

**THE EFFECT OF EXTENSIVE READING STRATEGY ON THE  
STUDENTS' CRITICAL THINKING IN READING**

**SKRIPSI**

*Submitted Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

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MEDAN  
2019**



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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I  
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
26/08/19	Abstract : Revise		
	Acknowledgment : Revise		
	Chapter I :		
	a. Background of study : Revise		
	b. Formulation of problem : Revise		
29/08/19	Chapter II :		
	- Research Design : Revise		
	- Technique of data analysis : Revise		
3/09/19	Chapter III :		
	- Data : showed detail data obtained		
	- Data analysis : Revise		
	Chapter V : Revise		
10/09/19	Check final items		
12/09/19			

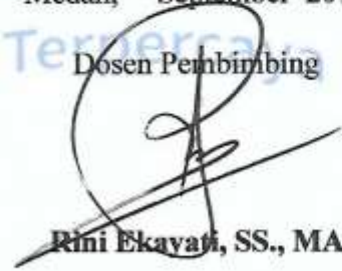
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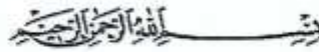
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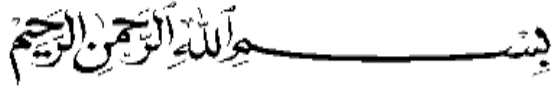
## ABSTRACT

**Ningsih, Desi Ayu. 1502050134. *The Effect Of Extensive Reading Strategy On The Students' Critical Thinking In Reading*. Skripsi. English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan. 2019.**

The experimental quantitative research design was applied in this research. The objective of the study was to find out the effect of extensive reading strategy on the students' critical thinking in reading. This research was conducted at SMA Al-Hikmah Medan in eleventh grade students academic year 2019/2020 which consisted of 3 classes as the population. The sample was consisted of 80 students which were taken by using purposive sampling technique and divided into two different groups namely experimental class which consisted of 40 students and control class which consisted of 40 students. Essay test was used as instrument which consisted of five questions and administrated in pre-test and post-test. Based on the data analysis, the result showed that there was any significant effect of extensive reading strategy on the students' critical thinking in reading with  $t$ -critical ( $t_c$ ) value was higher than  $t_{table}$  on the level  $6.1827 > 2.024$ . Therefore, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It also found that the students who were taught by applying extensive reading strategy (experimental class) got higher scores than the students who were taught by applying lecturing method (control class). So, it meant that applying of extensive reading strategy on the students' critical thinking in reading was succeeded.

Keywords: *experimental quantitative research, extensive reading strategy, critical thinking in reading.*

## ACKNOWLEDGEMENTS



First of all, the researcher would like to thank to Allah SWT, the most precious and merciful who has given healthy and blessing to complete this study. Secondly, to our prophet Muhammad SAW who has brought us from the darkness into the brightness.

This study was concerned with the effect of extensive reading strategy on the students' critical thinking in reading. It was submitted to English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara in partial fulfillment of the requirement for the Degree of Sarjana Pendidikan.

There were many people who have assisted her in process of completing this study, especially her beloved parents, Swisno and Supini for their prayings, support, advice, and material during completing her study in University of Muhammadiyah Sumatera Utara.

Therefore, the researcher would like to show her thankful to all people mentioned below:

1. Dr. Agussani, M.AP, rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd., M.Pd, the Dean of FKIP University of Muhammadiyah Sumatera Utara.

3. Dra. Hj. Syamsuyurnita, M.Pd, the Vice Dean I of FKIP University of Muhammadiyah Sumatera Utara.
4. Dr. Hj. Dewi Kesuma Nasution, M.Pd, the Vice Dean III of FKIP University of Muhammadiyah Sumatera Utara.
5. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting, S.Pd., M.Hum, the Head and Secretary of English Education Program of FKIP University of Muhammadiyah Sumatera Utara for administrative service. So she could finish this study.
6. Rini Ekayati, S.S., M.A as her supervisor who has given her guidance, suggestion and advice, so she could finish this study.
7. All of the lectures especially those of English Education Program for guidance, advice, and suggestions during the years of her study.
8. Nuriadi, S.Pd.I the Headmaster of SMA Al-Hikmah Medan, Umami Nadrah, S.Pd., M.Hum as the English teacher, other teachers and students who have given a good cooperation during the experiment.
9. Her beloved older and younger brothers, Edi Iswanto, Endra Riyadi, Eko Setiawan, Ependi, Eru Wahyudi, and Dimas Syahputra who have always given supports, motivations, and spirit in finishing her study.
10. Her beloved younger sister, Merry Sartika and her sister in law Wulan Sari who have given supports, motivations, and spirit in finishing her study.
11. Her beloved friends ever Dewi Sundari, Dinda Sari Utami, Siti Hartina, and Nur Indah as members of Girls' Squad for having fun journey with you all



during we became students college in University of Muhammadiyah Sumatera Utara.

12. Her close friends Dea Faradika Azri, A.Md.T, Ayu Syahfitri,S.Farm, Nurul Muji Ariani,S.Pi, Nadya Elchaira,S.Pd, Mita Ramadhani, Tri Handayani, and Reni Deliani Fahwi who have given support and prayed to the researcher from the first semester until the last semester.
13. All of her classmates in C-Morning English Education in FKIP UMSU.
14. All of the members of SRIKANDI group.
15. All of her beloved students in her course.

Finally, it is obviously that this thesis is not perfect yet either in content or grammar. So that the suggestions or critics from the reader for better thesis is hoped. Thus, this thesis can be useful to all of people.

Medan, September 2019

Desi Ayu Ningsih

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# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

In language learning, there are four components of language skills namely listening, speaking, writing, and reading that should be learned by the learners. Those four skills can not be separated since they are integrated. Reading is one of the language skills which are essential to be mastered by the students. Reading skill is necessary for students in acquiring knowledge and new informations. According to Brown (2007), reading is the most essential skill in the educational context as it can be the assesments for students general language ability and is also process of comprehension to get the meaning of a text.

The teaching of English in general and English reading in particular is typically conducted in a formal way where the teacher is the main source of knowledge (Cahyono and Widiati 2006). In this context, students are not the center of learning process in the class, which causes the students are not actively involved in reading skill learning especially in reading level of elementary reading. Students may not optimally use their potential to think critically of what they read. They do not have the ability to give proper response to what they read since they do not involve themselves as the center of learning process so the students can not get the standard score that has been established by the school. Therefore, students should be trained to understand a reading text and answer

related comprehension questions based on their reading which mainly involve a low order of thinking (Sunggingwati and Nguyen 2013).

In fact, there are still many problems in learning process of critical thinking in reading. Based on the previous observation, the teacher in SMA Al-Hikmah Medan Marelan still uses lecturing method in teaching reading to students. It is not suitable with the crucial roles of the reading teacher based on arguments of Widodo (2009) as following: 1. Choosing suitable and interesting texts; 2. Selecting and sequencing reading tasks to develop students' reading skills; 3. Giving guidance for and facilitating pre-, while-, and post-reading activities; 4. Encouraging students to get involved in group activities; and 5. Providing scaffolding for reading activities. Based on the reality in the school, the teacher just asked the students to read the text in the heart and answer the questions in the text. The teacher did not ask the students whether the students understood or not to the text that they have read. It is a way that does not involve the process of students' critical thinking so that students are not involved in critical thinking in reading process.

The other problems that are found in SMA Al-Hikmah Medan Marelan based on my observation, critical thinking in reading learning is still not as expected. Students still read less especially in critical thinking in reading text because most of the students do not like reading and they are not interesting with English learning especially in reading learning. The students also think that reading is difficult because they are afraid to make false utterance when they read, and they feel boring in reading. The students also have problems in reading

process. They feel difficult to understand the text on finding the main ideas in reading, finding implicit and explicit information of the text, and problems that related to the topic and length of reading.

Considering the problems above, the concept of extensive reading strategy can be considered as one of the cooperative learning strategies. It is a strategy of teaching that can develop the students' general language competence, and general language. Extensive reading strategy provides the teacher to guide the students to think like good readers do anticipating, predicting, confirming, and then modifyng their ideas with the text that they have read. Extensive reading strategy also can help to increase their reading but also their interesting thinking through reading.

### **B. Identification of the Problem**

Based on the problems that found in background of the study, the identifications of problems were as following:

1. The teacher still uses the lecturing method in teaching reading.
2. The students still read less especially in critical thinking in reading text.
3. The students still have difficulties on finding out the main idea and implicit information in reading process.

### **C. The Scope and Limitation**

The scope of this research was focused on language skills and limited on implicit reading.

#### **D. The Formulation of The Problem**

The formulation of the problem of this research was focused on; “ is there any significant effect of applying extensive reading strategy on the students’ critical thinking in reading ?”

#### **E. The Objective of The Study**

Based on the formulation above, the objective of this research was focused on finding out the effect of applying extensive reading strategy on the students’ critical thinking in reading.

#### **F. The Significance of The Study**

The finding of this research was expected to be giving out the theoretical and practical significance. The significance was described as following:

##### **1. Theoretically**

As theoretical, the study gave an interesting way to teach critical thinking in reading through extensive reading strategy and it gave a contribution to success English teaching learning.

##### **2. Practically**

For researcher, the significance was expected to be a reference for other researchers who wanted to do a research in a similar field and the research finding

was expected to add insight and knowledge of strategy to improve the students' critical thinking in reading skill.

In addition to the benefits of the significance, this finding was expected to give information for the English teachers by using extensive reading strategy on the students' critical thinking in reading to improve their own professionalism in teaching reading. The result of this study was very useful for English teachers and others who were concerning with assessment of teaching English.

Furthermore, the finding of this study was expected to assist the students in improving the students' critical thinking by using extensive reading strategy. The using of this strategy improved the students' critical thinking, to motivate the students to grasp English text.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

This study was planned to investigate the extensive reading strategy on the students' critical thinking in reading. In conducting a research, theories were needed to explain some concepts or terms applied in the research concerned. Theoretical framework of this research was presented and discussed as following:

#### **1. Reading**

According to Mikulecky (2008), reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. Reading is considered to be neglected aspect of language teaching. According Brown (2007) that reading is the most essential skill in the educational context as it can be the assessments for students general language ability and is also process of comprehension to get the meaning of a text and for this reason it is not surprising to find that some children encounter difficulties in learning to read.

## **2. Teaching Reading**

According Patel (2008;116-117), Teaching Reading at the earlier stage good teaching reading as follows: 1. The teacher should not insist on speed of reading but on the accuracy pronunciation while teaching reading; 2. While teaching reading, teacher should not ask more than one student to read at one time and he should pay individual to every students of ideas; 3. While teaching reading, the teacher should be very careful in pointing out and rectifying the mistakes of pronunciation, articulation, and intonation of the student; 4. While teaching reading, the teacher should first try to find out the causes of mistakes committed by the students and then try to correct them by eradicating the cause of the mistakes; 5. While teaching reading, the teacher should be aware of the right sitting or standing posture for reading.

## **3. Level of Reading**

In reading skill, there are some reading levels such as; 1. Elementary reading, it is also called initial reading, rudimentary reading, or basic reading. Once this level is mastered, readers go from nonliterally to at least beginning literacy. In mastering this level, one learns the rudiments of the art of reading, receives basic training in reading, and acquires initial reading skill; 2. Inspectional reading, also called pre-reading or skimming. This level is characterized by its emphasis on time, its aim is to get the most out of a book within a given time; 3. Analytical reading, this is a more demanding level for readers. It is more complex than the preceding levels and represents a through and complete from of reading;

4. Syntopical reading, it is also called comparative reading. This is the most complex and systematic level of reading. A syntopical reader reads different texts on the same subject and compares them to each other to arrive at a holistic and more nuanced understanding of the subject.

#### **4. Critical Thinking**

The critical thinking in education is important because it can determine the quality of the school, business, career, and the students' behaviour that all depend on the students' ability to solve the problems and make best decisions based on their thoughts. Critical thinking is a high-order thinking skill that potentially improves the students' critical analytical power. The improvement of students' critical analytical power is closely related to the improvement of students' intellectual ability. Nurzaman (2017) stated that the use of real-life problems as something that students can learn to practice and improve critical thinking and problem-solving skills is to help students achieve their skills. Therefore, developing the students' critical thinking skills in learning is an effort to improve students' learning results (Arnyana, 2006). Critical thinking is also defined as logical and reflective thinking which is focused on deciding what should be believed and done (Ennis, 2002).

