in and outside the class. As Day and Bamford stated: "Extensive reading may be done in and out of the classroom. Outside the classroom, extensive reading is encouraged by allowing students to borrow books to take home and read. In the classroom, it requires a period of time, at least 15 minutes or so to be set aside for *sustained silent*

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<sup>20</sup>John S. Hedgcock & Dana R. Ferris. Teaching Readers of English, (New York: Taylor & Fracis ELibrary, 2009), p.206

<sup>21</sup>Ibid, p.206

*reading* that is for students -and perhaps the teacher as well - to read individually anything they wish to”<sup>22</sup>.

And extensive reading also has some advantages and disadvantages side. They are:

#### 1. Advantages of Extensive Reading :

The students may:

- a) Develop their reading habit,
- b) Gain more confidence in reading and
- c) Improve their attitude towards reading
- d) Become motivated to read.
- e) Be more prepared for further academic courses because they have read
- f) large quantities

#### 2. Disadvantages of Extensive Reading “

- a) An Extensive Reading program may be costly and time-consuming to set up if materials are not already available. It may be difficult to get support from Administration.
- b) Students need to have easy access to texts within their language proficiency level. An extensive reading program is easiest to establish when the students have a high level of second language proficiency. For intermediate levels, students require a specialized library within their language proficiency range. They need texts they can read without great use of a dictionary.
- c) It may be difficult to keep students challenged to read more difficult texts as the program continues. Some established programs use a "weighing scale" for students to record materials read, giving more "marks" for

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<sup>22</sup>R.R Day & J Bamford. Extensive Reading In The Second Language Classroom, (Cambridge:Cambridge university press, 1998),p.7

materials read at a higher level. Although this has proven to be a motivating or competitive factor in some cases, in others it becomes counter-productive if students try to read texts that are more difficult than they can manage and consequently become discouraged.

#### **D. Principle of Extensive Reading**

According to Day and Bamford there are ten principles in extensive reading as follows:

- 1) The reading material is easy

The material should be easy and suitable for the students. So they will comprehend the content of text easily.

- 2) A variety of reading material should be provided

The teachers have to provide the reading material based on topic and it should be interesting topics. In this study, the topic is narrative text. So the writer provides a variety of short stories.

- 3) Learners choose what they want to read.

Students can choose texts or books they expect to understand, enjoy and learn. So they will not suppose that reading materials is difficult.

- 4) Learners read as much as possible.

Students should read more to make their ability improve in reading. It means that students will accustom to read.

- 5) The purpose of reading is usually for getting pleasure, finding information and understanding the text.

It has purpose to decrease bored feeling when students read. So they will feel enjoy in reading.

## 6) Reading gets reward

Teachers ask students to complete activities based on their reading as like rewriting the content of text. This reason is to find out the misunderstanding and experience of the text or the content.

## 7) Reading speed is usually better

When students reading texts, they will enjoy the content and will not focus on a word.

## 8) Reading is individual and silent activity.

Students read texts or books individually and silently reading because it will help students to concentrate, thus they can understand what they read.

## 9) Teachers orient and guide their students.

Teachers can explain students that extensive reading does not only help to achieve reading proficiency but also to improve other skills. Teacher also can guide students when they have some problems in reading.

## 10) The teacher is a role model of a reader.

Teacher should give good examples for the student. It means a teacher has to be a reader in the class, so students will be interested in reading.

### E. The Benefits of Extensive Reading

There are some benefits of extensive reading as follows:

## 1) Extensive reading can increase vocabulary

As Day and Bamford stated that extensive reading is the best possible way for students to develop automatically, that is the automatic recognition of words when they see them. It is by far the best way to improve their English overall<sup>23</sup>. It means

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<sup>23</sup>R.R Day & J Bamford. Extensive Reading In The Second Language Classroom, (Cambridge:Cambridge university press, 1998),p.204

by implementing extensive reading, the students will increase their vocabularies. Because more texts that they read, more vocabularies they have. So the students can automatically have larger vocabularies.

