

## IMPLEMENTING SSS (START WITH SIMPLE STORIES) METHOD TO IMPROVE STUDENTS' READING COMPREHENSION IN EXTENSIVE READING ACTIVITY

Dian Arsitades Wiranegara

Email ; dian\_wiranegara@manajemen.uin-malang.ac.id

*UIN Maulana Malik Ibrahim Malang*

---

### ARTICLE

### ABSTRACT

---

**Keywords:**

SSS METHOD

extensive reading,

conventional way, low

achieving students,

comprehension

This paper is intended to present the idea of applying the SSS METHOD or stand for Start with Simple Stories extensive reading to improve reading comprehension of the lower achieving students. This can be a challenging task for teachers whose aims are to improve the students' reading habit by providing them with a very conducive atmosphere of reading, involving and facilitating them in various reading activities with the reading material. Hence, the subjects of the research were the first year or freshmen students of senior high school. Two classes were assigned as the control and the experimental groups. The control group was taught reading comprehension by using the conventional way; while the experimental group was taught reading by using the SSS METHOD extensive reading. As the treatment conducted, both groups were given posttest. The result of the study has showed that there was a significant difference in the students' reading comprehension achievement. The students in the experimental group significantly obtained higher scores than the ones in the control group.

---

### INTRODUCTION

Having a good reading skill is an inevitable requirement for those who want to academically succeed in a university, since reading is one of the most determining factors for gaining knowledge. As the importance of English in Indonesia, the Indonesian government, therefore, as stated in the 2006 English curriculum, has decided that the objective of teaching English at the senior high school level is directed to the extent in which the learners can reach the "informational" level of literacy, optimally. This can be meant that senior high school graduates are expected to be able to access knowledge and practicing English particularly when they study at a university. The government expectation is in line with Renandya and Jacobs (1999) as cited by Richard and Renandya (2002) who state that many foreign language students often have reading as one of their most important goals – for

information, for pleasure, for their career, and for study purposes”. Exploring students to reading activities has good advantages. One of which is increasing students’ knowledge of the world (Brown, 2000; Day and Bamford, 1998).

To encourage students by reading considerable English sources is not as easy as turning over the palm of our hand. It does require both English teachers and students to sacrifice their valuable time and resource. Achieving the purpose of guiding students to be skillful readers, English teachers have devoted a large amount of time to reading activities. Some students still experience reading problems such as difficulty to understand the texts, low mastery of vocabulary, low speed of reading, and low habit of reading.

Blaming or taking the teaching strategy for granted since the failure of encouraging students to be skillful readers is not a fair and wise statement. There must be some other reasonable factors determining the successful reading “comprehenders” (Burns, P, et al. 1996). Students’ low habit of reading as well as insufficient school facilities to engage them in reading activities also contribute to their failure of becoming successful readers. These problems could result from many factors. They could derive from the teaching strategy, the students’ intellectual competence themselves, or the students’ socio and economic condition which force them to be lack of school facilities and eventually causes low interest of studying and low scores of English. Yet, despite years of instruction and practice in reading, many EFL students having difficulty in comprehending the written texts, seem to read considerably more slowly than they do in their first language, and show less confident feeling in reading English materials (Meng, 2009).

The teachers’ task, therefore, is to improve the students’ reading habit by providing them with a very conducive atmosphere of reading, involving them in various reading activities as well as facilitating them with a lot of reading materials. To cope with these problems, extensive reading program is one of the prospective ways that English teachers can afford. Natsume (1906) and Matsumoto (1965) as cited by Akio (2006) emphasized “the effect of extensive reading as the royal road to improving language ability”. The SSS METHOD extensive reading is a kind of reading activity in which students can read various reading sources starting from the lower level of reading materials to the higher ones.

