

**THE EFFECT OF EXTENSIVE READING ON STUDENTS'  
READING COMPREHENSION IN SMA AL-HIKMAH  
MEDAN MARELAN**

**SKRIPSI**

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

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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**PERNYATAAN KEASLIAN SKRIPSI**

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Dengan ini menyatakan bahwa skripsi saya yang berjudul "The Effect of Extensive Reading on Students' Reading Comprehension in SMA Al-Hikmah Marelan ". Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.  
Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

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# **CHAPTER I**

## **INTRODUCTION**

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

Reading is important for students to get information and increase their knowledge. Reading is very useful for us to get knowledge as (Patel, 2008) stated that Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.

Students sometimes face some problems in the reading process because reading is a complex activity, as Pang & Bernhardt (2003: 28) stated that “Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text”.

There are several problems that cause low student understanding. One of the factors that causes low student understanding is limited vocabulary knowledge as stated by Westwood (2001: 114) that “if a student has difficulty understanding what he or she is reading, it is worth considering whether there is a serious mismatch between the student’s own knowledge of word meanings (expressive

and listening vocabulary) and the words used in the text". It is clear that if students have limited vocabulary knowledge will cause the poor comprehension.

The other factors that make students poor of comprehension are recalling information after reading. Recalling after reading is important for the reader so that they know the detail of the texts and they can resume what detail on the texts after reading. According to Westwood (2001: 115) states that "Recall is dependent partly upon factors such as vividness and relevance of the information in the text; but it is also dependent upon a student giving adequate attention to the reading task and knowing that it is important to remember details".

The other factor that make student poor of comprehension is the teacher tutor give the unfamiliar the subject matter in the classroom to students. Using the school textbook as the medium for first introducing new information to students is not usually the most effective method of delivery. The teacher needs to provide some information before the teacher reads, as stated by Westwood, (2001: 120) states that "It is better to provide information first by other means (e.g. video, posters, minilecture, discussion) to build firm background knowledge before students are expected to read about that theme in printed texts". These three factors need to be refining by the teacher or tutor.

So that the students can face these problems and they can comprehend the text correctly and they become a good reader. The previous paragraph tells about student's problem in reading process and one of the students' problem is limited vocabulary knowledge. This is the teacher job to manage and help students to resolve this problem so that they have vocabulary knowledge. There are several strategies for building a strong vocabulary in the reading process, according to

Mickulecky, (2018: 66) states that strategies for building a strong vocabulary in the reading process are “Check your knowledge of the words used most frequently in English, Focus on the words used in academic texts, Use the dictionary effectively, Keep a vocabulary notebook, Use study cards”. These strategies are interesting to discuss in this section.

One of them is keep a vocabulary notebook, it is important for students to keep a vocabulary notebook for memorizing by them. It can help them to build the vocabulary knowledge, according to Mickulecky, (2018: 68) stated that “When you encounter new words, write them in a notebook that you use only for vocabulary and not for other course work. A small notebook is preferable so you can carry it around with you. This notebook will help you study vocabulary more effectively. With all your words in one place in the notebook, you can easily check your knowledge of words you have studied before”.

How to organize and use the notebook in reading process as Mickulecky (2018: 68) stated that to organize and use the notebook are “Decide on a method for putting words in order, use two pages in the notebook, check your knowledge of the words by covering one of the pages and trying to remember the information on the other”. The other strategy to build the vocabulary knowledge is Use study cards. It is important for student to memorize the new vocabulary in reading process as Mickulecky (2018: 69) stated that “Study cards can help you review words and make them part of your permanent vocabulary. When you have made a set of cards, carry them with you and test yourself often. Add new words that you encounter and want to learn. You should not remove a word from your set until you are completely sure of the meaning and can recall it instantly”.

The important thing in reading process is how to comprehend the texts and how to record detail on the texts after reading. In previous paragraphs told about the student problem in reading process and how to solve this problem. Students have to record detail in the texts after reading. It means that we have to skill to comprehend the texts because comprehension is not only how to record word by word but how to remember the main idea and detail in the reading texts because “Comprehending what you read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, according to Miculecky (2018: 70) understanding means thinking while reading. According to Samtamaria (2017: 24) stated that “Good teacher of reading starts with an understanding of what reading is, what exactly happens between the text, brain and eye”

Be good teacher will create their students be a good reader, there some strategies for student to make their students become a good reader “these are helping children fall in love with book, create a space every day for sustained, silent reading and allow children to make choices about their reading material, (Johnson, 2008).”

The teachers need to help the students fall in love with book by giving student’s choice about their material. It is also related to this research with the effect of extensive reading activities on students reading comprehension. Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and

they read for information and enjoyment. They are encouraged to stop reading if the material is not interesting or if it is too difficult. They are also encouraged to expand their reading comfort zone – the range of material that can be read easily and with confidence (Bamford & Day, 2003). Based on the above explanation, it proves that extensive reading help the reader more enjoy in reading process because they read for pleasure then they read what they want. The material in extensive reading will be selected from lower to high as Patel (2008: 80) stated that Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. Extensive reading same with silent reading and this technique has some advantages.

According to Patel, (2008: 81) stated that the advantages of extensive reading are this reading makes students very active and accurate, silent reading concentrates the attention of learners toward subject matter and he learns naturally. It saves time because this activity is done at a time. All students participate together in this activity at a time. It is very useful to develop the skill of reading fast Based on the above explanation, there some problem need to be refine in reading process to make student fall in love with book and they are not poor of comprehension in reading process.

When reading is effortless, which is likely the case for those reading this preface, it is difficult to imagine what it might be like to read print and not be able to understand it or say much about it afterward. This is the teachers/tutors job to guide the students to be a good reader. The teacher need to create a good condition for learning to read as the extensive reading is reading for pleasure. The first help children fall in love with book, “create a space every day for sustained,



silent reading, allow children to make choices about their reading material, connect reading pleasure to reading practice, keep your reading program simple, keep instruction simple, make reading like real life and include talk and other form of social instruction, (Johnson, 2008).

That the important things as teachers need to provide them with large chunk of time to read enjoyable books, invite them to write their ideas, and encourage them to share their insight an idea with the other students. Small bit of instruction should then be provided along the way as a teacher, we need to do more listening and looking and less talking and testing.

