AN UNDERGRADUATE THESIS

INCREASING READING COMPREHENSION ABILITIES THROUGH EXTENSIVE READING STRATEGY IN THE ELEVENTH GRADERS OF SMK N 1 METRO IN THE ACADMIC YEAR OF 2013/2014



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INCREASING READING COMPREHENSION ABILITIES THROUGH EXTENSIVE READING STRATEGY IN THE ELEVENTH GRADERS OF SMK N 1 METRO IN THE ACADEMIC YEAR OF 2013/2014

Presented as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Program

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ABSTRACT

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Reading is one of the abilities which must be mastered by the students in learning English. The students who have the ability in English language must be able to identify the text faster. The students also were in the difficulty in identifying reading text effeciently. This was caused by the student inability to associate strategy in reading texts well. Therefore, the researcher used the right strategy to overcome the weakness. The researcher tried to implement the extensive reading strategy to make the students easier in understanding and indentifying the text faster and more effeciently

The purpose of this research was to implement the extensive reading strategy and analyze its influence in the student comprehending reading texts at the eleventh grade (XI AP2) of SMK N 1 Metro.

The Classroom Action Research (CAR) was conducted by 2 cycles. There are four steps in each cycle: they are planning, action, observation, and reflection. The writer gives one pre-test before treatment, two treatments and two post-test. The subject of this action research is the eleventh grade AP2 of SMK N 1 Metro. The writer uses observation, test (pre-test and post-test), documentation, and field note to collecting data. While, to analyzing the data, the writer used students average score.

The average result score of the pre-test and post-test shows that there is progressing score. The average score at pre-test is 59,25; post-test 1 is 69,81 and then, the average score at post-test 2 is 77. Based on the result above, it can be said that extensive reading strategy can increasing students' reading comprehension.

MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA MELALUI STRATEGI MEMBACA EKSTENSIF DI KELAS XI SMK N 1 METRO TAHUN AJARAN 2013/2014

ABSTRAK

Oleh:
FELITA ADHASARI

Membaca merupakan salah satu kemampuan yang harus dikuasai oleh siswa dalam mempelajari Bahasa Inggris. Siswa yang memiliki kemampuan dalam Bahasa Inggris harus mampu mengidentifikasi teks bacaan dengan benar dan cepat. Pada kenyataannya tidak sedikit siswa yang mengalami kesulitan dalam mengidentifikasi teks bacaan dalam Bahasa Inggris secara cepat, hal tersebut disebabkan oleh kurangnya kemampuan siswa dalam menerapkan strategi membaca ke dalam teks bacaan. Oleh karena itu, peneliti perlu menerapkan strategi yang tepat untuk mengatasi kelemahan tersebut. Peneliti mencoba untuk menerapkan strategi membaca luas untuk memudahkan siswa dalam memahami dan mengidentifikasi teks.

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan strategi membaca luas dapat mempengaruhi kemampuan siswa dalam memahami teks bacaan pada kelas XI AP2 SMK N 1 Metro.

Penelitian Tindakan Kelas (PTK) ini dilakukan dalam 2 siklus. Ada empat tahap dalam setiap siklus: perencanaan, tindakan, observasi, dan refleksi. Penulis memberikan satu pre-test sebelum tindakan, dan dua post-test. Subjek penelitian tindakan adalah siswa kelas XI AP2 SMK N 1 Metro. Penulis menggunakan observasi, tes (pre-test dan post-test), dokumentasi, dan catatan lapangan untuk mengumpulkan data. Sedangkan, untuk menganalisa data, penulis menggunakan nilai rata-rata siswa.

Hasil nilai dari pre-test dan post-test menunjukkan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-test adalah 59,25; post-test adalah 69,81. Kemudian, nilai rata-rata pada post-test 2 adalah 77. Berdasarkan hasil di atas, dapat dikatakan bahwa strategi membaca luas dapat meningkatkan kemampuan membaca.

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We have given guidance and enough improvement to the undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

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The Undergraduate Thesis entitled: INCREASING READING COMPREHENSION ABILITIES THROUGH EXTENSIVE READING STRATEGY IN THE ELEVENTH GRADERS OF SMK N 1 METRO, written by FELITA ADHASARI, NPM. 1064787 , English Education Program, has been examined (Munaqosah) in Tarbiyah Department on Thursday, August 28, 2014.

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Metro, Juli, 2014

The writer,



FELITA ADHASARI

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MOTTO

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ ۝١

"Proclaim! (on read!) in the name of thy Lord and Cherisher, Who created."
(QS. Al-'Alaq: 1)

ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ . ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ . عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ

Read, and your Lord is very glorious.

Who was teaching with pens

He is teaching the human with anything they don'□□□t know.

Never Say "No" If You Don't Ever Try It.

Don't Put Till Tomorrow What You Can Do Today

"I highly dedicate this undergraduate thesis to my beloved Family, my close friends, my almamater Stain Jurai Siwo Metro and all whom I love.

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I would like to give my deepest gratitude to my lovely father and mother, my sisters, and all family for all pray, love, support, and encouragement in finishing my

study. My thanks also go to all friends in English Department 2010 who have given countless beneficial experiences and admirable memories.

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Metro, 2014

The Writer



FELITA ADHASARI

St. Number 1064787

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GLOSSARY

Extensive reading : Reading a large quantity of text, carried out to achieve a general understanding of a normally some longer text.

Reading : An activity to get some information or knowledge in a book.

Comprehension : The action or capability of understanding something.

Skimming : Reading a text to get the gist, the basic overall idea, rather than concentrating on obsorbing all the details.

Scanning : A technique where the reader looks for specific information rather than crying to absorb all the information.

Semantics : The study of how meaning is generated in language.

Clustering : A grouping of a number of similar things.

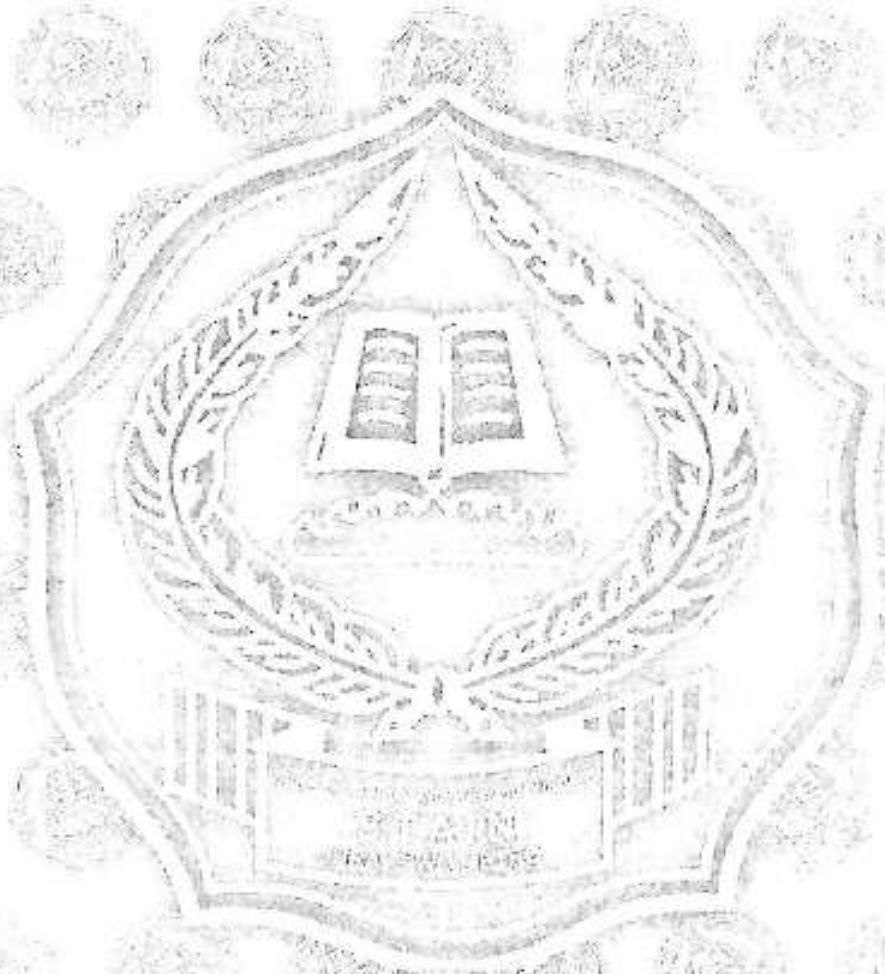
Approach : A set of assumptions dealing with the nature of language, learning and teaching.