The consideration of implementing the SSS METHOD extensive reading program as the solution of the students’ reading problem was based on several reasons. First of all, this can function as an alternative learning activity which can help to “provide very effective platforms for promoting reading improvement and development (Bell, 1998). Second, the students can learn English through various kinds of reading materials. Three, it has many benefits as stated by Brown (2000) such as promoting “fluent reading and true comprehension recover lost confidence and begin to provide enjoyment in reading, and discourage over-dependency on dictionaries.” Reading for pleasure without struggling for the difficult vocabularies has a high correlation with overall language proficiency. Green and Oxford (1995) as cited by Brown (2001) states that “reading for pleasure and reading without looking up all the unknown words were both intensely correlated with overall language proficiency”. In addition, Brown (2001) further states that it is not necessary to abandon the specific approach for the intensive reading, rather he suggests that the notion of the extensive reading component should be strengthened in conjunction with other focused reading instruction.

In relation to the background described above, this paper proposed a research problem formulated as follows: “Do the low achieving students of the first year at one of the Islamic secondary school in Probolinggo of the Senior High School taught through the SSS METHOD extensive reading perform better in reading comprehension than those taught reading through the conventional way?” By considering the research problem presented above, the research objective was to investigate the effectiveness of the SSS METHOD extensive reading toward the reading comprehension achievement of the low achieving students of the first year at the Islamic Secondary or Senior High School.

## METHOD

This research uses a quasi-experimental, nonrandomized control group, posttest design due to the impossibility of assigning the existing subject by random to groups. The consideration of choosing a quasi-experimental design is because the researcher cannot conduct the true experiment for several reasons. First, the subjects of the research had been determined by the school. Second, the researcher could not do the random sampling. Ary, et al (1985: 282) state that “Quasi-experimental designs are used where true experimental designs are not feasible,”

The objective of the research is to investigate whether the application of the SSS METHOD extensive reading program can improve the achievement of the low achieving students of the first grade at one of the Islamic secondary school in Probolinggo. To obtain the theoretical answer of the problem, the researcher conducted an experiment which involved two groups of students, the experimental group (E) and the control group (C). The present research design concerns the following considerations: First, during the experiment the control and the experiment groups were taught English for four periods of the school hours. Second, the two groups were compared in relation to the measurement on the dependent variable – the achievement on the students’ reading comprehension. Third, both groups were given posttest at the end of the semester. At last, the post test was conducted at the same time with the same test type.

In the present research, two research variables were employed. This paper tried to discover the effectiveness of the independent variable over the dependent variable. The independent variable was the application of the triple “S” extensive reading activity, while the dependent variables was learning achievement of the low achieving students in reading comprehension. The treatment was conducted for ten weeks beginning from March 2, 2019 up to June 1, 2019. The post test was conducted on June 3, 2019. During the period of the treatment the control and the experimental group received 4 x 45 minutes of regular English class weekly. Both of them received the same English syllabus. Since English for senior high school must be given in an integrated way, the researcher must also consider other language skill as well. Listening and speaking skills are combined in one period of teaching, while reading and writing are given in the other.

On the one hand, the control group is taught using the conventional way – using a textbook which includes reading comprehension, writing exercises, listening activity, speaking activity, and the language function. In this program students learn specific reading skills. Such skills include guessing unknown words from context, finding general and specific information from the text, finding text organization, finding main ideas, and understanding inferences. Students do not have authority to select what kinds of reading text they like to read. The teacher usually explains the materials in alphabetical order.

On the other hand, the experimental group has different treatment from the control group. They take part in the application of the SSS METHOD Extensive Reading Program. The core of the SSS METHOD Extensive Reading Program consists of students reading various kinds of texts of their choice such as narrative text, descriptive and news items. Reading is a source of learning and a source of enjoyment (Nation, 2005). Then, they do a variety of post reading activities. In the SSS METHOD extensive reading program the students are given 10 minutes for pre-reading activity, 45 minutes for silent reading and 15 minutes are provided for solving students’ problem in reading, 10 minutes are given for post-reading activities in which students can complete the reading log or make summary of what they have read. The remaining time is used for classroom management including handling unruly students.

The teacher used various techniques to encourage students to read more and to increase their reading skills, such as reading aloud by the teacher, asking students to predict what a story was about using such clues as the title, cover, and illustrations, giving brief summaries / reviews of materials they had read and enjoyed, chatting with individual students about what they were reading or had read, and monitoring students’ progress in extensive reading and involving them in such monitoring. While students were reading

silently, the teacher would read on his own (10%), assist students to select reading material (10%), help students, e.g., by answering questions and by sitting beside students who had difficulty recognizing words and guiding them (80%).