Reading and understanding English texts is generally difficult for students to learn. Based on the results of a preliminary study in XI students of SMA Al-Hikmah Medan for the 2022/2023 academic year. The preliminary research was conducted by testing English lessons. There are students who have reached the KKM score, there are those who have not reached the KKM score. From the results of these observations the researcher saw that there must be an application that demonstrates students' English reading comprehension in the learning process and increases students' knowledge in reading, the data obtained are:

**Table 1.1. Daily Test Scores for Class XI SMA Al Hikmah**

<b>Criteria</b>	<b>Information</b>	<b>Amount</b>	<b>%</b>
≥ 70	Complete	16	33,3%
< 70	Not Complete	32	66,7%
Amount		48	100%

From the results of initial observations, It can be concluded that students cannot immediately understand information from the English reading text they have read. This has an impact on many aspects English learning. One of them is

reading comprehension. Many aspects things to consider when teaching and learning reading comprehension materials, such as described earlier that reading comprehension is important for students. Evaluation problems that arise in the process of learning and teaching reading comprehension can be improve students' English skills and also their knowledge in general.

Evaluation is an important component in the educational process, primarily to measure the success of an educational and teaching program. As a student the ability to read and understand text is very important to get the information contained in the text. Therefore, improving the quality of English in synergy with students' reading comprehension is urgently needed to help not only in terms of learning English, but also to improve the quality of students' knowledge as a whole. .

After conducting interviews with English teachers at school, it is known that other causes of difficulties experienced by students when understand an English text, namely students have difficulty recognizing letters, understand foreign vocabulary, understand terms, and Reading structure in English as well as lack of background knowledge and experiences that students have about the topic of reading. Difficulty factor understanding the reading text that arises from students is still related to factors Teacher. Weaknesses of teachers and the use of strategies, methods, and techniques inappropriate learning when prohibiting reading is lacking involve students thinking about reading so that it causes students experience difficulties in reading, especially understanding language texts English.

Based on these problems the writer concludes to try out one of the techniques in learning to read, especially understanding. Learning techniques that are seen as effective in learning reading comprehension in learning English i.e. extensive reading. Extensive reading is reading easy book and don't have to understand every words, the readers are going to go to concern with the general understanding than meaning of sentence (Richard,1998). State that "ER can be defined as the independent reading of a large quantity of material for information or pleasure", students are able to start with easy and interesting text, they choose what they want to read based on their interests. If a student finds a book is too difficult or they don't enjoy it, they can change it for another one.

They free to get material and topics easily so that they can read as many topics as possible, the topic can start with picture books so that they get excited with stories and learn and remember them to find information and general description or meaning, overall meaning. The most important basic principles of extensive reading that the material is simple and reading material from various topics for language learning. Extensive reading will not succeed if students are faced with difficult material, so they have to struggle hard in understanding terms that they do not yet know. finding the material they want and brands they like will encourage interest in reading and minimize boredom in reading.

Based on the description above, the researcher intends to conducted a research entitled The Effect of Extensive Reading on the Students' Reading Comprehension in SMA Al-Hikmah Medan Marelan.

## **B. The Identification of the Problems**

Based on the background of the problem described above, it can be identified as follows :

1. Students can not immediately understand the information from the English reading text they have read
2. The students could not express their ideas in English because of doubts in pronunciation.
3. Teachers still use traditional methods in reading lesson texts

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

The scope of this study is about an experimental research that is focus on reading comprehension of students using extensive reading in reading lesson texts. The object in this research are class XI IPA-1 which consists of 42 students is chosen as the control group and XI IPS-1 which consists of 42 students as the experimental group.

## **D. The Formulation of the Problems**

The problems of this study are formulated as the following :

1. Does extensive reading have a significant effect on students' reading comprehension?
2. How many percent the effect of extensive on the students reading comprehension ?

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

The objectives of this research as follows:

1. To find out the significant effect of extensive on the students reading comprehension.
2. To find out the percentation effect of extensive on the students reading comprehension.

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

The significance of the study as followed :

1. Theoretically

The study will be an interesting way of teaching and also informs the readers that there are many ways that students can manage to obtain the reading comprehension.

2. Practically

- a. To the teacher

Extensive reading is one of alternative model to make student able to reading when learning process. So it can improve student reading comprehension.

- b. To the students

After having known the result of the usefulness of using this model, hopefully this model can support the students to improve their reading easily without any difficulties.

- c. To the other researchers

It is can be as a reference in conducting the some study for obtaining better result.

## **CHAPTER II**

### **RIVIEW OF LITERATURE**

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

In the theoretical research framework, the writer tries to give the basic concept of the study should be made clear from the beginning. In doing research, every term used must be explained to avoid misunderstanding for getting the same scheme of the implementation between the writer and the reader. The following terms were used in this study

##### **1. Description of Reading**

Learning English is important. English has four skills that should be mastered by students, there are : listening, speaking, reading and writing. In this study, the researcher will focus on reading skill. Reading is very important one of the most important.

According to Grabe (2016: 14) reading is the process of receiving and interpreting information encoded in language form via the medium of print. It means that reading as a way in obtain the information of the text. not only it, by reading we can interpret the words meaning and interpret the significance of contained in a text. then, reading activities is needed concentration to be able to comprehend the text.

According Underwood and Batt, reading is a skill essential for formal education and for an individual's success in society. It means reading is a way to understand the writing. Reading is capability that should be owned for every individual like students, then reading should apply in formal education to help the

students in learning activity and reading also is a way to help the individual for getting their success.

In summary, reading is one of skills in English language which engage some activities to get the goal from what we have read. Reading is important for the human's success. In other word, Reading is not easy, to understand what we read we must play our eyes to reach reading and also we should concentrate on the text.

## **2. Kind of Reading**

Reading has many various that should we know, according to Praveen there are four kind of reading, Patel (2016: 63), as follow :

### **a. Intensive Reading**

According to Brown (2010: 114) that: Intensive reading is usually a classroom- oriented activity in which students focus on the linguistics or semantics details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.

In my opinion, intensive reading is the activity that occurs in the classroom. Then the intensive reading should get guidance from the teacher for help the students where they have the problem. The reading activity focus on linguistics, grammatical structure and language feature to understand the meaning of the text. Intensive reading can increase the students' knowledge and also it can improve their comprehension skill.