Discourse : Communicative events involving language in context

Strategy	: The process of planning something or putting a plan into operation in a skilful way marketing strategy.
Quotation	: A group of words or a short piece of writing taken from a book, play, speech and repeated because it is interesting or useful

ABBREVIATION

PBI	: English Language Study Program
SMK	: State Vocational High School
TEFL	: Teaching English as a Foreign Language
AP	: Hospitality Acomodation
MSC	: Minimum Standard Criteria
CAR	: Classroom Action Research
STAIN	: State Islamic College.
SMEA	: Economy High School



CHAPTER 1
INTRODUCTION

A. The Background of The Study

It is widely accepted that the understanding of reading plays an important role in English instructional within indonesian context. This is because reading is not only a source of information but also as a means of consolidating and extending one's knowledge of the language. Reading can enrich our vocabulary. Reading is very necessary to widen the mind and gain understanding of the foreign culture.

However, helping students to be able to have a good reading is not easy and it needs some effective efforts. This is because reading is a one of the difficult subject for students because if the students want to read well they must have many vocabulary mastery and they must be able get information, knowledge and idea from sources they read. Educators know that reading can improve new vocabulary and knowledge in understanding text. It makes some students often feel hard to vocabulary performance activity, because they do not only have the poor vocabulary performance but also they have the poor reading comprehension.

The low quality of students' reading comprehension is also caused by inefficient strategy that used by teacher, and it makes the student difficult to accept the learning. Thus, causing a low student learning motivation. Graham

Gibbs concludes that "the best learning is done in small classes involving personal interaction with teachers ". So, class size also affect the learning process of students' reading, due to the large class size will cause a lack of interaction the each student with the teacher and can disturb the students' concentration.

Based on the problem of ineffectiveness reading learning process one of the problem is the teacher is not familiar with the implementation the good strategy in reading learning. So, implementing a new strategy for teaching reading became critical thing to do. Implementing a new strategy brings a fresh air in the classroom atmosphere because it can increase students reading comprehension.

Referring to the benefit of the implementation of new strategy in reading learning, this reaserch implements extensive reading in teaching reading. The extensive reading would be benefical for both teacher and the school. In extensive reading Nuttall states that "We learn to read by reading". So, to increase our reading comprehension we must be able to know the strategy to read well. Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text.

In English Foreign Language context, extensive reading can be a way to increase the students' reading comprehension in the target language, developing positive attitudes toward reading, increasing motivation to read, and making

gains in various aspects of proficiency in the target language, including vocabulary and writing.

The present study is devoted to increasing the students' reading comprehension especially skill in organizing main ideas and vocabulary mastery by using extensive reading.

In this research, the researcher wants to investigate whether Extensive Reading gives the positive effect on the reading comprehension. Based on the result of pre survey on November 11th 2013 in the SMK N 1 Metro, the researcher got the English score data. The Minimum standard Criteria (MSC) for English is 75. From the result of pre survey of 27 students at SMK N 1 Metro especially in the eleventh grade, we can see that there are 22 students included into failed level for the score ≤ 75 (81.48%), and 5 students passed level for the score ≥ 75 (18.51%). it means that most of the students get low score.

Referring to the result of pre survey, the reseacher got the information that the students' of SMK N 1 Metro have a low motivation and interest in following the english class. It is caused the strategy that used by teacher is not effective until the students' have low vocabulary mastery and the students do not know how to get general and specific information of the text easily.

The resercher assumed that the large class size also can distrub the students' concentration, because it will make a lack of interaction between the student and the teacher. The researcher choose the extensive reading strategy because in the eleventh graders, the students have studied about reading

comprehension and they need a strategy for study it and they must be read to get the main ideas quickly. So the researcher uses extensive reading as strategy for teaching learning English, so that it should be more effective to encourage students to learn English and also more interesting.

Based on the explanation above, the writer conducts the research entitles "Increasing Students' Reading Comprehension Through Extensive Reading" at The Eleventh Grades of SMK N 1 Metro.

B. Problem Identification

Referring to the background above, the problem can be identified as follows:

1. The teacher has not used yet the effective strategy in reading lesson.
2. The students do not know how to get general and specific information of the text easily.
3. The students have low motivation and interest in following the class.
4. The students have low vocabulary mastery.
5. The students have difficulties to concentrate in the learning because the large class size.

C. Problem Limitation

In line with the problems mentioned above, the writer limits the problem only in using the extensive reading to Increase the students' reading performance in the Eleventh Class Students of the SMK N 1 Metro in the Academic Year of 2013/2014.

D. Problem Formulation

Based on the background of the study and problems identification above, the writer formulates of the problem in this research as follow:

"Can the extensive reading strategy increase the students' reading comprehension?"

E. Objectives and Benefits of The Study

1. Objective of the Study

In accordance with the problem formulation, the objectives of present research is hopefully able to find out whether the implementation of extensive reading strategy will be more effective to increase the students' reading comprehension.

2. Benefit of the Study

a. For the Students

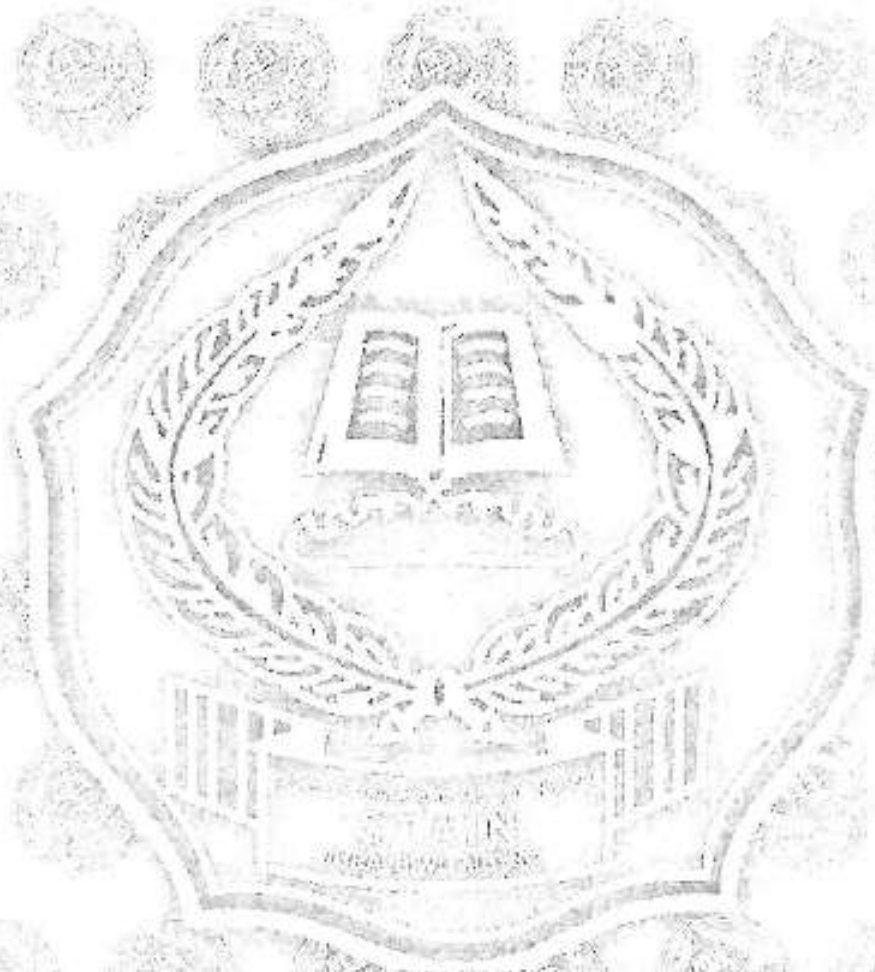
By using extensive reading as strategy in learning, it is hoped that the students will be more interested and motivated in learning English.

b. For the Teacher

This study hopefully able to overcome the problem that faced by English teachers in their class.

c. For the School

The headmaster can convey to the teachers that they should know the students' problems in order to reach learning process effectively.