Redhana (2013) stated that critical thinking was a useful characteristic in school learning at every level, although critical thinking rarely got the attention from the teachers. Students need to repeatedly practice their thinking skills even though this skill is already part of their way of thinking. Regular practice that the



students do, it will have an effect on the efficiency and automation of their thinking skills. Thinking critically will boost creativity and enhance the way you use and manage your time (Hader, 2005) and critical thinking does not only describe the ability to think in accordance with the rules of logic and probability, but also the ability to apply this skills to real-life problems, which are not content-independent.

The critical thinking can be created in the classroom by solving real-world problems, it is so possible to make more than one information or solution. To prepare the students to be able to think critically is one of the key for many professionals in higher education, and it is also a quality sought by most employers of University graduates (Sulaiman, Rahman, & Dzulkipli, 2008). Socrates, Plato's teacher, believed that discussion and critical thinking with knowledge reside in the mind of the individual, rather than a teacher transmitting knowledge to a student (Ornstein, & Levine, 2006).

Critical thinking does not occur randomly or without effort, it takes structured, deliberated, and repetitive exposure and practice for students to improve thinking insightfully. Furthermore, the Leeds University (n/d) describes the key steps in critical thinking, includes: 1. Describing : by defining clearly about what you are talking about, what specifically is included, where it takes place, and what circumstance; 2. Reflecting : doing reconsideration a topic by taking into some new informations or new experinces, or giving consideration about other opinions; 3. Analyzing : correcting, then explaining how something is, including the comparison and contrasting the different elements and

understanding the connections to your topic; 4. Critiquing : doing identification and examination the weakness in the arguments, as well as acknowledging its strengts. It is necessary to think critiquing as ‘neutral’ and not negative; 5. Reasoning : the usage of method such as cause and the effect to show logical thinking as well as presenting facts that either disproves or proves the arguments; 6. Evaluating : including of giving comments to the degrees of success and failure of something, or the value of something.

## **5. Teaching Critical Thinking**

Thinking critically is one of the intellectual abilities that is very important for classroom, workplace, and especially for daily life. Critical thinking education is divided into three points, namely: “(1) teaching for thinking, (2) teaching of thinking, (3) teaching about thinking” (Costa in Alwasilah, 2008). Teaching for thinking is teacher and administrators effort to create conducive situation so that the students can think critically as through curriculum and learning. Teaching of thinking is teacher activity to create a critical thinking student through learning method choice, to create student involve in discussion actively. Teacher can promote the contextual problems and students can have debate each other. Teaching about thinking is about critical thinking.

According to Innis (2015), critical thinking involves several steps, most of which adults breeze though without much thought. These steps include identify the issue, think about the goal, brainstorm possible solutions, think through possible result, try one of the solutions, and evaluate the outcome. Therefore,

teachers are obligated to help the students improve their skills necessary to synthesize the nuances of a modern, complex society.

Based on the explanation above, it can be said that teaching critical thinking to the students is a set of work done by a teacher to improve the students' skill in thinking critically about some issues especially in doing reading test, so that the students can think critically to answer all of the question based on their best version and decision.

## **6. The Importance of Teaching Critical Thinking**

In modern education, teaching critical thinking is very important for students. There some benefits in teaching critical thinking to the students, such as;

1. The students can improve their respect to each others by learning critical thinking;
2. The students can prepare themselves to grow up so that they understand themselves through self-sufficiency and self-direction;
3. The students also can accommodate their accuracy of analysis, thinking well, and consideration in the democracy life.

## **7. Extensive Reading Strategy**

Extensive reading strategy is one of the effective strategies that can improve the students' critical thinking. It refers to outside reading the students do on their own. Extensive reading strategy (free reading), including foreign language learning, through large amounts of reading. It is believed that extensive reading strategy can increase the students' motivations through positive affective

benefits. Extensive reading is defined as an approach to language teaching in which students read a lot of easy materials in the new language (Bamford & Day, 2003). When the students extensively do reading, they read easily by enjoying the books to build their reading speed and fluency. Extensive reading strategy suggest for the improvement of general language, and pleasure to the topics that interest the students in reading.

The goal of extensive reading is to get students reading, and enjoy reading, by reading - an approach which is well-established in both first language and second language education (Day, 2015, p 10). Certainly, the teacher can help the students to read more extensively by getting their attention towards the interesting material reading. Most students will not do many extensive reading without being encouraged by their teacher. Therefore, it is very necessary to make sure the students with the value of extensive reading strategy.

So, the students should be encouraged to do extensive reading outside of the classroom. They can do this kind of reading strategy, it does not mean to remember detailly about the reading for examination, but it involves the general informations. Indonesian students should know the term of extensive reading because they have been acquainted to extensive reading in their first language that is Indonesian since Senior High School as asserted in the Indonesian curriculum. By applying extensive reading strategy, their knowledge on vocabulary, various sentence structures, meaning of words, and different forms and functions of words will improve. So, it will develop their competence in the language skills if they keep on doing strategy of extensive reading. It is also as one of ways to make

Indonesian learners to be more active and creative. Strategy of extensive reading is a procedure of language teaching where the learners are expected to read large quantities of long texts for understanding of global. The reading is individualized, which is meant that the learners can choose books that they want to read, they read the books independently.

## **8. The Procedure of Extensive Reading Strategy**

### **A. Step 1 – Preparing The Students :**

1. Putting the students at pleasure.
2. Finding out what the students know about reading.
3. Informing the importance of reading.
4. Getting them attracted in learning of reading.
5. Putting them in right position for observing the reading.

### **B. Step 2 - Teaching The Students About Reading :**

1. Informing, indicating, telling, and asking the students carefully and patiently.
2. Taking one step at a time.
3. Emphasizing the main points.
4. Presenting informations connected and related to reading.

C. Step 3 – Trying Them Out

1. Having them do reading, guiding them if important.
2. Having them do reading again, clarifying the steps, main points, and safe factors.
3. Asking some questions and prohibiting the error.
4. Repeating again until the students know and understand.

D. Step 4 – Following Them up :

1. Letting them work.
2. Doing check
3. Informing them to get help.
4. Explaining what the students should do.

**9. Implementation of Extensive Reading Strategy**

Martini (2008) suggested ; 1. Teachers should motivate students to read a lot of reading materials; 2. Teachers should be creative in finding interesting reading materials; 3. Teachers should be a good model; 4. Teachers should give a lot of reading tasks which can be read at home; 5. Teachers should control the students' reading activities outside of the classroom by using written report.

## **10. The Advantages of Using Extensive Reading Strategy**

Hedgcock & Ferris (2009) conclude the benefit of extensive reading for second language readers into six ways, as following:

1. First, extensive reading improves comprehension skills through practice for background knowledge and reading skills to particular texts.
2. Second, extensive reading develops automaticity through great reading. In the process of reading, learners recognize words as well as vocabulary knowledge, morphology and syntax in which the words occur.
3. Third, extensive reading builds background knowledge by engaging in the texts read. The background knowledge prepares readers to the future reading. Doing extensive reading builds vocabulary and grammar knowledge by acquiring linguistic knowledge through reading.
4. The fourth benefit of extensive reading is the exposure of the natural use of language in the printed materials. It can make them acquire the language for their progress in the language.
5. Fifth, extensive reading improves productive skills through acquiring the input from reading for the output for productive skills.
6. The last use of extensive reading is to promote students with confidence and motivation. This is because extensive is enjoyable and motivate learners to take on reading on their own in the future. This can build confidence in their own reading skills and their ability to use the second language.

## **11. The Disadvantages of Using Extensive Reading Strategy**

There are some disadvantages of using extensive reading strategy in teaching reading as following: 1. Extensive reading program may be costly and time-consuming to set up if materials are not already available; 2. Extensive reader has less understand meaning of text; 3. Extensive reader has less to know grammar is complex.

## **12. Lecturing Method**

The lecturing method is the oldest teaching method and is often done by the teachers. This method refers to the explanation of the topic to the students. The emphasis is on the percentage of content by the teacher himself. In this method, the teacher is more active and the students are passive but the teacher occasionally asks questions so that the attention of the students is maintained.

This method is the simplest method done by the teacher and there are not many rules in implementing it. This method trains the students in listening and listening to instructions. This method also provides an opportunity for the teacher to clarify an idea and emphasize a significant idea, and also influence students in looking at something. This method is useful in large classes, but also has limitations. This makes students passive listeners. Blocking students' movement in opinion and little room for students to do activities. This is contrary to the principle of learning while doing, this method becomes monotonous for students.

Though this method has much limitation but still it is the most used method. The lecturing method can be made effective by using following points



matter should be arranged properly. Teacher should have process in between the lesson. There should be abundant repetition to the topic. Teacher should encourage the students to ask questions teaching aids should also be used to make the lecture effective. The content of the lecture should be logical and according to the standard of the students. Thus, conclude that the lecture method can be very effective, if it is made more interactive and interesting for students.

## **B. Previous Study**

The previous researches are based on the similarities in variables of this study. Some of the relevant studies with the research as following:

1. Syamdianita,A.C (2017) UPT Bahasa Universitas Mulawarman Jalan Pulau Flores, Samarinda, Kalimantan Timur. The researcher conducted a research about “encouraging critical literacy development through extensive reading activity in an EFL (English as A Foreign Language). The research has played a significant role in developing students’ critical literacy. The extensive reading is able to motivate students to approach texts critically, challenge basic assumption in the society, relate the texts to global issues, improve their awareness of how to view and understand human beings, and question the intention of the texts from distinct perspectives.
2. Amalia,Nurul. (2017) English Department in State Islamic University of Sumatera Utara. The title of the research is about “The Improvement of The Students’ Ability in Reading Comprehension through Extensive Reading Strategy at Grade XI Madrasah Aliya Swasta Al-Washliyah. The result of the

analysis showed the mean of the pre-test was 64,91. Where, 6 students passed criteria score was only 26%, and 17 students failed criteria score it was 74%. The mean of cycle I was 72,60. Where, 9 students passed criteria score it was 39%, and 14 students failed criteria score it was 83%, and 4 students failed criteria score it was 17%. It indicated that the implementation of Extensive Reading can improve the students' ability in reading comprehension. It's strengthened by the result of observation showed that most of the students in teaching learning process were active and serious in joining the lesson. They are active in discussing and understanding of the text.

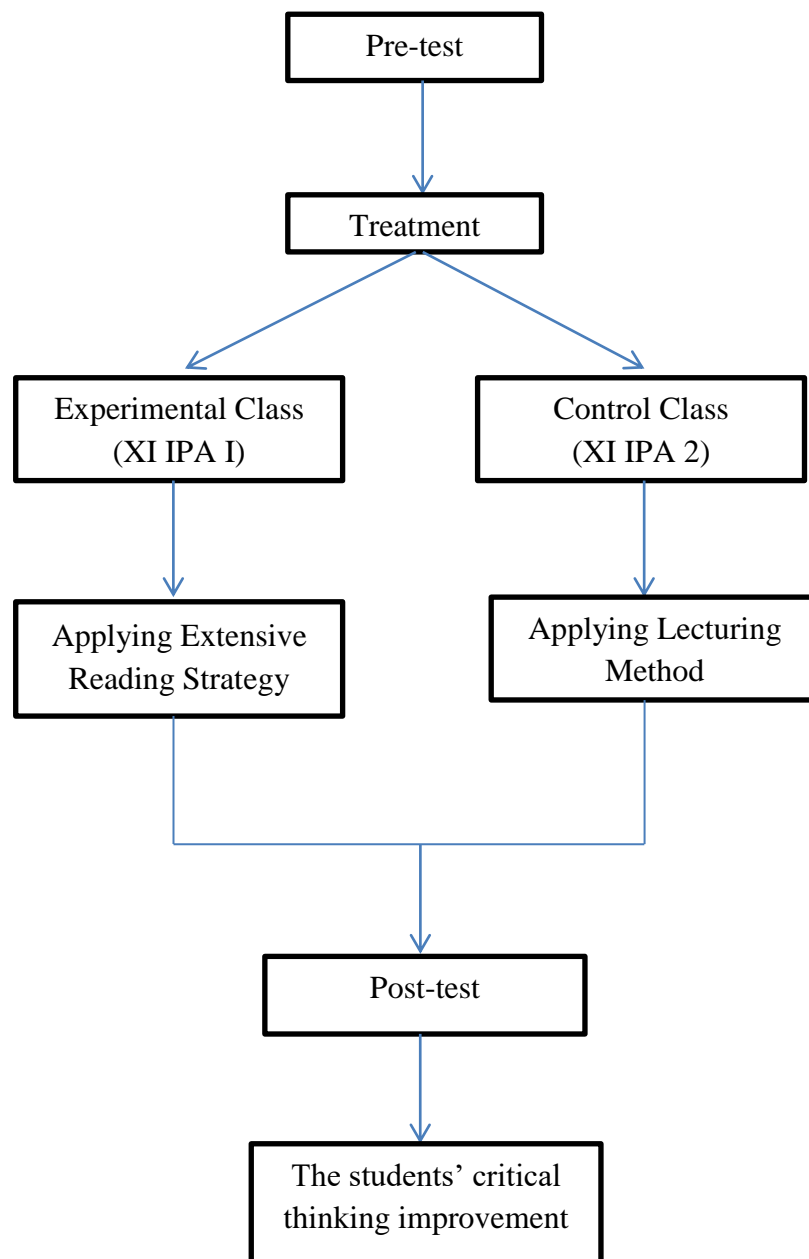
Based on the two studies above, the researcher take a note that those have a similarity with this present study. All of them explore about extensive reading strategy in reading. However, the researcher realizes that her current research is also the previous research in terms of the kind of reading text given to the students. In this research, the researcher take analytical exposition text to be tested to the students.

