

# THE EFFECT OF EXTENSIVE READING APPROACH ON STUDENTS' ABILITY IN READING NARRATIVE TEXT AT GRADE X OF SMK TAMANSISWA SUKADAMAI IN 2025/2026 ACADEMIC YEAR

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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh Extensive Reading Approach terhadap kemampuan siswa dalam membaca teks naratif pada siswa kelas X SMK Tamansiswa Sukadamai Tahun Ajaran 2025/2026. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen yang melibatkan dua kelompok, yaitu kelas eksperimen dan kelas kontrol. Teknik pengumpulan data dilakukan melalui tes membaca berupa pre-test dan post-test. Data dianalisis menggunakan uji normalitas, uji homogenitas, dan rumus uji-t. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test pada kelas eksperimen sebesar 60, sedangkan kelas kontrol sebesar 53,6. Setelah diberikan perlakuan, nilai rata-rata post-test kelas eksperimen meningkat menjadi 79,8, sedangkan kelas kontrol mencapai 64,6. Hasil uji-t menunjukkan bahwa siswa yang diajar menggunakan Extensive Reading Approach memperoleh hasil yang lebih baik dibandingkan siswa yang diajar menggunakan metode konvensional. Dengan demikian,  $H_a$  diterima dan  $H_0$  ditolak. Dapat disimpulkan bahwa Extensive Reading Approach memberikan pengaruh signifikan terhadap kemampuan siswa dalam membaca teks naratif.

**Kata Kunci:** Extensive Reading Approach, Kemampuan Membaca, Teks Naratif.

## ABSTRACT

*This study aimed to determine the effect of the Extensive Reading Approach on students' ability in reading narrative text at Grade X of SMK Tamansiswa Sukadamai in the 2025/2026 Academic Year. This study used a quantitative research method with an experimental design involving two groups, namely the experimental class and the control class. The data collection technique was conducted through reading tests consisting of pre-test and post-test. The data were analyzed by using normality test, homogeneity test, and t-test formula. The findings showed that the mean score of the pre-test in the experimental class was 60, while the control class was 53.6. After the treatment, the post-test mean score of the experimental class increased to 79.8, whereas the control class reached 64.6. The result of the t-test indicated that the students taught by using the Extensive Reading Approach achieved better scores than those taught by using the conventional method. Therefore,  $H_a$  was accepted and  $H_0$  was rejected. It can be concluded that the Extensive Reading Approach significantly affects students' ability in reading narrative text.*

**Keywords:** Extensive Reading Approach, Kemampuan Membaca, Teks Naratif.

## INTRODUCTION

Language plays an important role in human life because it functions as a medium of communication, interaction, and knowledge development. In education, language is used not only to deliver information but also to support students in developing intellectual and social skills. English, as an international language, has become one of the important subjects taught in Indonesian schools because it is widely used in global communication, science, technology, and education.

In learning English, students are expected to master four language skills, namely listening, speaking, reading, and writing. Among these skills, reading is considered one of the most essential skills because it helps students obtain information, understand academic

materials, and improve language mastery. Reading ability also supports students in understanding vocabulary, grammar, and text organization.

Reading ability is especially important in understanding narrative texts. Narrative text is a type of text that tells a story or series of events in chronological order. Through narrative texts, students can improve their comprehension skills, identify main ideas, understand characters and plots, and interpret moral values contained in the story.

However, based on observations conducted at SMK Tamansiswa Sukadamai, several problems were found in the teaching and learning process of reading narrative texts. Many students had difficulties in understanding the content of narrative texts, identifying main ideas, interpreting vocabulary, and drawing conclusions from the stories. Students also showed low interest in reading English texts because the teaching process was still dominated by conventional methods such as translation and answering comprehension questions individually.

Another problem was related to students' limited exposure to English reading materials. Students rarely read English texts independently, causing their vocabulary mastery and reading comprehension to remain low. As a result, students often felt bored and less motivated during reading activities in the classroom.

To overcome these problems, teachers need to apply an appropriate teaching approach that can encourage students to read more actively and independently. One of the approaches that can be used is the Extensive Reading Approach. Extensive reading is a reading approach that encourages students to read large amounts of texts according to their interests and reading levels for general understanding and enjoyment.

The Extensive Reading Approach is considered effective in improving students' reading ability because it provides opportunities for students to interact with various reading materials continuously. Through extensive reading activities, students can improve vocabulary mastery, reading fluency, comprehension skills, and reading motivation. Students also become more confident because they are allowed to choose reading materials based on their interests.