CHAPTER II
REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Reading Comprehension

a. Theory of Reading

Reading is language ability and should be taught in close and meaningful connection with the whole spectrum of language abilities, including talking, listening, writing and thinking.[1]

Reading is most definitely an active process; the efficient reader interacts with a text, predicting what will come next, and bringing our knowledge of the subject and language to the text.[2]

W.S. Gray notes "Reading is form of experience. With the written account of their experiences, reading can take along us in contact with the minds of great authors,. Their recorded lines and the advancement made by them in various fields"[3].

---

[1] Jean Wallace Gillet and Charles Temple, *Understanding Reading Problems*, (New York: Harper Collins College, 1994), p.3

[2] Lucy Pollard, *Guide to Teaching English*, (Cambridge University Press,2008), p.44

[3] Patel, Praveen M. Jain, *English Language Teaching Method,Tool & Technique*, (Jaipur: Sunrise,2008) ,p.114.

Moreover, According to Nation, 2001 " The comparison of many studies proves that written texts are richer in lexis than spoken ones. It makes reading is significant "[4]

Furthermore, Bamford emphasized that students who read more besides become better and more confident readers, they will also enhance their reading, writing, listening and speaking abilities and their vocabularies will get richer.[5]

Based on the quotations above, it can be inferred that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language and also can improve their writing, listening and speaking abilities and their vocabularies will get richer.

b. Types of Reading

1. Intensive Reading :

Intensive reading is text reading or passage reading. In this reading the learner read the text to get acquaintance or analysis.

The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Intensive Reading reading will

[4] Rohmatollah Soltani, "Extensive Reading: A Stimulant to Improve Vocabulary Knowledge",ISSN, Vol. 2, No. 3, 2011, p.162

[5] Maria Kredatusova, *The Benefits of Extensive Reading in EFL*, (Masaryk University,2008), p.9

provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken.

There are few characteristics of intensive reading:

a) This reading helps learner to develop active vocabulary.
b) Teacher play main role in this Reading.
c) Linguistic items are developed.
d) This reading aims at active use of language.
e) Intensive reading is reading aloud.
f) In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

2. Extensive Reading

Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book. Extensive reading is the reading for pleasure. The reader wants to know about something. The

reader does not care about specific or important information after reading.

3. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be vary difficult at secondary level.

4. Silent Reading

Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.[6]

c. Reading Comprehension

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. Reading comprehension is the search for meaning,actively using our knowledge of the world and of texts to understand each new thing and require the

[6] M.F. Patel and Praveen M. Jain,op.cit.,P.117-123

readers to read meticulously in order to understand the total meaning.[7] Reading comprehension is important for the students in the class, because by understanding of reading much the information that has been taken from the text.

Furthermore, Jenkins, Larson, & Fleischer, 1983 exposition that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.[8]

Reading Comprehension Strategies can often be divided into three categories : Before, During & After.

Before reading strategies tend to be those that activate our students' prior knowledge.When we merge these strategies, we let students tell us what they know before we begin the process of teaching the students.

During reading strategies are those that help students progress and manage complex information as they read and learn. These strategies often employ organizers or frameworks which allow students to efficiently categorize information.

---

[7] Jean Wallace gillet, and Charles Temple, *Understanding Reading Problem*, United States of America, Harper Collins college Publisher, 1994 ,p.40

[8] Janette K. Klingner Sharon Vaughn And Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press,2007), p.2

After reading strategies allow students to reflect on what they have learned and to share what they've learned. The strategies tend to be interactive so that students learn from each other.[9]

d. Reading Comprehension Abilities

Reading ability, for instance :

(a) Predict what will happen next in a story using clues presented in text.
(b) Create questions about the main idea, message, or plot of the text
(c) Monitor understanding of the sequence, context, or characters.
(d) Clarify parts of the text which have confused them.
(e) Connect the events in text to prior knowledge or experience.[10]

Reading comprehension is an ability, which the reader must be guess, answer questions, and explain again what the purpose and message author. After the student reads the title of text, the student predict what will happen next in a story using clues presented in text, to get the main ideas easily the students create questions about the main idea, message, or plot of the text, and then to get the comprehension about the story the student connect the events in text to prior knowledge or experience.

e. Strategies for Reading Comprehension

Brown explains ten strategies for reading comprehension "Identify the purpose in reading, using grapheme rules and patterns, using efficient silent reading technique for relatively rapid comprehension, skimming the

[9] June Preszler, *On Target: Reading Strategies to Guide Learning, Rapid City: BHSSC* 2005), p.4
[10] http. www. Time for learning. Com.id, *Reading comprehension,*(22 Mei 2010)

text for main idea, scanning the text for specific information, using semantic mapping or clustering, guessing when the reader aren't certain, analyzing vocabulary, distinguishing between literal and implied meanings, capitalizing on discourse makers to process relationship."[11]

Futhermore the explanation of the strategies as follows:

1. Identify the purpose in reading

   Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the reader know what they're looking for and can weed out potential distracting information.

2. Using grapheme rules and patterns

   In many cases, learners have become acquainted with oral language and have some difficulties learning English spelling conventions. They may need hints and explanations about certain English orthographic rules and peculiarities.

3. Using efficient silent reading technique for relatively rapid comprehension

   The readers' intermediate to advanced level students need not be speed readers, but it is suggested to increase efficiency by teaching a few silent reading rules.

---

[11] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, (San Fransisco State University, 2001), p.306

a. The readers don't need to "pronounce" each word to the teacher.
b. Try to visually perceive more than one word at time, preferable/phrase.
c. Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

4. Skimming the text for main idea

Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or massage and possibly some of the developing or supporting ideas.

5. Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.[12]

6. Using semantic mapping or clustering

Teachers can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.

---

[12] Thomas C. Farell, *Planning Lessons for a Reading Class,* (Singapore: SEAMEO Refional Language Centre, 2002), p. 1

7. Guessing when the reader aren't certain

Sometimes students may need to guess the meaning of a word they do not know while reading a text because they have no dictionary or they are in an examination type situation.[13]

8. Analyzing vocabulary

One way for learners to make guessing pay off when they don't immediately recognize word is to analyze terms of what they know about it.

a. Look for prefixes (co-, inter-, etc.) that may gives clues.
b. Look for suffixes (-tion, -ally, etc.) that may indicate what part of speech it is.
c. Look for roots that are familiar.
d. Look for grammatical contexts that may signal information.
e. Look at the semantic context (topic) for clues.

9. Distinguishing between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

[13] *ibid*,p. 30-31

10. Capitalizing on discourse makers to process relationship

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentence. A clear comprehension of such makers can greatly enhance learner's reading efficiency.

The strategies help the reader to comprehend text. Therefore, the authors' intended will receive well.