According to Nation (2006: 58) that : At its worst, Intensive reading focuses on comprehension of a particular text reading no thought being given to whether the features studied in this text will be useful when reading other text. Such as intensive reading usually involves translation and thus comprehension of the text. The goal of intensive reading may be comprehension of the text.

#### b. Extensive Reading

Brown (2010: 169) also gives statement about extensive reading. Extensive reading is carried out to achieve a general understanding of a usually somewhat longer texts (book, long article, or essays, et). Most of extensive reading is performed outside of class time pleasure reading is often extensive reading.

In summary, the extensive reading is the activity of reading text that not only occur in the classroom but may occur in the outside of classroom. In extensive reading, the reader may read the others source, not only academic book but other book like never, long article, newspaper, magazine et. It may make the extensive reading is enjoyable and interested because Extensive reading focus on the meaning of the text, rather than language feature, grammatical structure. Extensive reading carried out the word that the reader don't know and find out the general understanding of the text.

#### c. Aloud Reading

Aloud reading also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of the word pronunciation. It means that aloud reading



should apply in elementary school because in this level the students needed the direct assistance from their teacher. Then reading aloud can help the teacher to restore the students' concentration who easily broke out when the atmosphere of the class.

#### d. Silent Reading

Silent reading is a very important skill in teaching of English. Silent reading is done to acquire a lot of information. Teacher has to make them reading silently as and when they are able to read without any difficult. (Praveen, 2013).

Silent reading is a skill pivotal to English language teaching. The reading activities should be used to increase the students' ability in reading information. The teachers have to make the students read silently so that the students can read without obstacles. Based on explanation type of reading above, William S. Gay in Ilzamudin Ma'mur's (2010: 61) book of *Membangun Budaya Literasi*, introduce to express the term of reading comprehension or silent reading in America. He express it, when he dislike to learning reading, because in learning reading only emphasize oral reading not reading comprehension.

Finally, reading comprehension of narrative text should use silent reading because there are related with the learning in the classroom, effective for discussion and silent reading can help the reader to get a lot of information that they need without the hindrance. Then reading comprehension of narrative text easy to comprehend because the story in narrative text tell about the past event, legend, humor etc., that easy to understand by the readers.

### **3. Definition of Reading Comprehension**

To know the definition of reading comprehension, we can see the definition from the authors: Woolley (2011: 52) states that reading comprehension is the process of making meaning from the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence.

According to Schumn Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency. According to Jeanne (2014: 47) suggested, Reading comprehension is viewed as the process of using one's own prior knowledge and the writer's cues to infer the author's intended message. Process of using one's own prior knowledge and the writer's cues to infer the author's intended message.

According to Wainwrigth (2007: 120) reading comprehension is a complex process which comprises the successful use of many abilities, when read, we should be able to recall information after wards. It mean only the recall of information have read but also the recall of information will read.

From some explanation above, the writer able to get the conclusion that the reading comprehension is an active process to understanding the written, get the meaning, the purpose from the written and the reader can show it by their own language and their background knowledge. Then, reading comprehension is important when you read the text, you should read slowly and concentrate to the text. because if they do not understand what they have read, they cannot get the meaning, main idea from the written.

Beside definitions above, reading comprehension have other definition as ability we need in reading. According to Klingner et al (2007: 8) stated reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). In other hand, reader should use the knowledge already accepted to interpret, organize and filter with the new knowledge or information of the page.

From the definitions above, the researcher concluded that reading comprehension is a complex process between readers and the written text to understand, constructing from previous knowledge they have with new knowledge from the text and extracting in new meaning based on their words. As we can see comprehension as the important ability, with comprehension ability we can understand the text, make new sense and get the meanings deeply from the texts. Yet, reading comprehension can be describe as understanding a text already read for deeply and process constructing meaning from the text.

#### **4. Aspects of Reading Comprehension**

Reading comprehension has some aspects that used for indicators to measure the student's comprehension. It means that those indicators are important to be learned by the students to make them well in reading comprehension. King and Stanley in Purwanti (2017: 78-91) stated there are some components as of reading comprehension.

a. Finding Main Idea

According to Mikulecky and Jeffries (1996: 89) stated that the main idea of a paragraph is the author's idea about the topic. Main idea means main topic that is will being discuss in paragraph. To find main idea is not always in the first sentence, it can be find in the middle sentence or in the last sentence of the paragraph.

b. Finding Factual Information

Finding factual information is for the specific information it can be used from WH questions such: what, when, who, where, and how. Factual information need for students to find the details of the text.

c. Guessing Vocabulary in Context

According to Ehri in Westwood (2001: 108) stated one base component of speed in reading is an extensive vocabulary of words identify instantly by sight. Being able to read many words automatically by sight is the most efficient way to unlock the meaning of any text. Students develop students guessing words ability which is not familiar with students by relating the meaning of the unfamiliar words in the text.

d. Reference

Reference word means repeat the same words or phrase, after it has been used in text, students usually refer to it than repeat it. Reference words usually use as she, he, it, they, this, her/him, and many others.

e. Inference

According to Mikulecky and Jeffries (1996: 150) stated sometimes the topic of a text may not be stated everywhere directly. You must look for

clues and try to guess what the passage is about. This is called making an inference. Make inference ability is essential in reading. Students need to infer the topic or main idea, the author's opinion, or other information. Understanding the materials in reading comprehension is important to know whether it is implicit or explicit messages from the text. The expectation from process students can make accurate prediction.

Based on explanation above, the researcher concluded finding main ide can help students to find author's idea and topic in material, finding factual information help student more to understanding the details of reading materials, guessing more vocabulary can develop students' vocabulary sight, reference make students should to identifying words which they refer from the reading passage, inference help students to find topic or idea in not explicitly and infer using their knowledge. The researcher used all of aspects above to know how far the students can comprehend the text by assessing them use these aspects in a test.

## **5. Level of Reading Comprehension**

According to Peter Westwood (2001: 113) reading comprehension has four levels. There are : literal level, inferential level, critical level, and creative level.

