AN UNDERGRADUATE THESIS

THE EFFECT OF EXTENSIVE READING APPROACH
ON THE STUDENTS' READING COMPREHENSION
AT THE TENTH GRADE OF SMAN 1 NEGERI AGUNG WAY KANAN
IN THE ACADEMIC YEAR OF 2016 / 2017

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STATE ISLAMIC INSTITUTE OF METRO
2017 M / 1438 H

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States that this undergraduate thesis is original the result of the writer's research,

in exception of certain parts which are quoted from the bibliographies mentioned.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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Penulis

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Abstract

By:
Nurhidayah

Reading is one of the important skill should be mastered, because there will be a good writer from a good reader. Reading is the process to get information from the text. The problem in this research is the students have low reading comprehension and the students feel bored when they read a long text and the primary aim of this research is to know the effect of extensive reading approach toward students reading comprehension at the tenth grades of SMAN 1 Negeri Agung.

This research was quantitative research, and to collect the data the writer used documentation, observation and test. In this research the writer choose X ^{3} as the sample, consist of 25 students. The writer used pre-test before treatment to measure the students reading comprehension and post-test after giving treatment to consider whether there is positive and significant effect of extensive reading approach on the students reading comprehension at the tenth grade of SMAN 1 Negeri Agung Way Kanan in the Academic Year of 2016/2017.

Finally the data confirm that $X^2_{Observed} = 14,4$ was higher than X^2_{Table} for the 5% level =5,991 and X^2_{Table} for the 1%= 9,210 that for it can be concluded that Hi is accepted and Ho is rejected. It means that " there is a positive and significant effect of extensive reading approach on the students reading comprehension at the tenth grade of SMAN 1 Negeri Agung Way Kanan in the Academic Year of 2016 / 2017".

Keywords: Reading comprehension, extensive reading and quantitative research.

PENGARUH DARI PENDEKATAN EXTENSIVE READING TERHADAP   PEMAHAMAN MEMBACA SISWA PADA SISWA KELAS X^3 SMAN 1 NEGERI AGUNG WAY KANAN TAHUN PELAJARAN 2016 / 2017

Abstrak

By:
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Membaca adalah salah satu keterampilan penting yang harus dikuasai, karena untuk menjadi penulis yang baik bermula dari pembaca yang baik. Membaca adalah proses untuk mendapatkan informasi dari teks. permasalahan dalam penelitian ini adalah murid memiliki pemahaman membaca yang rendah dan murid merasa bosan ketika membaca teks yang dan tujuan utama dari penelitian ini adalah untuk mengetahui pengaruh dari pendekatan extensive reading terhadap pemahaman membaca siswa pada kelas X dari SMAN 1 Negeri Agung.

Penelitian ini merupakan penelitian kuantitatif, dan untuk mengumpulkan data penulis menggunakan dokumentasi, observasi dan tes. Didalam penelitian ini penulis memilih kelas X ^{3} sebagai sampel, yang terdiri dari 25 murid. Penulis menggunakan pre-test sebelum treatmen untuk mengukur pemahaman membaca siswa dan post-test penulis gunakan setelah memberikan treatmen   untuk memadukan apakah ada hubungan positif dan signifikan dari pendekatan extensive reading dalam pemahaman membaca siswa pada kelas sepuluh di SMAN 1 Negeri Agung Way Kanan tahun pelajaran 2016 / 2017.

Akhirnya data menunjukan bahwa $X_{2hitung} = 14,4$ lebih besar dari X_{2Table} untuk tingkat 5% = 5.991 dan X_{2table} untuk 1% = 9210 bahwa untuk itu dapat disimpulkan bahwa Ha diterima dan Ho ditolak. Ini berarti bahwa "ada pengaruh positif dan signifikan dari pendekatan extensive reading dalam pemahaman membaca pada kelas sepuluh di SMAN 1 Negeri Agung Way Kanan pada tahun akademik 2016 / 2017".

Kata kunci: Pemahaman membaca, pendekatan extensive reading dan penelitian quantitative.

CHAPTER I

INTRODUCTION

A. Background of Study

Language has an important role in our life because the function to communicate in our life. Language is a manner that very important toward communication with other people and a facility to build interacts in our society. Using language needs some skill, how the listener understanding what the speaker says about word or sentences in each conversation. Language is the system of sounds or words used by humans to express their thoughts and feelings. Many factors to influence in community, they are misunderstanding about language between speaker and listener when in conversation, passive responds, unknown native language and target language in communication, less vocabulary. Language make us able to communicate to information about something that we need.

English has an important role in the world. In teaching English there are four skills. The four skills that must be mastered when we study English, they are: listening, speaking, reading, and writing. In general Reading is necessary when students further their study, especially at Senior High School level. They need good reading for acquiring knowledge and learning new information.

Reading is one of the important skills that should be mastered, because there will be a good writer from a good reader. It means that talking much reading help students discover the idea for writing. Reading is the process to get something from the text such as knowledge, amusement, information and others.

Reading has different types and one of those types is reading comprehension. It is the complex process or activity of comprehending the various meaning or message that is brought in written language to find out the message or information in the text. Reading comprehension is a main foundation in reading where it needs some abilities or skill which involves logical thinking to construct the meaning contained in the text.

Reading comprehension is not only the process of reading with good fluency or reading aloud but it is the activity of building the comprehension to be translated by reader's own language. By reading, it can update the readers' knowledge of the world, because the more people read, the more information they have.

Reading will be easier to be received and understood by the students if the teacher use the suitable approach. One of the teaching approaches that can be used in reading is extensive reading approach.

Extensive reading is an approach to language teaching in which learners read a lot of easy materials in the new language. Basically extensive reading is silent reading but done inside or outside the class. The purpose of extensive reading is to train the students to know information in the text with feel fun and enjoy. It is different from intensive reading. intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself, it makes the students bored to read the text.

The tenth grade of SMAN 1 Negeri Agung Way Kanan has low interest in English. When the teacher order the students to read the text, they look like not want to do it. The teacher hope the students can understand what information in the text, then the students can give information with other using own language.

So, that is the reason why the writer uses extensive reading approach to teach reading. Because with extensive reading approach, student can feel comfort, fun and easy to read the text and know information in the text.

In connection to the problems above, it was supported by the result of the pre-survey data which was carried out by the writer on August, 15th 2016 at the tenth grade students of SMAN 1 Negeri Agung Way Kanan on the academic year of 2016 / 2017. The data can be seen as follow:

Table 1

The Data of the Students Reading Comprehension

No	Interval of score	Frequency	Percentage	Categories
1	90-100	0	0%	Excellent
2	70-89	3	12%	Good
3	59-69	5	20%	Fair
4	<58	17	68%	Low
Total		25	100%	

Source: The writer taken on *August 15 th 2016*

Based on the table above, it can be inferred that the score of reading comprehension from 25 students is that 0 student who is included excellent category for the score 90-100 (0%), 3 students are included into good category for the score 70–89 (12%), 5 students are included into fair category for the score 59-69 (20%) and 17 students are included into poor category for the score < 58 (68%). It can be concluded that the number of students who are categorized into poor reading comprehension that is 68% from the total of students. It means that the students fail.

Based on the explanation above, the writer conducted a title of the research " The Effect Of Extensive Reading Approach on the Student's Reading Comprehension at the Tenth Grade of SMAN 1 Negeri Agung Way Kanan in the Academic Year of 2016 / 2017".

B. Problem Identification

Based on the background of problem above, the researcher would like to identify the problem as follows :

1. The students have low reading comprehension.

2. The students feel bored when they read the text.

3. The students have low vocabulary.

4. The reading approach has not be applied in the class.

5. The students have low motivation in studying English.

C. Problem Limitation

Based on the identification above so, the writer limits the problem only on students reading comprehension at the tenth grade of SMAN 1 Negeri Agung Way Kanan.

D. Problem Formulation

In this research the writer focuses on "Is there a positive and significant effect of extensive reading approach on the students' reading comprehension at the tenth grade of SMAN 1 Negeri Agung Way Kanan in the Academic Year of 2016 / 2017".

E. Objective and Benefits of the Study

1. The Objective of the Study:

The objective of the research is to know whether there is a positive and significant effect of extensive reading approach on the students' reading comprehension at the tenth grade of SMAN 1 Negeri Agung Way Kanan in the Academic Year of 2016 / 2017"

2. Benefit of the Study:

a. For the Students

The benefit for the student as motivation the students and help them more active in studying English especially in reading comprehension. Because with extensive reading approach student can feel comfort, fun and easy to read the text and get information in the text.

b. For the Teacher

The benefit for the teacher as idea of various ways of teaching reading and the information of the advantages of using extensive reading approach in the reading class room more effective.

c. For the Headmaster

The benefit for the head master as the information and positive contribution to the teaching English at the school especially in SMAN 1 Negeri Agung Way Kanan.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading comprehension

1. The Definition of Reading

In learning English, we must be master four basic skills such as listening, speaking, reading, and writing. In this case, the researcher will focus on reading. It would be better to be focused on reading as a previous step before we start to write. According to Jennifer Prior and Maureen Garrard, text of reading pressures the students to use their phonics knowledge to decode and comprehend what they have read. Also, reading must be evaluating the phonemic awareness instruction, phonics and word study skill.[1] Therefore, reading makes the students improve their phonics knowledge. The students also understand the steps that the writer will conveyed.

According to oxford reading is the activity of somebody who reads and way of understanding.[2] It means that reading not only knowing how to say words, but also knowing what the meaning. So reading can improve the vocabulary mastery of the reader from the new word in the text. Stephen b. Kucer suggested that reading is direct result and deliberate way.

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[1] Jennifer Prior and Maureen Gerrard, *Reading Is All Around, (*California: Shell Educational Publishing,2007), P. 11.

[2] Hornby, *Oxford advanced learner's dictionary 8th edition,* P. 1220.

The context of a circumstance not only sets guidelines on the range of the think and framework to be found, but also provide as the great encouragement to organize written discourse.[3] Nevertheless, based on the Kucers state, reading is an act of the producing meaning. It should be starting from elaborate the encouragement.

Reading is not only need to understand what the writer say but also must be able to go beyond the literal meaning of the text, think critically about the message, appreciate what the author is trying to say, and understand what you do not understand.[4] To read the text only is not enough. It means that to be a good reader should to try to comprehend the text that has been read.