From the explanation above, it can conclude that reading is a complex activity process which is very important involving the language and thought in order to get meaningful message, science or information sent by the writer thought printed language such as graphic symbol, written verbal symbol. In comprehending the content of the text, the reader must use mind concentration to catch the writer's idea.

The students has difficulty in reading. The reading problems related to the way to increasing their reading comprehension use. To make good reading students should use good way to increase reading. There are many ways to learn how to speak well, one of the way is increasing reading comprehension through extensive reading.

2. The Concept Of Extensive Reading

a. Theory Of Extensive Reading

Extensive reading is carried out to achieve a general understanding of a normally some what longer text (book,article or essays,etc.). Extensive reading can sometimes help learners get away

from their tendency to overanalyze or look up words they don't know, and read for understanding.[14]

Day and Bamford (2004) argued that in English Foreign Langguage context, extensive reading can be means of increasing the students' reading ability in the target language, developing positive attitudes toward reading, rising motivation to read, and making gains in various aspects of proficiency in the target language, including vocabulary and writing.[15]

In addition, Richards and Schmidt state to expand good reading habits, to build up knowledge of vocabulary and structure, and encourage a liking for reading by using the extensive reading.[16]

Meanwhile, Nation (2001:150), pointed out that three reasons why learners can develop best through extensive reading.

First, reading is essentially an individual activity; therefore, learners of different proficiency levels could be learning at their own level without being locked into an inflexible class program.

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[14] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedogogy*, Second Edition, (San Fransisco State University, 2001), P.313

[15] Ary Setya Budhi Ningrum, "Teaching Extensive Reading Program With Character Building Theme: From Zero To Hero", (STAIN Kediri,2012),no.3,p.293

[16] Funshao Meng, "Developing Students' Reading Ability through Extensive Reading", Xuchang University,China,2009,ISSN,vol.2,no.6,p.133

Second, having an extensive reading activity, students are allowed to follow their interests in choosing what to read, and can increase their motivation for learning.

Third, extensive reading provides the chance for learning to occur outside the classroom[17]

Based on the quotation above it can be inferred that Extensive reading is the reading for pleasure. The reader wants to know about something in the text. As the result of extensive reading students' motivation and positive affect to read will increase, which will in turn benefit their eventual acquisition of the target language and extensive reading results in better reading comprehension, writing style, vocabulary, spelling, and grammatical development.

b. Characteristics of Extensive Reading

Few Characteristics of Extensive Reading are :

1. It helps learner to expand to active vocabulary.
2. Extensive reading is silent reading.
3. In extensive reading the subject matter is emphasized.
4. In the extensive reading the learners play main role because they have to ask for measures.
5. In extensive reading the idea can be developed.

[17] Ary Setya Budhi, op.cit.p,294

6. The aim of extensive reading is to enrich learners' knowledge.
7. Through extensive reading the good reading habit can be developed.[18]

While, according to Aebersold & Field, 1997 the characteristics of Extensive Reading are :

1. Reading is a means to an end a summary, book report, discussion and so on.
2. Students are given freedom to choose and responsibility to find materials.
3. Reading materials may be entirely self-selected or partially chosen by the teacher.
4. Most reading is done outside of class without peer or teacher help.
5. The goal of reading is comprehension of main ideas, not every detail or word.
6. The quantity of reading required precludes fixating on detail or translating into L1.
7. Activities may include reading several texts on the same topic readers "will bring more background knowledge to each new text they read".
8. Extensive reading is not used to teach or practice specific reading strategies or skills.
9. All materials are authentic texts, with no accompanying exercises.[19]

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[18] Patel, Praveen M. Jain, *English Language Teaching Method,Tool & Technique,* (Jaipur: Sunrise,2008),p.120

[19] John S. Hedgcock, Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts,* (New York : Routledge, 2009), p. 207

c. The Basic Principles of Extensive Reading

Julian Bamford and Richard R. Day provide a good guideline for conceptualizing extensive reading in a teaching/learning process.[20]

1. The reading material is easy.

   Learners read material that contains few or no unfamiliar items of vocabulary and grammar. Students would not succeed in reading extensively if they have to struggle with difficult material. When reading is easy and pleasurable much more of it is done and the language learning benefits grow with the amount read. [21]

2. A variety of material on a wide range of topics is available.

   There should be a variety of materials available in the library for students to choose what they really like. The variety encourages a flexible approach towards reading as the learners are reading for different purposes (for information or pleasure).

3. Learners choose what they want to read.

   Self-selection puts students in a different role from that in a traditional classroom, where the teacher chooses or the textbook supplies reading material. This is what students really enjoy about extensive reading.

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[20] Junko Yamashita, *Extensive reading and development of different aspects of L2 proficiency*,(japan : Nagoya University,2008), p. 662

[21] Philip Prowse, "Top Ten Principles for Teaching Extensive Reading: A Response",Cambridge: Cambridge English Readers (CUP), 2009,ISSN,Vol.14,No.2, p.142.

4. Learners read as much as possible.

The language learning benefits of extensive reading come from quantity of reading. For the benefits of extensive reading to take effect, a book a week is an appropriate goal.

5. Reading speed is usually faster rather than slower.

Students are discouraged from using dictionaries as this interrupts reading and makes fluency impossible. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.[22] Instead, learners are encouraged to ignore or guess the meaning of a few unknown items they may encounter from context.

6. The purpose of reading is usually related to pleasure, information and general understanding.

Extensive reading encourages reading for pleasure and information. The aim of reading is not a hundred percent comprehension; to meet the purpose of reading sufficient understanding is satisfactory.

7. Reading is individual and silent.

Learners read at their own pace. Sometimes silent reading periods may be reserved from class time when students read their self-selected books in the classroom. Silent reading has been said to

[22] Ary Setya Budhi Ningrum, loc.cit.

help structural awareness develop, build vocabulary, and to promote confidence in the language.

8. Reading is its own reward.

Extensive reading is not usually followed by comprehension questions. The goal of reading is reader's own experience and joy of reading.

9. The teacher orients and guides the students.

The teacher keeps track of what and how much students read, he/she is interested in their reactions to what was read in order to guide them in getting the most out of their reading.

10. The teacher is a role model of a reader.

Teacher gives students a model of what is to be a reader e.g. during the silent reading periods teacher should read as well. He/she should also be familiar with all the books students are reading in order to recommend reading to individual students and share their reading experiences.[23]

[23]Maria Kredatusova, *The Benefits of Extensive Reading in EFL*, (Masaryk University,2008),p.10-12

d. The Goal of Extensive Reading

Hamers and Csapó claimed that the ultimate goal of extensive reading is to produce independent and critical readers or to prepare students to be maximally effective in real life reading or to "transfer" what they have learned into real life reading.[24]

The goals of extensive reading teaching , Students will :

1) Be provided with experience in the target language as used in books.
2) Be motivated to read more in the target language by inducing them to read in the target language as a pleasurable entertaining activity.
3) Expand vocabulary, improve grammar, spelling, reading strategies, reading speed and writing skills.
4) Be introduced to authentic literature in the target language and encouraged to read and appreciate it.
5) Be challenged to think critically.
6) Improve their self esteem and gain confidence in the target language.
7) See the connection between language, literature and culture (Domain of Appreciation).

Based on the concept above, extensive reading is reading pleasure because by using the extensive reading have improved the students comprehension in reading and writing proficiency, oral skills, vocabulary, increase in motivation and positive affect. The writer tries to investigate the influence of extensive reading towards reading comprehension and

[24] Fan Mei Kong, "On the Effectiveness of Applying English Poetry to Extensive Reading Teaching", Deshou University, China,2010,ISSN,vol.1,no.6, p.918

takes conclusion that extensive reading can be used in the teaching practice in the class to increase the students' reading comprehension.