2) Extensive reading can build confidence and motivation

According to Yopp&Yopp, extensive reading can be extremely enjoyable for students, it can motivate them to take on reading on their own in the future, and it can build confidence in their reading skills<sup>24</sup>. By reading text based on their choosing, the students will enjoy and motivated to read. So, they feel confidence in reading the text because they interest to read.

3) Extensive reading can influence other skills

It means that extensive reading can help students to learn language. By reading more texts, they will have larger vocabularies. As the result, they do better on tests of grammar, write better and spell better<sup>25</sup>. So, extensive reading can improve skills like writing, speaking and others.

## F. Extensive Reading Activities

As explained before that in extensive reading, to evaluate and keep track with students' reading progress, teachers can offer follow-up activities after reading. The basic activity in extensive reading is reading meaning that that students will be assigned to read. To keep track with students reading, teachers should encourage them to report back their reading in certain ways<sup>26</sup>, for example by employing reading journal. Group discussion about text that students read can be utilized as follow-up activities in extensive reading.

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<sup>24</sup>John S. Hedgcock & Dana R. Ferris. Teaching Readers of English, (NewYork: Taylor & Fracis ELibrary, (2009),p. 216

<sup>25</sup>Stephen D. Krashen. The Power of Reading: Insights From the Research, (U.S: Libraries Unlimited,2004.

<sup>26</sup>Harmer, J. *The Practice of EnglishLanguage Teaching* (4th ed.). New York: Pearson Longman. 2007.

In relation to this, Sweet suggest, student should be involved in group discussion where critical readers and learners are more likely to happen; students engage in daily discussions about what they read. Subsequently, students can share the result of their discussion to a classroom<sup>27</sup>. The next activity that can be utilized is reading aloud a favorite part. Harmer explain that “yet reading aloud of a particularly exciting or interesting excerpt can be extremely motivating and enjoyable for a class”<sup>28</sup>.

The activities which are explained above are some alternative activities in implementing extensive reading in a classroom. Therefore, if teachers establish extensive reading in a positive way, provide reading materials which are attractive and meet with students’ level, and support the students in doing extensive reading, students will encounter reading for enjoyment and bring in the language learning rewards<sup>29</sup>. And what are the characteristics of successful ER programs? The following characteristics are generally thought to be among the most important.

1. Students read large amounts of printed material.

This is one of the key features that distinguishes extensive from intensive reading programs. In ER, teachers attempt to build a reading culture in which students read in quantity. The program will not obtain optimal benefits unless students are “hooked” on reading. In a study we recently completed, quantity of reading was the single most important predictor of students’ gain scores<sup>30</sup>.

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<sup>27</sup>Sweet, A. P. *Ten Proven Principles for Teaching Reading*. 2002

<sup>28</sup>Harmer, J. *The Practice of English Language Teaching* (4th ed.). New York: Pearson Longman. 2007.p117

<sup>29</sup>Day, R. R. and Bamford, J. *Extensive Reading Activities for Teaching Language*. Cambridge: Cambridge University Press. 2004

<sup>30</sup>Renandya, W. A., Rajan, B. R. S., & Jacobs, G. M. Extensive reading with adult learners of English as a second language. *RELC Journal*, 30 (1), 1999.p.39-61.



## 2. Students usually choose what they want to read

With highly motivated students, this feature is easy to achieve. However, with less motivated learners, the availability of materials that they do like to read can make a lot of difference. These learners usually don't read much. To get them hooked on reading, they need access to a good collection of books and other materials that they want to read. Unfortunately, the kind of material that these students are more likely to pick up (e.g., ghost stories, comics and the like) may be hard to find, or even nonexistent, in schools. Although we are stating that student choice of what they read should be the norm, a place does exist for ER in which the entire class reads the same book.