### **a. Literal level**

Literal level is the first level of reading comprehension. At the literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbors

are noisy; she has complained to the landlord before. The information is contained explicitly within the text.

b. Inferential level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbors to be less noisy, that he will sort the matter out for her. It can also gather that landlord is becoming a little frustrated by Miss Chow's complaints.

c. Critical level

At critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and apparent exaggeration of bias. For example, when Miss Chow landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbor, the reader know he could be exaggerating. Critical and inferential reading together probably make the reader feel the moving up to the 18th floor may not suit Miss Chow and it is not good solution.

d. Creative level

At creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant makes noise and landlord receives complaints, the tenant will be asked to leave within one week.

From the explanation above the writer concluded that reading comprehension has four level of reading comprehension that should be mastered by reader. Then the reader should be applied it when reading process.

## **6. Teaching Reading Comprehension**

In teaching reading, teachers have a lot of kind texts to train students become a good reader. To make students become a good reader teacher have a role important to guide the students as well as possible understand the reading material. By McNamara (2007 :147) stated students who want to become successful reader have to recognize the word by word on the page and must be able to understand the text. It has related skills between word reading and reading comprehension. The ability to read and comprehend is critical not only for lifelong learning but also for adequate functioning in society, McNamara (2007: 28).

Teaching reading comprehension need strategy, technique, method, a game or way in teaching learning process in a classroom. Duffy (2009: 19) state strategies are an important part of comprehension, means even to understanding the reading material we still need a ways to identify anything we want. Moreover, Wainwright (2007: 37) stated that reader can improve the quantity and quality of comprehension in three main ways: Firstly, you can improve it by wide varied reading, where variety is more important than volume, means when students read better it students not only focuses on one reading material. Secondly, students can improve it by discussion. In discussion, during discussion

students comprehension is immediately re-enforce or not accepted. Thirdly, improve it by testing. By testing students can see how much their capability and provoke their self to develop their comprehension.

In reading classes, teachers have to decide the purpose in reading was done. Then, teacher should have planning and right strategies for students so it will make it easier. Then, the teacher should understand what are student's level reading text and need so it can stimulate them engage within the class and being an active learner.

## **7. Definition of Extensive Reading**

Theory and practice extensive reading as an approach to foreign language teaching in general, and to the teaching of foreign language reading in particular are worked out by Harold Palmer (1968: 24), extensive reading is reading easy book and don't have to understand every words, the readers are going to go to concern with the general understanding than meaning of sentence, Richard (1998: 50). State that "ER can be defined as the independent reading of a large quantity of material for information or pleasure", students are able to start with easy and interesting text, they choose what they want to read based on their interests. If a student finds a book is too difficult or they don't enjoy it, they can change it for another one.

They free to get material and topics easily so that they can read as many topics as possible, the topic can start with picture books so that they get excited with stories and learn and remember them to find information and general description or meaning, overall meaning. The most important basic principles of



extensive reading that the material is simple and reading material from various topics for language learning. Extensive reading will not succeed if students are faced with difficult material, so they have to struggle hard in understanding terms that they do not yet know. Finding the material they want and brands they like will encourage interest in reading and minimize boredom in reading. Day and Bamford explicitly state that there are two characteristics as ER principles what students read. They wrote: What (Exactly) is Extensive Reading? Because extensive reading depends on students having suitable reading material, it is fitting that the first two principles are about what students read. The rest of principles follow from and depend on these first two.

1. The reading material is easy.

This is the most important principles of extensive reading for language learning because students are unlikely to succeed in reading extensively if they have to struggle with difficult material. Learners read material that contains few or no unfamiliar items of vocabulary and grammar. ( there are should be no more than one or two unknown vocabulary items per page for beginners and no more than four of five for intermediate learner.)

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

Variety means that learner can find things they want to read, whatever their interest. Different kinds of reading material also encourage a flexible approach to reading. Learner are lead to read for different reasons ( e.g., entertainment, information, passing the time) and in different ways (e.g., skimming, scanning, more careful reading)

According to Day and Bamford (2002: 136-141) cited there are top ten principles for teaching Extensive Reading as a tool for professional development, as follows: The reading material is easy, a variety of reading material on a wide range of topics must be available, learners choose what they want to read, learners read as much as possible, the purpose of reading usually related for pleasure, information and general understanding, reading for own reward, reading speed in extensive reading is usually faster than other reading activity, extensive reading is individual and silent, teachers orient and guide their students is needed so teacher keep track what students read and how their reaction when read, the teacher is role model of a reader means students not just learn from subject matter teach already; students learn from their teacher.

Based on the explanation above, it can be concluded that extensive reading can be defined as a technique which students reading from many sources based on their level and their interest. And by paying attention to the principal above, this makes as a guide for teacher in using extensive reading as teaching technique in the classroom. This technique can help students to develop their comprehension and vocabularies and give them good habits for reading.

## **8. Principles of Extensive Reading**

Principles in teaching reading are the principles that will direct the direction of the goalreading learning process, because a principle will influence and produce various actions or processes. This research will discuss the principles

of extensive reading proposed by Julian Bamford and Ricard R. Day , they identify ten characteristics found in successful extensive reading programs (Bamford, J., & Day R. Richard, 2004).

- a. The reading material is easy.

This is the most important principle of extensive reading for language learning because students are unlikely to succeed in reading extensively if they have to struggle with difficult material. Learners read material that contains few or no unfamiliar items of vocabulary and grammar. (There should be no more than one or two unknown vocabulary items per page for beginners and no more than four or five for intermediate learners.)

- b. A variety of reading material on a wide range of topic is available.

Variety means that learners can find things they want to read, whatever their interest. Different kind of reading material also encourage a flexible approach to reading. Learners are let to read for different reason (e.g., entertainment, information, passing the time) and in different ways (e.g., skimming, scanning, more careful reading).

- c. Learners choose what they want to read.

Self-selection reading is the basis of extensive reading, and it puts students in a different role from that in a traditional classroom, where the teacher chooses or the textbook supplies reading material. One reason that many students enjoy extensive reading is that they choose what they want to read. This choice extends beyond selection of reading material. Learners are also free, indeed encouraged, to stop reading anything that is not interesting or that they find too difficult.

- d. Learners read as much possible.

The language learning benefits of extensive reading come from quantity of reading. For the benefits of extensive reading to take effect, a book a week is an appropriate goal. Books written for beginning language learners are very short, so this is normally a realistic target for learners of any ability level.