B. Classroom Action Research (CAR)

This research is classroom action research. Action research is a particular way of researching the students learning that lead to overcome the learning problem through the direct application in class.[25] It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be. Moreover, Suharsimi Arikunto explains that classroom action research is the inquiry about teaching and learning by action in the class.[26] It means that classroom action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class. From the explanation above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

C. Action Hypothesis

Based on the theoretical review above the researcher formulated the hypothesis that by using extensive reading, the students can increase their reading comprehension.

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[25] Masnur Muslich, *Melaksanakan PTK itu mudah (classroom Action Research)*, Malang: Bumi Aksara, 2009, p.8

[26] Suharsimi Arikunto, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2007, p.3



CHAPTER III
RESEARCH METODOLOGY

A. Setting and Subject of The Study

1. Setting of The study

The setting of the action research is SMK N 1 Metro where located on Kemiri street 15A Metro, Lampung.

2. Subject of The study

The subject of the research is the eleventh grade students in AP2 (Hospitality Acomodation) class of SMK N 1 Metro, which consists of 16 female students and 11 male students and all of students in the class there are 27 students. The writer has chosen this class because most of the students have low score in English lesson especially in reading. In this research the researcher used a collaborator to help her in the action research, She is Ma'am Suci Lestari as the English teacher in AP2 class.

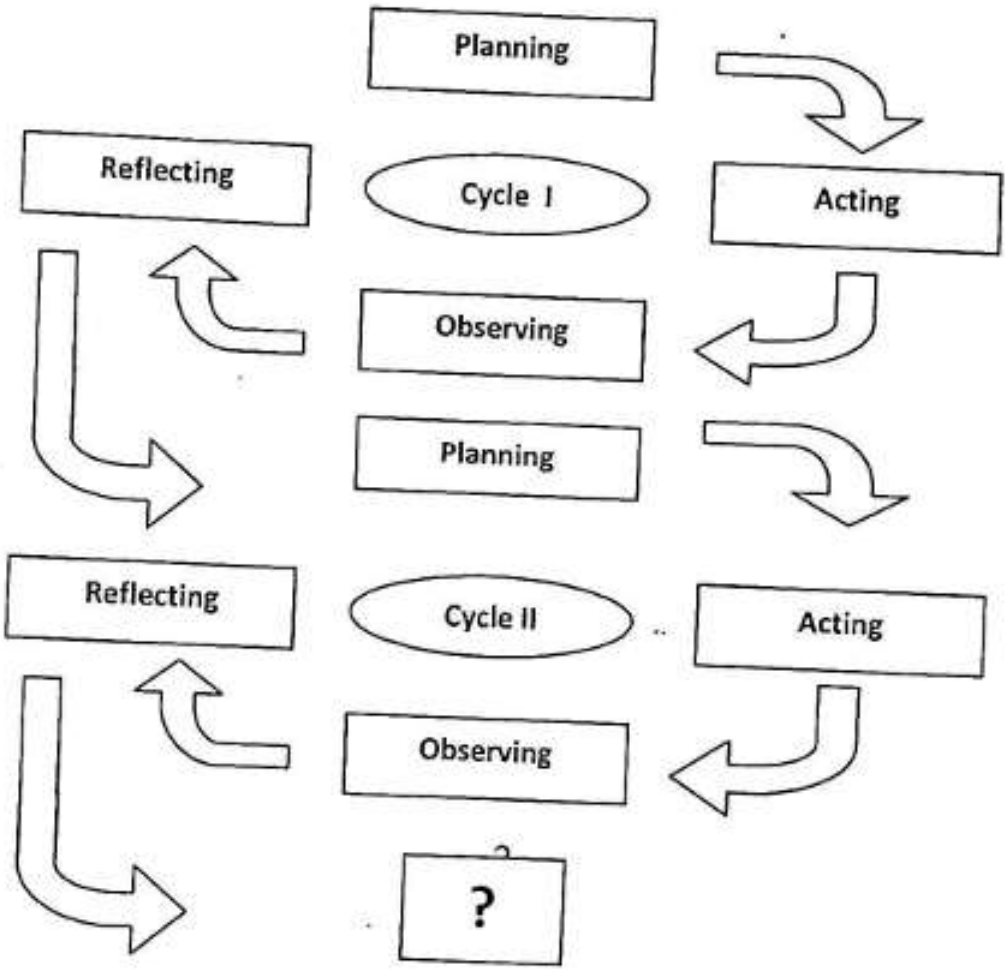
B. Object of The Study

The object of this research is increasing students' reading comprehension through extensive reading at the eleventh grade of SMK N 1 Metro. There are two variables in this research; those are extensive reading strategy as independent variable and reading comprehension as dependent variable. Therefore, the object will be given treatment is reading comprehension of the students.

C. Action Plan

1. Research Procedure

The research procedure is shown as follows:



Picture 1.Spiral Classroom: Action research.

From the figure above, can be expressed the description of the classroom action research starting from the cycle 1. In the cycle 1 there is a dynamic aspects (planing, acting, observing and reflecting)

a. Cycle 1

1) Planning

Planning was the first step of this classroom action research it was prepared before the researcher doing the action. In this step, the researcher explains about what, why, who, where and how the action was conducted.[1]

a) The researcher identifies the problem causes and finds the problem solving.

b) The researcher makes lesson plan

c) The researcher prepares the material and the method of teaching

d) The researcher prepares source of learning

e) The researcher prepares format to observe

f) The researcher prepares format of evaluate the students activity after teaching learning process

2) Acting

After finishing the planning, the learning process will be done in the eleventh grade of SMK N 1 Metro, it describes about teaching procedures of the research. In this step the researcher acts as follows:

1. Pre Teaching Activities

a) The students pray and greet together.

b) The researcher and the collaborator check the attendant list.

[1] *Ibid.*, p. 17

c) The researcher and the collaborator asks the students condition.

d) The researcher and the collaborator choose the appropriate with the material going to be taught.

2. While Teaching Process

a) The researcher and the collaborator applies the lesson plan.

b) The researcher and the collaborator gives materials to the students

c) The researcher and the collaborator order to the students to read interrelated material

d) The researcher and the collaborator gives instruction to the students about Extensive Reading Strategy.

1) The students read the text silently.

2) The students are not allowed to open the dictionary.

3) If there are unknown vocabularies, the student may guess or ignore the words.

4) Writing the unknown word in the paper and will be discussed it together in the last season.

5) The researcher gives the time to read the text and asks the questions from the text.

e) The researcher and the collaborator evaluates the students task

f) The researcher and the collaborator giving the scoring to the students.

3. Post Teaching Activities

a) The researcher and the collaborator summarize the material of learning.

b) The researcher and the collaborator gives motivation to the students.

c) The researcher and the collaborator close the meeting.

d) The researcher and the collaborator greets to the students.

3) Observing

In this step, the researcher observes the process of teaching learning by using formal observation. The outline of observation in this step such, the student's reading comprehension, student's good participant, student's error and the student's ability to answer the question. The important things in teaching learning process are noted by the researcher.

4) Reflecting

Reflection is the last step in this process. The researcher analyzes and discusses the observation result during teaching process, like the weakness and strength from the action in this steps, the researcher uses the data from evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses on the weakness in preview cycle.

b. Cycle 2

1) Planning

a) the researcher identifies the problem and finds the problem solving from the first cycle

b) the researcher prepares the source of learning

c) the researcher prepares the format to observe

d) the researcher prepares the format to evaluate

2) Acting

The researcher applies the action plan II.

3) Observing

Observing is the activity to record the event and action. In this step, the researcher observes the process of teaching learning by using format observation and field notes to collect the data in action plan II.

4) Reflecting

In this step, the researcher compares the score of pre-test and post-test. The researcher reviews and reflects on student's activity and teacher performance whether it is positive or negative, the second cycle enough or need to be continued to the next cycle.

