

NASKAH PUBLIKASI**EFFECTS OF EXTENSIVE READING TOWARDS WRITING SKILLS IN
NARRATIVE TEXTS OF PRE-SERVICE ENGLISH TEACHERS AT
UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR****PENGARUH MEMBACA EKSTENSIF TERHADAP KETERAMPILAN
MENULIS PADA TEKS NARRATIF CALON GURU BAHASA INGGRIS DI
UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR**

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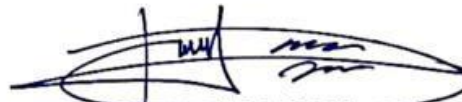
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Abstrak

Tujuan studi: Penelitian di Universitas Muhammadiyah Kalimantan Timur ini melihat bagaimana kemampuan guru bahasa Inggris prajabatan untuk menulis teks naratif dalam bentuk naratif dipengaruhi oleh membaca ekstensif mereka.

Metodologi: Populasi penelitian ini adalah 168 mahasiswa yang terdaftar pada Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Kalimantan Timur selama tahun ajaran 2021–2022. Penelitian ini menggunakan pendekatan eksperimen semu dengan pre dan post test untuk dua kelompok. 26 siswa dipilih sebagai sampel menggunakan metode convenience sampling, dan mereka dibagi menjadi kelompok eksperimen dan kontrol

Hasil: Hasil penelitian menunjukkan bahwa kemampuan siswa dalam menulis teks naratif meningkat secara signifikan setelah menerima instruksi membaca ekstensif, terlihat dari nilai t hitung 4,703 lebih besar dari t tabel 2,064.

Manfaat: Manfaat dari penelitian ini adalah untuk mengetahui pengaruh dari membaca ekstensif terhadap kemampuan menulis yang dimana adanya peningkatan kemampuan menulis setelah diberikan instrument penelitian berupa writing test. Mengingat.

Abstract

Purpose of study: This study at Universitas Muhammadiyah Kalimantan Timur looked into how pre-service English teachers' ability to write narrative texts in narrative form was affected by their extensive reading.

Methodology: The population of this study consisted of 168 students enrolled in the English Education Study Program at Muhammadiyah University in East Kalimantan during the 2021–2022 academic year. This study used a quasi-experimental approach with pre- and post-tests for two groups. 26 students were chosen as samples using the convenience sampling method, and they were divided into experimental and control groups.

Results: The results revealed that students' ability to write narrative texts significantly improved after receiving extensive reading instruction, as seen by the t-value 4.703 being greater than the t-table 2.064.

Applications: The benefit of this research is to find out the effect of extensive reading on writing skills, where there is an increase in writing ability after being given a research instrument in the form of a writing test. Remind.

Kata kunci: *Writing Skills, Narrative Texts, Extensive Reading, Writing Skills, Quasi Experimental, Pre-Service English Teachers*

1. PENDAHULUAN

English is one of the world's most widely spoken languages, with millions of people speaking it in a variety of countries. It is also acknowledged as the primary language for communicating with people from other countries and cultures. Because English is such an important international language, many people attempt to acquire and perfect it as soon as possible so that they will not have any difficulty talking with others, particularly those from distant countries.

In Indonesia, the government has made some educational attempts to increase Indonesians' English ability. Concerning the significance of English, the Ministry of Education has designated English as one of the most significant entities in the school curriculum. Furthermore, it has been designated a mandatory subject for elementary, high school, and university students. English is taught as a foreign language in schools, with a concentration on four skills: reading and listening as receptive skills, where people acquire language or competence in expressing ideas, writing and speaking as productive skills, where humans acquire language or experience in absorbing words, and (Fatimah & Suharto, 2017).

Even though English has been taught in schools for at least six years, Indonesian students' English proficiency remains very low (Kirkpatrick, 2012). According to a survey conducted by English First on the English Proficiency Index (EPI) in 2021, the average score of English proficiency in Indonesia was 466, while the average score of English proficiency in Asia should be 484; thus, Indonesia remains below the average score of English proficiency in the Asian region. The score was in the low proficiency range, and it placed 80th out of 112 countries. This demonstrates that Indonesian English proficiency remains far behind the national curriculum's expectations.