Commonly, the difficulties of comprehending the reading text come from the internal factors like as difficulty to pronounce the word, difficulty to read the spelling of the text and difficulty to understand the meaning. There also the external factors such as the type of the text, the difficulty grade level of the text and learning system of reading subject. Then psychologically aspect also being a factor of students' reading difficulties. Satisfaction and enjoyment, the power of human interaction, the communication of important messages, pleasure

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[3]Stephen b.kucer, *Dimensions Of Literacy The Conceptual Base For Teaching Reading And Writing In School Settings Third Editions*, (New York: Rotledge, 2007), P.138.

[4] Janette K. Klingner, Sharon Vaughn, and Allison Boardman, *Teaching Reading Comprehension to Students With Learning Difficulties,* (New York : The Guilford Press, 2007), P. vii.

and delight in the words themselves along with the ability to match letters to sounds overlay the skills of decoding.[5]

Reading is the number one necessary for every people who live, especially in education. Related to other skills such as listening, speaking and writing, reading has the important position. Without mastering reading, there almost seem everything difficult to do.

2. The Definition Of Reading Comprehension

According to Klinger, reading comprehension is supported by integrating a variety of instructional practice.[6] While, Douglas say that reading comprehension is principally a substance of developing appropriate efficient comprehension strategies.[7] it means that reading comprehension is the act of understanding what the readers are read.

Oxford Advanced Learner's Dictionary the word "comprehension" can be define as follows: "1) The ability to understand, 2) An exercise that trains students to understand the language."[8] Danielle S. McNamara state that comprehension is the ability to go beyond the word, to understand the ideas and the relationship between ideas conveyed in a text.[9] Based on the

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[5] Jennifer Prior, Ph.D. and Maureen R. Gerard, Ph.D, *Reading is All Around Us*. (Callifornia : Shell Educational Publishing ; 2007), P. 9.

[6] Janette K. Klingner, Sharon Vaughn, and Allison Boardman, *Teaching Reading Comprehension,* P. 102

[7] H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy.* (San Fransisco : San Fransisco State University ; 2001), P.306

[8] Hornby, *Oxford advanced learner's,* P.263

[9] Danielle S. McNamara, *Reading Comprehension Strategies*. (New York : Lawrence Erlabaum Associated ; 2007), P. Xi

statements above, can be know that comprehension is the ability to understand language or ideas in the text. Besides that the readers or students can say comprehension are:[10]

1. Proactive, because the reader must be actively thinking and constantly monitoring the meaning.

2. Tentative, because predictions made in one moment may change in the next moment.

3. Personal, in that meaning resides in the reader's interpretation, which in turn is manage by his or her primary knowledge.

4. Tran active, because the reader background relates with the authors meaning.

5. Thoughtful, because the readers must always analyze the clues the author's meaning.

6. Imagistic, because especially in narrative text, the reader use the author descriptive language or to create a picture in your mind of what is happening.

7. Inferential, because the reader can only make a calculated guess about the author's meaning since of the author was operating from one set of experiences and the reader from the another.

8. Reflective, in that a good readers assess what they have read and determine its significance or how it can be use after ending reading.

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[10] Gerald G. Duffy, *Explaining Reading a Resource For Teaching Concept, Skills and Strategies, Second Edition*. (New York : The Guildford Press ; 2008), P.18

From explanation above, it can be summarize that comprehension is very important to the students when they read the books or something so that they can be easily understanding the content of a text or a book what they read. reading comprehension is important because without it reading doesn't provide the reader with any information. Because reading not only read so, in reading students really need comprehension when they read in order to get any information or knowledge.

3. The Model of Reading

According to H. Douglas Brown there are three models of reading as follows:[11]

a. Bottom-Up Model

In bottom up processing, reader focus on words, sentences, and organization of the text, then make concept meaning in the text. To understand the reading on this theory, people read the text then they summary propositions in the text.

It drives the reader to get correct understanding when using punctuation or stress while read the text. Buttom-up model requires the reader to understand the text detily.

b. Top-Down Model

Top-down processing is the reader first focuses look at the passage of the text then make prediction about what the writer means in the text. Therefore indirectly in top-down processing,

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[11] H. Douglas Brown, *Teaching by Principle,* P.299

reader's prior knowledge is the first key to comprehend the text of reading material easily.

c. Interactive model

This is the last model of reading. Interactive reading is the combination between bottom up and top down models as an interactive process that reader use simultaneously to get meaning from text.

4. The Strategies of Reading comprehension

In reading there are some strategies that must be know, as follows:[12]

a. Identify The Purpose of Reading

To teach the students, it will be important to teacher understand what is the purpose of the text before given to the students. Reading text will be efficient when the reader have clearly to identify the purpose of reading.

b. Use Graphemic Rules and Patterns to aid in Bottom Up Decoding (especially for beginning level learners)

At the beginning learners, it will be difficult to write and spoken English by using sign and spelling short vowel or long vowel sound. The beginner level, also cannot distinguish to pronounce words. So, to make the students especially the

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[12] *Ibid,* P.306

beginner level understand this strategies, the teacher must be approaches other phoenix.

c. Use Efficient Reading Techniques for Relatively Rapid Comprehension (for intermediate to advance levels)

This step is not suitable to teaching the beginning level because, intermediate and advance level didn't need to pronounce each word by them like the beginning do. The students in this level more need the speed to reading some text. It will make them efficient in reading.

d. Skim the Text for Main Ideas

There are two types in reading as follow, skimming and scanning. Both of them are the point in reading strategies to get main ideas. Skimming is the way to reading a text quickly. Usually, the reader only read the point thing which available in the text.

e. Scan the Text for Specific Information

Scanning almost same with skimming but, in scanning the readers try to understand the text firs then they will get information what they has been read.

f. Use Semantics Mapping or Clustering

Semantic mapping or clustering is also the important one in reading strategies. Because with this strategy the students can understand what the teacher conveyed.

g. Guess When You Aren't Certain

Its mean that, the reader must guess the text about meaning of word, grammatical, discourse, implied meaning, cultural reference, and content message to make accurate their reason.

h. Analyze Vocabulary

The one way to know about the immediately recognize word is by analyze. Before the students guessing pay off when they don't instantly, they must be know the several technique which useful later such as, prefix, suffix, grammatically, semantically and so on.

i. Distinguish Between Literal and Implied Meaning

Every text and every sentence has different meaning depends on the context. Usually, the writer writes the text using other word to make the reader have an opinion to conclude the information in the text.

Based on above explanation, we will know what is the step that must the teacher do before teaching the students.

5. Advantages & Disadvantages of Reading

Reading not always has the purpose to make the reader understand what the writer say in text, but reading also has advantages and disadvantages. There are several advantages and disadvantages:

a. **Advantages**

Reading is not a natural part of human development.[13] But Reading is good exercise for the brain. To inspire the brain by the way of reading can help the brain to be strong and active to think. Reading also can be improved the concentration and memory of brain. So, reading is valuable learning tool that helps education, skill, and vocabulary people.

Reading is relaxing. Reading is relaxing its mean that reading can make someone relax on their sleep, because the people who read before sleep, their body will analyze reading by asleep. It can helps to fall asleep not only relax but also easily and soundly.

Based on above explanation, it has related to the children. Children have always wanted a comfortable situation. Its mean that the children will enjoy to read the text without the burden that they are actually being studied at the time. So, reading has important advantage to give encouragement for children.

b. **Disadvantages**

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[13]Judy Willis M.D, *Teaching The Brain To Read*, (Alexandria:Virginia USA, 2008), P. 2

Reading is boring.[14] Most of people like reading because they need information for knowledge and job. Reading not only can be relaxing or enjoying activity, but reading also can make someone bored to do it because reading just focus with one spot. Sometimes the people who reading doesn't change their position because they are focuses with reading itself. So, it can be the people sleepy and tired.

6. Two Key Factors in Reading Comprehension

a. Prior Knowledge

prior knowledge maybe define "as the information an individual has in her or his long-term memory,"[15] Prior knowledge or background knowledge is important to create new knowledge, without prior knowledge written material would be meaningless. The ore knowledge the students, can bring to bear, prior knowledge must be activated to be useful, the more likely it is that the material will be understood. prior knowledge help the students to comprehend what is written and making inferences or prediction about the text.

b. Schema Teory

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[14] *Ibid,* P. 2

[15] Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability.* (New York and Londong ; Longman ; 1984), P. 480

Schema theory is "represented in the mind and how those representations facilitate the use of knowledge."[16] A schema includes other information related to the concept and how this knowledge is to be use. schema allow to the students understand far beyond what is stated in the text.

B. The Concept of Extensive Reading Approach

1. The Definition of Extensive Reading Approach

According to Hedgcock extensive reading is an approach to pedagogy with no real detractors.[17] It means that extensive reading is an approach to language teaching that learners should read a lot of easy materials in the new language. Extensive reading is enjoyable, you will read faster and more, which makes it more enjoyable, so you will read even faster and more.[18] It means that extensive reading is one of approaches to language teaching and extensive reading do for entertain and they reading just for fun and enjoy. Then the reader also can transfer the information to other people with own language.

Extensive reading is silent reading but done outside of class in order for language learner to have fewer problems in extensive

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[16] *Ibid*, P.481

[17] Hedgcock And Ferris, *Teaching Readers of English*, (New York: Routlege, 2009), P. 206.

[18] Beatrice S. Mickulecky and Linda Jeffries, *Reading Power, Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*, (Logman: Person, 2007), P. 2.

reading.[19] The teacher should explain first difficult passages or new words. A number of questions related to the text are assigned and the answer to be written. Language learners should prepare various types of summaries: written or oral report. After the reading has been completed, language learners and the teacher discuss the text in the class. The language may score the summaries in order for language learner to be well motivated.[20]

H. Douglas Brown defined extensive reading is carried out to achieve a general understanding of usually somewhat longer text (book, long article, or essays, etc)."[21]It means that extensive reading is reading a lot of text to improve reading comprehension. it can be done in class or on out of the class.

2. The Characteristic of Extensive Reading Approach

Day and Bamford assumes, the characteristic of extensive reading include:

a. Students read as much as possible in out of the classroom.

b. A variety of materials on a wide range of topics is available so as to encourage reading for different reason and in different way.

c. Students select what they want to read.

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[19] Ag, Bambang Setiyadi, *Teaching English As Foreign Language*, (Jogjakarta: Graha Ilmu, 2006), P. 68.