D. Data Collection Methods

To collect the data, the researcher uses the data collection method as follows:

1. Observation

Observation is a process of collecting data by observing everything that is happening and taking notes the important stuffs.[2]

The purpose of the observation is to explain the situation being investigated activities, people or individuals are involved in data collecting strategy in which the activities of subjects are visually examined.[3]

The researcher uses this method to get the data about the student's activities such as student's ability in question answer, students' error, and student's good participant. The teacher and the students' activities are observed and notice by the researcher.

2. Test

Test is an instrument of collecting data for measuring the ability of students in cognitive aspects or understanding the learning subjects.[4] The test consists of pre-test and post-test. The types of the test are reading and written test.

a. pre-test

The writer gives the pre test to the students the purpose of the test is to know how far student's reading comprehension before given the treatment.

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[2] WinaSanjaya, *PenelitianTindakanKelas*, Jakarta, Kencana, 2011, p.86
[3] Arikunto, Op. Cit. ,p.127
[4] Wina Sanjaya, Op. Cit.,p. 99

b. post-test

The post-test was given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step will be done after the treatment to know the influence of the Extensive Reading whether it is able to increase the student's Reading Comprehension.

3. Documentation

Documentation as the method which is used to get information from the written source or document (for example: books, magazines, notes, and other) of information.[5] The researcher uses this method to get the data about the history of the school, the sum of the teachers, official employed and students at the eleventh grader of SMK N 1 Metro.

4. Interview

Interview is technique of data collecting through one way oral question and answer process that goes one[6]. In this research, the writer used interview sheet as instrument an interviewing the students. The writer used structure interview that is including questions and alternative answers that has been decided.

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[5] Arikunto,Op. Cit., p. 158

[6] Abdurrahmat Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, Jakarta: PT. Rineka Cipta, 2006, p. 105

Interview the teacher to know characteristic the students and after teaching learning process in order to know they are opinions on the activities. And the writer employs informal interview to know the students opinions and feeling about the instructions they already have.

E. Data Analysis

1. Formula of the research

Data analysis will be conducted by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. Furthermore, to know the gain the researcher will compare between pre-test and post-test. Then, the result is matched by minimum standard in this school at least the score 75.

The formula to find out the average score is:

$$\%NP = \boxed{\frac{f}{n} x\ 100}$$

Explanation:

NP = Number of presentation

f = The result of students activity

n = Number of students[7]

[7]Ngalim Purwanto, *EvaluasiPengajaran.*(Bandung: PT Remaja Rosdakarya),p.102

Additionally, to know the gain will compare between pre-test and post test. Then, the result is matched by minimum standard criteria (MSC) at the school at least 75. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to next cycle.

2. Validity

Validity in classroom action research (car) is to get the data in information that can be accounted for the truth. An instrument can be said valid if it can express the data from the variable that is researched accurately. This research will be done through 4 validities as follows: (1) democratize validity; it is where the researcher is given a chance to collaborate and review suggestion from related parties. Democratize validity is openness from teacher as implementer of classroom action research; (2) Content validity, it is asking how to relation between instrument with the purpose and the description of the materials that will be learned; (3) construct validity, refers to whether the instrument actually reflect the true theoretical meaning of a concept; (4) dialogic validity, where the researcher and collaborator discuss about the action that they do.[8]

In doing this research the researcher focused on the content validity because the research wanted to test the extent to which her test measures a

[8]WinaSanjaya,Op. Cit. p.41

representative sample of the subject matter content. Therefore to know the content validity of the test, then the materials that the researcher used inter ratter way to judge the validity of the test in order to know whether the test represent the materials that have been discussed. To get the content validity, the test must be related with the curriculum. If the student found the question in the test was very interesting, it means that the instrument was really valid.

3. Reliability

How an instrument can measure something consistently. To keep the reliability of the result, the researcher can serve the real data.[9] The real data we get from the result of the tes that we do repeatedly.

5. Indicator of the Success

The Indicator of the successful takes from the process and the result of the action research. The students are called success if 80% students get 75 in learning process and the minimum standard criteria (MSC) on SMK N 1 Metro is 75 score.

[9] *Ibid*, p .43

9) Drs. Hj. Asnayus (2002-2005)

10) Hj. Djumijati, S.Pd (2005-2013)

11) Dra Hj. Dwi Widyaningsih (2013 - now)

2. The Teachers and Staffs

SMK N 1 Metro has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of SMK N 1 Metro who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process. The total number of the teachers and officers were 90 teachers six of them are English teachers and 21 staffs.

3. Total of The Students of SMK N 1 METRO

SMK N 1 METRO consists of 33 classes from X to class XII and it has 4 skill study programs and 5 skill competences, they are :

1) Skill study program of accountancy competence skill.
2) Trademaking study program of marketing skill competence.
3) Skill study program of administration of accountancy competence skill.
4) Tourism study program of hospitality accomodation skill competence.
5) Food science study program of food service skill competence.



CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. History of the School

This classroom action research was conducted at SMK N I METRO which is located on Kemiri street 15A Metro, Lampung. 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 transportations and good street to be passed. It was established on August 1st, 1965. At the first time the name of SMK N I Metro is SMEA. At that time, A. Mashuri DM, BA was the headmaster of SMK N I Metro. Moreover, SMK N I Metro had been led by following principles:

1) A. Mashuri DM, BA (1965-1966)
2) TMD Nasution (1966-1968)
3) Drs. Soegiyanto (1968-1975)
4) Dudun Abdullah (Alm) (1975-1983)
5) Drs. Basri DJ (1983-1990)
6) Drs. Djoko Sampurno (Alm) (1990-1995)
7) Drs. Mashuri DM, BA (1995-1996)
8) Drs. Rosyidi Zahara (1999-2002)

B. Research Finding Description

This research was conduct in two cycles. Every meeting in each cycle was done by me (researcher) and my collaborator, Mrs. Suci Lestari, S.S. As it was mentioned before, each cycle consist of planning, acting, observing and reflecting.

1. Cycle I

a. Planning

In this stage the researcher and the collaborator planned to give material about reading. The researcher and the collaborator prepared several things related to teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle I, prepared the media that used in extensive reading, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

b. Acting

The action in the cycle 1 consisted of 3 meeting. The first meeting was used to pre-test. The second meeting was used to the treatment, and the third meeting as the last meeting in the cycle 1 used to post-test 1. The explanation of every meeting will be explained below:

1) The First Meeting

The first meeting was conducted on Wednesday, May 14th 2014 for 2x35 minutes. This meeting was used as the pre-test before the students were given action. The collaborator opened the class by greeting, praying, read Qur'an and checking attendance, and asking the students' condition. The researcher gave pre-test to the students.

The researcher gaves the students a text and they were gave 30 minutes to answere the question of the text and finish the test. The result of pre-test can be seen on table below:

Table 4

Frequency of Students' Pre-test Score

No	Name	Score	Target ≥ 75
1	AG	59	Failed
2	AU	60	Failed
3	BA	55	Failed
4	DP	55	Failed
5	DSB	49	Failed
6	FA	58	Failed
7	GS	58	Failed
8	HSR	59	Failed
9	LH	58	Failed
10	LND	63	Failed
11	LS	67	Failed
12	MIM.	48	Failed
13	MR	59	Failed
14	OH	53	Failed
15	RA	57	Failed
16	RW	60	Failed
17	RYA	75	Passed
18	SA	59	Failed
19	SAM	58	Failed
20	SL	75	Passed
21	SO	52	Failed
22	SR	60	Failed
23	SY	62	Failed
24	UH	57	Failed
25	YC	64	Failed
26	YDB	75	Passed
27	ZA	45	Failed
Total score		1600	
Highest score		75	
Lowest score		45	
Average score		59,25	
Student pass		11,11%	

Source : The result score of pre-test

Date : Wednesday, May 14th 2014

Furthermore, because of the minimum standard criteria (MSC) in SMK N 1 METRO was 75, based on the data above, it can be seen that there was only 3 (11,11%) students who fulfilled the minimum mastery criteria and there were 24 (88,88%) students were failed. It means that in the pre-test cycle 1 there were more than a half of the students were failed. Furthermore, from the result of the pre-test, we got the average 59,25. So the result was still unsatisfactory.