Writing is one of the four abilities in language learning that students find difficult. While pupils in Indonesia continue to struggle with writing. Several studies have been conducted to investigate the writing difficulties of Indonesian EFL students. According to (Ariyanti and Fitriana, 2017), Indonesian EFL students struggled with grammar, cohesion, coherence, paragraph organization, diction, and spelling problems in essay writing. Hasan (2017) also examined the writing abilities of Indonesian EFL students by having them complete written projects within the time provided. Their findings show that students' writing contains grammatical issues such as the use of plural forms, articles, verb forms, clauses, passive voices, and prepositions.

(Tsai, 2006) underlines the significance of connecting reading and writing in college EFL classes. According to Tsai, teachers of English as a second or foreign language often teach reading and writing separately. However, reading and writing share several characteristics, and pupils are more likely to benefit from education that integrates and complements reading and writing tasks. Implementing this principle in real-world teaching scenarios will not be a difficult issue if EFL teachers consider students' requirements, recognize the benefits of reading/writing relationships, and carefully develop instructional techniques.

Given that the separation of reading and writing teaching in the setting of EFL makes students perceive reading as a decoding process and writing as merely a grammar building activity, correct essay writing is essential (Tsai, 2006). It is critical for EFL teachers to give students with numerous chances and tools to help them become reflective readers and writers through reading/writing connections. More importantly, kids must be taught that reading and writing are communicative behaviors that are inseparable. Only by doing so can students considerably increase their language competence through reading and writing activities, as well as their literacy abilities.

Some studies have been carried out to assess the effects of substantial reading on students' writing performance. (Aida and Widiyati., 2020) discovered that using extensive reading increased the skills of class XI students in the English teaching and learning process in the experimental class at Islamic School Semarang in the 2018/2019 academic year. It is consistent with the findings of (Hoai, 2020), who discovered that lengthy reading posture had an effective impact on the subject's writing performance. Participants could marginally enhance their writing skills in organizational terms and vocabulary by spending 2,500 minutes over 14 weeks reading 16 rated readers (183,790 words). As a result, prolonged reading has been shown to be useful in improving writing skills for some types of texts and should be investigated further to determine its impacts on others with varied student levels.

1.1. Reading

Reading is the interaction of the reader's linguistic skills and world knowledge with the perception of graphic symbols that convey language. The reader seeks to reconstruct the author's intended meanings during this process. (Harris., 1975) said It cannot be overstated how important a meaningful response is to the reading experience. It can and should include all types of thinking, including assessing, judging, imagining, deductive reasoning, and problem solving. Reading can involve not only intellectual meaning, but also intense emotions and significantly altered emotional attitudes.

Extensive reading is one of the reading instruction strategies characterized as a situation in which students read a great deal of material at their level in a foreign language: they read aloud, for overall meaning, and for knowledge as well as enjoyment (Bamford & Day, 2004).

Students engage in extensive reading when they read lengthy texts such as books, journals, essays, and papers. Its objective is to facilitate general comprehension with the hope that the reader would enjoy the content. Students are required to produce a summary of the text after reading it (Ferbawanti, 2012).

Based on the definition of Extensive reading, it can be stated that Extensive reading Activities is a way in the learning process in which students read as many various types of English books, periodicals, and papers for pleasure while requiring only a general grasp of the content.

1.2. Writing

When studying English, four abilities must be mastered. These include the skills of listening, speaking, reading, and writing. Writing is the most difficult of the four abilities to acquire. This notion is reinforced by (Richards & Renandya's., 2002) article "The most challenging skills for second language learners to acquire." Not only is it difficult to generate and organize thoughts, but also to translate them into clear text.

(Syatriana, 2018) states that writing is a language talent. It is used to communicate indirectly with others through writing rather than face-to-face. Writing does not need choosing the correct topic, but rather determining who should read it based on the article's purpose and intended audience. We can express our thoughts and emotions in both fictitious and real events through writing. You can write something based on our experience in this instance. An encounter that is intriguing, odd, exhilarating, embarrassing, or painful.

