

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories related to the use of extensive reading technique in improving students' reading achievement and some previous studies. It covers extensive reading technique, narrative text, the process of reading narrative text through extensive reading of short story, and traditional technique.

A. Theoretical Framework

1. Extensive Reading

An important aspect of the extensive reading definition is 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 choosing.¹ 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.² 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.

¹ John S. Hedgcock & Dana R. Ferris. *Teaching Readers of English*, (New York: Taylor & Francis E-Library, 2009), 206

² Ibid, 206

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 reading*, that is for students – and perhaps the teacher as well – to read individually anything they wish to”.³

a. Principle of Extensive Reading

According to Day and Bamford there are ten principles in extensive reading as follows:⁴

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.

³ R.R Day & J Bamford. *Extensive Reading In The Second Language Classroom*, (Cambridge: Cambridge university press, 1998), 7

⁴ Ibid, 7

- 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 their understanding 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.

b. 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.⁵ It means 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

⁵ Ibid, R.R Day & J Bamford, 204

reading skills.⁶ 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.⁷ So, extensive reading can improve skills like writing, speaking and others.

c. 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.⁸

In this study, the writer focuses on reading narrative text. So, she focuses on extensive reading of short story. Short story is a brief fictional prose narrative. It usually presents a single significant episode or scene

⁶ John S. Hedgcock & Dana R. Ferris. *Teaching Readers of English*, (New York: Taylor & Fracis E-Library, 2009), 216

⁷ Stephen D. Krashen. *The Power of Reading: Insights From the Research*, (U.S: Libraries Unlimited, 2004)

⁸ Jeremy Harmer. *The Practice of English Language Teaching (3rd Edition)*, (Edinburgh: Pearson Education Limited, 2000), 211

involving a limited number of characters.⁹ It means that short story is a story that in form of narrative text. So, extensive reading of short story means that the students are allowed to choose a short story that they want to read.

2. Narrative Text

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”.¹⁰ In other words, narrative is a sequence of events which begun with a simple event.

Generic structure of Narrative Text

- Orientation : sets the scene and introduces the participants, the time and place the story happened. (Who/what, when, and where)
- Compilation : a crisis arises. (What problem occurred?)
- Resolution : the crisis is resolved, for better or for worse. (How was the problem resolved?)

⁹ <http://www.merriam-webster.com/dictionary/short%20story>

¹⁰ David Crystal, A dictionary of Linguistics and Phonetics sixth edition (Australia: Blackwell Publishing, 2008)

Re-orientation : (optional) the ending of the story¹¹

The Example of Narrative Text

The Stag at the Pool	
It was a hot day. A Stag was feeling hot and thirsty, and came to a spring near the jungle to drink.	Orientation
While he was drinking in the spring, he saw his own shadow reflected in the water, and greatly admired the size and variety of his beautiful horns. But he felt angry with himself for having such thin and weak feet.	Complication
While he was looking at his own shadow, a Lion appeared at the pool and crouched to attack him. The Stag know this, and quickly ran away. He ran as fast as he could. As long as the plain was open, the Lion could not catch him.	
But entering the jungle, he became entangled by his horns, and the Lion quickly came up to him and caught him. There was no way for him to escape, and he said to himself: "How pity I am! How I have deceived myself! I have disliked the feet which could have saved me, and admired the antlers which have brought me to my destruction.	Resolution
Forum Peningkatan Profesi Guru, <i>Buku Berkarakter Bahasa Inggris Untuk SMA/MA Semester 1</i> , (Surabaya: Lentera Ilmu), 22	

¹¹ Forum Peningkatan Profesi Guru, *Buku Berkarakter Bahasa Inggris Untuk SMA/MA Semester 1*, (Surabaya: Lentera Ilmu), 20

3. 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 book, the aim of reading partner is to build students' confidence and enjoyment of reading and discussion.¹²
- 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 Hedcock and Ferris, one way of evaluating extensive reading is by asking students to review what they

¹² R.R Day & J Bamford. *Extensive Reading Activities for Teaching Language*, (US: Cambridge university press, 2004), p. 49

read, reporting on what they liked or did not like about it, and whether they would recommend it to others and why.¹³

- 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.

4. Traditional Technique

Traditional technique is a technique that usually used by the teacher in teaching and learning process. According to Broughton and his colleagues, the typical of traditional technique was “teacher dominated interaction”.¹⁴ 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 the 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.