Normally or rather ideally, the teacher would have spent a much larger percentage of the time reading on her own as a model for the students. However, since it is the first time for the students to have extensive reading activity, the teacher concentrates to monitor the students' learning problems in comprehending the texts being read.

Post-reading activities include filling up the reading log form, making a summary of the text having been read, answering higher order thinking questions as part of a game called "Book Wheels", role playing, retelling story and mock interviews in which one student portrays a character in the story and then other students will interview. The various post reading activities will provide strong reinforcement for the students after learning the language. By doing this activity, they are expected to have long term memory which is valuable for the next learning. Extensive reading should ensure that students have opportunities to read at their level, on topic they select, without tests, homework or other measures of learning (Field, 2002).

There are two ways that the researcher can do to control the experimental group. The ways involve student checking record and control cards or reading log. The student checking record will be used to regularly identify the students' progress on their reading activities. From the checking record the researcher can identify the students who still need help in developing their independent reading and learning and praise the students who have already done the progress in their reading. The reading control card or reading log will be used to record the students reading speed and comprehension of the students in extensive reading activity. In short, whenever the students finish reading the materials, they have to write down their identity, title of the book or text and the author. The card also provides the students with the column for previewing and controlling their reading speed and comprehension. The first and the second column covers the time for reading (start and finish), and the third column covers the range of the pages they have read (from page ... to page ...), the fifth column is used for identifying the main points of the reading text (What I want to know) done after skimming the features of the text such as the heading and the pictures or graphic (if any), and the last column is used to give space for summary of the reading text. At the end of the classroom activity, they were also provided a chance to conduct a class conference to share their ideas or thought about the texts they read. To maintain as well as encourage their learning condition and progress they made, they were given 2 quizzes periodically.

Additionally, to create a conducive condition the researcher provides the students with regular class conference and sharing session. The conference can be conducted inside or outside the classroom with the purpose of discussing the students' habit of reading, reading attitude and reading speed. On the sharing session the researcher can group the students who read the same reading materials to have small discussion to create a good reading atmosphere.

The following activities are conducted to provide treatment for the experimental group. At the beginning of the classroom activities, the teacher provided an easy and interesting story and made copies of it then distribute to all students. Through this activity the teacher could explain how to read quickly and what to do after reading. For the next meeting the students selected the reading materials based on their own interest and level of difficulty. The students could choose the reading materials from the classroom library provided by the teacher. The classroom library provided many kinds of reading materials which consisted of different genres. If they found that a certain reading material was difficult for them, they could try to choose another kind of reading material. They were also encouraged to ask questions to the teacher whenever they need. The teacher monitored their reading comprehension by asking them to make a summary or personal reaction. At the beginning, they could also give report in the form of their own language (Bahasa Indonesia). On the other hand, at home the students were expected to read at least one reading material. After reading they were asked to make a report of what they read by filling up the reading log as conducted in the classroom activity or by summarizing the reading material in English or Bahasa Indonesia.

In the control group, the students were taught using the teacher-centered instruction (conventional way of teaching reading). It is the teacher who selected the reading materials for every meeting. The classroom activities covered reading aloud to monitor and improve their English pronunciation and reading comprehension including vocabulary items. The reading comprehension was taken from the same material used by all students. The students were taught English through pre-reading, whilst reading and post reading activities. The book that the control group uses also covers many kinds of reading materials (genre).

In the pre-reading activity, the teacher could probe the students' knowledge about the texts being discussed by providing oral questions. As a model, the teacher could read aloud the first paragraph and the students took turns reading the next paragraphs. During the class the teacher gave some comprehension questions and the students answered them orally or in a written form. To monitor their study, this group was also given 2 formative tests based on what they had read. Throughout the whole period of treatment this group conducted the same procedures or activities.