### **C. Conceptual Framework**

Reading is one of the language skills that should be mastered by students. It is the skill of getting information from a text. Thus, teaching and learning of reading at the school should be carefully prepared and managed. However, some problems of reading in the grade XI students were found. The students have difficulties to retrieve information and construct meaning of text. It can be detected from their difficulty in generating the main idea and identifying detail

information in critical thinking while both of those problems are included as the skill of reading.

Extensive reading strategy is chosen as a strategy to solve the problems in critical thinking in reading. Extensive reading strategy can increase the students' critical thinking in reading. Extensive reading strategy carries out to achieve a general understanding of a usually somewhat longer text. The usage of extensive reading strategy is an effective strategy in teaching reading. Extensive reading strategy is able to motivate students approach texts critically, challenge basic assumption in the society, relate the texts to global issues, improve their awareness of how to view and understand human beings, and question the intention of the texts from distinct perspectives.

**Figure 2.1****The Conceptual Framework of Action Research**

#### **D. Hypothesis**

In this research, statistical hypothesis was used to decide whether the hypothesis was accepted or rejected.

Ha : There was a significance effect of applying extensive reading strategy on the students' critical thinking in reading.

## CHAPTER III

### METHOD OF RESEARCH

#### A. Location

This research was conducted at SMA Al-Hikmah Jl. Marelan I Pasar IV Barat No 10 Rengas Pulau, Medan Marelan, Kota Medan, Sumatera Utara . This location was chosen based on the observation which had been done previously and it showed that the students in the school still have difficulties in thinking critically in reading learning.

#### B. Population and Sample

##### 1. Population

The population of this research was taken from eleventh grade of SMA Al-Hikmah Medan academic year 2019/2020, which consisted of three classes. There are XI IPA 1, XI IPA 2, and XI IPS 1. Class XI IPA 1 consisted of 40 students, class XI IPA 2 consisted of 40 students, and class XI IPS 1 consisted of 30 students. The distribution of the students and classes was presented in the table 3.1 below:

**Table 3.1**  
**The Population**

No	Class	Population
1	XI IPA1	40
2	XI IPA 2	40
3	XI IPS 1	30
TOTAL		110

## 2. Sample

After deciding the population, the next step was taking the sample. Purposive sampling technique was applied in, and class XI IPA 1 and XI IPA 2 was taken as the sample of this research. The total of the sample is 80 students that consisted of 40 students in class XI IPA 1, and 40 students in class XI IPA 2. The table of sample could be seen below in table 3.2:

**Table 3.2**  
**The Sample**

<b>No</b>	<b>Class</b>	<b>Sample</b>
1	XI IPA 1	40
2	XI IPA 2	40
TOTAL		80

## C. Research Design

The experimental quantitative research design was applied in this research. The experimental quantitative was studied with two different groups, experimental class that consisted of 40 students and control class consisted of 40 students. The experimental class was taught by applying extensive reading strategy. While control class was taught by applying lecturing method, namely starting the material. The explanation of research design could be seen in table 3.3 below:

**Table 3.3**  
**Research Design**

<b>Class</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
Experimental Group	✓	Extensive Reading Strategy	✓
Control Group	✓	Lecturing Method	✓

This research used two kinds of test namely pre-test and post-test for experimental and control class. Both classes got the same test in the pre-test and post-test. The procedure in administrating the test was showed below:

Pre-test was conducted to find out the students' ability in reading before having a treatment. Both group, the experimental and control group was given pre-test. A pre-test was administrated to the experimental group and control group was given a same test. The pre-test was useful to know the mean score of experimental and control group

Treatment was given to the students after the pre-test administrated. The experimental group was taught by applying extensive reading strategy, while the control group was taught by applying lecturing method.

Post-test was given to the students after having a treatment. The post-test was same as the pre-test. The post-test was the final test in this research. Especially in measuring the treatment, whether it was significant or not. It meant to know whether the treatment was given effect to the students' ability in reading especially how to think critically in a text. In the experimental and control group, a post-test was also administrated. The administrating of the post-test was meant to find out the difference of scores of both experimental and control group before and after giving the treatment.



## D. Instrument of the Research

Essay test was used as instrument in collecting the data which was taken from English book of class XI. The test was administrated in pre-test and post-test which were given to experimental and control group by asking the students to read the text and answer the essay test.

### 1. Validity

The measure the validity of the test item, validity process was conducted by using the following formula Arikunto,S (2002). The validity of each test was calculated by using person's product moment formula as follows:

$$R_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma x^2 - (\Sigma x)^2\} \{N \Sigma y^2 - (\Sigma y)^2\}}}$$

Where:

$R_{xy}$  = the correlation of the scores on the two halves of the test,

$N$  = the number of the students in each group,

$X$  = the score of each text,

$Y$  = the sum of all text' score,

$XY$  = the multiplication of the  $X$  and  $Y$  scores,

$\Sigma X$  = the sum of total  $X$  score in each group,

$\Sigma Y$  = the sum of total score from each students,

$\Sigma XY$  = the sum of multiple of score from each student with the total score,

$\Sigma X^2$  = the sum of the square score in each text, and

$\Sigma Y^2$  = the sum of all texts' square

## 2. Reliability

The reliability of each test was calculated by using theory of Kuder and Richardson (KR<sub>21</sub>) formulas follows:

$$\text{Total mean : } Mt = \frac{\sum X_1}{n}$$

$$\text{Total Variance : } \sum X_t^2 = \sum X_1^2 - \frac{(X_1)^2}{N}$$

$$\text{Total variance (St}^2\text{) it was used : } St^2 = \frac{\sum Xt^2}{n}$$

The calculation of the reliability of the test used this formula where :

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{Mt(n-Mt)}{(n)(St^2)} \right)$$

## 3. Difficulty Level

The difficulty level of a test is indicated by the percentage of the student who gets the item right. The more difficult an item is, the fewer will be the students who select the correct option. To know the difficulty level, the writer used the formula:

$$TK = \frac{B}{JS}$$

Where:

TK = The difficulty of the index

B = The number of the students who answer an item correctly

JS = The total number of the students

### **E. Technique of Collecting Data**

The data were collected by giving the test to the students. Several steps were used to collect the data:

1. Give the pre-test.
2. Give them 45 minutes to do their assignment based on their best.
3. Collect the students' answer sheets after giving pre-test.
4. Apply the treatment, which extensive reading strategy was applied to the experimental group, while the control group was taught by using conventional method.
5. Give post-test to both of the classes.
6. Give them 45 minutes to do their assignment based on their best.
7. Collect the students' answer sheets.
8. Calculate the students' score.

### **F. Technique of Data Analysis**

In this research, Descriptive Qualitative technique was applied to analyse the data, and the steps are:

1. Correct the students' answer.
2. Score the students' answer.
3. List the students' score into tables, first for the experimental group's score and the second for the control group's score.

4. Calculate the total of the score.

a. Koefisien of correlation :

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono, 2015:255})$$

b. Test of Significant :

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-r^2}} \quad (\text{Sugiyono, 2015:259})$$

c. Test of Linear

$$Y = a + Bx$$

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2} \quad (\text{Sugiyono, 2015:262})$$

d. Test of The Effect

$$D = (r_{xy})^2 \times 100 \%$$

e. Test of Sample Related

$$t = t = \frac{x_1 - x_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (\text{Sugiyono, 2015:273})$$

Note :

t = test

X<sub>1</sub> = Average of variable 1 (Experimental Group)

X<sub>2</sub> = Average of Variable 2 (Control Group)

S<sub>1</sub><sup>2</sup> = Standard deviation square (variants) of sample 1 (Experimental Group) and sample 2 (Control Group)

n = Total of Sample

$n_1$  = Number of cases for variable 1 (Experimental Group)

$n_2$  = Number of cases for variable 2 (Control Group)

$l$  = Number Consonant

$r$  = Correlation of product moment between  $X_1$  and  $X_2$

### **G. Statistical Hypothesis**

Based on the literature and framework above, in this research this formula was used to formulate alternatives of hypothesis as tentative answer to the problem in the research as following :

$H_a$  :  $P \neq 0$  there was any significant effect of applying extensive reading strategy on the students' critical thinking in reading.

$H_0$  :  $P = 0$  there was no any significant effect of applying extensive reading strategy on the students' critical thinking in reading.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

The finding of the research showed that there was a difference between both of classes. Based on the calculation,  $t$ -observed (6.1827) was higher than  $t$ -table (2.024) with the degree of freedom (38) at the level of significance (0.05). It also found that the students who were taught by applying extensive reading strategy on the students' critical thinking in reading (experimental class) got higher scores than the students who were taught by applying lecturing method (control class). So, the researcher concluded that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis was rejected (See appendix 14). It meant that there was a significant effect of applying extensive reading strategy on the students' critical thinking in reading.

#### **B. Discussion**

In this research, the writer applied extensive reading strategy on the students' critical thinking in reading. In the previous chapter, the researcher had explained that reading was not as easy as people thought. It was not easy to have a ability to draw meaning from the printed page and interpret the informations appropriately. Therefore, the teacher should apply a new strategy which could attract the students' attention in teaching reading as a solution of the problem. Extensive reading strategy was one of reading strategies which could help the

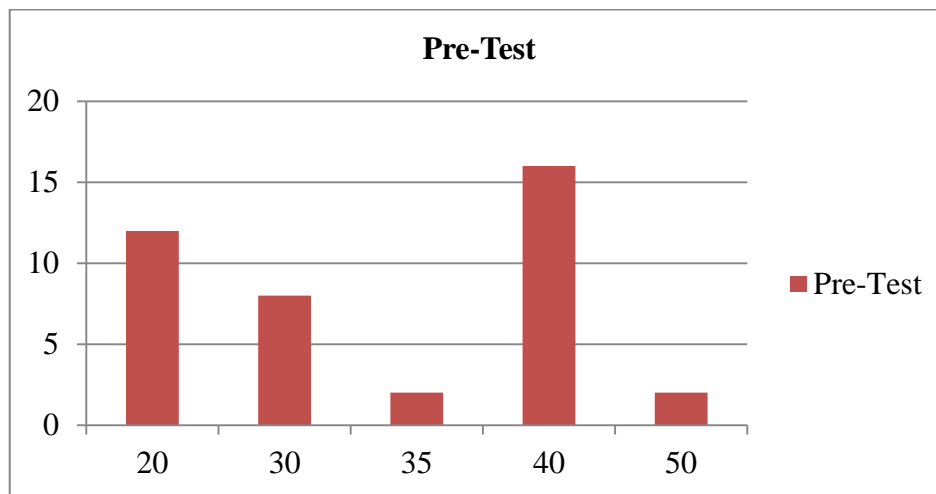
students read a lot of easy materials in the new language and the students also could read for general, overall meaning, and read for enjoyment. As the name of this strategy, the teacher should help and support the students to understand the content of the text until they could give their best answers to the questions given with their critical thinking independently.