1.3. Relationship Extensive Reading and Writing Skills

Multiple studies have demonstrated a correlation between considerable reading and writing abilities. According to (Wang et al., 2009), ER relates to improved writing and grammar skills. This may be due to the fact that the storybook's sentences are more engaging and simpler to comprehend, thus offering more input for acquiring sentence patterns, vocabulary, and other parts of grammar. (Murmelstein, 2014) conducted a one-year study to examine the impact of ER on EFL students' writing skills. The study was done in Taiwan with the participation of 211 third-year undergraduates. The pupils were roughly divided into two groups: ER and control. All of the measured writing subscales (content, organization, vocabulary, language usage, mechanics, and fluency) demonstrated significant gains for both groups: content, organization, vocabulary, language use, mechanics, and fluency.

2. METODOLOGI

The population of the research were students of English Education Program at Universitas Muhammadiyah Kalimantan Timur in Academic Year 2021/2022 who were also known as pre-service English teachers. The students were undergoing English teacher training program for four years.

The samples of this research were selected by using the convenience sampling technique because there were not many classes available during the pandemic. Thus, the researcher decided to select participants for this study based on their availability. The total number of the samples was 26 students that were classified into two groups namely experimental and control class.

The source for reading is graded readers from several web graded readers that have been collected into one. The graded readers collected consist of 46 titles that can be chosen by participants. Secondly, a test writing was prepared by writing test for narrative texts by (Nengsi., 2019).

After collected as much extensive reading materials as possible with different topics and levels of difficulty to know the level vocabulary from the pretest with using graded readers adapt to students' abilities. Second, students were chosen one topic of reading materials given according to their respective interests, and they must complete the extensive reading before the next meeting. Third, on the next meeting students were explain about extensive reading according to the topic they choose to make sure that they actually have read the reading material, then the students were choose reading topics according to their interests again, at the next meeting the researcher asked the students to understand about the contents of their reading materials. The researcher implemented extensive reading to experimental for nine meetings. The researcher did the same activity from third to ninth meeting as mentioned above. Then, two tests were administrated to all the participants.

2.1. Table Sample Test of Independent Writing Test

	Levene's for equality of variances					T- Test for equality of Means	
	Sig	t	df	Sig (2-tailed)	Mean difference	95% Confidence interval of the difference	
						Lower	Upper
Equal variances assumed	.707	4.703	24	.000	20.154	11.310	28.998
Equal Variances not assumed		4.703	23.953	.000	20.154	11.309	28.999

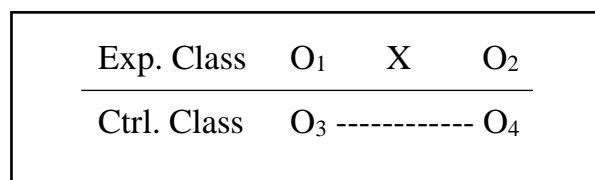
Table 1 Independent Sample Test of Writing Test

Group	Mean Pre-Test	SD	Mean Post-Test	SD
Experimental	47	9.813	67	10.680
Control	48	10.384	47	11.164

Table 2 Student's Pre-test and Post-test Score

2.2. The Research Design

In this research, the researcher employed a quasi-experimental design with pre-test and post-test to both control and experimental group. This study aimed to explore effects of extensive reading towards writing skills in narrative texts of pre-service English teachers at Universitas Muhammadiyah Kalimantan Timur. The research design of this study is shown on the figure below.



O₁, O₃ means the pre-test of both control and experimental class

X means the treatment - implementation of extensive reading

O₂, O₄ means the post-test of both control and experimental class

3. Result and Discussion

To measure the improvement in writing in narrative texts post-test scores of the experimental group. Then, the mean scores of the pre-test and post-test of the two groups were compared. Table 1 and table 2 shows that the t-value of this study was 4.703. Meanwhile, with degrees of freedom by 24 and 95% of significance level measured with 2 tails, the t-table was 2.064. This number was lower than the t-value or $4.703 > 2.064$.

The table above shows that the experimental class students' scores in pre-test was 47 on average, while in post-test the mean score was about 67. It means that there were 20 points of mean differences between the pretest and post-test of experimental class. On the contrary, the mean score difference of control class had not changed significantly. The mean score of pre-tests was 48, but the mean score of post-tests was 47.