### Data Collection

The final scores representing the students' achievement in reading comprehension were used as the data of this study. After running the try-out test and revision of the test items, the post test was conducted. The post test was given to the control and experimental groups. Before giving the treatment, the researcher had to make sure that the control and the experiment groups were homogeneous. To discover the homogeneity of variance of the control and experimental group the researcher calculated the English scores the students got on their National Exam at the secondary school. The scores were statistically computed and analyzed in terms of frequency and distribution.

The next step of data collection was administering the post test for the control and the experimental groups. The final scores obtained from the posttest became a clear picture of the research problem which required the answer as to whether the SSS METHOD extensive reading program has a significant impact toward the reading comprehension of the low achieving students at SMAI NURUS SALAFIYAH Probolinggo Senior High School.

To get a roughly planned schedule of the research, the researcher provides the following description as seen in Table.

Table 3.8: The Schedule of the Research

Group	February	March - June	June
Experimental	Analyzing	Regular activity with	Post test
Control	homogeneity	extra books Regular activity without extra books	Post test

### Technique of Data Analysis

To examine the hypothesis of the research, data analysis was statistically conducted. The data which was in the form of scores representing the students' achievement in reading comprehension of the control and experimental groups was analyzed. It is used to determine whether the mean scores obtained by the students in the two groups after the treatment differ significantly.

The data, thus, was analyzed using the t-test with significant level or critical value of 0.05. The t-test then was used to determine whether the subjects of the experimental and control groups were significantly different or equal in reading comprehension after the treatment. There are several reasons for utilizing the t-test as stated by Hatch and Farhady (1987). First, each student must be assigned to one (and only one) group in the experiment. Second, the variance of scores in the population is assumed to be equal and the scores themselves are normally distributed, meaning that they are truly equivalent groups before they are given treatment. Finally, the t-test is used to analyze the means of the two groups rather than the individual scores.

## RESULTS AND DISCUSSION

### Results

#### *Description of the Data*

After administering the post test conducted on June 3, 2019, the researcher got some data about students' reading comprehension achievement for both the control and the experimental groups. The data presented in this session was in the form of the mean scores of the low achieving students obtained from 30 multiple choice test for both the control and the experimental groups. Students got score 1 for the correct answer and 0 for the wrong answer. In other words, the minimum score was 0 and the maximum score was 30. The final scores of the students were obtained from the total of the students' correct answers divided by the maximum score (or 30) and then multiplied by 100. Therefore, the range of the scores that was analyzed was from 0 to 100.

Based on the above formula, on the one hand, it was found that the mean score of the control group was 48.94, the median was 48.34. The mode of the experimental group showing the highest frequency of the score was 60.00. The minimum score of the control was 33.33, while the maximum score was 66.67. The standard deviation of the control group was 10.67327. On the other hand, the experimental group had different achievement from that of the control group, except the mode was similar. The mean score and the median of the experimental group were 66.67. The mode score of the experimental which was the same as that of the control group was 60.00. The standard deviation of the experimental group was 9.57427. The minimum score of the experimental group was 53.33, while the maximum score was 83.33.

Table 4.1 The Post Test Scores.

	Control	Experimental
Mean	48.94	66.67
Median	48.34	66.67
Mode	60.00	60.00
Minimum	33.33	53.33
Maximum	66.67	83.33
St. Deviation	10.67327	9.57427

In order to be clearly understood, the scores of the result of the posttest on students' reading comprehension achievement for the control and experimental group is also presented in the form of the histogram on Figure 4.1.