¹³ John S. Hedgecock & Dana R. Ferris. *Teaching Readers of English*, (New York: Taylor & Fracis E-Library, 2009), 234

¹⁴ Viera. Boumova, “*Traditional vs Modern Teaching Method, Advantages and Disadvantages of Each*” (Master’s Diploma Thesis of Department of English and American Studies, 2008), 16

B. Previous Studies

1. First previous study was written by Nurah entitled “*The Use of Extensive Reading Method to Improve Students’ Motivation in Learning English at Grade Eight of SMP Darul Rohman Morombuh Kwanyar Bangkalan*”.¹⁵ She researched about the application of extensive reading method and the improvement of students’ motivation after the application of extensive reading. She used descriptive quantitative method. The result of her research was extensive reading method is good because it can help students in learning English.

The differences between Nurah’s study and this study are this study use experimental research. And this study also focuses on reading narrative text through extensive reading of short story. The writer compares between reading narrative text through extensive reading of short story with the technique that used by the teacher in teaching reading.

2. Second previous study was written by Jeong-eun Han entitled “*Extensive Reading Conjoined with Writing Activities as an Effective Component of English as a Second/Foreign Language Programs*”. He researched about two things. First, the advance of Japanese high school EFL learners in reading comprehension and reading speed by increasing exposure to easier texts than

¹⁵ Nurah, *The Use of Extensive Reading Method to Improve Students’ Motivation in Learning English at Grade Eight of SMP Darul Rohman Morombuh Kwanyar Bangkalan*, (Surabaya: State Institute Of Islamic Study Sunan Ampel, Unpublished thesis, 2012)

their usual textbook. Second, the improvement of Japanese high school EFL learners who read graded readers at home than students who do not. The results show that the treatment group students gained significantly higher reading speed and comprehension scores in the post test, especially the students who voluntarily read the graded readers. He also conclude that students who are exposed to easy reading input can increase reading speed, and students reading graded readers outside of class can improve their reading comprehension much more.¹⁶

The differences between Jeong-eun Han's study and this study are this study will focus on reading skill. In this study, the writer compares between reading narrative text through extensive reading of short story with the technique that used by the teacher in teaching reading.

3. Third previous study was written by Nwabudike, Christopher Eziafa, Anaso, George on their journal entitled "*The Effects of Extensive Reading on Some Esl Learners' Vocabulary Development: A Case Study of Nigerian-Turkish International Colleges, Kano*".¹⁷ They focused on students' vocabulary development after extensive reading had been implemented. The result

¹⁶ Jeong-eun Han, *Extensive Reading Conjoined with Writing Activities as an Effective Component of English as a Second/Foreign Language Programs* (University of Wisconsin: 2010), retrieved from <http://digital.library.wisc.edu/1793/39198> at 12th August 2013

¹⁷ Nwabudike, Christopher Eziafa, Anaso, George, *The Effects of Extensive Reading on Some Esl Learners' Vocabulary Development: A Case Study of Nigerian-Turkish International Colleges, Kano*, retrieved from *www.ijhssi.org Volume 2 Issue 4 // April. 2013 // PP.34-42*

showed that students' vocabulary increase after implementing extensive reading.

The differences between their study and this study are this study focuses on students' reading score after implementing reading narrative text through extensive reading of short story. The writer compares between reading narrative text through extensive reading of short story with the technique that used by the teacher in teaching reading.

4. Fourth previous study was written by Tini Suhartini entitled "*Model Pembelajaran Membaca Ekstensif dengan Menggunakan Model Quantum Thinker pada Siswa Kelas VIII SMP Negeri Sukawening Garut Tahun Ajaran 2011/2012*". She researched about how the students' ability both of two groups, experimental and control group and how the significance differences between two group. The result of her research showed that students's score improve after implementing extensive reading through Quantum Thinker.

The differences between Suhartini's study and this study are the way in implementing extensive reading. She used Quatum Thinker, while the writer uses short story in reading narrative text. In this study, the writer compares between reading narrative text through extensive reading of short story with the technique that used by the teacher in teaching reading.

5. Fifth previous study was written by Zainal Arifin entitled “*The Techniques Used by the English Teacher in Teaching Reading Comprehension to the 11th Grade Students of Senior High School*”.¹⁸ He researched about kinds of reading techniques that the teacher use in teaching reading comprehension and observed whether those techniques improve students’ reading ability or not. He used descriptive qualitative method. The result of his research was some reading techniques that the teacher use: bottom up model, three-phrase technique (pre-reading, whilst reading and post-reading), and intensive reading. And those three techniques could improve the students’ reading ability.

The differences between Zainal’s study and this study are this study will use experimental research. Dealing with this previous study that there are no teachers who extensive reading of short story technique in teaching reading, so the writer wants to conduct a research whether extensive reading of short story is effective or not to be used in teaching reading narrative text. In this study, the writer compares between reading narrative text through extensive reading of short story with the technique that used by the teacher in teaching reading.

¹⁸ Zainal Arifin, *The Techniques Used by the English Teacher in Teaching Reading Comprehension to the 11th Grade Students of Senior High School*, (Surabaya: UNESA, Unpublished thesis, 2009)