## 3. Reading materials vary in terms of topic and genre.

Students should be exposed to different types of materials so that they become familiar with different kinds of genre and accustomed to reading for different purposes and in different ways. Although younger learners may prefer fiction, they should gradually be introduced to nonfiction. While a good selection of fiction often can be found, there is a relative scarcity of nonfiction materials for less proficient readers. Even scarcer are materials for adult learners who want to read simplified materials on such topics as law, business, technology, and medicine.

## 4. Teachers read with their students, thus modeling enthusiasm for reading.

We can't get our students to read if we ourselves don't read. This advice is particularly important when first beginning an ER program. We can show students the books or other materials we have just read or are reading, let them see us read silently, and read aloud to them parts from our favorite

materials. This sends a strong message to our students that we value reading and that our students should do the same<sup>31</sup>.

5. Students usually take part in post-reading activities.

The most commonly reported post-reading task that teachers employ is, unfortunately, that of summary writing or book review. This task is not without value, but because writing a summary is time-consuming and often dreaded by students, it should be used less often. Other less laborious and potentially more inviting post-reading tasks can be fruitfully used. These include asking students to:

- a. design a book mark to suit the book
- b. role play the story
- c. design a poster to advertise the book
- d. read interesting/exciting/well-written parts aloud
- e. copy interesting words and useful expressions into a notebook
- f. write a letter to the author

### G. Extensive Reading of Short Story

When reading extensively, the reader can read all genres of book or text, either fiction or non-fiction. As Harmer stated extensive reading materials can take the form of original fiction and non-fiction books as well as simplifications of established works of literature<sup>32</sup>. In this study, the writer focuses on reading narrative text. So, the writer focuses on extensive reading of short story. Short story is a brief fictional prose narrative. It usually presents a single significant episode or scene involving a limited number of characters. It means that short story is a story that in form of

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<sup>31</sup>Campbell, R.. The teacher as a role model during Sustained Silent Reading (SSR). *Reading*, 23(3), 1989.p.179-183

<sup>32</sup>Jeremy Harmer. *The Practice of English Language Teaching* (3rd Edition), (Edinburgh: Pearson Education Limited, 2000),p. 211

narrative text. So, extensive reading of short story means that the students are allowed to choose a short story that they want to read.

## H. Narrative Text

### 1. Definition of Narrative Text

Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real. A narrative tells about something that happened in the past. A narrative tells about something that happened in the past<sup>33</sup>. Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend, etc.

That a narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards. It can be concluded that narrative text is a spoken or written text to communicate a message, which is used to interpret its meaning in the story.

According to Crystal “narrative is an application of everyday use of this term, as part of the linguistic study of discourse, which aims to determine the principles governing the structure of narrative text.

A narrative is seen as a recapitulation of past experience in which language is used to structure a sequence of (real or factious) events<sup>34</sup>. In other words, narrative is a sequence of events which begun with a simple event.

### 2. Generic structure of Narrative Text

Narrative text consist of generic structure than can be provide as follow:

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<sup>33</sup>Margaret Bonner, *Step Into Writing*, (London: Longman, 1994), p.48

<sup>34</sup>David Crystal, *A dictionary of Linguistics and Phonetics* sixth edition(Australia: BlackwellPublishing, 2008)

a. Orientation

It introduces the participants of the story and informs the settings. Normally, the writer explain when the story happened and where the events is taken place. (Who/what, when, and where)

b. Compilation

It tells the rising crises of the events. It is the climax of the narrative. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wanted. In this part, narrator brings up the issues occurred in the story. Complications are the description of real life and tell the readers that every issues or problems can be solved. (What problem occurred?)

c. Resolution

After spelling many issues in the climax of the narrative, the narrator then tells to the readers about the resolution of issues or the problems. Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is placed in the end of narration, but sometimes the narrator will place other issues or complication after he or she presents the resolution of the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story . (How was the problem resolved?)

d. Re-Orientation

Re-orientation is optional of generic structure of narrative. So re-orientation is sometimes there and sometimes it isn't there in narrative text. It is usually in ending of story or closure of events .

### 3. Type of Narrative Text

Type of narrative text such as adventure, mystery, science fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, dialogue, legends, fairy tales, and fables.