When the research was conducted, extensive reading strategy was applied in experimental class, while control class was taught by applying lecturing method. The research was started on 06<sup>th</sup> August 2019 and ended on 21<sup>st</sup> August 2019. The description of the result gotten was explained below:

## **1. The Score of Pre-Test and Post-Test in Experimental Class**

### **a. Pre-Test**

From the result of pre-test, the total score of students was 1290 and the number of students who took the test was 40 students. The mean score of pre-test was 32,25. From 40 students, there were 40 students who got the score under 75. This showed that all of the students' critical thinking in reading were low and their score had been to be standard ( See appendix 6). The data could be detailed into diagram below:

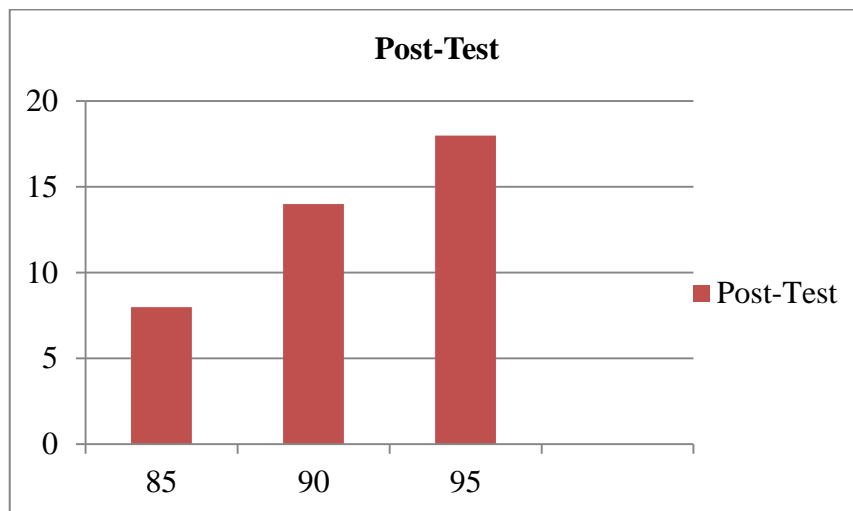


**Figure 4.1 Diagram of Pre-Test in Experimental Class**

**b. Post-Test**

After the researcher gave the treatment of applying extensive reading strategy on the students' critical thinking in reading, a post-test was given to the students in experimental class. Based on the result of post-test, the total score of students was 3650. The mean score of post-test was 91,25. From 40 students, all of the students got score higher than 75 (See appendix 6). This showed that there was an improvement in the students' critical thinking in reading. The data could be detailed into diagram below:





**Figure 4.2 Diagram of Post-Test in Experimental Class**

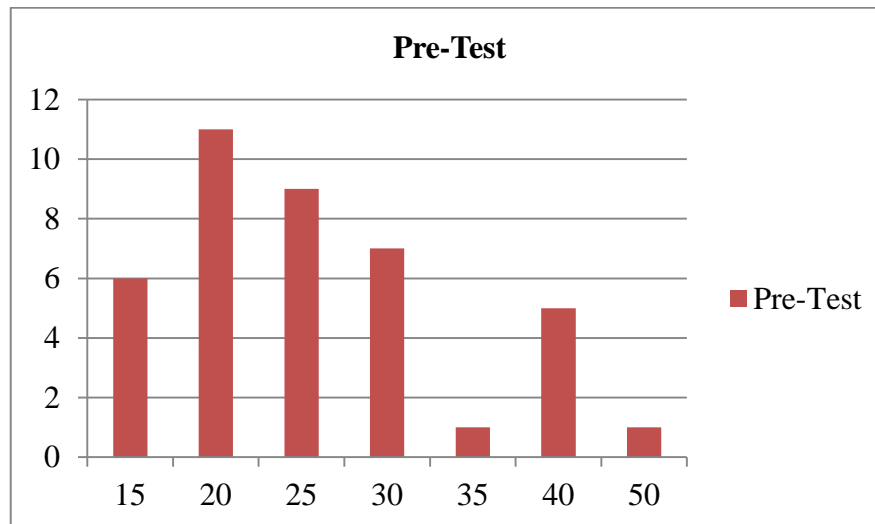
From the pre-test and post-test result, it was concluded that most of students that were taught by applying extensive reading strategy got a better result than those were not taught by applying extensive reading strategy. It could be said that there was a significant difference between students' scores. From the data, there were 40 students had their scores increased and no one of them had their scores decreased or constant. The increasing scores showed that extensive reading strategy influenced the students' critical thinking in reading.

## **2. The Score of Pre-Test and Post-Test in Control Class**

### **a. Pre-Test**

Based on the result of pre-test, the total score of students in control class was 1030 and the number of students who took the test was 40 students. The mean score of pre-test in control class was 25,75. The lowest score of pre-test was 15

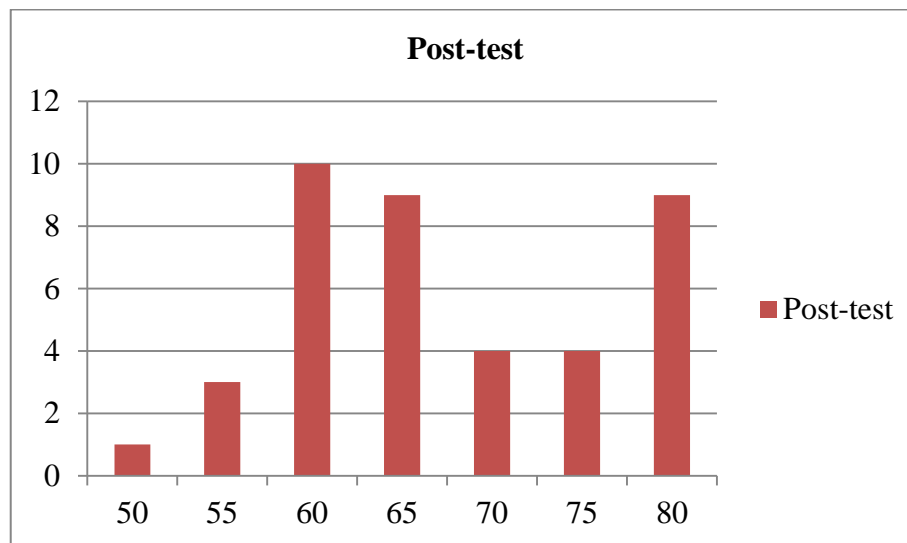
and the highest score was 50 (See appendix 7). The data could be detailed into diagram below:



**Figure 4.3 Diagram of Pre-Test in Control Class**

#### **b. Post-Test**

After researcher gave pre-test to the students in control class, the students were given the post-test. Based on the result of the post-test, the total score was 2700 and the number of students who took the test was 40 students. The mean score of post-test was 67,5. The students' critical thinking in reading was better than previously, but they still had difficulty on finding out the implicit informations in reading text. From 40 students, there were 9 students who got the highest score, which were 80. While 31 students got score under 80 (See appendix 7). The data could be detailed into diagram below:



**Figure 4.4 Diagram of Post-Test in Control Class**

Based on the test which was given to the students in control class, the students' mean score was 25,75. After the pre-test, the researcher conducted the post-test without treatment of extensive reading strategy. Consequently, the students' mean score of the post-test in this group was 67,5. It could be seen that the difference between the mean score of the pre-test and post-test of this group was 41,75.

### **3. The Difference Score of Eexperimental Class and Control Class**

The data showed that in experimental class that the highest score was 95 while the lowest score in experimental class was 85 with the total score was 3650 (See appendix 6). From the control class, the highest score was 80 and the lowest score in control class was 55 with the total score 2700 (See appendix 7).

It could be said that there was a significant difference between the students' score from both of classes. The students who were taught by giving

treatment got a better result than those were taught without giving treatment. From the data, there were 40 students had increasing score, 0 student was constant, and 0 student was decreased. The increasing score showed that the students had critical thinking in reading.

#### **4. Validity Test**

The data of validity test was presented in the calculation of validity (See appendix 15). In gaining the validity test, the result of validity calculation was 0,78. It showed that the validity of the test was very high. It could be seen in the following range of validity based on Arikunto's statement. If validity result was 0,00-0,20, it meant the validity was low. The validity between 0,21-0,40 was sufficient. If it was 0,41-0,70, it meant that the validity result was high, and the last value of validity 0,71-1,00 was very high.

#### **5. Reliability Test**

From the data that presented in calculation of reliability test (See appendix 16). Person's product moment was used to find out the reliability of the test. Based on the calculation, the result of reliability test was 0,93. Reliability test was good if the value was  $> 0,90$ . It was considered high if the value 0,70-0,90. If the value was 0,50-0,70, then it was sufficient. Lastly,  $< 0,50$  was regarded low. If the result was low, then the possibility of one or some items was not reliable. It meant that the result of reliability test in this research was perfect.

## 6. Difficulty Level Test

The data of difficulty level used person's product moment to know the difficulty level of essay test that had been given to the students (See appendix 17). The value from the difficulty level could be classified in some levels. If the difficulty level was 0,00-0, it meant that the difficulty level was very difficult. If it was 0,00-0,30, the level was difficult. The value between 0,30-0,70 was medium, and 0,70-0,90 was easy. The last value was very easy with the value 1,00. It meant that the result of the difficulty level in the essay test of this research was medium with value 0,66.

## 7. Statistical Hypothesis Test

The last step in analyzing the data was using statistical hypothesis test. It was used to know whether there was any significant effect of applying extensive reading strategy on the students' critical thinking in reading. With the criteria examination,  $H_a$  was accepted if  $t_{hitung} > t_{table}$  where  $t_{hitung}$  was gotten by distribution with  $dk = n - 2$ .  $dk = 40 - 2 = 38$ .  $\alpha = 5\% = 0,05$ . To know the statistical hypothesis of this research, the researcher used t-test formula. The result of the statistical hypothesis showed that there was a difference of output between both of classes. Based on the calculation,  $t_{observed}$  (6.1827) was higher than  $t_{table}$  (2.024) with the degree of freedom (38) at the level of significance (0,05). It also found that the students who were taught by applying extensive reading strategy on the students' critical thinking in reading (experimental class) got higher scores than the students who were taught by applying lecturing method

(control class). So, it was concluded that the alternative hypothesis ( $H_a$ ) was accepted and nul hypothesis was rejected (See appendix 14). It meant that there was a significant effect of applying extensive reading strategy on the students' critical thinking in reading.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research t-test, it was concluded as follow:

The fact showed that  $t_{\text{observed}} > t_{\text{table}}$  or  $6,1827 > 2,024$ .  $T_0$  test the hypothesis, the formula of  $t_{\text{test}}$  and the distribution table of observed were applied. The facts showed that t-critical ( $t_c$ ) value was higher than the  $t_{\text{table}}$  on the level  $6,1827 > 2,024$ . Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. So, the it concluded that the alternative hypothesis was accepted that there was any significant effect of extensive reading strategy on the students' critical thinking in reading.

#### B. Suggestion

In relation to the conclusion above, some suggestions were given, as follows:

1. To Teacher
  - a. The English teacher can use Extensive Reading Strategy to increase the students' critical thinking in reading based on the research finding, it has effect to the students' ability.
  - b. The teacher should motivate the students in order to be more confident to read English text. So the students are interested in reading habit. They enjoy English text in reading.

- c. The teacher needs to select material before conducting teaching learning process. The teacher can use new materials not only use book in teaching reading.
- 
- 2. To Students
    - a. The students must be active in learning process and they should share their ideas or questions during the learning process.
    - b. The students should read the material carefully, so they can understand the content of text.



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## **APPENDIX 1**

### **LESSON PLAN (EXPERIMENTAL CLASS)**

<b>School</b>	<b>: SMA Al-Hikmah Medan</b>
<b>Subject</b>	<b>: Bahasa Inggris</b>
<b>Skill</b>	<b>: Reading</b>
<b>Class/Semester</b>	<b>: XI/I</b>
<b>Time</b>	<b>: 2 x 45 menit</b>
<b>Material</b>	<b>: Analytical Exposition Text</b>

#### **A. Core Competence**

KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.

KI 4 : Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according rules of science.

#### **B. Basic Competence**

1. Analysing social function, the structure of the text, and elements in the expression of opinions and mind, according to the usage of the context.
2. Responding the meaning in the text of Analytical Exposition about the topic discussed in common.

**C. Indicator**

1. To identify the short functional text.
2. To find the main idea, detail information, and specific information from the text.
3. To develop the students' thinking to the material.

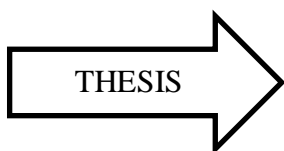
**D. Learning Purpose**

1. The students can identify the short functional text well.
2. The students can analyse the structure of the text, and elements of analytical exposition text about hot topic discussed generally according to the usage of the context.
3. The students can respond the meaning from analytical exposition text.