- e. Reading speed is usually faster rather than slower.

Because learners read material that they can easily understand, it encourages fluent reading. Dictionary is normally discouraged because it interrupts reading, making fluent reading impossible. Instead, learners are encouraged to ignore or guess at the few unknown language items they may meet.

- f. The purpose of reading is usually related to pleasure, information, and general understanding. In contrast to academic reading and intensive reading, and the detailed understanding they require, extensive reading encourages reading for pleasure and information. Rather than percent comprehension, learners aim only for sufficient understanding to achieve their reading purpose.

- g. Reading is individual and silent.

Learners read their own pace. In some schools, there are silent reading periods when students read their self-selected books in the classroom. Most extensive reading, however, is homework. It is done out of the classroom in the student's own time, when and where the student chooses.

- h. Reading is its own reward.

Because a learner's own experience is the goal, extensive reading is not usually followed by comprehension questions. At the same time, teachers may ask students to complete some kind of follow-up activity after reading. There are a variety of reasons for this: to discover what the students understood and experienced from the reading; to keep track of what students read; to check students attitude toward reading; and to link reading with other parts of the curriculum. What is important is that any follow-up activity respect the integrity of the reading experience and that it encourage rather than discourage further reading.

- i. The teacher orients and guides the students.

Extensive reading is different in many ways from traditional classroom practice, and teachers need to explain to students what it is, why they are doing it, and how to go about it. The teacher will also want to keep track of what and how much students read and their reactions to what was read in order to guide them in getting the most out of their reading.

- j. The teacher is a role and model of a reader.

Example is the most powerful instructor. If the teacher reads some of the same material that the students are reading and talks them about it, this gives the students a model of what it is to be a reader. It also makes it possible for the teacher to recommend reading material to individual students. In this way, teacher and students can become an informal

reading community, experiencing together the value and pleasure to be found in the written word.

## **9. Procedures of Extensive Reading**

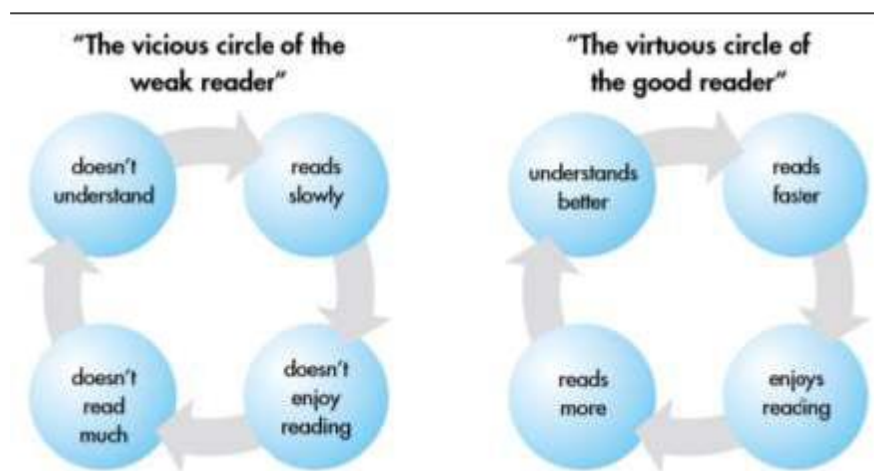
In teaching English, teacher need to have a good plan which will implement to have good result. The procedure of Extensive Reading hope students will enjoy reading material they have chosen based on their interest and level. The followings are procedures of applying Extensive Reading by Ferdila (2014:71):

- a) Basic activity in extensive reading is reading (Day and Bamford, 2004) meaning that main activity students will be assigned to read. It can be read as much as possible, to keep track with students reading, teacher can ask students to report back their reading.
- b) Group discussion, this session will consist 3-4 students in a group. They will discuss about text they read, it about text that students read can be utilized as follow-up activities in extensive reading. Students in group discussion makes they become a critical readers and learners are more likely to happen; students can share the result of their discussion to a classroom.
- c) Next activity is presentation which explain the information from what they group discuss already in class. In this activity help students increase the level of confidence in communicating.

## **10. Extensive Reading Materials**

Reading for pleasure requires a large selection of books be available for students to choose from at their level. According to Harmer one of the

fundamental conditions of a successful extensive reading program is that students should be reading material which they can understand (Harmer, 2001). Here, teachers can make good use of graded readers (books which have been written specifically for EFL/ESL students or which have been adapted from authentic texts). Selecting appropriate reading materials can help build reading confidence, reading ability and build a life-long love of reading in English. Conversely, selecting inappropriate materials can lead to a vicious circle of poor reading (The Extensive Reading Foundation (ERF)).



Teachers must be flexible about allowing students to read at their own ability level, where they feel most comfortable, let students get to choose what they read and no particular reading material should be forced on them because only the students know what they can and can't cope with, selecting the right book is the student's decision.

Teachers should be careful to watch that students do not choose their books too quickly. The students should:

- read some of the book itself, not only look at the title, cover and illustrations

- a. choose something interesting to read. If the book becomes boring or too difficult, they should put it down and read something else
- b. find something they can read at about 150-200 words per minute
- c. choose something they can read without a dictionary
- d. be able to understand almost everything in the book.

According to Jacobs, G. M. (2014: 63), there are three material reading level in extensive reading, they are : Frustrational, instructional, and independent. Students find Frustrational level materials too difficult to understand, even with assistance from teachers and other resources. Instructional level reading materials can be difficult for students, but can become comprehensible with significant assistance from teachers, peers, and other resources, such as online dictionaries.

Normally, students find ER materials to be at the third reading level: their independent reading level. In other words, students can comprehend the materials with little or no outside assistance. Students make such materials comprehensible by using clues, such as contextual clues, and their knowledge of the content area. Furthermore, some language items need not be understood in order to comprehend and enjoy a reading text.

Furthermore, Jacob G. M. (2014: 4) explains that there are 16 ideas for finding such materials for extensive reading, one of them is online material. Online material is easily accessible at this time, students are able to access it anytime and anywhere, especially when extensive reading activities take place. They can find



any kind of material they like and the appropriate level. Online material is very cheap and easy to access for student, it may help student find their material need.

