

Scaffolding EFL Learners English Literacy Through Extensive Reading

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2

Abstract

The purpose of this article is to find out how the Extensive Reading approach affects EFL learners' reading literacy. The research sample consisted of 37 eighth-grade students from SMP PARIGI. The writer chose the sample using a random sampling technique. The author employed quantitative research with a quasi-experimental design that included a pre- and post-test. The pre-test mean for students is 57.16, while the post-test mean for students following therapy is 81.21. The outcome of the T-test is -2.50, with a degree of significance of 5% ($=2.028$). Extensive Reading, in other words, has an impact on students' reading literacy.

Keywords

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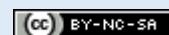
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Introduction

We all realize that in Indonesia, English is a foreign language. The majority of people learn English to improve their communication skills. The majority of people study English in order to improve their communication skills in the language. By mastering English, students will have easier access to knowledge, culture, and science, as well as opportunities to improve themselves in order to compete more effectively in this globalized era.

As one of the four language skills, reading is really important for students of junior high school, especially those in Indonesia, since this skill is highly needed for them to deal with the growing exposure of English in daily life. (Savaşkan, 2017) said "Reading not only builds a connection between the past and the present, but it also allows individuals to carve out a space for themselves in their social surroundings." Reading is a lifelong skill that can be used not only in school but also in everyday life (Language & Conference, 2013). The process of recognizing and comprehending written or printed materials is commonly referred to as reading (Heriyawati et al., 2018). (Mikulecky, 2016) states that reading is a complex conscious and unconscious mental process in which the reader employs a number of tactics to reconstruct the meaning that the author is presumed to have intended, based on evidence from the text and past knowledge. With the advancement of technology, students now have more worldwide references to consult in order to broaden their knowledge. In this scenario, reading literacy plays a critical role in ensuring their ability to comprehend those allusions. Speaking, listening, and writing are all crucial, but reading is even more so. According to the PISA 2018 Definition of Reading Literacy is understanding, using, evaluating, reflecting on, and engaging with texts in order to attain one's goals, develop one's knowledge and potential, and participate in society. PISA's definition of reading literacy aims to develop the knowledge and skills needed to apply reading comprehension to the next learning level.

Some of Indonesian Junior High School students will avoid reading English literature because they fear they will be unable to comprehend the meaning due to a lack of vocabulary. Some of these factors cause certain students to feel bored when the teacher gives a reading activity. Reading allows students to learn a lot, increase their vocabularies, open their minds, and gain experience from the author's experiences, thus the teacher cannot be trapped in this situation. Some students still desire to read, but in a different genre, such as fiction or romance.

Improving literacy among Indonesian students is particularly critical because reading is perhaps the most effective learning instrument, as it is through reading that most other skills and knowledge are gained. Reading literacy is described as a person's ability to use written information in a variety of situations encountered in daily life (OECD, 2010). This means that low literacy levels will be felt at every stage of this vast and diverse country's efforts to improve its educational quality. Improving literacy proficiency, on the other hand, has huge benefits, including increasing the effectiveness of existing learning opportunities and generating broader educational returns for individuals and the nation. This skill is concerned with the ability to absorb, apply, and reflect on content read with the goal of increasing and improving one's potency and providing benefit to society. (Kelly et al., 2013). Understanding, using, evaluating, reflecting on, and engaging with texts in order to attain one's goals, develop one's knowledge and potential, and participate in society, according to the PISA 2018 Definition of Reading Literacy.

There are a variety of approaches that can be used to improve the reading literacy of junior high school students. Extensive reading in the cooperative classroom is one of the activities that students can participate in. Their participation in language exposure through reading depending on the interests of the students enhances their competency through extensive reading. Simultaneously, it will cultivate their habit of extensive reading and expose them to the language they use in everyday life. Extensive reading has been shown in numerous studies to significantly increase EFL learners' reading comprehension, reading rate, reading methods, reading fluency, reading habits, vocabulary, writing, listening, grammar, speaking, and test-taking skills in both L2 and EFL settings (Eur, 2013; Soleimani & Najafgholian, 2014). In order to boost pupils' self-esteem, the author employs cooperative learning. (Suprijono, 2010), proposed that cooperative learning is more than merely group learning. As a result, cooperative learning is a teaching technique that assigns students a structured role in order to encourage student interaction (Eggen & Kauchak, 2019). Students work together to achieve a common objective

or purpose. In cooperative learning, the facilitator must ensure that the class maintains a deliberate and systematic learning environment as Wena (2011: 190) asserted that, in addition to teachers and other sources of learning, a learning system that tries to employ peers as a source of learning. Cooperative Learning techniques can help students achieve better academic results. Working with friends or classmates might help kids become more motivated and less anxious about learning.

Cooperative learning can be a useful tool for dealing with issues in EFL lessons. It creates a relaxing, stress-free environment in which to learn and practice English. It enables students to learn more, have more fun, and develop a variety of other abilities, such as teamwork. As a result, it can be concluded that cooperative learning can help pupils improve their reading literacy. This is primarily due to the fact that this method can give students with a welcoming learning environment. As people communicate and exchange knowledge together, they might get more interaction and confidence.

In EFL context, Extensive Reading (ER) is a method of teaching reading with the goal of getting children to love reading in English (Day, 2015). According to (Sofia, 2021), EFL teachers who want to assist their students develop strong reading habits in English might use extensive reading as a teaching tool. Despite the fact that readers consume a large amount of reading materials, they do so in search of general information and overall significance. Extensive reading is recognized as pleasure reading, Readers will stop reading when they think the materials are not interesting or it is too difficult. According to (Renandya & Krashen, 2018) reading can be characterized in a variety of ways, and it's not always possible to find a single description that encompasses all of the necessary features. However, a review of the literature reveals that the majority of extensive reading definitions include at least three elements that most extensive reading scholars consider essential when discussing the concept, namely, the amount of reading, the focus on meaning and general understanding, and the faster reading rate. (Edy, 2014) Add to the definition above that extensive reading is one of the activities learning strategies. This approach can improve text-reading fluency by reviewing the material and increasing word-reading fluency by a considerable amount of reading.