**E. Learning Material**

Analytical Exposition Text

**Why Global Warming Needs to Stop**



Global warming affects global problems. It also causes various diseases to spread faster. Global warming needs to stop for some reasons.



First, the greenhouse effect causes the rising global temperature. Earth's atmosphere behaves like a gigantic greenhouse, though it traps heat a different way. Gases high in the atmosphere, such as carbon dioxide and methane behave like a giant piece of curved glass wrapped right round the planet. The Sun's rays (mostly visible light and short-wavelength, high-energy ultraviolet radiation) pass straight through this greenhouse gas and warm up Earth.

Second, global warming makes our fresh water shortages and a major problem. The rising temperature affects that each year the glaciers are getting smaller and smaller. Over 30% of the earth's fresh water comes from glaciers. Each year in retrospect, there is less and less water from these glaciers because they are melting from global warming. So from this we can see how if global warming

keeps on getting worse and worse, we will have no water left at all.

Third, the rising temperature doesn't just make the land hotter and the shortage of the fresh water but it affects the sea, which is an important commodity. It infects animals and sea life that we eat with parasites that come from the warmer sea temperatures. These rising temperatures have caused oysters to be infected with a certain parasite that makes humans sick.



In summation, Global Warming needs to stop because we will reap what we sow, and we will have some very dire consequences on our hands. We might get sick and we might deplete our water resources. This is why we need to stop global warming now.

**F. Learning Method/Technique**

Extensive Reading Strategy  
Use Critical Thinking

**G. Teaching and Learning Process**

Activity	Description	Time Allocation
<b>Opening Activity</b>	1. Give greeting to the students. 2. Check the students' attendance. 3. Communicate to the students and give the students question about material will be taught.	10 minutes
<b>Core Activity</b>	<b>Observing</b> 1. Students look at variety of analytical exposition text that shown by the teacher in Extensive Reading Strategy. 2. Students observe the social function, structure of the text, and elements of the text. 3. Students identify the	20 minutes

	main idea, detail, and specific informations from the text.	
	<b>Questioning</b> Under the guidance and direction of teacher, students ask question about the main idea, detail and specific informations from the analytical exposition	25 minutes
	<b>Exploring</b> The teacher asks the students to understand about generic structure of analytical exposition text.	15 minutes
	<b>Associating</b> The teacher corrects the students' answer.	
	<b>Communicating</b> Teacher asks the students to study more about analytical exposition at home.	15 minutes
<b>Closing Activities</b>	<ol style="list-style-type: none"> <li>1. Students and teacher reflect on their learning activities and benefits.</li> <li>2. Students and teacher give each other feedback on the process and learning outcomes.</li> <li>3. Students receive assignments that done in Extensive Reading Strategy.</li> </ol>	5 minutes

#### H. Tool/Source Learning Material

Tool : Laptop, infocus and worksheet

Source : English book of class XI in second publication in 2017.

#### I. Evaluation

a. Assessment Technique : Reading test

b. Form : Essay test in Analytical Exposition

c. Form Instrument :

1. Pre-test : Read the text carefully, and answer the following questions !
2. Post-test : Read the text carefully, and answer the following questions !

**J. Assessment Rubric**

- a. Assessment technique : Essay test
- b. Directive of assessment, according to Finken and Ennis (1993)
- c.

No	Scoring Aspect	Description
1.	<b>Focus</b>	Degree to which main idea/ theme or point of view is clear and maintained.
2.	<b>Supporting reason</b>	Degree to which supporting reasons and evidence are clear.
3.	<b>Reasoning</b>	Degree to which conclusion supported by clear reasons/evidence and argument.
4.	<b>Organization</b>	Degree to which logical flow of ideas and explicitness of the plan are clear and connected.
5.	<b>Integration</b>	All features evident and equally well developed.

Every clear answer, its score = 5

Amount of Maximal Score = (5 aspect x 5) = 25 X 4  
= 100

Maximal Score = 100

Student' mark =  $\frac{\text{score acquisition}}{\text{Maximal Score}} \times 100$

Medan, Agustus 2019

Researcher

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## APPENDIX 2

### LESSON PLAN (CONTROL CLASS)

<b>School</b>	<b>: SMA Al-Hikmah Medan</b>
<b>Subject</b>	<b>: Bahasa Inggris</b>
<b>Skill</b>	<b>: Reading</b>
<b>Class/Semester</b>	<b>: XI/I</b>
<b>Time</b>	<b>: 2 x 45 menit</b>
<b>Material</b>	<b>: Analytical Exposition Text</b>

#### A. Core Competence

KI 3 : Understand, apply, analyse factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.

KI 4 : Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according rules of science.

#### B. Basic Competence

1. Analysing social function, the structure of the text, and elements in the expression of opinions and mind, according to the usage of the context.
2. Responding the meaning in the text of Analytical Exposition about the topic discussed in common.

**C. Indicator**

1. To identify the short functional text.
2. To find the main idea, detail information, and specific information from the text.
3. To develop the students' thinking to the material.

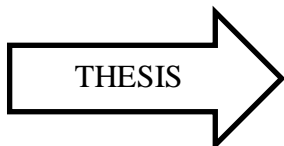
**D. Learning Purpose**

1. The students can identify the short functional text well.
2. The students can analyse the structure of the text, and elements of analytical exposition text about hot topic discussed generally according to the usage of the context.
3. The students can respond the meaning from analytical exposition text.

**E. Learning Material**

Analytical Exposition Text

**Why Global Warming Needs to Stop**



Global warming affects global problems. It also causes various diseases to spread faster. Global warming needs to stop for some reasons.



First, the greenhouse effect causes the rising global temperature. Earth's atmosphere behaves like a gigantic greenhouse, though it traps heat a different way. Gases high in the atmosphere, such as carbon dioxide and methane behave like a giant piece of curved glass wrapped right round the planet. The Sun's rays (mostly visible light and short-wavelength, high-energy ultraviolet radiation) pass straight through this greenhouse gas and warm up Earth.

Second, global warming makes our fresh water shortages and a major problem. The rising temperature affects that each year the glaciers are getting smaller and smaller. Over 30% of the earth's fresh water comes from glaciers. Each year in retrospect, there is less and less water from these glaciers because they are melting from global warming. So from this we can see how if global warming

keeps on getting worse and worse, we will have no water left at all.

Third, the rising temperature doesn't just make the land hotter and the shortage of the fresh water but it affects the sea, which is an important commodity. It infects animals and sea life that we eat with parasites that come from the warmer sea temperatures. These rising temperatures have caused oysters to be infected with a certain parasite that makes humans sick.



In summation, Global Warming needs to stop because we will reap what we sow, and we will have some very dire consequences on our hands. We might get sick and we might deplete our water resources. This is why we need to stop global warming now.

**F. Learning Method/Technique**

Lecturing Method

**G. Teaching and Learning Process**

Activity	Description	Time Allocation
<b>Opening Activity</b>	<ol style="list-style-type: none"> <li>1. Give greeting to the students.</li> <li>2. Check the students' attendance.</li> <li>3. Communicate to the students and give the students question about material will be taught.</li> </ol>	10 minutes
<b>Core Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Students look at variety of analytical exposition text that shown by the teacher in lecturing method.</li> <li>2. Students observe the social function, structure of the text, and elements of the text.</li> <li>3. Students identify the</li> </ol>	20 minutes

	main idea, detail, and specific informations from the text.	
	<b>Questioning</b> Students ask question about the main idea, detail and specific informations from the analytical exposition	25 minutes
	<b>Exploring</b> The teacher asks the students to understand about generic structure of analytical exposition text.	15 minutes
	<b>Associating</b> The teacher corrects the students' answer.	
	<b>Communicating</b> Teacher asks the students to study more about analytical exposition at home.	15 minutes
<b>Closing Activities</b>	<ol style="list-style-type: none"> <li>1. Students and teacher reflect on their learning activities and benefits.</li> <li>2. Students and teacher give each other feedback on the process and learning outcomes.</li> <li>3. Students receive assignments that done in Extensive Reading Strategy.</li> </ol>	5 minutes

#### H. Tool/Source Learning Material

Tool : Laptop, infocus and worksheet

Source : English book of class XI in second publication in 2017 .

#### I. Evaluation

a. Assessment Technique : Reading test

b. Form :Essay test in Analytical Exposition

c. Form Instrument :

1. Pre-test : Read the text carefully, and answer the following questions !
2. Post-test : Read the text carefully, and answer the following questions !

**J. Assessment Rubric**

- a. Assessment technique : Essay test
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No	Scoring Aspect	Description
1.	<b>Focus</b>	Degree to which main idea/ theme or point of view is clear and maintained.
2.	<b>Supporting reason</b>	Degree to which supporting reasons and evidence are clear.
3.	<b>Reasoning</b>	Degree to which conclusion supported by clear reasons/evidence and argument.
4.	<b>Organization</b>	Degree to which logical flow of ideas and explicitness of the plan are clear and connected.
5.	<b>Integration</b>	All features evident and equally well developed.

Every clear answer, its score = 5

Amount of Maximal Score = (5 aspect x 5) = 25 X 4  
= 100

Maximal Score = 100

Student' mark =  $\frac{\text{score acquisition}}{\text{Maximal Score}} \times 100$

Medan, Agustus 2019

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## **APPENDIX 3**

### **TEST ITEM OF PRE-TEST AND POST-TEST**

#### **Why Global Warming Needs to be Stopped**

Global warming affects global problems. It also causes various diseases to spread faster. Global warming needs to be stopped for some reasons.

First, the greenhouse effect causes the rising global temperature. Earth's atmosphere behaves like a gigantic greenhouse, though it traps heat a different way. Gases high in the atmosphere, such as carbon dioxide and methane behave like a giant piece of curved glass wrapped right round the planet. The Sun's rays (mostly visible light and short-wavelength, high-energy ultraviolet radiation) pass straight through this greenhouse gas and warm up Earth.

Second, global warming makes our fresh water shortages and a major problem. The rising temperature affects that each year the glaciers are getting smaller and smaller. Over 30% of the earth's fresh water comes from glaciers. Each year in retrospect, there is less and less water from these glaciers because they are melting from global warming. So from this, we can see how if global warming keeps on getting worse and worse, we will have no water left at all.

Third, the rising temperature doesn't just make the land hotter and the shortage of the fresh water but it affects the sea, which is an important commodity. It infects animals and sea life that we eat with parasites that come from the warmer sea temperatures. These rising temperatures have caused oysters to be infected with a certain parasite that makes humans sick.

In summation, Global Warming needs to be stopped because we will reap what we sow, and we will have some very dire consequences on our hands. We might get sick and we might deplete our water resources. This is why we need to stop global warming now.

Read the text above and answer these following questions !

1. Based on the paragraph above, which argument of the text that can convince you more to change your living habit ? Explain your answer !
2. In your opinion, why does global warming make our fresh water shortages and a major problem ?
3. According to you, what things that can cause global warming ?
4. As the next generation , what should you do to solve the problems that related to global warming ?
5. Based on your knowledge, what other impacts that can be caused by global warming ?