Several previous studies have shown that extensive reading has positive effects on students' reading achievement. Students taught through extensive reading tend to become more active, motivated, and interested in reading activities. Extensive reading also helps students improve comprehension skills and understand narrative texts more effectively.

Based on the explanation above, the researcher was interested in conducting a study entitled "The Effect of Extensive Reading Approach on Students' Ability in Reading Narrative Text at Grade X of SMK Tamansiswa Sukadamai in the 2025/2026 Academic Year." This study aimed to determine whether the Extensive Reading Approach significantly affects students' ability in reading narrative text.

## **METHOD**

This study used a quantitative research method with an experimental research design. Quantitative research is a research method that uses numerical data and statistical analysis to test hypotheses and determine the relationship between variables (Arikunto, 2006).

The research was conducted at SMK Tamansiswa Sukadamai in the 2025/2026 Academic Year. The population of this study consisted of all Grade X students at the school. According to Arikunto (2006), population is the whole subject of the research that becomes the focus of investigation conducted by the researcher.

The sample of the study was divided into two classes, namely the experimental class and the control class. The experimental class consisted of 29 students from class X-3, while the control class consisted of 29 students from class X-2. The experimental class was taught by using the Extensive Reading Approach, while the control class was taught by using the

conventional teaching method.

The instrument used in this study was a reading test. The students were asked to answer questions related to narrative texts provided by the researcher. The test was administered in two stages, namely pre-test and post-test. The pre-test was given before the treatment to measure students' initial reading ability. Meanwhile, the post-test was administered after the treatment to determine students' improvement after learning through the Extensive Reading Approach.

In assessing students' reading ability, the researcher focused on several aspects of reading comprehension, including identifying main ideas, understanding detailed information, vocabulary mastery, inference, and understanding text structure.

The procedures of the Extensive Reading Approach in the experimental class included several stages. First, the teacher explained the objectives of reading activities and motivated students. Second, the teacher provided narrative texts according to students' reading levels and interests. Third, students were asked to read the texts independently for general understanding. Fourth, students discussed the content of the stories and shared their understanding with classmates. Finally, the teacher provided feedback and evaluated students' reading comprehension.

The data obtained from the pre-test and post-test were analyzed using statistical analysis. The researcher used normality test and homogeneity test to ensure that the data met the requirements for hypothesis testing. After that, the t-test formula was used to determine whether there was a significant effect of the Extensive Reading Approach on students' ability in reading narrative text.

## **RESULTS AND DISCUSSION**

The purpose of this study was to determine the effect of the Extensive Reading Approach on students' ability in reading narrative text at Grade X of SMK Tamansiswa Sukadamai in the 2025/2026 Academic Year. The data of this study were obtained through reading tests consisting of pre-test and post-test administered to both the experimental class and the control class.

Before the treatment was conducted, the researcher administered a pre-test to determine students' initial ability in reading narrative text. The result of the pre-test showed that students' reading ability in both classes was still relatively low. Most students experienced difficulties in understanding the content of narrative texts, identifying main ideas, interpreting vocabulary, and drawing conclusions from the stories.

After conducting the pre-test, the researcher applied the Extensive Reading Approach in the experimental class, while the control class was taught by using the conventional teaching method. During the treatment process, students in the experimental class were given opportunities to read various narrative texts independently according to their interests and reading levels.

The implementation of the Extensive Reading Approach created a more active and enjoyable classroom atmosphere. Students became more interested in reading because they were allowed to choose reading materials based on their preferences. Students also became more confident in understanding texts because the reading materials were appropriate to their ability levels.

In addition, students who frequently read narrative texts became more familiar with vocabulary, story structure, and reading comprehension strategies. This condition helped students understand the content of narrative texts more effectively.

Meanwhile, the learning process in the control class was still dominated by teacher explanation and translation activities. Students tended to be passive during the learning process

and had limited opportunities to explore reading materials independently. As a result, the improvement in students' reading ability was not as significant as the experimental class.

After the treatment, the researcher administered a post-test to both classes in order to determine students' improvement after the implementation of the Extensive Reading Approach.

Tabel 1 The Mean Score of Pre-test and Post-test

Class	Pre-test	Post-test
Experimental Class	60	79,8
Control Class	53,6	64,6

Based on Table 1 the result showed that the experimental class achieved higher scores than the control class. The mean score of the experimental class increased from 60 in the pre-test to 79.8 in the post-test. Meanwhile, the control class only increased from 53.6 to 64.6. The improvement in the experimental class indicated that the Extensive Reading Approach effectively improved students' ability in reading narrative text.