Method

The writer employed a quantitative approach in this study. The effect of extensive reading on students' reading literacy was demonstrated using a quasi-experimental design. The quantitative method entails using statistical, mathematical, or computer techniques to conduct a systematic empirical investigation of observable phenomena. Muijs (2011:1) mentioned that quantitative research collects numerical data and analyzes it using mathematically based approaches to understand phenomena (in particular statistics). The influence of an educational innovation, such as a school development program or a project to strengthen a specific aspect, is particularly well suited to quasi-experimental research.

In the research, the writer chose one group pre-test and post-test design. It is selected based on purposive sampling. According to Engel and Schutt (2010:96) Purposive sampling selects each sample element for a specific purpose, frequently due to the sample components' unique positions. Purposive sampling can be used to test the efficacy of certain therapies with clients who have specific features. As previously stated, this quasi-experimental design is broken down into three parts, as shown in the table below.

Table 1. Pretest and Posttest Design

Pre-Test	Treatment	Post-Test
O1	X	O2

Description:

O1: Pre-test

X: Treatment

O2: Post-test

Population and Sample

The subject of this study are the 8th grade students of Parigi Junior High School, Pondok Aren, South Tangerang.

1. Population

The population in this research is the 8th grade of Parigi Junior High School in academic year 2020/2021. It consists of 174 students' and divided into four classes.

Table 2. Population of the Study

No.	Class	Number of The Students
1.	8.1	37
2.	8.2	29
3.	8.3	35
4.	8.4	37
5.	8.5	36
	Total	174

2. Sample

A sample is selected from population. Because there are many populations, the researcher used random sampling technique. The writer took one class for sampling: 8th grade. The class consisted of 37 students.

Techniques of Analyzing Data

In order to measure the growth of students' reading literacy following treatment, the writer compared the data from pre-test to post-test. To determine the impact of extensive reading for pleasure on junior high school pupils' reading literacy, the author used a T-test.

Results

Since the writer used both pre-test and post-test in collecting the data, the result of the analysis can be seen in the following sections.

1. The Result of the Students Pre-Test

Table 3. The Distribution Frequency of Pre-test Scores

No.	Class Interval	Frequency	
		Absolute	Relative %
1.	30 – 39	3	8.10%
2.	40 – 49	4	10.81%
3.	50 – 59	12	32.43%
4.	60 – 69	10	27.02%
5.	70 – 79	6	13,51%
6.	80 – 89	2	5.40%
	Total	37	100%

It can be seen from the table above that 3 students (8.10%) got between 30 – 39 in, 4 students (10.81%) got between 40 – 49, 12 students (32.43%) got between 50 – 59, 10 students (27.07%) got between 60 – 69, 6 students (13.51%) got between 70 – 79, 2 students (5.40%) got between 80 – 89 for their reading literacy scores.

2. The Result of the Students Post-Test

Table 4. The Distribution Frequency of Post-test Scores

No.	Frequency
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	Class Interval	Absolute	Relative %
1.	50 – 59	3	8.10%
2.	60 – 69	3	8.10%
3.	70 – 79	9	24.32%
4.	80 – 89	9	24.32%
5.	90 - 100	13	35.13%
	Total	37	100%

It can be seen from the table above that 3 students (8.10%) got between 50 – 59, 3 students (8.10%) got between 60 – 69, 9 students (24.32%) got between 70 – 79, 9 students (24.32%) got between 80 – 89, and 13 student (35.13%) got between 90 – 99 for their reading literacy scores.

Discussion

Based on the result of the data, the mean of pre-test and post-test, the t-observation (t_o) obtained is 2.50 then the t-table (t_t) of df is 36 ($37-1 = 36$) in significance 5% is 2.028. That is means t-observation (t_o) higher than t-table (t_t). The alternative hypothesis (H_1) is accepted and the null hypothesis (H_o) is rejected because $t_o > t_t$ ($2.50 > 2.028$). So, there is a significant difference between students' scores using Extensive Reading and students' scores without using Extensive Reading on 8th grade students' reading literacy in SMP Parigi.

The mean of pre-test before using Extensive Reading on 8th students reading comprehension is 57.16, with the lowest score of pre-test is 35 and the highest score of pre-test is 80. Then, the mean of post-test after giving the treatment using Extensive Reading on 8th students reading comprehension is 81.21 with the lowest score of post-test is 55 and the highest score of post-test is 100. Their scores show increase using reading for pleasure between pre-test and post test scores. It can be concluded that the method is effective.

Conclusion

The purpose of this study was to see how Extensive Reading affected the reading literacy of 8th grade junior high school students. To collect data, the author employed a pre-test and a post-test. Extensive Reading has an impact on pupils' reading literacy, according to the findings of the study. There is significant difference between the pre-test and post-test reading comprehension, after the writer gave the treatment of Extensive Reading to 8th grade junior high school students. It is showed by the result of dependent t-test in pre- and post-test. The t-observation (t_o) obtained is 2.50 then the t-table (t_t) of df is 37 ($37-1 = 36$) in significance 5% is 2.028. It means t-observation (t_o) is higher than t-table (t_t). The alternative hypothesis (H_1), Extensive Reading gives impact on 8th grade junior high school students, is accepted.

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