## APPENDIX 4

ATTENDANCE LIST  
(EXPERIMENTAL CLASS)

No	Students' Initial	Meeting 1 (Pre-Test)	Meeting 2 (Treatment)	Meeting 3 (Post-Test)
1	AN	An	An	An
2	AP	Ap	Ap	Ap
3	AN	An	An	An
4	BDP	Bd	Bd	Bd
5	BA	Bay	Bay	Bay
6	CC	Cc	Cc	Cc
7	CS	Cs	Cs	Cs
8	CDY	Ca	Ca	Ca
9	D	Dey	Dey	Dey
10	DPP	Dp	Dp	Dp
11	DPS	Dp	Dp	Dp
12	EGP	Eg	Eg	Eg
13	FR	Fr	Fr	Fr
14	FL	Fl	Fl	Fl
15	FR	Fr	Fr	Fr
16	H	Hn	Hn	Hn
17	IF	If	If	If
18	IKH	Ik	Ik	Ik
19	IN	In	In	In
20	ISK	Is	Is	Is
21	LW	Lw	Lw	Lw
22	MBF	Mb	Mb	Mb
23	MY	My	My	My
24	MRA	Mr	Mr	Mr
25	N	Nd	Nd	Nd
26	NAA	Nay	Nay	Nay
27	REN	Re	Re	Re
28	RNF	Rn	Rn	Rn
29	RYP	Ry	Ry	Ry
30	RP	Rp	Rp	Rp
31	RP	Rp	Rp	Rp
32	RD	Rd	Rd	Rd
33	RM	Rm	Rm	Rm
34	STW	St	St	St
35	SS	Ss	Ss	Ss
36	S	Sd	Sd	Sd
37	UA	Ua	Ua	Ua



38	WR	<i>WR</i>	<i>WR</i>	<i>WR</i>
39	WW	<i>WW</i>	<i>WW</i>	<i>WW</i>
40	ZK	<i>ZK</i>	<i>ZK</i>	<i>ZK</i>

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Researcher

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Ummi Nadrah, S.Pd., M.Hum

APPENDIX 5

ATTENDANCE LIST  
(CONTROL CLASS)

No	Students' Initial	Meeting 1 (Pre-Test)	Meeting 2 (Treatment)	Meeting 3 (Post-Test)
1	AK	Amy	Amy	Amy
2	A	Amy	Amy	Amy
3	ADP	Ady	Ady	Ady
4	AA	Amy	Amy	Amy
5	AYS	Amy	Amy	Amy
6	CAF	Caf	Caf	Caf
7	DEF	Def	Def	Def
8	DF	Def	Def	Def
9	DF	Def	Def	Def
10	DSF	DSF	DSF	DSF
11	DIK	DIK	DIK	DIK
12	DAS	DAS	DAS	DAS
13	IS	IS	IS	IS
14	JP	JP	JP	JP
15	NA	NA	NA	NA
16	MAS	MAS	MAS	MAS
17	MAR	MAR	MAR	MAR
18	MFGH	MFGH	MFGH	MFGH
19	MRM	MRM	MRM	MRM
20	MD	MD	MD	MD
21	M	M	M	M
22	MB	MB	MB	MB
23	MG	MG	MG	MG
24	MI	MI	MI	MI
25	NN	NN	NN	NN
26	PA	PA	PA	PA
27	RA	RA	RA	RA
28	RH	RH	RH	RH
29	RII	RII	RII	RII
30	RM	RM	RM	RM
31	RP	RP	RP	RP
32	RS	RS	RS	RS
33	SD	SD	SD	SD
34	SNA	SNA	SNA	SNA
35	SM	SM	SM	SM
36	S	S	S	S
37	TPN	TPN	TPN	TPN

38	TMP	<i>Temu</i>	<i>Temu</i>	<i>Temu</i>
39	WP	<i>Wenti</i>	<i>Wenti</i>	<i>Wenti</i>
40	WS	<i>Wenti</i>	<i>Wenti</i>	<i>Wenti</i>

Medan, September 2019

Researcher

Desi Ayu Ningsih

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English Teacher

Nuriadi, S.Pd.I

Umami Nadrah, S.Pd., M.Hum

## APPENDIX 6

### THE RESULT OF PRE-TEST AND POST-TEST IN EXPERIMENTAL CLASS

No	Students' Initial	Score of Test	
		Pre-Test	Post-Test
1	AN	40	90
2	AP	30	90
3	AN	20	95
4	BDP	40	85
5	BA	30	90
6	CC	20	95
7	CS	30	85
8	CDY	40	85
9	D	35	90
10	DPP	35	90
11	DPS	40	85
12	EGP	20	90
13	FR	30	95
14	FL	20	95
15	FR	30	85
16	H	30	90
17	IF	40	90
18	IKH	50	95
19	IN	40	85
20	ISK	40	90
21	LW	30	95
22	MBF	40	85
23	MY	20	95
24	MRA	20	85
25	N	20	95
26	NAA	20	90
27	REN	40	95

28	RNF	40	90
29	RYP	40	95
30	RP	40	95
31	RP	20	90
32	RD	40	95
33	RM	50	90
34	STW	20	95
35	SS	40	95
36	S	20	95
37	UA	40	95
38	WR	20	95
39	WW	30	90
40	ZK	40	95
<b>Total</b>		<b>T<sub>1</sub> = 1290</b>	<b>T<sub>1</sub> = 3650</b>

**APPENDIX 7****THE RESULT OF PRE-TEST AND POST-TEST IN CONTROL CLASS**

No	Students' Name	Score of Pre-Test	
		Pre-Test	Post-Test
1	AK	40	55
2	A	25	80
3	ADP	30	55
4	AA	20	60
5	AYS	30	65
6	CAF	35	50
7	DEF	20	55
8	DF	30	65
9	DF	40	60
10	DSF	25	65
11	DIK	40	60
12	DAS	15	65
13	IS	25	60
14	JP	25	65
15	NA	50	80
16	MAS	25	60
17	MAR	20	70
18	MFGH	15	65
19	MRM	20	75
20	MD	20	60
21	M	15	80
22	MB	40	75
23	MG	20	70
24	MI	25	75
25	NN	30	70
26	PA	25	80
27	RA	20	80
28	RH	15	60
29	RH	20	65

30	RM	25	70
31	RP	30	80
32	RS	20	65
33	SD	30	80
34	SNA	25	60
35	SM	15	75
36	S	15	60
37	TPN	30	80
38	TMP	40	60
39	WP	20	65
40	WS	20	80
<b>Total</b>		<b>1030</b>	<b>2700</b>









	Varians	0,773	0,995	0,782	0,632	0,662	10,128	
	N	5						
	n-1	4						
	$\sum \alpha^2_i$	3,845						
	$\alpha^2_i$	9,832						
	$\frac{\sum a_{2i}}{a_{2i}}$	0,391						
	$1 - \frac{\sum a_{2i}}{a_{2i}}$	0,608						
	n/n-1	1,25						
	Rumus= $r_{11}(n/n-1)(1 - \frac{\sum \alpha^2_i}{\alpha^2_i})$	0,761	Tinggi					

Nama : IKH

Class : XI MIA I

1. First, the green house effect causes the rising global temperature.
2. Second, global warming makes our fresh water shortages and a major problem.
3. In summation, global warming needs to be stopped because we will reap what we sow, and we will have some very dire consequences on our hands.
4. It causes various diseases.

50

Name : H

Class : XI MIA J

1. First, the greenhouse effect causes the rising global temperature. Earth's atmosphere behaves like a gigantic greenhouse through it traps heat a different way.
  2. In summation, global warming needs to be stopped because we will reap what we sow.
  3. Second, global warming makes our fresh water shortages and a major problem.
- This is

30

Name : AN

1. The green house effect causes the rising global temperature.  $\frac{1}{2}$
2. Global warming makes our fresh water shortages and a major problem.  $\frac{1}{2}$

20.

Name : Ss

Class : XI MIA 1

2. Second global warming makes our fresh water shortages a major

1. First, the green house effect causes the rising global temperature

3. Global warming needs to be stopped for some reasons

94

Name: AN

Class: XI Mia -1

- ✓ 1. Global warming makes our fresh water shortage and a major problem. The rising temperature affects that each year the glaciers are getting smaller and smaller.
- ✓ 2. Because the earth's fresh water comes from glaciers. Each year in retrospect, there is less and less water from these glaciers because they are melting from global warming.
- ✓ 3. So from this, we can see how if global warming keeps on getting worse and worse, we will have no water left at all.
- ✓ 4. Global warming needs to be stopped because we will reap what we sow, and we will have some very dire consequences on our hands. We might get sick and we might deplete our water resources. This is why needed to be stopped global warming now.
- ✓ 5. These rising temperatures have caused oysters to be inflected with a certain parasite that makes humans sick.



Name = H

Class = XI mia 1

1. Based on the Paragraph above, The argument of the text that can convince me more to Change my Living habit is the Second argument because Global warming makes our Fresh water Shortages and a major Problem
2. In my opinion, because The rising temperature affects that each year the glaciers are getting smaller and smaller
3. I think That is Chopping down Stray trees
4. I should do plant a tree and do a Select System
5. The impacts that can be Caused by global warming are The ground dried up and broke up ~~at~~ that can make human Sick and dend

Name : 2k

Class : XI MIA 1.

1. Second, global warming makes our fresh water shortages and a major problem.
2. Because over 30% of the earth's fresh water comes from glaciers. Each year in retrospect, there is less water from these glaciers because they are melting from global warming.
3. illegal logging, glass building, littering, and waste disposal
4. go green, recycle rubbish, don't waste rubbish every were.
5.
  - increased greenhouse gases
  - Dead
  - Vehicle pollution
  - waste of electrical energy.

25

Nama : LKH.  
Class : XI IPA 1.

1. The rising temperature affects that each year the glaciers are getting smaller and smaller. Over 30% of the earth's fresh water comes from glaciers.
2. We can see how if global warming keeps on getting worse and worse, we will ~~have~~ have no water left at all.
3. Doesn't just make the land hotter and the shortage of the fresh water but it affects the sea, which is an important commodity.
4. The rising temperatures have caused oysters to be infected with a certain ~~pt~~ parasite that makes human sick.
5.
  - ~~fore~~ forest fire.
  - throw garbage.
  - community waste.

PS

Name : SS

Class : XI MIA I

1. The rising temperature doesn't just make the land hotter and the shortage of the fresh water but it affects the sea, which is an important commodity. It infects animals and sea life that we eat with parasite that come from the warmer sea temperature. These rising temperatures have caused oysters to be infected with a certain parasite that make humans sick.
2. Because over 30% of the earth's fresh water come glaciers. Each year in retrospect, there is less and less water from these glaciers because they are melting from global warming.
3. Global warming can also ~~get~~ due to human activities for example by dispersing of factory waste in rivers the moment of waste.
4. I can start it by throwing the rubbish into the can and I use the energy based on my needs.

Name : Is

Class : XI MIA 2

1. Second, global warming causes our fresh water shortages and major problem
2. because global warming makes the earths.

25

## **APPENDIX II**

### **DOCUMENTATION OF RESEARCH II**

#### **PRE-TEST**



**Explaining the procedure to answer the questions**



**Giving the test sheets to the students**



**Doing classroom movement to know the students' work**

## **TREATMENT**



**Explaining the reason why the students are divided into group**



**Explaining the material of reading to the students**



**Asking the students to involve themselves in reading learning**





**The students kept their attention on the teacher's explanation**



**Giving exercise to the students**



**The students asked a question related to the text**

### **POST-TEST**



**The students did post-test**

**APPENDIX 12****The Difference of Score of Pre-Test and Post-Test in Experimental Class**

No	Students' Initial	Score				
		Pre-Test (T <sub>1</sub> )	T <sub>1</sub> <sup>2</sup>	Post-Test (T <sub>2</sub> )	T <sub>2</sub> <sup>2</sup>	T <sub>2</sub> -T <sub>1</sub> (X <sub>1</sub> )
1	AN	40	1600	90	8100	50
2	AP	30	900	90	8100	60
3	AN	20	400	95	9025	75
4	BDP	40	1600	85	7225	45
5	BA	30	900	90	8100	60
6	CC	20	400	95	9025	75
7	CS	30	900	85	7225	55
8	CDY	40	1600	85	7225	45
9	D	35	1225	90	8100	55
10	DPP	35	1225	90	8100	55
11	DPS	40	1600	85	7225	45
12	EGP	20	400	90	8100	70
13	FR	30	900	95	9025	65
14	FL	20	400	95	9025	75
15	FR	30	900	85	7225	55
16	H	30	900	90	8100	60
17	IF	40	1600	90	8100	50
18	IKH	50	2500	95	9025	45
19	IN	40	2500	85	7225	45
20	ISK	40	1600	90	8100	50
21	LW	30	3600	95	9025	55
22	MBF	40	1600	85	7225	45
23	MY	20	400	95	9025	75
24	MRA	20	400	85	7225	65
25	N	20	400	95	9025	75
26	NAA	20	400	90	8100	70
27	REN	40	1600	95	9025	55
28	RNF	40	1600	90	8100	50

29	RYP	40	1600	95	9025	55
30	RP	40	1600	95	9025	55
31	RP	20	400	90	8100	70
32	RD	40	1600	95	9025	55
33	RM	50	2500	90	8100	40
34	STW	20	400	95	9025	75
35	SS	40	1600	95	9025	55
36	S	20	400	95	9025	75
37	UA	40	1600	95	9025	55
38	WR	20	400	95	9025	75
39	WW	30	900	90	8100	60
40	ZK	40	1600	95	9025	55
<b>Total</b>		$\Sigma T_1 =$ <b>1290</b>	$\Sigma T_1^2 =$ <b>48650</b>	$\Sigma T_2 =$ <b>3650</b>	$\Sigma T_2^2 =$ <b>333650</b>	$\Sigma (X_1)$ <b>= 2350</b>

The data showed the difference scores between pre-test and post-test in the experimental group. From the result of the test previously, the data was calculated to find out whether applying extensive reading strategy had significant effect on the students' critical thinking in reading. The collected data were analysis t-test formula. In experimental group, pre-test was 1290 and post-test was 3650. The differences of the pre-test and post-test were  $T_2 - T_1 = 2350$ .