The ease of speeding in getting material also benefits for students, they can make their time more effective in reading. D. The Role and the Goal of Extensive Reading In developing fluent foreign language readers, extensive reading has important role. The role of extensive reading in developing each of the components is as follows:

1. It can developing a large sight vocabulary

The development of a large sight vocabulary can be seen as over learning words to the point that they are automatically recognized in their printed form. The best and easiest to accomplish this is to read a great deal. Beginning readers have to encounter repeatedly words with which they have some familiarity (Richard R. Day and Julian Bamford, 1998 ).

2. It can enhance learners' general language competence

The importance of extensive reading in providing learners with practice in automaticity of word recognition and decoding the symbols on the printed page (often called bottom - up processing).

3. It can developing different knowledge types

The final factor necessary for fluent reading is knowledge, for it is on knowledge that comprehension depends. Interestingly, it seems as though reading is an excellent source of the knowledge that is needed for reading comprehension. Albert Harris and Edward Sipay (1971: 61) in discussing first language reading development, state that "wide reading not only

increases word-meaning knowledge but can also produces gain and topica and word knowledge [italics added] that can further facilitate reading comprehension” (Brown, 1994)”.

4. It can increase knowledge of vocabulary

In fact, only a small percentage of such learning is due to direct vocabulary instruction, the remainder being doe to acquisition of words form reading. This suggests that traditional approaches to the teaching of vocabulary, in which the number of new words though in each class was carefully controlled (words often being presented in related set), is much less effective in promoting vocabulary growth than simply getting students to spend time on silent reading of interesting books.

5. It can lead to improvement in writing

Krashen (1984) reviewed a number of L1 studies that appear to show the positive effect of reading on subject writing skills, indicating that students who are prolific readers in their pre-college years become better writers when they enter college. These results again support the case for an input – based, acquisition – oriented reading program based on extensive reading as an affective means of fostering improvements in students writing.

6. It can motivate learners to read

Reading material selected for extensive reading programs should address students’ needs, tastes and interests, so as to energize and motivate them to read the books. In the Yemen, this was achieved through the use of familiar material and popular titles reflecting the local culture (Aladdin and His Lamp).

7. It can consolidate previously learned language

Extensive reading of high-interest material for both children and adults offers the potential for reinforcing and recombining language learned in the classroom. Graded readers have a controlled grammatical and lexical load, and provide regular and sufficient repetition of new language forms. Therefore, students automatically receive the necessary reinforcement and recycling of language required to ensure that new input is retained and made available for spoken and written production.

8. It helps build confidence with extended text.

Much classroom reading work has traditionally focused on the exploitation of short text, either for presenting lexical and grammatical points or for providing students with limited practice in various reading skills and strategies. However, a large number of students in the EFL/ESL world require reading for academic purposes, and therefore need training in study skills and strategies for reading longer text and books.

### **11. Advantages and Disadvantages of Extensive Reading**

Extensive Reading is very helpful in developing students' in learning process, in applying Extensive reading there are several advantages and disadvantages that should surface by the teacher, as follow:

a. Advantages of Extensive Reading

According to Grabe (2009: 322) mentioned that extensive have a lot of benefits associated:

- 1) Extensive reading and positive attitudes and motivation, extensive reading provides a positive experience for students and produces positive motivation for reading;
- 2) Extensive reading and vocabulary growth, extensive exposure to reading should strongly influence associative learning patterns that are the foundation of reading skill and vocabulary knowledge;
- 3) Extensive reading and the development of language and literacy skills, a number of studies especially L1 contexts, have demonstrated that extensive reading over an extended period of time leads to significant improvements in many language skills: listening, grammar, spelling and writing;
- 4) Extensive reading and conceptual-knowledge growth, Grabe (1986) argued that growth of knowledge from reading extensively would create a “critical mass of knowledge” that students could then use as a resource for further reading comprehension gains as well as for other academic skill;
- 5) Extensive reading and reasoning, while extensive exposure to print might make a student smarter, it is not likely, by itself, to improve specific reasoning skills for academic tasks.

b. Disadvantages of Extensive Reading

Extensive reading also had the weakness in implementation, the disadvantages of extensive reading as follow:

- 1) Extensive Reading program may be costly time consuming if the material not ready yet;

- 2) Extensive reader have less understand meaning of text;
- 3) The class can be noisy because of group discussion.

To solve the problem the researcher should set up and ensure the materials before starting the learning activities, and provide a text that suitable for students.

The researcher must be able to manage and guide every groups in class, so it can reduce the noisy from group discussion.

## **B. Previous Related Studies**

1. Dadan Hidayat, (2020), The researcher used SPSS 20 program to analyze the data to find out whether there is an effect on students reading comprehension after extensive reading applied in the reading process. Based on the finding and discussion. It can be concluded that the hypothesis was accepted. It meant that there was an effect of extensive reading on student reading comprehension. Based on the resulted of this research. The writer suggested the teacher use xtensive reading on the reading process to improved student reading comprehension because it proved by students score in post-test was better than pre-test.

2. Euis Nurnazhofah, (2020).

The hypothesis data was tested using formula t-test, it was known that in experimental class and control class indicated with  $H_a$  was accepted its mean that there was an effect of using extensive reading on the students' reading comprehension at the Tenth grade of SMA Daarul Muttaqien Tangerang, in experimental class the students were focused and had a big spirit in learning

reading using extensive reading they were could gave a summary of the reading text with good structure and done the instrument correctly during the learning process. Based on the percentages students' post-test showed that students' reading comprehension was better than before. Moreover, this research also found that students' learning motivation was very good and the students in experimental class were more active in reading using extensive reading during learning process.