[20] *Ibid,* P.69

[21] H.Douglas Brown*, Teaching by Principle.,* P. 313.

d. The purpose of reading is generally related to pleasure, information and general understanding.

e. Reading is it's our reward.

f. Reading materials are well within the linguistic competence of the students in term of vocabulary and grammar.
    Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.

g. Reading is individual and silent, at the students own pace and outside class, done when and where the students choose.

h. Reading speed is usually faster rather than slower as students read books and material they find easily understandable.

i. Teacher orient students to the goals of the program, explain the methodology, keep track of what each student read, and guide students in getting the most out of the program.

j. The teacher is a role models of a reader for the students.[22]

Based on the statements above the writer construct that benefit of extensive reading at are increase knowledge of previously learned vocabulary, can motivate learners to read, can consolidate previously learned language, can helps to build confidence with extended texts.

3. **The Benefit of Extensive Reading Approach**

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[22] Hedgcock And Ferris, *Teaching Readers, P. 207*

Richard et.al states that there are six the benefit of extensive reading:

a. Extensive reading improves comprehension skills.

b. Extensive reading develops automatically.

c. Extensive reading builds background knowledge.

d. Extensive reading build vocabulary and grammar knowledge.

e. Extensive reading improves production skills (speaking and especially writing).

f. Extensive reading promotes students confidence and motivation. [23]

To be a good reader demands a vast sight vocabulary, general vocabulary knowledge, an awareness of text structures and extensive background knowledge to link into so that comprehension can occur. The most effective way of building that sight vocabulary, word knowledge and awareness of how text works is by reading.

Vocabulary gains are not the only positive outcome from extensive reading programmers. Extensive reading also develops general knowledge which is a crucial factor in comprehension. Research has shown that students who have background knowledge of a topic have a much better chance of making sense of it than if they read a similar level text on an unknown topic.

Reading increases general knowledge, which in turn facilitates comprehension when reading texts of all kinds, including content area

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[23] *Ibid,* P.211

texts this is valuable information for teachers in different curriculum areas. They should be aware that by providing extensive reading opportunities for their students and materials which are comprehensible to them they are more likely to build the vocabulary and background knowledge which facilitates understanding of that topic.

4. **Procedure of Extensive Reading Approach**

Students participating in an extensive reading approach are expected to read quickly and smoothly with enjoy. Extensive reading approach can be divided into the three phases described below:[24]

a. **Pre-reading Stage**

    1) The teacher explain about extensive reading approach

    2) give students motivation to read

    3) helping the students to choose what they want to read

    4) Choose the location (in class or out of the class).

    5) Relax and get comfortable.

b. **During Reading Stage**

    1) Monitoring students reading

    2) Use a speed card to focus in the book.

    3) Use *Chunking*: skip the word when you don't know the meaning and analysis what the information of the text.

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[24] Steve Powell. "Extensive Reading And Its Role In Japanese High Schools", *The Reading Matrix.* (New York: Steve Powell), No. 2/September 2005.

    4) Review of what was read before continuing new paragraph.

c. After Reading Stage

    1) Write the characters and information in the text.

    2) Share your information with someone and use own language

    3) Rewards.

5. Advantages of Extensive Reading Approach

Advantage of extensive reading for stimulating the students to reading for enjoyment. Extensive reading can help learners get away from their tendency to overanalyze or look up words they don't know and read for understanding".[25] In extensive reading, learners should read a lot of easy materials in the new language.

They can choose what they want to read. So with extensive reading approach the students can read the text with feel fun, enjoy and get information in the text. Then the students can give information with other using own language.

6. Disadvantages of Extensive Reading Approach

The harmful effect of exam pressure is also very succinct when it is found that most of the students cannot complete reading all the stories as they become too concerned about reading test.[26] The teachers

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[25] H. Dougles *Brown, teaching by principle*, P. 313.

[26] Elina Akhter, "*Extensive Reading in EFL Clasroom at Secondary Schools in Bangladesh: Current Practices and Future Possibilities*", (Bangladesh: International Education

opine that the students cannot complete all the stories because they take too much time on reading a single story to get good scores in the exam. they believe that their students fear reading in English, the students are reluctant to read, because English is very hard.

In extensive reading students are encouraged to stop reading if the materials are not interesting or if they find the texts too difficult. In any extensive reading program the students are supposed to read a vast amount of reading materials or stories to get information from the text with enjoy.

C. Theoretical Framework, Paradigm and Hypothesis

1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y).

The independent variable (X) is extensive reading approach and the dependent variable (Y) is reading comprehension.
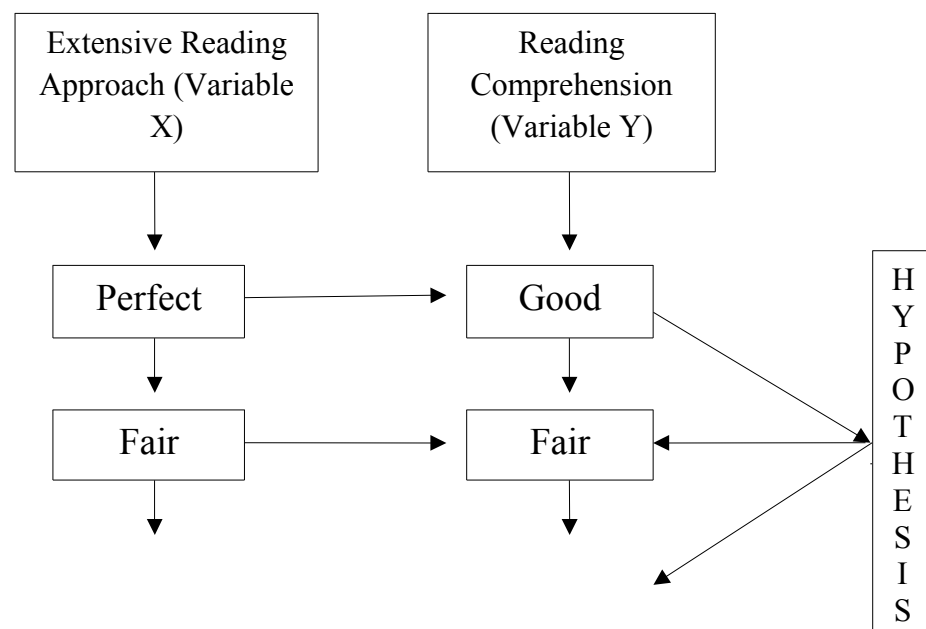
Extensive reading is an approach to language teaching in which learners read a lot of easy materials in the new language. The students to know information in the text with feel fun and enjoy. Reading is one of the important skill should be mastered, because there will be a

good writer from a good reader. Reading is the process to get something from the text such as knowledge. The more people read, the more knowledge they have. So, reading is something crucial for students in education.

Therefore, in this research the writer focuses on the effect of extensive reading approach on the students' reading comprehension. The theoretical framework in this research is if extensive reading approach is applied properly, so the students reading comprehension will be good. But, if   extensive reading approach is not applied properly, so students reading comprehension will be low.

2. **Paradigm**

Based on the theoretical framework above the writer describes the paradigm as follows:

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┌─────────────────────┐        ┌─────────────────────┐
│  Extensive Reading  │        │      Reading        │
│  Approach (Variable │        │   Comprehension     │
│         X)          │        │    (Variable Y)     │
└─────────────────────┘        └─────────────────────┘
          │                              │
          ▼                              ▼
    ┌───────────┐                  ┌───────────┐           ┌───┐
    │  Perfect  │ ───────────────► │   Good    │           │ H │
    └───────────┘                  └───────────┘           │ Y │
          │                              │                 │ P │
          ▼                              ▼                 │ O │
    ┌───────────┐                  ┌───────────┐           │ T │
    │   Fair    │ ───────────────► │   Fair    │ ◄───────  │ H │
    └───────────┘                  └───────────┘           │ E │
          │                              │                 │ S │
          ▼                              ▼                 │ I │
                                                           │ S │
                                                           └───┘
```

Unperfect	→	Low

Based on the table above, it can be seen that if use extensive reading approach and reading comprehension is Good, so there is positive and significant effect of using extensive reading approach on the students reading comprehension. But, if use the extensive reading approach and reading comprehension is Low, so the extensive reading approach is not effective to students reading comprehension, there is no effect of extensive reading on the students reading comprehension.

3. **Hypothesis**

Based on the theoretical framework and paradigm above, the writer would like to formulate the hypothesis as follow:

a. **Hypothesis Formulation**

1) Alternative Hypothesis (Ha)

There is a positive and significant effect of extensive reading approach on the students' reading comprehension at the tenth grade of SMAN 1 Negeri Agung Way Kanan in the Academic Year of 2016/2017.

2) Null Hypothesis (Ho)

There is no positive and significant effect of extensive reading approach on the students' reading comprehension at the tenth grade of SMAN 1 Negeri Agung Way Kanan in the Academic Year of 2016/2017.

b. Statistical Hypothesis

If $F_o > F_t$, the Hi is accepted and Ho is rejected.

If $F_o < F_t$, the Hi is rejected and Ho is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is the steps in the research process.[1] In other word, research design is all of the process that needed in planning and when doing research. Daniel Muijs that taken from Aliaga and Gunderson (2002) describes of quantitative: "Quantitative research is explained about phenomena by collecting numerical data that are analyzed using mathematically based on the methods (in particular statistics)".[2] Moreover, Donald defines quantitative research use objective measurement to collect numeric data that are used to answer questions or test predetermined hypotheses.[3]

In this research the writer will use the quantitative research that included in descriptive quantitative and in the form of true experimental design. Therefore, in this research the writer will use one class as the control class and experimental class. The researcher will use class X [3] of the tenth grade of SMAN I Negeri Agung Way Kanan in Academic year 2016 / 2017.

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[1] John W. Creswell, *Research Desaign: Qualitative, Quantitative and Mixed Method Approach*, (California: Sape Publication, 2003), ed. 2nd, p. xxiii.

[2] Daniel Muijs, *Doing Quantitative Research in Education*, (London: SAGE Publications Ltd, 2004), p. 1.

[3] Donald Ary, *Introduction to Research in Education Eight Edition*, (New York: Northern Illinm University, 1979), ed. 8th, p. 22.

The writer will use pre-test and post-test. The first thing to do is giving pre-test. It will do to know the students' reading comprehension before treatments. Then, the students will be given the treatments. The treatments will be given about read the text and answer the question from the teacher. The last, the students will do a post-test. This writer was intended to investigate whether there is any positive and significant effect of using extensive reading approach on the students' reading comprehension.

B. Population, Sample and Sampling Technique

1. Population

According to Marczyk et.al population is all individuals of interest to the researcher.[4] It means that the population is all subject which will be presumed in this research. The population of this research is all of the students at tenth grade of SMAN 1 Negeri Agung Way Kanan in the Academic year of 2016 / 2017. There are three classes which consist of 77 students and the total of students in each class is presented as bellows:

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[4] Marczyk Geoffrey et.al, *Essensial Of Research Design And Methodology*, (New Jersey: John Willey And Sons Inc, 2005), P.18

Table 2

Population of the Research

Students in SMAN 1 Negeri Agung Way kanan in Academic Year of 2016/2017

Class	Sex		Total
	Male	Female	
A	11	15	26
B	9	17	26
C	15	10	25
TOTAL	35	42	77

Source: The Writer Taken on *August 15 th 2016*

2. **Sample**

Yogesh Kumar Singh define Sampling means selection of individuals from the population in such a way that every individual has the equal chance to be taken into the sample population.[5] It means that sample is the part of population which represents that population which will be researched. In this research the writer get X^3 as sample consist of 25 students.

3. **Sampling Technique**

Sampling technique is a way to decide the sample which is appropriated with data source and gives attention in characteristics and distributing population in order to get representative sampling.

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[5] Singh Yogesh Kumar, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Limited Publisher, 2006), P.82

The sampling technique applied in this research was purposive sampling that is sample elements judged to be typical, or representative, are chosen from the population. The sample selection based on specific purpose. The samples of this research are the students at the tenth grade consist of one class, there are consist of 25 students

C. The Operational Definition of Variables

Variable can be defined a general class of objects, events, situations, characters and attributes that are of interest to the researcher.[6] In this research the writer divides two variables; there are independent variable and dependent variable:

1. Independent Variable

Independent variable can be understood as the factor that is calculated, manipulated, selected or controlled by the researcher.[7] Moreover, Scott and Deirdre define that independent variables are variables that are systematically controlled by the researcher to determine the variable's effect on the outcome (dependent variable).[8] It is the major variable which is hoped to investigate.

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[6] Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research Methods,* (London: Sage Publications, 2001), P. 46

[7] Yogesh Kumar Singh, *Fundamental of.*, p. 63.

[8] Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods For Everyday Life Blending Qualitative And Quantitative Approaches*, (United States of America: Jossey-Bass 2008), p .107.

Independent variable (X) of this research is extensive reading as approach. For the measure of this variable, the writer will conduct based on pretest and posttest. The writer will take one class where the students were given the pretest before they were given the material about extensive reading.

Furthermore, they also will be given posttest after they was given treatment. The indicators of the independent variable were: 1) The students can enjoy to read the text, 2) The students have many vocabulary, 3) The students can get information from the text. The using extensive reading approach can be said successful if the score of students speaking performance more than 70.

2. **Dependent Variable**

Sing defines "dependent variable is the factor which is observed and measure to determine the effect of independent variable."[9]

It means that dependent variable is variable that depend on the independent variable and it is the result of the influence of independent variable.

Dependent Variable (Y) of this research is reading comprehension. For the measure of this variable, the writer will use the pretest and post test are the result to determine of

extensive reading have used their support reading comprehension with effectively or not. Based on the theoretical review, the indicator of

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[9] Yogesh Kumar Singh, *Fundamental of.*, p. 63-64.

reading comprehension in this research is the writer will give a pre-test and post-test to the students and they can read the text to get information from the text.

The data of the students' reading comprehension will be collected through an exercise after read the text. And the indicator of dependent variable are: 1) The students get information from the text, 2) the students have become accustomed to read, 3) The students can answer the question from teacher with use English language.

D. Data Collection Method

For collecting the data, the writer used same methods to get more information that supports this research, such as:

1. Test

Anderson with Arsenault said that "instrument includes test and questionnaire, observation schedules and any other tool used to collect data".[10] It means that the valid data can be gained through several techniques of data collection method, one of which test.

In this test the writer giving multiple choice test to measure the reading comprehension of the students to get score dipendent variable.

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[10] Gary Anderson and Nancy Arsenault, *Fundamentals of Educational Research, Second Edition,* (USA: Falmer Press, 2005), P. 94

The total numbers of items are 10 items. The score of each item are 10, so the totals score 100.

2. **Observation**

Observation is used to get the complete data about the profile of the school, the condition of the school, teachers and the students, and the facilities in the SMAN 1 Negeri Agung Way Kanan in the Academic Year of 2016 / 2017. Observation also used to get information from relatively source of the students at the tenth grade of the SMAN 1 Negeri Agung Way Kanan in the Academic Year of 2016/2017.

3. **Documentation**

Documentation is the method which is used to get information from written language or documents such as books, magazine, rule, note, and others. This researcher used this method to get data about the history of the school, the sum of teacher, official employed and students in SMAN I Negeri Agung Way Kanan in the Academic Year of 2016 / 2017.

E. **Research Instrument**

The research instrument that used in this research is bellow:

1. **Instrument Blueprint**

   Instrument blueprint is a way to get data that useful the researcher has done to collect information the field.

   a. The instrument will be used in test is reading comprehension test. The instrument is used for pre-test and post-test. Pre-test will conduct before implementation the treatments. Post-test is used to get the data of the students' reading comprehension after giving treatment. The writer used the objective test that is multiple choice tests. It consist of 10 items. Then the writer will find out whether there is an effect of the result between the pre-test and post-test.

   b. The instrument will be used in observation method is observation guidance, as;

      1) Observation about the location sketch of the SMAN 1 Negeri Agung Way kanan in the Academic Year of 2016 / 2017.

      2) Observation about the establishment of the SMAN 1 Negeri Agung Way kanan in the Academic Year of 2016 / 2017.

      3) Observation about the building of the SMAN 1 Negeri Agung Way kanan in the Academic Year of 2016/2017.

c. The instrument will be used in documentation is documentation guidance, as;

    1) Documentation about the location sketch of the SMAN 1 Negeri Agung Way kanan in the Academic Year of 2016 / 2017.

    2) Documentation about the profile of the SMAN 1 Negeri Agung Way kanan in the Academic Year of 2016 / 2017.

    3) Documentation about the total of the teachers SMAN 1 Negeri Agung Way kanan in the Academic Year of 2016 / 2017.

    4) Documentation about official employed of SMAN 1 Negeri Agung Way kanan in the Academic Year of 2016 / 2017.

2. Instrument Calibration

Instrument is the scale of measurement which will be used to decide the instrument standard will be used. Furthermore, instrument calibration is screening or examination of items of instrument that made by the writer.

From the quotation above, it can be inferred that the

instruments calibration is the scale of measurement which will be used to screening or examination of items instrument that made by the writer. In this research the writer used multiple choice test to know reading comprehension the student.

F. Data Analysis Technique

To investigate whether there is a positive and significant effect of extensive reading approach on the students' reading comprehension at the tenth grade of SMAN 1 Negeri AgungWay Kanan in the academic year 2016 / 2017, the writer used chi square as follows:

$$x^2 = \sum \frac{(f_o - fe)^2}{fe}$$

Notes:

$\chi 2$ = value of chi square

$f0$ = observed frequency

fe = expected frequency[11]

[11] Donald Ary , *Introduction to.,* ed. 8th, p. 188.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research

1. Description of the Research Location

The general description that assessed as the complementary data. It was subjectively concerned in condition of school, namely the brief of school, vision and mission, the number of the students, the teacher of the school, the building of the school and structure of organization.

a. The brief history of SMAN 1 Negeri Agung Way Kanan

SMAN 1 Negeri Agung Way Kanan is located in Negeri Agung, Way Kanan. It was established in 2003. SMAN 1 Negeri Agung Way Kanan had been led by the following principals:

1. Winingsih, S.Pd (2003-2008)

2. Enyang Suandi, S.Pd (2008-2013)

3. Seven Sari, S.Pd (2013-2014)

4. Agus Budiyono, S.Pd (2014 until now)

b. Vision and mission of SMAN 1 Negeri Agung Way Kanan

1) Excellent for getting the national final examination score.

2) Excellent in competition to continue the higher level in education.

3) Excellent in religion activity.

4) Excellent in competition

The mission are:

1) Discipline in time, knowledge and religion.

2) Develop young generation in devotion and ethics.

3) Optimalization in use technology, information and communication.

4) Optimalization of quality and quantity of the students to continue in university.

c. **The number of the students of SMAN 1 Negeri Agung Way Kanan**

Tabel 3

Total of The Students of SMAN 1 Negeri Agung Way Kanan in the Academic Year of 2016 / 2017

NO	Class	Male	Female	Total students
1	X	33	44	77
2	XI	40	45	85
3	XII	38	40	78
	Total	111	129	240

Source: Documentation at SMAN 1 Negeri Agung on August 15[th] 2016 in the academic year of 2016 / 2017.

d. **The Teacher of SMAN 1 Negeri Agung Way Kanan**

Table 4

Total The Teachers of SMAN 1 Negeri Agung Way Kanan in the Academic Year of 2016 / 2017

No	Male	Female	Total of the teacher
1.	16	10	26

Source: Documentation result at SMAN 1 Negeri Agung Way Kanan on August 15[th] 2016

e. **Organization Structure of SMAN 1 Negeri Agung Way Kanan**

Figure 2

Organization Structure of SMAN 1 Negeri Agung Way Kanan

in the Academic Year of 2016 / 2017

Head Master
Agus Budiyono, S.Pd

Head of Administration

Student's Leader	Curriculum Leader	Instrument leader	Humas Leader
Angga Albary, S.Pd	**Agus Sutikno, S.Pd**	**Drs. Asy'ari**	**Jemi Irpandes, S.Pd**

Conselor Coordinator	TEACHERS
Chairiah S.Pd	
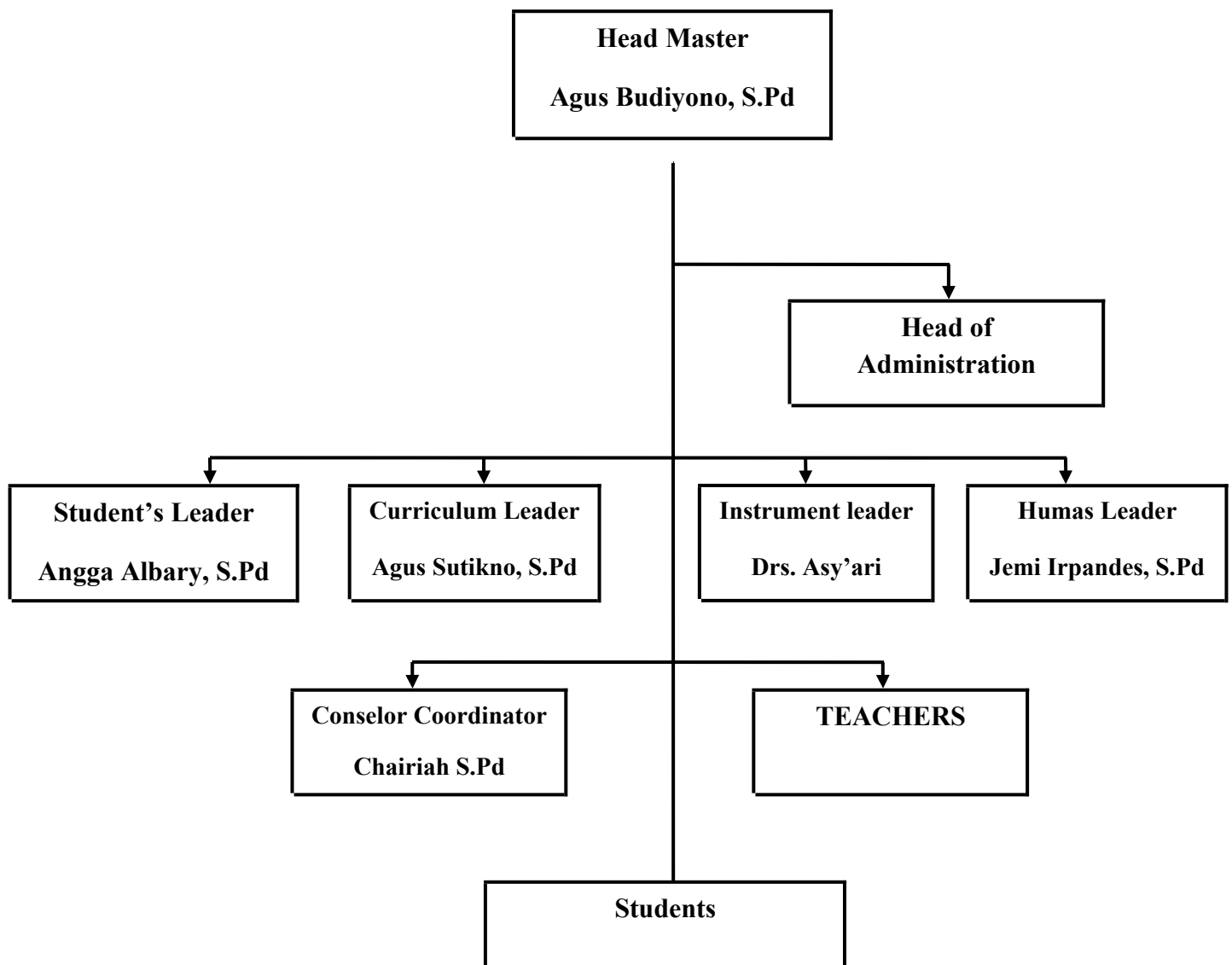
Students

Source : Result of Documentation at SMAN 1 Negeri Agung Way Kanan on August 15[th] 2016

2. Description of Research Data

a. The Result of Students Pre-Test

The writer conducted pre-test in the first meeting. the purpose of giving pre-test in this research is to know the student's reading comprehension before treatment. the results of the pre-test can be identified as follows:

Table 6

The Result of The Students Reading Comprehension Pre-Test at the Tenth Grade of SMAN 1Negeri Agung Way Kanan In The Academic Year of 2016 / 2017

No	Name	Score	Explanation
1	CN	40	Low
2	NO	70	Good
3	DP	40	Low
4	SY	40	Low
5	NP	60	Fair
6	RA	50	Low
7	ATY	70	Good
8	IS	40	Low
9	WR	50	Low
10	HN	40	Low
11	EI	60	Fair
12	ES	40	Low
13	PN	70	Good
14	US	40	Low
15	LT	40	Low
16	ANS	50	Low
17	NKM	60	Fair
18	YK	60	Fair

19	DW	40	Low
20	RJS	40	Low
21	KD AA	50	Low
22	IA	70	Good
23	AHP	50	Low
24	PD	60	Fair
25	ASA	50	Low
$\sum$X			1280
AVERAGE			51,2
THE HIGHEST SCORE			70
THE LOWEST SCORE			40

Source:The result of students' reading comprehension pre-test at the tenth grade of SMAN 1 Negeri Agung Way Kanan on August 18 [th] 2016

From the table above can be inferred that the highest score is 70 and the lowest score is 40. Based on the data the writer measure the class interval by using the formula :

The Highest Score is 70

The lowest Score is 40

Range (R) $= X_{max} - X_{min}$

                           $= 70 - 40$

                           $= 30$

Number of Classes (b) $= 1 + 3,3 \text{ Log n}$

                           $= 1 + 3.3 \log 25$

                           $= 1 + 3,3 \cdot 1,39$

                           $= 1 + 4,58$

                           $= 5,58 \ (6)$

The Class Interval (P) $= \dfrac{X_{max} - X_{min}}{b}$

$$= \dfrac{30}{6}$$

$$= 5$$

After knowing the class interval, the data was put on the table of frequency distribution as follow :

Table 7
Frequency Distribution of Students Reading Comprehension
Pre Test Score

Class Interval	Frequency	Percentage %
65 – 70	4	16%
60 – 64	5	20%
55 – 59	0	0%
50 – 54	6	24%
45 – 49	0	0%
40 – 44	10	40%
Jumlah	25	100%

Source: The result of Pre-Test was taken on August 18[th], 2016

The table above shows that (84%) from 11 students get score under Minimum Mastery Criteria (KKM) and 4 students or (16%) got score more than 70 whish the Minimum Mastery Criteria.

Figure 3

Frequency Distribution of Students Pre- Test Score
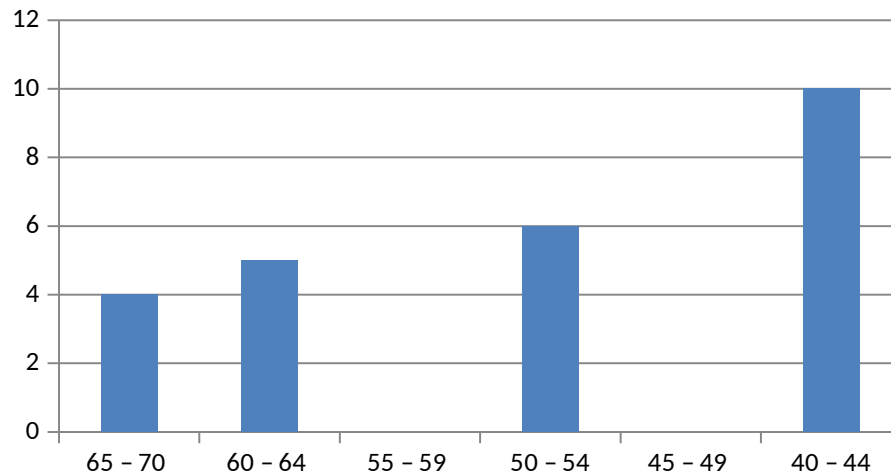
Based on the table of frequency distribution above, it can be inferred that from 25 students as the research samples there were 4 students who got the score below the Minimum Mastery Criteria (KKM), Which is 70. There were 4 students who got the score of 65-70 or 16%. Furthermore, there were 5 students who got the score of 60-64 or 20%. For the students who got the score of 50-54 or 24% were 6 students, and there were 10 student who got the score of 40-44 or 40%.