1. The Calculation in Experimental Group

1. The calculation for total in pre-test and post-test in experimental group

a. Mean

$$M_1(X_1) = \frac{\Sigma(T_2 - T_1)}{N_1}$$

$$= \frac{2350}{40}$$

$$= 58,75$$

b. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\sum(T_2 - T_1)^2}{N}}$$

$$= \sqrt{\frac{(2350)^2}{40}}$$

$$= \sqrt{\frac{5522500}{40}}$$

$$= \sqrt{138062.5}$$

$$= 371,56$$

2. The calculation for pre-test in experimental group

a. Mean

$$MT_1 = \frac{\sum T_1}{N}$$

$$= \frac{1290}{40}$$

$$= 32,25$$

b. Variances

$$S^2 = \sum T_i^2 - \frac{(\sum T_1)^2}{N}$$

$$= 48650 - \frac{(1290)^2}{40}$$

$$= 48650 - \frac{1664100}{40}$$

$$= 48650 - 41602,5$$

$$= 7047,5$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T_1^2}{N}}$$

$$= \sqrt{\frac{48650}{40}}$$

$$= \sqrt{1216,25}$$

$$= 34,87$$

3. The calculation for post-test in experimental group

a. Mean

$$MT_2 = \frac{\sum T_2}{N}$$

$$= \frac{3650}{40}$$

$$= 91,25$$

b. Variances

$$S^2 = \sum T_2^2 - \frac{(\sum T_2)^2}{N}$$

$$\begin{aligned} &= 333650 - \frac{(3650)^2}{40} \\ &= 333650 - \frac{13322500}{40} \\ &= 333650 - 333062,5 \\ &= 587,5 \end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned} SD &= \sqrt{\frac{\sum T_2^2}{N}} \\ &= \sqrt{\frac{333650}{40}} \\ &= \sqrt{8341,25} \\ &= 91,33 \end{aligned}$$

**APPENDIX 13****The Difference of Score of the Pre-Test and Post-Test in Control Class**

No	Students' Initial	Score				
		Pre-Test (T <sub>1</sub> )	T <sub>1</sub> <sup>2</sup>	Post-Test (T <sub>2</sub> )	T <sub>2</sub> <sup>2</sup>	T <sub>2</sub> -T <sub>1</sub> (X <sub>1</sub> )
1	AK	40	1600	55	3025	15
2	A	25	625	80	6400	55
3	ADP	30	900	55	3025	25
4	AA	20	400	60	3600	40
5	AYS	30	900	65	4225	35
6	CAF	35	1225	50	2500	15
7	DEF	20	400	55	3025	35
8	DF	30	900	65	4225	35
9	DF	40	1600	60	3600	20
10	DSF	25	625	65	4225	40
11	DIK	40	1600	60	3600	20
12	DAS	15	225	65	4225	50
13	IS	25	625	60	3600	35
14	JP	25	625	65	4225	40
15	NA	50	2500	80	6400	30
16	MAS	25	625	60	3600	35
17	MAR	20	400	70	4900	50
18	MFGH	15	225	65	4225	40
19	MRM	20	400	75	5625	55
20	MD	20	400	60	3600	40
21	M	15	225	80	6400	65
22	MB	40	1600	75	5625	35
23	MG	20	400	70	4900	50
24	MI	25	625	75	4225	50
25	NN	30	900	70	4900	40
26	PA	25	625	80	6400	55
27	RA	20	400	80	6400	60
28	RH	15	225	60	3600	45



29	RH	20	400	65	4225	45
30	RM	25	625	70	4900	45
31	RP	30	900	80	6400	50
32	RS	20	400	65	4225	45
33	SD	30	900	80	6400	50
34	SNA	25	625	60	3600	35
35	SM	15	225	75	5625	60
36	S	15	225	60	3600	45
37	TPN	30	900	80	6400	50
38	TMP	40	1600	60	3600	20
39	WP	20	400	65	4225	45
40	WS	20	400	80	6400	60
Total		$\Sigma T_1 =$ <b>1030</b>	$\Sigma T_1^2 =$ <b>29400</b>	$\Sigma T_2 =$ <b>2700</b>	$\Sigma T_2^2 =$ <b>183900</b>	$\Sigma (X_1) =$ <b>1660</b>

The data showed the difference scores between pre-test and post-test in the control group. In control group, pre-test was 1030 and post-test was 2700. The differences of the pre-test and post-test were  $T_2 - T_1 = 1660$ .

1. The Calculation in Control Group

1. The calculation for total test in pre-test and post-test in control group

a. Mean

$$M_1(X_1) = \frac{\Sigma(T_2 - T_1)}{N_1}$$

$$= \frac{1660}{40}$$

$$= 41,5$$

b. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\sum(T_2 - T_1)^2}{N}}$$

$$= \sqrt{\frac{(1660)^2}{40}}$$

$$= \sqrt{\frac{2755600}{40}}$$

$$= \sqrt{68890}$$

$$= 262,46$$

2. The calculation for pre-test in control group

a. Mean

$$MT_1 = \frac{\sum T_1}{N}$$

$$= \frac{1030}{40}$$

$$= 25,75$$

b. Variances

$$S^2 = \sum T_1^2 - \frac{(\sum T_1)^2}{N}$$

$$= 29400 - \frac{(1030)^2}{40}$$

$$= 29400 - \frac{1060900}{40}$$

$$= 29400 - 26522,5$$

$$= 2877,5$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T_1^2}{N}}$$

$$= \sqrt{\frac{29400}{40}}$$

$$= \sqrt{735}$$

$$= 27,11$$

3. The calculation for post-test in control group

a. Mean

$$MT_2 = \frac{\sum T_2}{N}$$

$$= \frac{2700}{40}$$

$$= 67,5$$

b. Variances

$$S^2 = \sum T_2^2 - \frac{(\sum T_2)^2}{N}$$

$$= 183900 - \frac{(2700)^2}{40}$$

$$= 183900 - \frac{7290000}{40}$$

$$= 183900 - 182250$$

$$= 1650$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{T^2}{N}}$$

$$= \sqrt{\frac{183900}{40}}$$

$$= \sqrt{4597,5}$$

$$= 67,80$$

## APPENDIX 14

**The Calculation Table of Statistical Hypothesis Test**

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	55	90	3025	8100	4950
2	80	90	6400	8100	7200
3	55	95	3025	9025	5225
4	60	85	3600	7225	5100
5	65	90	4225	8100	5850
6	50	95	2500	9025	4750
7	55	85	3025	7225	4675
8	65	85	4225	7225	5525
9	60	90	3600	8100	5400
10	65	90	4225	8100	5850
11	60	85	3600	7225	5100
12	65	90	4225	8100	5850
13	60	95	3600	9025	5700
14	65	95	4225	9025	6175
15	80	85	6400	7225	6800
16	60	90	3600	8100	5400
17	70	90	4900	8100	6300
18	65	95	4225	9025	6175
19	75	85	5625	7225	6375
20	60	90	3600	8100	5400
21	80	95	6400	9025	7600
22	75	85	5625	7225	6375
23	70	95	4900	9025	6650
24	75	85	4225	7225	6375
25	70	95	4900	9025	6650
26	80	90	6400	8100	7200
27	80	95	6400	9025	7600
28	60	90	3600	8100	5400
29	65	95	4225	9025	6175
30	70	95	4900	9025	6650

31	80	90	6400	8100	7200
32	65	95	4225	9025	6175
33	80	90	6400	8100	7200
34	60	95	3600	9025	5700
35	75	95	5625	9025	7125
36	60	95	3600	9025	5700
37	80	95	6400	9025	7600
38	60	95	3600	9025	5700
39	65	90	4225	8100	5850
40	80	95	6400	9025	7600
<b>Total</b>	<b>2700</b>	<b>3650</b>	<b>183900</b>	<b>333650</b>	<b>247150</b>

The calculating table that explained formula of post-test in experimental and control group was implemented to find t-critical value both group as the basis to the hypothesis the research.

Testing the hypothesis should be done in order to know whether the hypothesis is accepted or rejected.

a. The Equation of Linier Regression

$Y = a + b$  was getting by

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$a = \frac{(3650)(183900) - (2700)(247150)}{40(183900) - (2700)^2}$$

$$a = \frac{671235000 - 667305000}{7356000 - 7290000}$$

$$a = \frac{3930000}{66000}$$

$$a = 59,54$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{40(247150) - (2700)(3650)}{40(183900) - 7290000}$$

$$b = \frac{9886000 - 9855000}{7356000 - 7290000}$$

$$b = \frac{31000}{66000}$$

$$b = 0,46$$

$$Y = a + bx = 59,54 + 0,46x$$

b. Coefficient  $r^2$

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{40(247150) - (2700)(3650)}{\sqrt{\{40 \sum 183900 - (2700)^2\} \{40(333650 - (3650)^2)\}}}$$

$$r_{xy} = \frac{9886000 - 9855000}{\sqrt{\{7356000 - 7290000\} \{13346000 - 13322500\}}}$$

$$r_{xy} = \frac{31000}{\sqrt{\{66000\} \{23500\}}}$$

$$r_{xy} = \frac{31000}{39383}$$

$$r_{xy} = 0,7871$$

c. Examining The Statistical Hypothesis

Ha : P≠0 there was any significant effect of extensive reading strategy on the students' critical thinking in reading.

H0 : P=0 there was not any significant effect of extensive reading strategy on the students' critical thinking in reading.

With the criteria examination, Ha was accepted if  $t_{\{1-\alpha\}} < t < t_{\frac{\{1-\alpha\}}{2}}$

where  $t_{\frac{\{1-\alpha\}}{2}}$  was getting by t distribution with  $dk = n - 2$ .  $dk = 40 - 2 = 38$ .  $\alpha =$

5 % = 0,05. In the other way, H0 was rejected.

$$t_{\text{hitung}} = t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,7871\sqrt{40-2}}{\sqrt{1-(0,7871)^2}}$$

$$t = \frac{4,8516}{\sqrt{0,6195}}$$

$$t = 6,1827$$

$$t_{\text{tabel}} = \left(1 - \frac{1}{2} \cdot \alpha\right) (38)$$

$$= \left(1 - \frac{1}{2} \cdot 0,05\right) (38)$$

$$= t_{0,975}(38)$$

$$= 2,024$$

The conclusion from the calculating above, it showed that  $t_{\text{hitung}} > t_{\text{tabel}}$  or  $6,1827 > 2,024$ . So, H0 was rejected. It meant that Ha was acceptable or “there



was any significant effect of extensive reading strategy on the students' critical thinking in reading.

d. Determining the percentage of the effect of X variable toward Y variable

$$\begin{aligned}D &= (r_{xy})^2 \times 100 \% \\ &= 0,7871^2 \times 100\% \\ &= 0,6195 \times 100\% \\ &= 61,95\%\end{aligned}$$

It meant the effect of X variable toward Y variable or the effect of extensive reading strategy on the students' critical thinking in reading was 61,59% and 38,41% was influenced by another factors.