3. Suk Namhee (2017), A quasi-experimental research design was employed using four intact classes: two control (n = 88) and two experimental (n = 83). The control classes received 100-minute intensive reading instruction per week, whereas the experimental classes received equivalent 70-minute intensive reading instruction and 30-minute extensive reading instruction per week. A repeated-measures multivariate analysis of variance revealed that the experimental classes significantly outperformed the control classes on the combination of the three dependent variables (i.e., reading comprehension, reading rate, vocabulary acquisition). Subsequent analyses of variance confirmed the positive impacts of extensive reading on all three areas. Instructional implications for extensive reading in second-language curricula are discussed.
4. Delvia Buana (2021), The Effect of Extensive Reading towards Students' Vocabulary Mastery at Tenth Grade of MTI Koto Tinggi. The results showed that most of the average score of pre-test in experiment class 55.67. The average score of post-test in experiment class was 81. That was mean that the class category of student's vocabulary mastery in reading skill after did treatment by using extensive method was increase. The average score of pre - test in control class was 58.67, then the average of post-test in control class

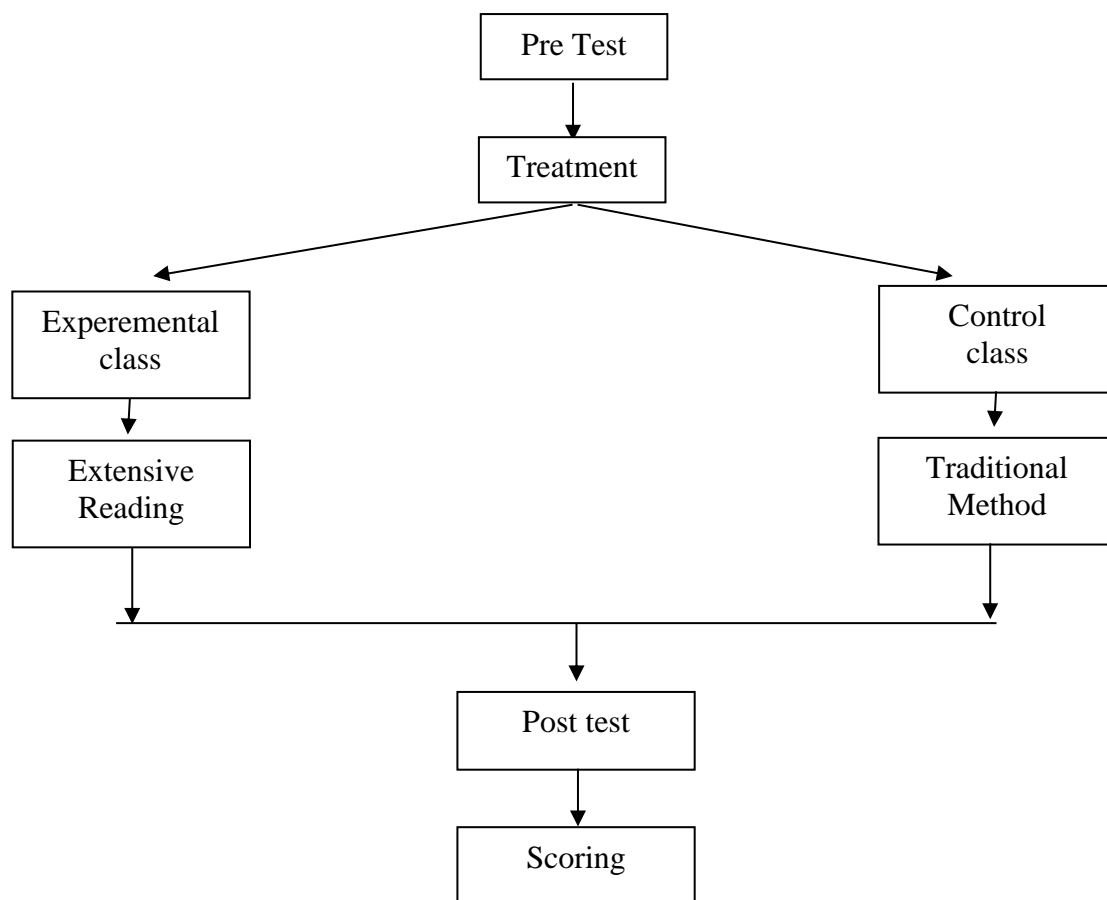
was 66.67. it's mean that the class category of student's vocabulary mastery in reading skill after taught by using conventional method was increase in score, but the category was still in fair category.

5. Nita Agustina (2022). The Effect of Short Story Extensive-Reading on EFL Reading Attitudes of the Secondary School Student. This study implies that such reading materials can be used by secondary school EFL teachers to give more reading input-rich circumstances, which finally become an enhancement of their reading attitudes. Reading short stories brings about the students into a relaxed circumstance from which EFL secondary school students can browse ideas freely and excitingly.

### **C. Conceptual Framework**

Students' skills in extensive reading are reading skills whose object is to cover as much reading text as possible to understand the outline of the reading content in a relatively short time. The expected skill target is that students are able to identify the main idea of the reading text and are able to re-read the reading content briefly in a few sentences. The expected ability target is if the level of success in learning activities results in students being able to answer questions in the reading text. The skill of reading at length is said to be successful if it has achieved a classical learning completeness score of 70 in all aspects and per aspect. The following is a conceptual framework in research as follows”

**The Effect of Extensive Reading on Students' Reading Comprehension  
in SMA Al-Hikmah Medan Marelan**



In the initial stage the researcher wants to know the extent of the student's reading ability before treatment is carried out. After that the researcher divided the students into two classes, the first class is an experimental class which is given reading ability treatment with extensive reading. while one more class uses the traditional method.

In this study, the researcher will give assignments to each class on the material in The Last Chapter of the Class IX book with the title Enrichment. Students are try to read and then answer questions that researcher have created and score for each students. Then the researcher will find out the effect of



students' reading ability using extensive reading compared to using traditional methods from the score results.

#### **D. Hypothesis of the Study**

Based on the theory and the objective of the study, The hypotheses of the study are proposed in terms of null hypotheses (Ho) and alternative hypotheses (Ha). They are follows:

(Ho) : There is no significant effect of extensive reading on students' reading comprehension.

(Ha) : There is a significant effect of extensive reading on students' reading comprehension.

**CHAPTER III**  
**METHOD OF THE RESEARCH**

**A. Location and Time**

This research will be conducted at SMA Al-Hikmah Medan Marelan at Jalan Rengas Pulau, Kec. Medan Marelan, Kota Medan, Sumatera Utara at academic year of 2023/2024, eleventh grade in senior high school. The reason for choosing this school because the researcher found that the students of the second grade had problem in reading and researcher it is want to give extensive reading on students reading comprehension at the school.