2. The Secound Meeting

The second meeting was used as the implementation the action in the cycle 1. The second meeting was conducted on Monday, May 19th 2014 for 2x45 minutes. The meeting was started by praying, read Qur'an, greeting, checking the attendance list, and asking the students condition. Before going to the material, the researcher gave explanation about extensive reading strategy.

In this stage, the condition of the class was not effective because still there many students who were noisy and students were less active in teaching and learning process. In the end meeting, the researcher gave motivation to the students and stimulating the students to conclude the material. And then, the researcher greets to closing the meeting.

3. The Third Meeting

The third meeting was conducted on Wednesday, May 21th 2014 for 2x45 minutes. This meeting used to post-test after the students given action. The meeting started by praying, read Qur'an, greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave post-test to the students. The kind of test is reading text. The researcher ask to the students to choose the text that they want. Then, the researcher ask to the students to read a text orally one by one. Next, the researcher gives instruction to the students about extensive reading strategy and ask to the students to answere the question in the text. In the end of meeting, the researcher evaluates the students task and giving the scoring.

In the post-test 1 only 20 students who got good score, but the result of the students' test was better than the students' test before giving treatment.

Table 5

Frequency of Student's Post-test Cycle 1 Score

No	Name	Score	Target ≥ 75
1	AG	65	Failed
2	AU	70	Failed
3	BA	68	Failed
4	DP	75	Passed
5	DSB	75	Passed
6	FA	77	Passed
7	GS	67	Failed
8	HSR	62	Failed
9	LH	70	Failed
10	LND	77	Passed
11	LS	75	Passed
12	MIM.	60	Failed
13	MR	63	Failed
14	OH	65	Failed
15	RA	68	Failed
16	RW	75	Passed
17	RYA	77	Passed
18	SA	77	Passed
19	SAM	63	Failed
20	SL	80	Passed
21	SO	62	Failed
22	SR	64	Failed
23	SY	64	Failed
24	UH	54	Failed
25	YC	75	Passed
26	YDB	82	Passed
27	ZA	75	Passed
Total score		1885	
Highest score		82	
Lowest score		54	
Average score		69,81	
Student pass		44,44%	

Source : The result score of pre-test

Date : Wednesday, May 21th 2014

Based on the table above, we can seen that there were 12 (44,44%) students who gained the score ≥ 75 and there were 15 (55,55%) who gained score < 75. It means that there were 44,44% of the students were fulfilled the minimum standard criteria (MSC). It was higher than the pretest result, but the class can't be said successful yet, because the class can be said successful in achieving the material if ≥ 75% of the students in that class gained score ≥ 75. So, the result of the post-test was unsatisfactory.

c. Observing

In teaching and learning process using extensive reading strategy, the students' activity was observed by using the students' activity observation sheet. The result of the student's activity can be see in the appendix.

d. Reflecting

Based on the result of the observation sheet, the researcher reflect that in teaching and learning process the students got many difficulties in their vocabulary mastery, there were some students that didn't give attention when the teacher explain in front of class, many students cheat with his friends, didn't active in a class, didn't give comments, didn't ask/answer the question from the teacher. Based on

that condition, the researcher should manage the class better in the next cycle.

2. Cycle II

After doing the reflection, so the cycle II will have done with the same steps, that were planning, acting, observing and reflecting.

a. Planning

Based on the observation and reflection in cycle I, it showed failure. So, we try to received it and arrange the planning for cycle II. In this meeting the researcher and collaborator would gave the reading material more interested than in cycle I. The researcher prepared the lesson plan, prepared the material, made observation sheet of the students' activity 2, identified the problems and found the cause of problems and try to overcome the problems.

b. Acting

The action in the cycle II consist of two meeting, one meeting for the treatment, and one meeting for the post-test. The explanation of every meeting will be explained below:

1) The First Meeting

The first meeting was done on Monday, May 26th 2014 for 2x45 minutes. This meeting was opened by praying, read Qur'an, greeting, asking the students' condition and checking the attendance list. In this meeting, the researcher gave extensive reading strategy

and reading material more interested in teaching and learning process. While teaching and learning process using extensive reading strategy well and reading material more interested in the class to be more enthusiastic, interest, and the students gave full attention to the teacher, so, it can make the students interest in learning English, especially in reading comprehension. The next stage, the researcher gave the reading material more interested to the students, and then the researcher gave the chance to the students to read the text one by one in front of the class. It made the students more active and interest. The condition in the class of this meeting more effective than before. In the end of teaching and learning process, the researcher gave the evaluation to measure how far the material that the researcher explain can be understand by the students.

2) The Second Meeting

The second meeting was conducted on Wednesday, May 28th 2014. This meeting used to post-test 2 in the end of cycle II for 2x45 minutes. The researcher gave post-test to the students. In this meeting, most of the students interesting to read the text alone and question the answere sooner. It can be seen from the result of post-test II. There are 22 of 27 students got score above the MSC (Minimum Standard Criteria). Bellow was the result of the post-test cycle 2.

Table 6

Frequency of Student's Post-test Cycle II Score.

No	Name	Score	Target ≥ 75
1	AG	75	Passed
2	AU	75	Passed
3	BA	75	Passed
4	DP	75	Passed
5	DSB	78	Passed
6	FA	79	Passed
7	GS	78	Passed
8	HSR	77	Passed
9	LH	80	Passed
10	LND	82	Passed
11	LS	74	Failed
12	MIM	68	Failed
13	MR	77	Passed
14	OH	75	Passed
15	RA	75	Passed
16	RW	80	Passed
17	RYA	83	Passed
18	SA	80	Passed
19	SAM	70	Failed
20	SL	84	Passed
21	SO	72	Failed
22	SR	73	Failed
23	SY	78	Passed
24	UH	78	Passed
25	YC	75	Passed
26	YDB	85	Passed
27	ZA	78	Passed
Total score		2079	
Highest score		85	
Lowest score		68	
Average score		77	
Student pass		81,48%	

Source : The result score of post-test II

Date : Wednesday, May 28th 2014

The post-test was given to know the students achievement in reading. The researcher gave the post-test after finishing the cycle I. It was done because the researcher wants to know whether there is or not the improvements of the students score after given the treatment.

The table above shows that the result of post-test cycle II was fulfilled the minimum mastery criteria where there were 22 (81,48%) students gained the score ≥ 75 and there were 5 (18,51%) students gained score <75. The result of post-test cycle II shows that the highest score was 85 and the lowest score was 68. The average of this post-test score was 77. So, it means that the result of post-test cycle II was satisfactory because 81,48% of all students gained score ≥75.

c. Observing

In teaching and learning process using extensive reading strategy, the students' activity was observed by using the students' activity observation sheet. There was increasing of the students' activities from the cycle I to cycle II. The result of the student's activity can be seen in the appendix.

d. Reflecting

With the end of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the teacher. From the test result, it can be said that the teaching learning

process was successful, because the students who got score under the minimum standard criteria only 5 students. It mean that the teaching learning process using extensive reading as a strategy have positive effect and extensive reading strategy can increase the students' reading comprehension

C. Discussion

I. Action and learning result at cycle I

Table 7

The increasing of students' score at pre-test and post-test cycle I.