The increase in students' scores occurred because extensive reading provided opportunities for students to interact with various reading materials continuously. Through independent reading activities, students were able to improve vocabulary mastery, understand story structure, and identify main ideas more effectively. Students also became more motivated because the reading process was more enjoyable and less monotonous compared to conventional teaching methods.

In addition, students' reading ability improved in several aspects, such as understanding main ideas, identifying detailed information, vocabulary mastery, inference, and understanding text structure. Students in the experimental class were able to comprehend narrative texts more effectively and answer comprehension questions more accurately.

To ensure that the data fulfilled the requirements for hypothesis testing, the researcher conducted a normality test.

Tabel 2. The Result of Normality Test

Class	Significance
Experimental Class	0,340
Control Class	0,168

Based on Table 2, the significance values of the experimental class and the control class were higher than 0.05. The significance value of the experimental class was 0.340, while the control class obtained 0.168. It means that the data in both classes were normally distributed and fulfilled the requirements for further statistical analysis.

After conducting the normality test, the researcher also conducted a homogeneity test to determine whether the variances of both classes were homogeneous.

Tabel 3 The Result of Homogeneity Test

<b>Data</b>	<b>Sig.</b>
Based on Mean	0,310

Based on Table 3, the significance value was higher than 0.05, indicating that the data were homogeneous. After conducting the normality and homogeneity tests, the researcher analyzed the hypothesis by using the t-test formula.

Tabel 4 The Result of Hypothesis Test

<b>Description</b>	<b>Score</b>
Sig. (2-tailed)	< 0,001
t- test	-5,999
Mean Difference	-17,107

Based on Table 4, the significance value was lower than 0.05. The result of the t-test showed that Sig. (2-tailed) was <0.001, which means that there was a significant effect of the Extensive Reading Approach on students' ability in reading narrative text. Therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

The result of this study proved that the Extensive Reading Approach was more effective than the conventional teaching method in improving students' reading ability. The positive effect of extensive reading occurred because students were directly involved in reading activities and given freedom to choose reading materials according to their interests.

These findings are supported by previous studies stating that extensive reading improves students' reading comprehension, vocabulary mastery, and reading motivation. Extensive reading also creates a more enjoyable learning environment where students can develop reading habits independently.

Furthermore, extensive reading helped students become more confident in understanding English texts. Students were not afraid of encountering unfamiliar vocabulary because they focused on understanding the general meaning of the text. This condition created a supportive learning environment and encouraged students to participate actively during classroom activities.

Based on the findings above, it can be concluded that the Extensive Reading Approach is an effective teaching strategy that can improve students' ability in reading narrative text at Grade X of SMK Tamansiswa Sukadamai.

## CONCLUSION

Based on the results of the research conducted at Grade X of SMK Tamansiswa Sukadamai in the 2025/2026 Academic Year, it can be concluded that the Extensive Reading Approach has a significant effect on students' ability in reading narrative text. The implementation of the Extensive Reading Approach was able to improve students' reading achievement compared to the conventional teaching method.

The findings of the study showed that the students in the experimental class achieved better scores in the post-test after receiving treatment through the Extensive Reading Approach. The mean score of the experimental class increased from 60 in the pre-test to 79.8 in the post-test. Meanwhile, the control class only increased from 53.6 to 64.6. This improvement indicates that extensive reading activities helped students improve reading

comprehension, vocabulary mastery, and understanding of narrative texts.

The results of the statistical analysis also proved that the Extensive Reading Approach gave a significant effect on students' reading ability. The hypothesis testing showed that the significance value was lower than 0.05, which means that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. Therefore, the Extensive Reading Approach can be considered effective in teaching reading, especially narrative text.

In addition, the implementation of extensive reading created a more active, interactive, and enjoyable learning atmosphere in the classroom. Students became more motivated and interested in reading activities because they were allowed to choose reading materials based on their interests. Through continuous reading activities, students were able to improve reading fluency and comprehension skills.

Based on the findings above, it can be concluded that the Extensive Reading Approach is an effective teaching strategy that can be applied by English teachers to improve students' ability in reading narrative text. Therefore, this approach is recommended to be used in the teaching and learning process, especially in teaching reading at senior high school level.

### **Suggestion**

Based on the findings of this study, the researcher suggests that English teachers apply the Extensive Reading Approach in teaching reading because it can improve students' participation, motivation, and reading achievement. Students are also expected to participate actively in reading activities in order to improve their ability in understanding narrative texts.

For future researchers, it is suggested to conduct further studies using different materials, media, or learning levels in order to enrich research findings related to extensive reading in English teaching.

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