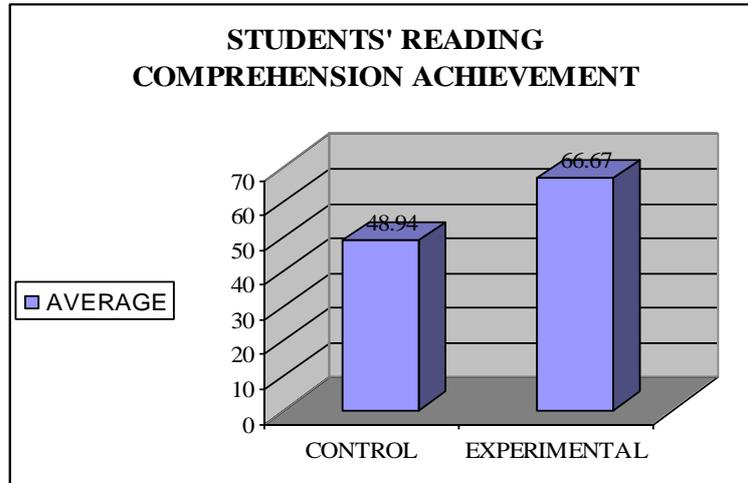


Figure 4.1: The Comparison of the Average Scores of the Post Test

Further, to obtain the data on student’s reading comprehension, the researcher employed the SPSS/PC + program (SPSS 16). Based on the statistical computation, it was found that the obtained t value for df 31 was 5.029, while the table t value at  $p = .05$  is 2.042. In relation to this computation, it indicates that the empirical t value was much greater than the theoretical one. In other words, it can be concluded that there was a significant difference between the mean score of the control and of the experimental.

**Test of Homogeneity and Normality**

As a prerequisite of conducting parametric statistic to analyze the final scores of the post test for the control and the experimental group, the first step that had to be conducted was discovering whether or not those group were homogeneous. The normality of the data distribution was conducted on the next step. To obtain the homogeneity of the groups, the researcher applied the Levene’s Test for Equality of Variances. The result of the homogeneity test of UAN for both the control and the experimental groups was presented on Table 4.2.

Table 4.2 Test of Homogeneity of UAN scores of the Control and Experimental Groups Using Levene’s Test for Equality of Variances

Compared Variance	F	Sig.	df	$\alpha$	Conclusion
Control and Experimental	0.495	.485	58	0.05	homogenous

The result of homogeneity test for the control and experimental groups described that the empirical p value for F was 0.485. Based on this computation, the p value was bigger than the alpha ( $\alpha$ ) 0.05. Hence, it can be concluded that the variances of data of both in the group and between the groups were homogenous.

The statistical computation for the Normality Test on the posttest used One-Sample Kolmogorov-Smirnov Test. The result of Normality test for the control and experimental group was 0.719. It indicates that this value was bigger than the critical point or the alpha 0.05. It can be concluded that the data was normally distributed.

Based on the homogeneity and normality tests described above, the data on the post test can be computed through the parametric statistics. In this case the verification of the hypothesis can be conducted using the t-test.

### Verification of the Hypothesis

As discussed above, the research instrument which was in the form of reading comprehension test consisting of 30 multiple choice questions was applied to discover just to what extent was the difference between the two mean scores of the control and experimental groups. Later the difference of the mean scores could be judged either significant or insignificant. Functionally this type of statistical analysis was used as an instrument to test the research hypothesis and to answer the research question on as represented here as follows: “Do the low achieving students of the first year at Islamic Secondary School in Probolinggo taught using the SSS METHOD extensive reading perform better in reading comprehension than those taught reading using the conventional way?”

In order to obtain a general answer to this question, the formulation of an alternative hypothesis or hypothesis testing is required, the alternative hypothesis could be justified. The purpose for testing the hypothesis using the alternative hypothesis, further, is to discover whether the difference of the mean score of the control and the experimental groups determine the effectiveness of the SSS METHOD extensive reading.

In this study the experimental group was taught reading comprehension employing an SSS METHOD extensive reading activity, while the control group was taught reading comprehension utilizing conventional way. The statement of the hypothesis was presented on Chapter One. The data was thus analyzed under the hypothesis which is restated as follows: “The low achieving students who are taught English using the SSS METHOD extensive reading perform better in their reading comprehension than those taught reading using the conventional way”. As stated before, by comparing the mean score of both the control and the experimental groups, this hypothesis can be tested and justified.

To obtain a clear description of the comparison of the mean scores for both the control and the experimental groups, the statistical computation which used the t test is briefly presented on Table 4.3.