It can be concluded, most of students got low score in reading comprehension, it means the score is unsatisfied.

b. The Result Of The Students Post-Test

The writer give post test after giving treatment. The writer have done the post test to know is there a positive effect of extensive reading approach on the the students reading comprehension. The result of post test can be identified as follow :

Table 8

The Result of The Students Reading Comprehension Post-Test at The Tenth Grade of SMAN 1Negeri Agung Way Kanan In The Academic Year of 2016 / 2017

No	Name	Score	Explanation
1	CN	60	Fair
2	NO	80	High
3	DP	80	High
4	SY	50	Low
5	NP	90	High
6	RA	70	Fair
7	ATY	80	High
8	IS	80	High
9	WR	60	Fair
10	HN	50	Low
11	EI	50	Low
12	ES	90	High
13	PN	70	Fair

14	US	80	High
15	LT	60	Fair
16	ANS	70	Fair
17	NKM	70	Fair
18	YK	90	High
19	DW	90	High
20	RJS	70	Fair
21	KD AA	80	High
22	IA	80	High
23	AHP	70	Fair
24	PD	60	Fair
25	ASA	70	Fair
∑X			1800
AVERAGE			72
THE HIGHEST SCORE			90
THE LOWEST SCORE			50

Source:The students' result of reading comprehension post – test at the tenth grade of SMAN 1 Negeri Agung Way Kanan on August 20, 2016

From the table above can be inferred that the highest score is 90 and the lowest score is 50. Based on the data the writer measure the class interval.

The Highest Score is 90

The lowest Score is 50

Range (R) $= X_{max} - X_{min}$

$= 90 - 50$

$= 40$

Number of Classes (b) $= 1 + 3,3 \text{ Log } n$

$$= 1 + 3.3 \log 25$$

$$= 1 + 3{,}3 \, . \, 1{,}39$$

$$= 1 + 4{,}58$$

$$= 5{,}58 \, (6)$$

The Class Interval (P) $= \dfrac{X_{max} - X_{min}}{b}$

$$= \dfrac{40}{6}$$

$$= 6{,}66 \, (\, 7 \,)$$

After knowing the class interval, the data was put on the table of frequency distribution as follow :

Table 9
Frequency Distribution of Students Reading Comprehension
Post Test Score

Class Interval	Frequency	Percentage %
85 – 90	4	16%
78 – 84	7	28%
71 – 77	7	28%
64 – 70	4	16%
57 – 63	0	0%
50 – 56	3	12%
Jumlah	25	100%

Source: The result of Post-Test was taken on August 20th, 2016

The table above shows that almost a half of students got score which was included in good category of Minimum Mastery Criteria (KKM). They are 18 students or 72% got score more than 70 which was the Minimum Mastery Criteria and only 28% from 7 students got low score.

Figure 4
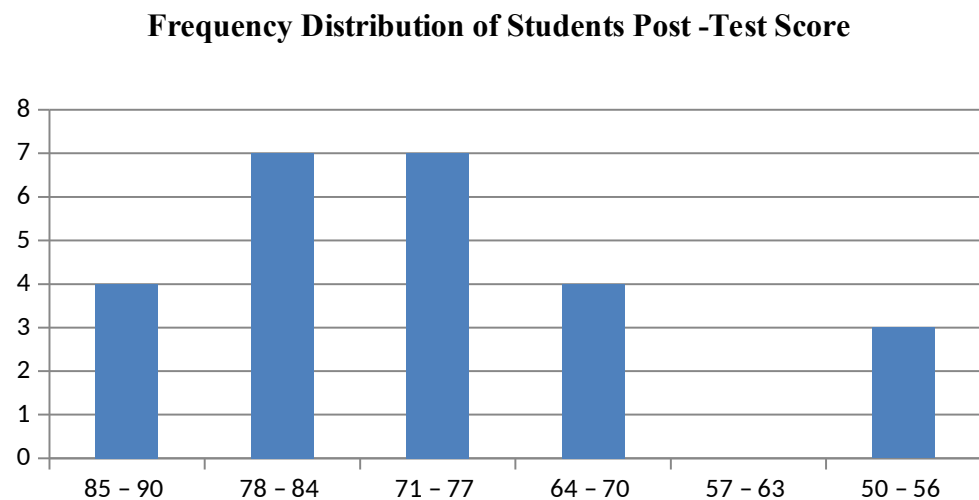
Frequency Distribution of Students Post -Test Score

Based on the table of frequency distribution above, it can be inferred that from 25 students as the research samples there were 18 students who passed the Minimum Mastery Criteria (KKM), Which is 70. There were 4 students who got the score of 85-90 or 16%. Furthermore, there were 7 students who got the score of 78-84 or 28%. For the students who got the score of 71-77 or 28% were 7 students, there the students who got the score of 64-70 or 16% were 4 students and there were 3 students who got the score of 50-56 or 12%.

So from the table above the result of post-test was categorized into good category, the students had good effort in reading comprehension.

B. Hypothesis Testing

After applying the documentation, observation and test, the researcher analyzed the data by using analysis of chi-square in order to prove whether there is a significant effect of extensive reading approach on the Students' reading comprehension at the tenth grade of SMAN 1 Negeri Agung Way Kanan, as follows (Ha) is accepted, if there is a positive and significan effect of using extensive reading approach on students reading comprehension. And (Ho) is rejected , if there is no a positive and significant effect using extensive reading approach on students reading comprehension.

1. **Putting the data into the formula Chi-Square (χ^2)**

   After giving test, the writer analyzed the data using of Chi-Square (χ^2) with the two variables in order to prove whether there is a positive and significant of using extensive reading approach on the students reading comprehension at the tenth grade of SMAN 1 Negeri Agung Way Kanan in academic year of 2016/2017 as follows:

The formula of Chi-Square is:[1]

$$x^2 = \sum \frac{(f_o - f_t)^2}{f_t}$$

Table 10
The Contingency Table of the Expected Frequency at the Result
Of Students' Reading Comprehension in Pre-test and Post-test

Variables	Category			Total
	Good	Fair	Low	
Pre-test	4	5	16	$r_n = 25$
Post-test	11	11	3	$r_n = 25$
Total	$C_n = 15$	$C_n = 16$	$C_n = 19$	N=50

[1] Donal Ary, *Introduction Research in Education Eight Edition*, (USA :Wadsworth cengange learning, 2010) P. 188

Hypothesis testing by using chi-square analyzed as follows:

Table 11

The Testing of Data

No	f_o	$f_e = \dfrac{C_n \times R_n}{N}$	$f_o - f_e$	$(f_o - f_e)^2$	$\dfrac{(f_o - f_e)^2}{f_e}$
1	4	$\dfrac{15 \times 25}{50} = 7,5$	-3,5	12,25	1,63
2	5	$\dfrac{16 \times 25}{50} = 8$	-3	9	1,12
3	16	$\dfrac{19 \times 25}{50} = 9,5$	6,5	42,25	4,45
4	11	$\dfrac{15 \times 25}{50} = 7,5$	3,5	12,25	1,63
5	11	$\dfrac{16 \times 25}{50} = 8$	3	9	1,12
6	3	$\dfrac{19 \times 25}{50} = 9,5$	-6,5	42,25	4,45

		50			
Tota l	N=50	F_e= 50	= 0	=127	X^2= 14,4

Furthermore, put the data into the formula of chi-square. It can be calculated by using the formula as below:

$$\chi^2 = \Sigma \left[\frac{(Fo - Fe)^2}{Fe} \right]$$

$\chi^2 = \underline{12,25} + \underline{9} + \underline{42,25} + \underline{12,25} + \underline{9} + \underline{42,25}$

$\qquad\quad 7,5 \qquad 8 \quad 9,5 \qquad 7,5 \qquad 8 \quad 9,5$

$\chi^2 = 1,63 + 1,12 + 4,45 + 1,63 + 1,12 + 4,45$

$\chi^2 = 14,4$

Based on the result of data analysis above, the value of chi-square was 14,4. Then know the critical value of chi-square the writer firstly counted df, it was degree of freedom. The formulation of df:

Df = (c-1)(r-1)

Note:

Df = Degree of freedom

c = column

r = row

df = (3-1)(2-1) = 2

The degrees of freedom is 2. So, the values of f_t on degrees of freedom are 5% = 5,991 and 1% = 9,210.

From data above shown the comparison of f_o with f_t was: 9,210< 14,4 > 5,991 in 5% and 1% was have significance influence. It means that alternative hypothesis (Ha) which explains "there is positive and significant effect of using extensive reading approach on students reading comprehension" is accepted , and (Ho) is rejected. It is mean that using extensive reading approach has positive and significant effect on students reading comprehension.

C. Interpretations

The writer formulated f_o to f_t as follows:

1. If "f_o > ft , Ha is accepted and Ho is rejected.

2. If "f_o < f_t, Ha is rejected and Ho is accepted.

Based on the data above, the value of chi-square was 14,4 . Then, the data confirmed that " f_o is higher than f_t (5,991 < 14,4 > 9,210). Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that " there is a positive and significant effect of extensive reading approach on the students

reading comprehension at the tenth grade of SMAN 1 Negeri Agung Way Kanan in the academic year of 2016 / 2017.

D. Discussion

In this research there are two variables, they are extensive reading approach as a variable (X) and reading comprehension as a variable (Y). The variable was tested by using calculation of chi-square to investigate whether there is positive and significant effect of extensive reading approach on the students reading comprehension. It demonstrated that there was positive effect of extensive reading approach on the students reading comprehension.

Moreover, based on the result of hypothesis testing demonstrated that the value of chi-square was 14,4 . Then, the data confirmed that " f_o is higher than f_t (5,991 < 14,4 > 9,210). Almost all of the student's conception about the effect in their reading comprehension were positive. The mean score of reading comprehension in post-test is higher than the pre-test. So, it can be concluded that Ha is accepted and Ho is rejected. It means that " there is a

positive and significant effect of extensive reading approach on the students reading comprehension.

Based on the research the writer assumed that extensive reading approach can give influence to the students' reading comprehension because extensive reading is a good approach for teaching reading. Where extensive reading can make learning English is more enjoy especially in reading subject. extensive reading approach make the students comfortable to read the text and get information from the text.

Extensive reading is an approach to language teaching in which learners read a lot of easy materials in the new language. The students can choose what they want to read and chose the location, so the students feel fun and enjoy to read the text.

E. **Limitation**

This research was prevailed on the tenth grade of SMAN 1 Negeri Agung Way Kanan in the academic year of 2016 / 2017. So the result of the research is only for this school and cannot be generalize as the general research result.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of extensive reading approach in reading comprehension. It can be concluded that there is a positive and significant effect of the students' reading comprehension by using extensive reading approach. Therefore, the extensive reading can be effective approach especially in reading comprehension and it can be used as alternative choice in learning reading because this approach easy for implementation and it can be increase the students reading comprehension.

The improving of the students' reading comprehension result it can be seen from the frequency distribution of students pre-test was only 16% got score more than 70 which was the Minimum Mastery Criteria and in post-test