No	Name	Pre-test score	Post-test 1 score	Increasing	Explanation
1	AG	59	65	6	Increased
2	AU	60	70	10	Increased
3	BA	55	68	13	Increased
4	DP	55	75	15	Increased
5	DSB	49	75	26	Increased
6	FA	58	77	19	Increased
7	GS	58	67	9	Increased
8	HSR	59	62	3	Increased
9	LH	58	70	12	Increased
10	LND	63	77	14	Increased
11	LS	67	75	8	Increased
12	MIM.	48	60	12	Increased
13	MR	59	63	4	Increased
14	OH	53	65	12	Increased
15	RA	57	68	11	Increased
16	RW	60	75	15	Increased

17	RYA	75	77	2	Increased
18	SA	59	77	18	Increased
19	SAM	58	63	5	Increased
20	SL	75	80	5	Increased
21	SO	52	62	10	Increased
22	SR	60	64	4	Increased
23	SY	62	64	2	Increased
24	UH	57	54	3	Increased
25	YC	64	75	11	Increased
26	YDB	75	82	7	Increased
27	ZA	45	75	30	Increased
Total		1600	1885		
Average		59,25	69,81		

In this research, pre-test and post-test was done individually. The aim was to know the ability of the students before and after the treatment. From the result of pre-test and post-test, we know that there was an increasing from the students result score. It can be seen from the average from 59,25 to 69,81. But because the result of the students' score couldn't achieve the target, so the researcher decided to continue to the next cycle.

2. Action and learning result at cycle II

Table 8

The increasing of the students' score at post-test cycle I and post-test cycle II

No	Name	Post-test cycle I	Post-test cycle II	Increasing	Explanation
1	AU	65	75	10	Increased
2	AG	70	75	5	Increased
3	BA	68	75	7	Increased
4	DSB	75	75	0	Constant
5	DP	75	78	3	Increased
6	FA	77	79	2	Increased
7	GS	67	78	11	Increased
8	HSR	62	77	15	Increased
9	LS	70	80	10	Increased
10	LND	77	82	5	Increased
11	LH	75	74	-1	Decrease
12	MIM	60	68	8	Increased
13	MR	63	77	14	Increased
14	OH	65	75	10	Increased
15	RYA	68	75	7	Increased
16	RW	75	80	5	Increased
17	RA	77	83	6	Increased
18	SA	77	80	3	Increased
19	SY	63	70	7	Increased
20	SAG	80	84	4	Increased
21	SL	62	72	10	Increased
22	SY	64	73	9	Increased
23	SAM	64	78	14	Increased
24	UH	54	78	24	Increased
25	YDB	75	75	0	Constant
26	YC	82	85	3	Increased
27	ZA	75	78	3	Increased

Total	1885	2079		
Average	69,81	77		

Based on the table above, can be seen that there were increasing between post-test in cycle I and cycle II. In the post-test cycle I was gotten average score 69,81. While in the post-test in cycle II, was gotten average score 77.

3. The Comparison of Pre-test and Post-test

The score from the implementation of the cycle 1 and 2 can be seen in the table result of students' learning below.

Table 9

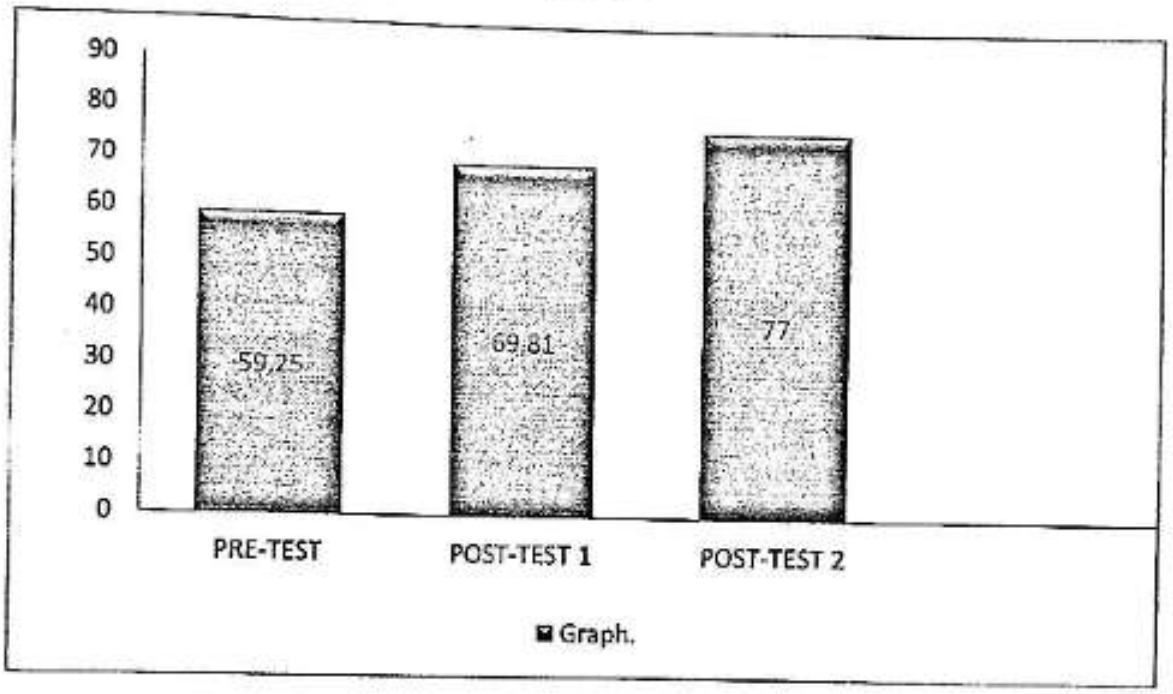
The Average of the Result

	Test		
	Pre-action (pre-test)	Cycle I (post-test1)	Cycle 2 (post-test 2)
Total	1600	1885	2079
Average	59,25	69,81	77

Based on the table, in the cycle I from the pre-test to the post-test have progress average score from 59,25 to 69,81. There is increasing about 10,56 point. Then from the cycle II have progress average score from 69,81 to 77, there is increasing about 7,19 point.

Furthermore, the increasing score in each cycle can be seen in the graph bellow.

GRAPH



Based on the graph above, from the cycle 1 to the cycle 2 have progress average score from 59,25 to 77 with the average results of each cycle are pre-test score was 59,25, post test in cycle 1 was 69,81 and post test in cycle 2 was 77. They are all got progression.

Therefore, it can be concluded that the use of extensive reading strategy can increase the students' reading comprehension abilities of the eleventh grade of SMK N 1 Metro in the academic year 2013/2014.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion as follows:

The students' reading comprehension can increase by applying extensive reading strategy in learning process. It is supported by result of pre-test that is lower than the result of post-test. The average score of pre-test is 59,25, the average score of post-test in cycle 1 is 69,81, and the average score of post-test in cycle 2 is 77. So, there is progress from 59,25 to 69,81 and finally be 77. It means that the action research hypothesis which stated that "the application of extensive reading strategy increase the students' reading comprehension at the eleventh graders of SMK N 1 Metro.

B. Suggestion

Based on the result of the research and the conclusions stated previously, the researcher proposes some suggestions as follow:

1. For the students are suggested to learn English by using extensive reading strategy. The students should be accustomed to read the teaxt to help them to be able use it in daily life especially to read well and it is in line with the basic competency in syllabus.

2. For the English Teacher hoped can use extensive reading strategy in English learning in the classroom, because this strategy is very effective to increase the students' reading comprehension abilities and the teacher can give more motivation to the students to be more active in teaching and learning process.
3. For the Principle should take positive side of this strategy as the new method or strategy in English learning that can increase the students' reading comprehension abilities.
4. For the other researchers suggested to develop further researchers with the new innovation and hopefully the result of this research can be reference.

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CURRICULUM VITAE



The name of the writer is Felita Adhasari. She was born in Metro on June 14th 1992. She is the secound child of Mr. Amirsyah, S.E and Mrs. Ordhani Pasaribu.

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