According to data analysis, the t-value was 4.703, and the t-table was 2.064. Since the t-value (4.703) was higher than the t-table (2.604), the null hypothesis was rejected which means that there was a significant effect of extensive reading in improving the students' writing skills in narrative texts at Universitas Muhammadiyah Kalimantan Timur.

The improvement could be clearly seen on the mean difference of pre-test and post-test in experimental class. The mean score of pre-tests was 47, and the mean score of post-tests was 67. It means that there were 20 points of mean differences between the pretest and post-test of experimental class. On the contrary, the mean score difference of control class had not changed significantly. The mean score of pre-tests was 48, but the mean score of post-tests was 47. Therefore, it can be concluded that the implementation of extensive reading significantly affected the students' writing skills in narrative texts.

The improvement could also be seen on the structure of narrative texts that the participants wrote before and after being treated by using extensive reading. Before the treatment, the student's writing did not follow the structure of narrative texts namely orientation, complication, and resolution. Most of them wrote without following any guidelines, and even some of them only wrote a paragraph, which was surely not the structure of narrative texts. On the other hand, the students' writing also improved in terms of using grammar and vocabulary. After the treatment, the students tended to have a more accurate grammar and vocabulary. They could also use punctuations better than they did on the pre-test or before being given a treatment.

In addition, the results of this study were in line with Aida & Widiyati (2020) who figured out that the use of extensive reading had significantly improved students' writing skills in explanation texts at Islamic School in Semarang. The results of the study were quite similar of the present study. The mean scores of experimental class and control class of the previous study were 64 and 48 respectively. The t-test showed that the students' mean scores of both groups was significant by 0.000, which was lower than 0.050.

4. Conclusion

This study aimed to investigate the implementation of extensive reading on the ability to write narrative texts of pre-service English teachers at Universitas Muhammadiyah Kalimantan Timur. The study employed two groups of samples namely experimental and control class. The experimental class was given a treatment of extensive reading for nine meetings, while the control class was treated by using conventional method, which was using their daily reading tasks as media of learning. Before and after the treatment, both groups sat for pre-test and post-test, and the results of the tests was used for statistical data analysis.

Suggest and Recommendation

The researcher suggests that teachers should implement extensive reading for their students after the class regularly. They should also determine what reading materials suit their students based on the students' interest and vocabulary levels. Therefore, teachers should be able to measure their students' vocabulary levels regularly as a preparation before starting the extensive reading program. Providing abundant reading materials with various topics could be a key of success in implementing extensive reading program. Last, the students' progress on extensive reading should always be controlled by teachers to make sure that the students really follow the program well by spending an amount of time in the beginning of their class before starting the regular lesson.


The researcher suggested students of English Education Study Program to implement the extensive reading outside the class based on their ability and interests because reading extensively has been proven effective to improve the students' writing skills. In order to get better results, students are required to measure their vocabulary level before deciding the types of reading materials that they would like use. On the other hand, they should also pick the reading material that they are interested in to motivate the students to read more.

The researcher suggests that future researchers who would like to conduct research under the same topic should really take the readability index of reading materials into account. If the reading materials have low readability index, the students may find it difficult to comprehend the contents of reading passages, and it would end up with a failure.

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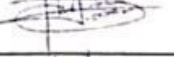
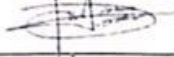
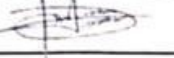
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 In Narrative Texts at Universitas Muhammadiyah Kalimantan Timur

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1.	Jum'at, 15 Juli 2022	Diskusi pembuatan artikel	
2.	Selasa, 19 Juli 2022	Pengecek-an artikel yang telah di buat	
3.	Kamis, 21 Juli 2022	Revisi artikel	
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Ketua Program Studi




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EFFECTS OF EXTENSIVE READING TOWARDS WRITING SKILLS IN NARRATIVE TEXTS OF PRE- SERVICE ENGLISH TEACHERS AT UNIVERSITAS MUHAMMADIYAH KALIMANTANTIMUR

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