was 72% the students get score more than 70 which was the Minimum Mastery criteria. So that it improved 56%.

Based on the result of hypothesis testing demonstrated that the value of chi-square was 14,4 . Then, the data confirmed that " f_o is higher than f_t (5,991 < 14,4 > 9,210). So, it can be concluded that Ha is accepted and Ho is rejected. It means that " there is a positive and significant effect of extensive reading approach toward students reading comprehension. So the result of the research is only for this school and cannot be generalize as the general research result.

B. Suggestions

Based on the result of the research above, the researcher would like to give suggestion as follows:

1. **For Students:**

   a. For the students suggested to ask the teacher when they can not understand about material especially in reading subject.

   b. The students suggested to read English book in daily activities.

2. **For English Teacher**:

   a. It is suggested for the English teacher to use extensive reading approach because this approach is effective in reading comprehension in learning.

b. It is suggested for the English teacher to give explanation about extensive reading approach. Without give more explanation from the teacher, the students difficult for understanding what is extensive reading and how to implement. The explanation can be used English or combine with native language, it is depend on the students' condition.

3. For Head Master

Suggested to:

The head master is hoped to be able to support the English learning process by preparing the facilitation completely.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

1. Research Setting

a. The Brief History of SMK Al-Hikmah Kalirejo Central Lampung

This research was conducted at SMK Al Hikmah Kalirejo, which was located at Jln. Raya Sridadi KM 05 Kalirejo Central Lampung (district). The location is near with the main street and the environment surrounding is peaceful. It is easy to get the school because there are public transportation and good street to be passed. This school was built in 2014 by Hi. Muhsinun, S.Pd, M.Pd. and the headmaster of this school is Hi. Muhsinun, S.Pd, M.Pd.

b. The Profile of the School

a. Name of school : SMK Al- Hikmah Kalirejo

b. Address : Jln. Sridadi Km.05 Kecamatan Kalirejo Lampung Tengah

c. Province : Lampung

d. Regency : Central Lampung

e. Sub district : Kalirejo

c. The Total of teachers and staff of SMK Al- Hikmah Kalirejo

Table 4

	Educational Background	
	S1	S2
	36	2
Total	38	

d. The Total of students of SMK Al- Hikmah Kalirejo

In the even semester of 2016/2017 SMK Al- Hikmah Kalirejo, Central Lampung has 579 students in which 415 are male and 160 are female that divided into 16 classes. It can be shown in the table bellow:

Table 5

Number of Students at SMK Al- Hikmah Kalirejo, Central Lampung
in The Academic Year of 2016/2017

No	Class	Total Classroom	Total students		Jumlah total
			Male	Female	
1	X TKJ	4	87	33	120
	X TSM	2	57	9	70
2	XI TKJ	3	51	52	103
	XI TSM	2	49	-	49
3	XII TKJ	3	39	59	98
	XII TSM	2	132	7	139
Total		16	415	160	579

Source : The School archives, taken on 20[th] July 2016

2. Research Data

a. The Result of Students' Pre-test

To measure the students reading comprehension the researcher used pretest before giving the treatment. The student given the question that must be answered. The researcher was gave the students about 20 items of multiple choice questions that consist of reading comprehension text. The result of pretest can be identified as follows:

Table 6
The Students' Pre-Test Reading Comprehension Result
of the TSM 2 at SMK Al Hikmah Kalirejo Central Lampung

No.	Students' Initial	Score Pre-test
1.	AF	65
2.	AK	50
3.	AN	55
4.	ASF	80
5.	AP	80
6.	AK	75
7.	AS	60
8.	DS	65
9.	FU	55
10.	FS	70
11.	FI	55
12.	FHE	70
13.	FN	70
14.	GA	45
15.	H	75
16.	HS	60
17.	HW	45
18.	HH	75
19.	IH	65
20.	IS	55
21.	IF	60
22.	II	55
23.	KS	60
24.	MN	65
25.	OP	55
26.	RAP	55
27.	RHP	60
28.	SS	45
29.	SAF	55
30.	S	45

31.	TS	50
32.	TRS	70
33.	TO	75
34.	T	55
35.	WS	60
	Total	2135
	Mean	61

Source: The students' pre – test reading comprehension narrative text'sresult
of the TSM 2 at SMK Al Hikmah Kalirejo Central Lampung July 20[th],
2016

From the data above, it can be found that the highest score was 80
and the lowest score was 45. based on the data, the writer then measured
the class interval by using the formula as follows:

$$R=\frac{t-r}{K}$$

Notes:

R   = Class Interval

t   = the highest score = 80

r   = the lowest score=45

K   = Number of Classes

$R=\dfrac{80-45}{6}$ $=\dfrac{35}{6}$ $= 5{,}83$ $=6$	$K = 1 + 3{,}3 \log n$ $= 1 + 3{,}3 \log 35$ $= 1 + 5{,}095$ $= 6{,}095$ $= 6$

The total of Class Interval (R) for this research is 6. After
knowing the class interval, the data that was taken from interval class
above. Then it was put on the table of frequency distribution, as follows:

Table 7
The Frequency of Distributions of the Students' Score in Pre-test

No.	Class Interval	Frequency	Percentage
1.	75-80	6	17,14 %
2.	69-74	4	11,42 %
3.	63-68	10	28,57 %
4	57-62	7	20%
5.	51-56	2	5,71%
6.	45-50	6	17,14 %
	Total	35	100 %

Chart 1
The Students' Pre – Test Reading Comprehension Narrative Text's result Of
The TSM 2 At SMK Al Hikmah Kalirejo Central Lampung
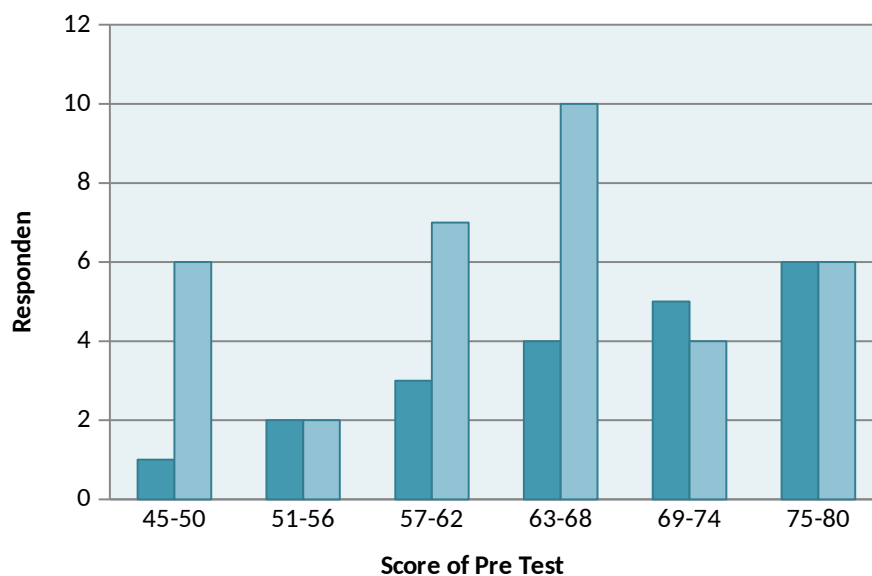
Based on the table of frequency distribution above, it can be inferred that from 35 students as the research samples there were 29 students who got the score below the Minimum Mastery Criteria (KKM), Which is 7.50. There were 6 students who got the score of 75-80 or 17,14%. Furthermore, there were 4 students who got the score of 69-74 or 11,42%. For the students who got the score of 63-68 or 28,57% were

10 students, there were 7 student who got the score of 57-62 or 20%. There were 2 students who got the score of 51-56 or 5,71% and there were 6 students who got the score of 45-50 or 17,14%.

From the result of pre-test, the researcher found the students' problems was in comprehending text technique on studying narrative text. These problem can be seen by the questions that have been given. Many students got low or bad score in this test.

b. Post-test Result

After knowing the pre-test result of the students' reading comprehension narrative text, the students got low score and then the researcher ask to students about difficulties in answering the excercise and give more explanation about reading comprehension by using card sorting media. After giving treatment and they have understood, further the researcher gave the post-test to measure their knowing of reading comprehension with the same test. So the students were motivated to use this media to make their reading comprehension score better.

In this process, the researcher saw that the students were interested and they motivated to master this media, at the end, the teacher gave post-test to know their ability after giving the instruction (treatment). the researcher tested the students by giving them multiple choice tests. The result of the post-test can be identified as follows:

Table 8
The Students' Post- Test Reading Comprehension Result
of the TSM 2 at SMK Al Hikmah Kalirejo Central Lampung

No.	Students' Initial	Score Pos-test
1.	AF	80
2.	AK	75
3.	AN	80
4.	ASF	85
5.	AP	85
6.	AK	80
7.	AS	75
8.	DS	80
9.	FU	75
10.	FS	80
11.	FI	75
12.	FHE	80
13.	FN	70
14.	GA	65
15.	H	85
16.	HS	75
17.	HW	65
18.	HH	85
19.	IH	75
20.	IS	70
21.	IF	75
22.	II	75
23.	KS	75
24.	MN	80
25.	OP	60
26.	RAP	75
27.	RHP	75
28.	SS	65
29.	SAF	75
30.	S	60
31.	TS	70
32.	TRS	75
33.	TO	85
34.	T	75
35.	WS	65
	Total	2625
	Mean	75

Source:The students' post – test reading comprehension narrative text'sresult of the TSM 2 at SMK Al Hikmah Kalirejo Central Lampung July 27th, 2016

From the data above, it can be found that the highest score was 80 and the lowest score was 45. based on the data, the writer then measured the class interval by using the formula as follows:

$$R = \frac{t-r}{K}$$

Notes:

R   = Class Interval

t   = the highest score = 90

r   = the lowest score = 60

K   = Number of Classes

|	
$R = \frac{85-60}{6}$ $= \frac{30}{6}$ $= 4$	K = 1 + 3,3 log n = 1 + 3,3 log 35 = 1 + 5,095 = 6,095 = 6

The total of Class Interval (R) for this research is 4. After knowing the class interval, the data was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 9
The Frequency of Distributions of the Students' Score in Post-test

No.	Class Interval	Frequency	Persentage
1.	81-85	5	14,28%
2.	77-80	7	20%
3.	73-76	12	40%

4.	69-72	4	8,57%
5.	64-68	5	11,42%
6.	60-65	2	5,71%
	Total	35	100%

Chart 2
The Students' Post – Test Reading Comprehension Narrative Text's result
Of The TSM 2 At SMK Al Hikmah Kalirejo Central Lampung
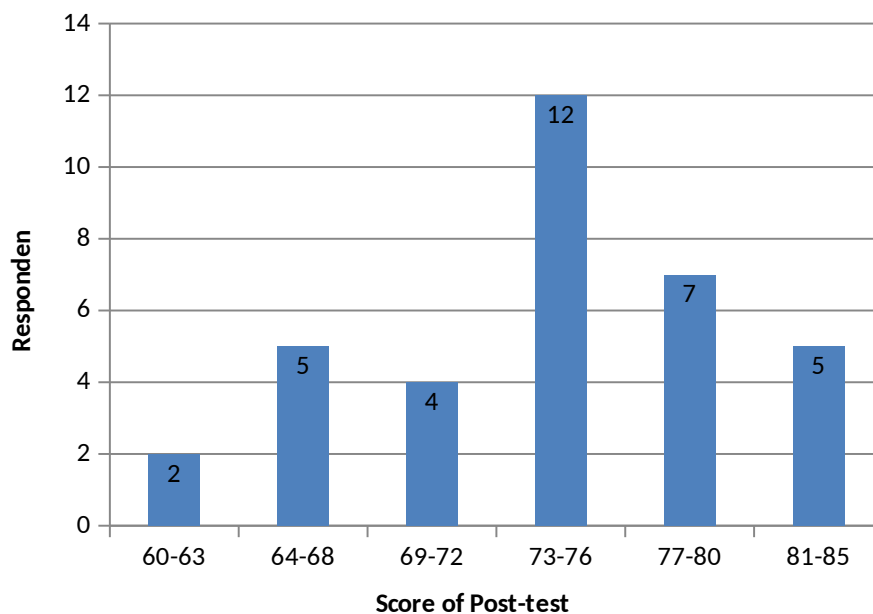
Based on the table of frequency distribution above, it can be inferred that from students as the research samples, 22 students (62,85%) passed the Minimum Mastery Criteria (KKM), which is 7.50. Therefore,there were 5 students who got the score of 81-85 or 14,28%. There were 7 students who got the score of 77-80 or 20%. Furthermore, there were 12 students who got the score of 73-76 or 40%. And there were 4 students who got the score of 69-72 or 8,57%. For the students who got

the score of 64-68 or 11,42% were 5 students, and there were 2 students who got the score of 60-63 0r 5,71%.

So the result of post-test was categorized into good category eventhough some of students were still lack in comprehending text, but it was good because they had good effort in learning narrative text.