**APPENDIX 15****The Analysis Item for Validity**

<b>No</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
1	90	55	8100	3025	4950
2	90	80	8100	6400	7200
3	95	55	9025	3025	5225
4	85	60	7225	3600	5100
5	90	65	8100	4225	5850
6	95	50	9025	2500	4750
7	85	55	7225	3025	4675
8	85	65	7225	4225	5525
9	90	60	8100	3600	5400
10	90	65	8100	4225	5850
11	85	60	7225	3600	5100
12	90	65	8100	4225	5850
13	95	60	9025	3600	5700
14	95	65	9025	4225	6175
15	85	80	7225	6400	6800
16	90	60	8100	3600	5400
17	90	70	8100	4900	6300
18	95	65	9025	4225	6175
19	85	75	7225	5625	6375
20	90	60	8100	3600	5400
21	95	80	9025	6400	7600
22	85	75	7225	5625	6375
23	95	70	9025	4900	6650
24	85	75	7225	4225	6375
25	95	70	9025	4900	6650
26	90	80	8100	6400	7200
27	95	80	9025	6400	7600
28	90	60	8100	3600	5400
29	95	65	9025	4225	6175
30	95	70	9025	4900	6650
31	90	80	8100	6400	7200

32	95	65	9025	4225	6175
33	90	80	8100	6400	7200
34	95	60	9025	3600	5700
35	95	75	9025	5625	7125
36	95	60	9025	3600	5700
37	95	80	9025	6400	7600
38	95	60	9025	3600	5700
39	90	65	8100	4225	5850
40	95	80	9025	6400	7600
<b>Total</b>	<b>3650</b>	<b>2700</b>	<b>333650</b>	<b>183900</b>	<b>247150</b>

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$R_{xy} = \frac{40(247150) - (3650)(2700)}{\sqrt{\{40(333650) - (3650)^2\} \{40(183900) - (2700)^2\}}}$$

$$R_{xy} = \frac{9886000 - 9855000}{\sqrt{\{13346000 - 13322500\} \{7356000 - 7290000\}}}$$

$$R_{xy} = \frac{31000}{\sqrt{\{23500\} \{66000\}}}$$

$$R_{xy} = \frac{31000}{\sqrt{1551000000}}$$

$$R_{xy} = \frac{31000}{39382}$$

$$R_{xy} = 0,7871$$

It meant that 0,78 that the validity of the test was very high. It could be seen in the following range of validity based on Arikunto's statement:

1. 0,00 - 0,20 = validity is low
2. 0,21 - 0,40 = validity is sufficient
3. 0,41 - 0,70 = validity is high
4. 0,71 - 1,00 = validity is very high

## APPENDIX 16

### The Analysis Item for Reliability Test

No	X	X <sup>2</sup>
1	25	625
2	23	529
3	23	529
4	21	441
5	23	529
6	23	529
7	22	484
8	20	400
9	22	484
10	19	361
11	24	576
12	23	529
13	17	289
14	18	324
15	17	289
16	23	529
17	15	225
18	23	529
19	23	529
20	25	625
21	22	484
22	22	484
23	23	529
24	17	289
25	12	144
26	18	324
27	22	484
28	24	484
29	18	324
30	25	625
Total	632	13526

From the data above, the next step was to find out the mean data, total variance, and to count the reliability of the test by using KR<sub>21</sub> formula, as follow:

1. Total Mean

From the data above, it was known  $\sum X_1 = 632$  and  $N = 30$ . So :

$$Mt = \frac{\sum X_1}{n}$$

$$Mt = \frac{632}{30}$$

$$Mt = 21,06$$

2. Total Variance

Before calculating the total variance,  $\sum X_t^2$  was calculated as below. It was known  $\sum X_1^2 = 13526$ ,  $\sum X_1 = 632$ , and  $N = 30$ .

$$\begin{aligned} \sum X_t^2 &= \sum X_1^2 - \frac{(X_1)^2}{N} \\ &= 13526 - (21,06)^2 \\ &= 13526 - 443,5236 \\ &= 13082,48 \end{aligned}$$

Based on the calculaion above,  $\sum X_t^2 = 13082,48$  and  $N = 30$ , to find the total variance ( $St^2$ ) it was used :

$$\begin{aligned} St^2 &= \frac{\sum X_t^2}{n} \\ &= \frac{13082,48}{30} \end{aligned}$$

$$= 436,08$$

3. The calculation of the reliability of the test used this formula where:

$$N = 30, Mt = 21,06, \text{ and } St_2 = 436,08$$

$$\begin{aligned} r_{11} &= \left( \frac{n}{n-1} \right) \left( 1 - \frac{Mt(n-Mt)}{(n)(St_2)} \right) \\ &= \left( \frac{30}{30-1} \right) \left( 1 - \frac{21,06(30-21,06)}{(30)(436,08)} \right) \\ &= \left( \frac{30}{29} \right) \left( 1 - \frac{21,06(8,94)}{13082,4} \right) \\ &= (1,034)(1-0,014) \\ &= (1,034)(0,99) \\ &= 0,93 \end{aligned}$$

Based on the calculation above, the result of reliability of the test was 0,93. It meant that the reliability of the test is very good.

## APPENDIX 17

### The Analysis Item for Difficulty Level Test

No	X	X <sup>2</sup>
1	25	625
2	23	529
3	23	529
4	21	441
5	23	529
6	23	529
7	22	484
8	20	400
9	22	484
10	19	361
11	24	576
12	23	529
13	17	289
14	18	324
15	17	289
16	23	529
17	15	225
18	23	529
19	23	529
20	25	625
21	22	484
22	22	484
23	23	529
24	17	289
25	12	144
26	18	324
27	22	484
28	24	484
29	18	324
30	25	625
Total	632	13526

From the data above, the next step was to find out the difficulty level of the essay test which used formula as following :

$$TK = \frac{B}{JS}$$

B = The number of the students who answer an item correctly.

S = the total number of the students

$$TK = \frac{20}{30}$$

$$= 0.66$$

It meant that the result of difficulty level test in the essay test of the research was medium with the value 0.66

TK = 0.00	= Very difficult	0.70 – 0.99	= Easy
= 0.00 – 0.30	= Difficult	1.00	= Very easy
= 0.30 – 0.70	= Medium		





Form : K - 1



Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Desi Ayu Ningsih  
NPM : 1502050134  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 156 SKS

IPK - 3,75

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Materi
 05 March 2019	Extensive Reading Strategy on the Students' Critical Thinking in Reading	
	Analysis of Grammatical Error in the Students' Writing in Descriptive Text	
	Analysis of the Students' Ability in Reading Comprehension in Different Text Genres	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 25 Februari 2019  
Hormat Pemohon,



Desi Ayu Ningsih

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

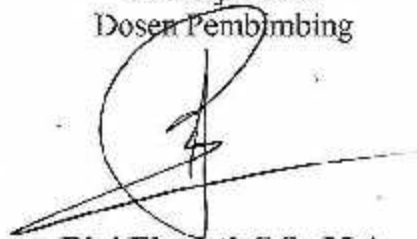
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Nama Mahasiswa : Desi Ayu Ningsih  
NPM : 1502050134  
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Extensive Reading Strategy on the Students' Critical Thinking in Reading	1/03-LS +

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing



Rini Ekayati, S.S., M.A

Medan, 25 Februari 2019  
Hormat Pemohon,



Desi Ayu Ningsih.



MAJELIS PENDIDIKAN TINGGI  
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Form K-2

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Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Desi Ayu Ningsih  
NPM : 1502050134  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Extensive Reading Strategy on the Students'  
Critical Thinking in Reading

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Rini Ekayati, S.S., M.A

*Acc 08/03-2019*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 13 Maret 2019  
Hormat Pemohon,

  
Desi Ayu Ningsih

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan



Nomor : 810 /11.3/UMSU-02/I/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Desi Ayu Ningsih  
N P M : 1502050134  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Extensive Reading Strategy on the Students' Critical Thinking in Reading.

Pembimbing : Rini Ekayati, SS. MA

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 8 April 2020

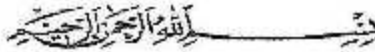
Wa'alaikumssalam Warahmatullahi Wabarakaatuh.



Dr. H. Chrianto Nst, S.Pd, M.Pd.  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
**WAJIB MENGIKUTI SEMINAR**



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Desi Ayu Ningsih  
 N.P.M : 1502050134  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Extensive Reading Strategy on the Students' Critical Thinking in Reading

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
29/03/2019	Revise cover	
	Revise Table of Content	
	-Chapter I : Background of Study	
	Chapter II : Connect your theory with reference	
05/04/2019	Chapter III : Describe your method of research based on one expert	
12/04/2019	Check all appendices for your research	
09/05/2019	-Final check - All	

Diketahui oleh:  
Ketua Prodi



(Mandra Saragih, S.Pd., M.Hum.)

Medan, Mei 2019

Dosen Pembimbing



(Rini Ekayali, S.S., M.A.)



### LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Desi Ayu Ningsih  
N.P.M : 1502050134  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Extensive Reading Strategy on the Students' Critical Thinking in Reading

Sudah layak diseminarkan.

Medan, Mei 2019

Disetujui oleh  
Pembimbing



Rini Ekayati, S.S., M.A



## LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Desi Ayu Ningsih  
N.P.M : 1502050134  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Extensive Reading Strategy on The Students' Critical Thinking in Reading

Pada hari Selasa tanggal 14 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

Disetujui oleh:

Dosen Pembahas

**Erlindawati, S.Pd., M.Pd**

Dosen Pembimbing

**Rini Ekayati, S.S., M.A**

Diketahui oleh  
Ketua Program studi

**Mandra Saragih S.Pd, M.Hum**

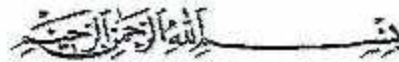


**UMSU**  
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
Webside : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Desi Ayu Ningsih  
N.P.M : 1502050134  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Extensive Reading Strategy on The Students' Critical Thinking in Reading

Benar telah melakukan seminar proposal skripsi pada hari Selasa, tanggal 14 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Mei 2019

Ketua Program Studi

**Mandra Saragih, S.Pd, M.Hum**



Kepada : Yth. Bapak Ketua  
Program Studi Pendidikan Bahasa Inggris  
FKIP Universitas Muhammadiyah Sumatera Utara

Perihal : **Permohonan Perubahan Judul Skripsi**

*Bismillahirrahmanirrahim*  
*Assalamu'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Desi Ayu Ningsih  
N P M : 1502050134  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul Skripsi sebagaimana tercantum dibawah ini :

Extensive Reading Strategy on The Students' Critical Thinking in Reading

Menjadi

The Effect of Extensive Reading Strategy on The Students' Critical Thinking in Reading

Demikianlah permohonan ini saya sampaikan untuk mendapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Ketua Program Studi  
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd, M.Hum

Medan, Mei 2019  
Hormat saya



Desi Ayu Ningsih

Diketahui Oleh :

Dosen Pembahas



Erlindawati, S.Pd., M.Pd

Dosen Pembimbing



Rini Ekayati, S.S., M.A



UMSU  
Universitas Muhammadiyah Sumatera Utara

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

# UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 3364/IL.3/UMSU-02/E/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 20 Ramadhan 1440 H  
25 Mei 2019 M

Kepada Yth, Bapak/Ibu Kepala  
SMA Al-Hikmah Medan  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari. sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Desi Ayu Ningsih  
N P M : 1502050134  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Extensive Reading Strategy on The Students' Critical Thinking in Reading.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dr. H. H. Hanto Nst, S.Pd, M.Pd.  
0115057302

\*\* Pertiinggal \*\*



# YAYASAN PERGURUAN AL-HIKMAH SMA SWASTA AL-HIKMAH

Alamat: Jl. Marelan I Pasar 4 Kel. Rengas Pulau Kec. Medan Marelan Telp. 061-6841769 Email: sma\_al\_hikmah@yahoo.co.id

## SURAT KETERANGAN

Nomor : 062/SMA-AH/IX2019

Berdasarkan surat Dekan Bidang Akademik Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 3764/II.3/UMSU-02/F/2019 tentang permohonan melaksanakan Penelitian/Riset untuk pembuatan Skripsi yang berjudul "**The effect of extensive reading strategy on the students' critical thinking in reading**", maka dengan ini yang bertanda tangan di bawah ini Kepala SMA Swasta Al-Hikmah Jl. Marelan I Pasar IV Kel. Rengas Pulau Kec. Medan Marelan Kota Medan menerangkan bahwa:

Nama Mahasiswa : **Desi Ayu Ningsih**  
NPM : 1502050134  
Program Studi : Pendidikan Bahasa Inggris

Adalah benar nama yang tersebut diatas telah melaksanakan kegiatan Penelitian/Riset sejak tanggal 06 , 20,21 Agustus 2019 di SMA Swasta Al-Hikmah Medan Tahun Pelajaran 2019/2020, dan mahasiswa tersebut telah memenuhi dan tanggung jawabnya dengan baik.

Demikianlah surat keterangan ini diperbuat dengan sebenarnya.

Medan, 05 September 2019  
Kepala Sekolah,

**Nuriadi, S.Pd.I**

## **APPENDIX 28**

### **CURRICULUM VITAE**

#### **Personal Information**

Name : Desi Ayu Ningsih  
Place / Date of Birth : Medan / 01<sup>st</sup> December 1996  
Sex : Female  
Religion : Islam  
Address : Jl. Marelan V Pasar II Barat No 37  
Status : Single

#### **Parents**

Father's Name : Swisno  
Mother's Name : Supini  
Address : Jl. Marelan V Pasar II Barat No 37

#### **Education Background**

Elementary School : SD Negeri 065004 Medan  
Junior High School : SMP Negeri 20 Medan  
Senior High School : SMA Negeri 16 Medan  
University : University of Muhammadiyah Sumatera Utara