Table 4.3: The Comparison of the Mean Scores

	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference
Post test scores	5.029	31	.000	17.72835	3.52528

Based on table 4.3 above, it revealed that the obtained t value was 5.029. Meanwhile, the tabled t value at p .05 for df 31 was 17.72835. The significance value of the mean scores of the control and the experimental group was .000. It means that the obtained t value was lower than p 0.05. Thus, the obtained value also indicated that the difference of the two means was statistically significant.

The difference between two mean scores under the statistical computation was significant; therefore, the null hypothesis that stated there was no difference between the mean score of reading comprehension achievement of the control and the experimental groups could be rejected or in short, there was enough evidence to reject the null hypothesis. Despite the treatment provided for the experimental group, the students on the experimental group significantly performed better on reading comprehension achievement compared to those of the control group.

In other words, after having been given the treatment during the period of the research from March 2019 to May 2019, the result of the analytical computation in this present study indicated that the students in the experimental group were able to achieve an average score of 66, 67. It means that they were competent to respond to the reading comprehension questions 17.73 percent better than the students in the control group with an average score of 48.94. Thus, the analytical result indicated that 17.73 percent of the improvement in answering reading comprehension test derives from the influence of the treatment.

**DISCUSSION****The Learning Achievement**

The hypothesis stating that the students who are taught using an SSS METHOD extensive reading will perform better than those who are taught employing the conventional way is strongly supported by the data. Based on the result of analysis on the post test, the scores of the experimental group could exceed from those of the control group significantly.

Before the period of the present study the average score of the control group on UAN was 6.13, while the post test was 48.94. The low achieving students on the control group could not exceed the achievement they got on UAN even they obtained less scores than UAN. The failure of achieving better scores than UAN might be resulted by several reasons. First, the scores of UAN might represent not only reading comprehension but also other language components measured by the reading comprehension skills. Some students might have a little bit better understanding on the grammar or vocabulary items than reading comprehension. Grammar or vocabulary items may involve more students' memorization, while reading comprehension not only involves memorization but also understanding the context, the culture, and moral value involved in the text.

The second reason is that the conventional way of teaching did not give opportunity for them to choose the materials they liked. They were forced to accept whatever the materials given by the teacher through the compulsory book used at the school. Let alone the compulsory book they used as a learning guide was not designed attractively. This aspect would consequently discourage their motivation to read more. Even when they got assignment to do at home, almost all students showed that they were lack of reading motivation to accomplish their work.

On the other hand, the SSS METHOD extensive reading activity significantly affected the student's learning achievement on the experimental group. Before the treatment, the average score of UAN for the experimental group was 6.05. They could exceed the UAN scores by getting average of 66.67 at the post test measuring the reading comprehension achievement.

The improvement on the post test scores was significantly affected by several reasons. First, the implementation of the SSS METHOD extensive reading might be regarded as the new reading strategy as they never got before. They might get bored with the conventional way of teaching reading. Therefore, this new reading activity would encourage their motivation to read the texts the teacher provided at the classroom. Secondly, they might think that this new reading strategy could accommodate their reading interest which varied from one to another. They could choose the reading text which they liked. Of the three text categories determined by the English syllabus for the second semester of the first-year students, the narrative texts were the most attractive ones for them to read. 68.09 percent of the reading materials they read were about narrative texts. The second texts the students liked to read were descriptive texts. It revealed that 20.57 percent of the texts they read were descriptive. The least attractive texts among them were the news items with an indicator that 11.35 percent of the texts the students read were news item. Third, by choosing the text themselves as well as teacher's role as a tutor in the classroom, students got the feeling of relaxed and not forced to do their job in the SSS METHOD extensive reading. Fourth, being provided with a lot of reading materials, the students tended to focus on the meaning of the combination of words or sentences rather than on the form of the individual word or sentence. Therefore, they can enjoy reading the materials they have chosen.

The students' absence, on the other hand, did not influence much on the students' achievement, although the researcher could not do anything about it. On the control group, for example, the student who was frequently absent until 28.27 percent, still got 60.00 on the post test. This score was still bigger than the average. On the experimental group, the student who was frequently absent until 22.22 percent, still got 66.67 on the post test. This score is the same as the average score of the students in the experimental group.