### 4. Language Features of Narrative Text

The language features of narrative text, they are:

- a. Using nouns and pronouns to identify people, animal or things involved. For example: king, princess, he, she, etc.
- b. Specific participant is special characteristics object. For example: Cinderella, Aladdin, etc.
- c. Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.
- d. Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.
- e. Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc.

### 5. The Example of Narrative Text

#### **The Monkeys and The Cap Seller**

Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head. The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there. When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him. He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces

of him. When he begun to make gesture, the monkeys also imitated him. At last he found a clever idea. "Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

<b>The Monkeys and The Cap Seller</b>	
The cap seller as the participant (main character), once time as <u>time setting</u> , and in the jungle as <u>place setting</u> . We note from discussion that <u>the elements of orientation</u> is shortly answering <u>who, when and where</u> of the story.	<b>Orientation</b>
The <u>cap seller</u> wants the monkeys to bring back his caps but the <u>monkeys</u> do not return them. Of course this <u>makes the cap seller</u> face a <u>problem</u> . <u>Complication</u> in a narrative text is not always <u>in single problem</u> . That is we know a <u>major conflict</u> and <u>minor conflict</u> .	<b>Complication</b>
The cap seller gets the monkey to bring back the cap by acting of throwing his own cap. The monkeys imitate what he has done so the problem is is solved. This story has happy ending as the cap seller has his caps returned.	<b>Resolution</b>

### **I. The Process of Reading Narrative Text Through Extensive Reading of Short Story**

The general step of teaching reading narrative text through extensive reading of short story as follows:

- a. The students choose one of short story they want to read that was provided by the teacher.
- b. After selecting short story that they want to read, students are grouped based on the same title. Each text had been duplicated, so students with the same title will be partner. In Day and Bamford's, the aim of reading partner is to build students confidence and enjoyment of reading and discussion<sup>35</sup>.
- c. Some partners present the results of the discussion in front of the class.
- d. Teacher give homework by asking the students to reading some short story based on their choices. Text can be searched through the internet, newspapers or magazines.
- e. Students discuss their homework by reporting to the class based on their want. Through the report, other students can find out whether the text interesting or not to be read. According to Hedgcock and Ferris, one way of evaluating extensive reading is by asking students to review what they read, reporting on what they liked or did not like about it, and whether they would recommend it to others and why<sup>36</sup>.
- f. After report activity was completed, each student recommended texts they had read to a friend beside them. Their friends could choose any short story that they want.

## **J. Five Finger Rules**

Five finger rule is a great tool to use when you are trying to determine if a book is “just right”for your reader. In order to use this strategy, have your child open a book to the middle and begin reading. For each word the child doesn't

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<sup>35</sup>R.R Day & J Bamford. Extensive Reading Activities for Teaching Language, (US: Cambridgeuniversity press, 2004), p. 49

<sup>36</sup>John S. Hedgcock & Dana R. Ferris. Teaching Readers of English, (New York: Taylor & Fracis ELibrary, 2009), p.234

know, have them put up one finger. If at the end of the page you have:

- a. 5 or more fingers up - too hard and challenging, save for later book
- b. 4 fingers up - very challenging
- c. 2-3 fingers up - just right
- d. 0-1 fingers up - too easy, vacation book

### **K. Teaching Regular Technique**

Teaching Regular Technique is a technique that usually used by the teacher in teaching and learning process. According to Broughton and his colleagues, the typical of It means traditional technique was “ teacher that dominated interaction”<sup>37</sup>. It means that the teacher dominates the class in teaching and learning process. The teacher talk more about the subject, while the students just listen to teacher’s explanation. In teaching reading by traditional technique, the teacher does not use any special technique knowledge in the teaching learning process and can focus more on his or her subject.

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<sup>37</sup>Viera. Boumova, “*Traditional vs Modern Teaching Method, Advantages and Disadvantages of Each*”(Master’s Diploma Thesis of Department Of English and American Studies, 2008), p.16





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