B. Hypothesis Testing

After applying the documentation and test the technique, the researcher analyzed the data by using analysis of T-test in order to prove whether there is a significant influence of Subtitled movie media toward Students' Reading Comprehension at the tenth grader of SMK Al Hikmah Kalirejo Central Lampung, as follows (Ha) is accepted, if there is a positive and significant influence of using card sorting as media on students reading comprehension. And (Ho) is rejected , if there is no a positive and significant influence of using card sorting as media on the students reading comprehension.

1. Putting the data into the formula Chi-Square (χ^2)

After administering the written test method, the researcher analyzed the data using of Chi-Square (χ^2) with the two variable in order to prove whether there is a positive and significant of using card sorting as media on students reading comprehension at the tenth graders of SMK Al Hikmah Kalirejo Central Lampung in the Academic Year of 2015/2016 as follows:

The formula of Chi-Square is:

$$X^2 = \sum \frac{(f_o - f_t)^2}{f_t}$$

Table 10

The Contingency Table of the Expected Frequency at the Result

Of Students' Reading Comprehension in Pre-test and Post-test

Variables	Category			Total
	Good	Average	Low	
Pre-test	1 10	2 17	3 8	$r_n = 35$
Post-test	4 24	5 11	6 0	$r_n = 35$
Total	$C_n = 34$	$C_n = 28$	$C_n = 8$	N=70

Hypothesis testing by using chi-square analyzed as follows:

Table 11

The Testing of Data

Sel:	f_o	$f_t = \frac{C_n \times R_n}{N}$	$f_o - f_t$	$(f_o - f_t)^2$	$\frac{(f_o - f_t)^2}{f_t}$
1	10	$\frac{34 \times 35}{70} = 17$	-7	49	2,88
2	17	$\frac{28 \times 35}{70} = 14$	+3	9	0,64
3	8	$\frac{8 \times 35}{70} = 4$	+4	16	4
4	24	$\frac{34 \times 35}{70} = 17$	+7	49	2,88

		70			
5	11	$\dfrac{28 \times 35}{70} = 14$	-3	9	0,64
6	0	$\dfrac{8 \times 35}{70} = 4$	-4	16	4
Total	N=70	f_t= 70	= 0	-	X²= 15,04

Furthermore, put the data into the formula of chi-square. It can be calculated by using the formula as below:

$$x^2 = \sum \frac{(f_o - f_t)^2}{f_t}$$

$$\chi^2 = \frac{49}{17} + \frac{9}{14} + \frac{16}{4} + \frac{49}{17} + \frac{9}{14} + \frac{16}{4}$$

$$\chi^2 = 2,88 + 0,64 + 4 + 2,88 + 0,64 + 4$$

$$\chi^2 = 15,04$$

Based on the result of data analysis above, the value of chi-square was 15,04. Then know the critical value value of chi-square the researcher firstly counted df, it was degree of freedom. The formulation of df:

Df = (c-1)(r-1)

Note:

Df = Degree of freedom

c = column

r = row

df = (3-1)(2-1) = 2

The degrees of freedom is 2. So, the values of f_t on degrees of freedom are 5% = 5,991 and 1% = 9,210.

From data above shown the comparison of f_o with f_t was: 9,210< 15,04 > 5,991 in 5% and 1% was have significance influence. It means that alternatif hyphothesis (Ha) which explains "there is positive and significant influence of using card sorting as media on students' reading comprehension" is accepted , and (Ho) is rejected. It is mean that using card sorting as media has positive and significant on students reading comprehension.

2. Putting the data into formula T-test

To find whether there is positive and significant influence of using card sorting as media on students reading comprehension at the tenth graders of SMK Al Hikmah Kalirejo Central Lampung in the Academic Year of 2015/2016, the writer used the T-test formula. Firstly, the researcher prepare the table and put the data into the formula t-test as below to get "$t_{observation}$".

Table 12

The Pre-test and Post-test Result of the Students Reading Comprehension

at the Tenth Graders of SMK Al Hikmah Kalirejo Central Lampung

in the Academic Year 2015/2016

No	Name	Pre-test (X_1)	Post-test (X_2)	D (X_1-X_2)	D^2 (X_1-X_2)^2
1.	AF	65	80	15	225
2	AK	50	75	25	625
3	AN	55	80	25	625
4	ASF	80	85	5	25
5	AP	80	85	5	25
6	AK	75	80	5	25
7	AS	60	75	15	225
8	DS	65	80	15	225
9	FU	55	75	20	400
10	FS	70	80	10	100
11	FI	55	75	20	400
12	FHE	70	80	10	100
13	FN	70	70	0	0
14	GA	45	65	20	400
15	H	75	85	10	100
16	HS	60	75	15	225
17	HW	45	65	20	400
18	HH	75	85	10	100
19	IH	65	75	10	100
20	IS	55	70	15	225
21	IF	60	75	15	225
22	II	55	75	20	400
23	KS	60	75	15	225
24	MN	65	80	15	225
25	OP	55	60	5	25
26	RAP	55	75	20	400
27	RHP	60	75	15	225
28	SS	45	65	20	400
29	SAF	55	75	20	400
30	S	45	60	15	225
31	TS	50	70	20	400
32	TRS	70	75	5	25
33	TO	75	85	10	100
34	T	55	75	20	400
35	WS	60	65	5	25
		$\sum X_1$= 2135	$\sum X_2$= 2625	$\sum D$= 490	$\sum D^2$= 8520

The average of D = (490:35) = 14

After it, put the data into the formula of t-test. Then, calculate of t-test. It can be calculated by using the formula below:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{}}{N(N-1)}}}$$

$$t = \frac{14}{\sqrt{\dfrac{8520 - \dfrac{(490)^2}{35}}{35 \times 34}}}$$

$$t = \frac{144}{14}$$

Therefore, $t_{observation}$ is 12.954 as the result of the counting by using t-test formula above.

To know the critical value of t-test($t_{\_table}$), the writer firstly caunted *df*, *df* is degree of freedom. the formulation of *df* = N-1. N is the number of research population:

d*f* = N-1
    = 35-1
    = 34

After considering the t-test table by using df 34, because 34 is higher than 30 and it's lower than 40, so it done by interpolation and can be found that:

Table 13

Critical value of t_{table}

Level Significant	5%	1%
df 30	1,697	2,457
df 40	1,684	2,423

Table 14

Interpolation

Interpolation	5%	1%
d.f 30+ df 40 _____ 2	=1,697+1,684 _____ 2	=2,457+2,423 _____ 2
	= 1,690	2,440

To df 34 with df 5% is 1,690 and 1% is 2,440. with the t-observation is 12.954. Then, the data confirmed that to T_{table} 1,690 <$T_{observarion}$12.954 >T_{table} 2,440.

	Paired Differences							Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
	Mean			Lower	Upper			
Pair 1 pretest - posttest	14.000	6.393	1.080	16.196	11.803	12.954	34	.000

The table above illustrated that mean off pretest X1 and post test X2 result was 14.000 and it's the standard deviation was 6.393 with standard error mean was 1.080, t observed was 12.954 with degree of freedom was 34 to confidence interval of the difference 95%.

C. Interpretations

1. Interpretation of f_o

The writer formulated f_o to f_t as follows:

a) If "$f_o > f_t$, Ha is accepted and Ho is rejected.

b) If "$f_o < f_t$, Ha is rejected and Ho is accepted.

Based on the data above, the value of chi-square was 15,04 . Then, the data confirmed that " $f_o = 15,04$ is higher than "$f_t = 5,991$ in 5% and 9,210 in 1%. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that " there is a positive and significant influence of using card sorting as media on students reading comprehension at the tenth graders of SMK Al Hikmah Kalirejo Central Lampung in the academic year 2015/2016.

2. Interpretation of $t_{observed}$

The writer formulated to "$t\_observed$ to t_table " as follow:

a) If $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected.

b) If $t_{observed} < t_{table}$, Ha is rejected and Ho is accepted.

The researcher has formulated the Alternative Hypothesis (Ha) such as: "there is a positive and significant influence of using card sorting as media on the students reading comprehension at the tenth graders of SMK Al Hikmah Kalirejo Central Lampung in the Academic Year of 2015/2016.

Finally, the data confirmed that "t $_{observed}$" = 12,954 is higher than "t $_{table}$ 1,690 in 5% and 2,440 in 1%. Therefore, it can be concluded that "there is a positive and significant influence of using card sorting as media on the students reading comprehension at the tenth graders of SMK Al Hikmah Kalirejo Central Lampung in the Academic Year of 2015/2016.

D. Discussion

During the research, the researcher observed that the students were interested in learning narrative text. They were enthusiastic during the learning process. All students always attended the class from the first treatment until the last treatment. They were also active in their teams during the learning process.

Most of them were able to comprehend text by using card sorting as media more easily. The researcher assumed that teaching and learning by using card sorting as the media can influence students' reading comprehension result well. By using card sorting as the media, the students learn narrative text easier because the students could comprehend the content easier. They could found out the detail information and the learning process would be more interesting. The card sorting as media could help and support them to comprehend the text. So it has proved that card sorting as media could influence the students' reading comprehension result especially for the students at the tenth grader of SMK Al- Hikmah Kalirejo Central Lampung.

By using card sorting as media, the students learned new experience in study English. In brief, after treatments there is a significant influence of the students' reading comprehension result especially for the students at the tenth grader of SMK Al- Hikmah Kalirejo Central Lampung. In fact, it showed that there were changes at amount of students that passed the Minimum Mastery Criteria (KKM), which is 7.50. In pre-test result, from 35 students as the research samples, 29 students got the score below the Minimum Mastery Criteria (KKM), and the post test result, there were 26 students (74,28%) passed the Minimum Mastery Criteria (KKM). Therefore, it can be inferred that the students' reading comprehension in post test was improved.