### **The Result of Comprehension Mastery**

In addition to the significant difference of the mean scores obtained from the post test, based on the result of the analysis, the comprehension mastery between the students of the control and the experimental groups also significantly revealed a different achievement. In relation to the English syllabus for the first-year students of the second semester at a senior high school, seven skills of reading comprehension were measured in the post test. The seven skills of reading comprehension are respectively explained as follow: finding specific information clearly stated in the text, inferring the topic of a paragraph or text, inferring the meaning of words in context, finding references, drawing conclusion, detecting the purpose of writing, and inferring the main idea.

The result of comprehension mastery between the two groups is as follows. In finding specific information the students of the experimental group mastered 56.86 percent of the skills, while the students in the control group mastered 50.83 percent. In inferring the topic of the text, the experimental group got 78.43 percent, while the control group got 47.92 percent. In inferring the meaning of words in context, the experimental group obtained 64.71 percent, while the control group obtained 12.50 percent. In finding references, the experimental group got 82.35 percent, while the control group got 25.00 percent. In drawing conclusion, the experimental group got 68.24 percent, while the control group got 52.50 percent. In detecting the purpose of writing, the experimental group got 94.12 percent, while the control group got 54.17 percent. Finally in inferring the main idea, the experimental group got 64.71 percent, while the control group got 37.50 percent.

Based on the statistical computation described above, it can be concluded that in all reading comprehension skills measured with the post test, the students in the experimental group got better achievement than the ones in the control group. On the other hand, the data also indicated that the students in the control group still had difficulties in mastering the reading comprehension skills.

### **CONCLUSION**

To answer the research problem and objective discussed on Chapter One, the conclusion of the research findings is that the low achieving students of the first year at the Islamic Senior Secondary School Probolinggo taught using the SSS METHOD extensive reading perform better in reading comprehension than those taught reading using the conventional way. In general, exposing students to the SSS METHOD extensive reading activity could effectively raise their reading comprehension achievement. The low achieving students of the first year at this school who were taught using the SSS METHOD extensive reading virtually showed better performance in reading comprehension test compared to those taught reading using the conventional way. Based on their average score, the students of the control group could reach 48.94, while the students on the experimental group could reach 66.67. The t value comparing the two scores was 5.029. It indicates that the learning achievement between the control and the experimental group was statistically significant.

The more important impression gained from the present study is that the students in the experimental group were motivated to read and enjoy a variety of reading texts provided for them in the classroom. They got benefit from free reading whenever given a chance. The change of situation from reading one topic decided by the teacher during the meeting to reading freely based on their reading interest and level of difficulty blew the fresh wind for their mind that was thirsty for reading. Therefore, the more they were given a chance to read, the more enjoyment would be obtained from the SSS METHOD extensive reading activity.

Although the focus of the present study was eventually finding out the effectiveness of the SSS METHOD extensive reading toward the students' achievement in reading comprehension, however, in the process of administering the SSS METHOD extensive reading, it could be seen that the students obtained other several advantages. First, having been exposed to regular reading activity would surely maintain their motivation and interest which were considered as the main factor in

determining the successful readers. Consistently driven motivation and interest would encourage them to read more than previously done. Regular reading activity would also affect their reading fluency. By exposing students frequently to the same patterns of sentences, they would unintentionally understand the meaning of them more quickly through the context involved in the text. Second, regular reading activity would also help students create self-image or attitude toward reading. The-difficult-to-read texts would tend to discourage them to read the next part of the texts. On the other hand, reading the texts appropriately with their level of difficulty would encourage them to read till the end parts of the text.

## **SUGGESTION**

### **Suggestions for English Teachers, School Librarians or Foundation**

Since the present study had shown that the triple “S” extensive reading had a significant effect toward the students’ reading comprehension achievement, it is reasonable to give suggestion to English teachers to take into consideration to administer this kind of program to multiply the students’ reading comprehension achievement.

To run the triple “S” extensive reading smoothly, it is strongly recommended for English teachers to provide a small classroom library which contains various reading texts with different levels of difficulty. It is also advisable that they provide some administrative forms required to conduct the extensive reading program.

To maintain students’ motivation and interest in reading, cooperation with the students’ parents in a conducive situation will be of great importance. Teachers or parents can give information about the progress of their students in conducting the extensive reading program.

To support the efficacy of the extensive reading program at school, it is considerably important for the school librarians or foundation to endow the school library with a large number of readers as a supplement for students in learning English extensively. To provide sufficient reading materials for the library, it is advisable for them to build cooperation with either state or private owned company to accomplish the financial budget needed in this program.

### **Areas for Future Research**

Considering the significant research findings as well as the limitation of the present study, it is of great importance for other researcher to conduct other studies to reinforce the present research findings. In replicating the similar studies, the following things are worthwhile to be considered.

First, the subject of the present study was the low achieving students at the first grade of this senior secondary school. It would be interesting and valuable to conduct the replication of the same study but with different variances including the middle and upper students of the same level. Applying this study will get a clear picture of how much progress these groups can obtain through the extensive reading program.

Second, it will be valuable for other researcher to conduct other replication measuring the students’ reading comprehension and speed. To find out whether the progress in speed of reading will correlate with the progress in reading comprehension for the low achieving students should be conducted in another research.

Third, the instrument used for the present study just measured the literal, interpretive, and critical comprehension of the students through the multiple-choice test. It is advisable to carry out other research measuring all kinds of comprehension with other kind of instrument such as close test or open questions. Implementing other kinds of research instrument may obtain different result from the present study.

Therefore, the final consideration of doing other research, the future researcher will be able to significantly support, modify or wholly reject the findings derived from the present study. The new

discovery of the research problem, therefore, will consequently emerge from the future research and basically may become a strong foundation of the existing theory of the SSS METHOD extensive reading.

## REFERENCES

- Akio, F. 2006. *SSS METHOD Extensive Reading Method Proves to be an Effective Way to Learn English*, (Online), (<http://www.seg.co.jp/SSS Method/>, accessed on February 21, 2009)
- Ary, D, Lucy C. J., Asghar R. 1985. *Introduction to Research in Education* (3rd Ed). New York: CBS College Publishing.
- Bell, T.1998. Extensive Reading: Why? and How? *The Internet TESL* (Online Journal) Vol. IV, No. 12 (<http://iteslj.org/Articles/Bell-Reading.html/>, accessed on February 21, 2009)
- Brown, H. D. 2001. *Teaching by Principles: An interactive Approach to Language Pedagogy* (2<sup>nd</sup> Ed). New York: Pearson Education
- Brown, R. 2000. *Extensive Reading in the EFL Class (Extensive Reading in Practice Colloquium*. Paper presented on JALT International Conference November 2000, Fukuoka. Seinan Gakuin University. (Online), (<http://extensivereading.net/er/rbrown.html>, accessed on February 22, 2009)
- Burns, P. C., Roe, B. D., Ross, E.P. 1996. *Teaching Reading in Today's Elementary school* (6<sup>th</sup> Ed). Boston: Houghton Mifflin
- Day, R. R. and J. Bamford. 1998. Extensive Reading in the Second Language Classroom. Reviewed by Willy A Renandya, George M Jacobs, & Vivienne Wai-Sze Yu. *RELC Journal*, (Online), 29(2), 1998, (<http://extensivereading.net/er/RenJacRev.html>, accessed on February 21, 2009)
- Depdiknas.2006. Standar Isi Mata Pelajaran Bahasa Inggris untuk SD/MI, SMP/MTs, SMA/MA. Jakarta; Balitbang Depdikna.
- Meng, F. 2009. Developing Students' Reading Ability through Extensive Reading. *English Language Teaching*. Vol. 2, No. 2, (<http://ccsnet.org/journal/index.php/elt/article/viewFile/2378/2240>, accessed on February 22, 2009)
- Hatch, E. & Farhady, H.1982. *Research Design and Statistics for Applied Linguistics*. Rowley Massachusetts: Newbury House
- Renandya, W.A. & Jacobs, M (1999). Extensive Reading: Why Aren't We All Doing It? In Richard, J. C. & Renandya, W. A. (Eds.). 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. USA: Cambridge University Press.