**B. Population and Sample**

**1. Population**

The population of this research will be the eleventh grade students of SMA Al-Hikmah Medan Marelan of 2023/2024 academic year who consists of 143 students in 4 parallel classes (X IPS-1 up to X IPS-2).

**Table 3.1**  
**Population of Research**

<b>No</b>	<b>Class</b>	<b>Population</b>
1	X1-IPA-1	42
2	X1-IPA-2	42
3	X1-IPS-1	42
4	X1-IPS-2	43
<b>Total</b>		<b>169</b>

## 2. Sample

The sample in this research are class XI IPA-1 which consists of 42 students are chosen as the control group and XI IPS-1 which consists of 42 students as the experimental group, as shown below :

**Table 3.2**  
**Sample of Research**

No	Class	Population	Sample	Method
1	XI IPA - 1	169	42	Extensive Reading
2	XI IPS - 1		42	Traditional Method

The sampling technique used in this research is Simple Random Sampling, which is a sampling technique that provides equal opportunities to each element/member of the population to be randomly selected as sample members (Hartono, 2017). Researcher can take 2 classes randomly as samples, namely class XI IPA -1 as the experimental class and class XI IPS -1 as the control class which is equivalent or has the same teaching.

### C. Research Design

This study will be conducted by using an experimental design. It is a research which consist of two group, they are experimental and control groups. Experimental group will be the group that receives treatment and control group will be the group that receives traditional method (Arikunto 2002: 279). It means that in this research, experimental group will be the group that using Extensive Reading, while the control group will be the group that using traditional method. The design of research can be seen in the Table 3.3.

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

Group	Pre-test	Treatment	Post-Test
Experimental	√	Using Extensive Reading	√
Control	√	Using Traditional Method	√

From the Table 3.3, it describe that XI-IPA-1 as experiment group which will be taught by Extensvie Reading and X1-IPS-1 as control group which will be taught by Traditional method.

#### **D. The Instrument of Collecting the Data**

The data of this research will be collected by administrating a test. There will be prepared 1 titles of reading comprehension test. It will be narrative text. Each of reading text consists of 10 item. The teacher will give score 10 for 1 items correct, so there are score 100 for all of items answer correctly by the students. In this case, the researcher obtaine reading questions from the English Learning Book for High School Class XI, Authored by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia, 2017.

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

Research instrument refers to any equipment used to collect the data (Arikunto, 2010). As an experimental research, the instrument used in this research was tests. According to Hartoni, (2017) test is a set of stimuli presented to individual in order to elicit responses on the basis of which a

numerical score can be assigned. The researcher will give twice test to the students. The first test is pre-test and the second post-test while there are teaching activities or treatment between both tests.

In this case, there are two kinds of tests that should be done by the researcher, those are as follows

1. Pre-test

The experiment and control groups will be given the pre-test before the treatment. The pre-test will be conducted to find out

- 1) The homogeneity of the samples
- 2) The mean score of each group.

2. Treatment

The experimental group and control group are taught by using the same materials but different method of teaching. In the experimental group, students are taught by extensive reading and in the control group, the students are taught by using traditional method.

The treatment will be conducted after the administration of the pre-test. Both groups will be taught in 2 meetings includes pre and post-tests.

The teaching procedure can be seen as in the following.

**Table 3.4**  
**Teaching Reading by Using Extensicve Reading**  
**(Experimental Group)**

Experimental Group	
Teachers' Activities	Students' Activities
Teacher will give pre-test to the students.	The students will do pre-test in the class.
Treatment 1	

<p>Step 1: Pre Task Teacher introduces and defines the topic of reading about the school system.</p> <p>Step 2: Task Cycle Teacher asks the students to discuss the reading material and do the reading task in groups.</p> <p>Step3: Language focus Teacher asks the students to practice other features occurring in the reading task.</p>	<p>The students listen to teacher's introduction about the topic of reading about about the school system.</p> <p>The students try to memorize some words from their reading text. The students practice other features occurring in the reading task</p>
<p>Treatment 2</p> <p>Step 1: Pre Task Teacher introduces and defines the topic of reading about the compulsory education.</p> <p>Step 2: Task Cycle Teacher asks the students to discuss the reading material and do the reading task in groups.</p> <p>Step3: Language focus Teacher asks the students to practice other features occurring in the reading task.</p>	<p>The students listen to teacher's introduction about the topic of reading about the compulsory education.</p> <p>The students try to memorize some words from their reading text. The students practice other features occurring in the reading task.</p>
<p>Teacher gives post-test to the students.</p>	<p>The students do post-test in the class.</p>

**Table 3.5**  
**Teaching Reading by Using Traditional Method**  
**(Control Group)**

Control Group	
Teachers' Activities	Students' Activities
Teacher gives pre-test to the students.	The students will do pre-test in the class.
<p>Treatment 1</p> <p>Step 1: Teacher ask the students to read a topic about the school system.</p> <p>Step 2: Teacher asks the students to memorizing some words from their reading text.</p> <p>Step3: Teacher ask the students to find the meaning of the text by opening the dictionary</p> <p>Step 4: Teacher asks to do exercise by answer the question based on their reading book.</p>	<p>The students read a reading text about the school system.</p> <p>The students try to memorize some words from their reading text.</p> <p>The students try to find the meaning of the text by opening the dictionary</p> <p>The students will do exercise by answer the question based on their reading book</p>
<p>Treatment 2</p> <p>Step 1: Teacher asks the students to read a topic about the compulsory education.</p> <p>Step 2: Teacher asks the students to memorizing some words from their reading text.</p> <p>Step3:</p>	<p>The students read a reading text about the compulsory education.</p> <p>The students try to memorize some words from their reading text.</p> <p>The students try to find the meaning of the text by opening the dictionary</p> <p>The students do</p>

Teacher asks the students to find the meaning of the text by opening the dictionary Step 4: Teacher asks to do exercise by answer the question based on their reading book	exercise by answer the question based on their reading book
Teacher gives post-test to the students.	The students do post-test in the class.

### 3. Post Test

The post test will be administered after the treatments have been complete. The administration of this test will be meant to find out the differences in mean score of both the experimental and control group. It will be aim to compare both groups to know the effect of extensive reading on students' reading comprehension.

## F. The Technique for Analyzing Data

Arikunto (2002: 279) states that to know the difference between the two groups, in analyzing the data, some techniques will be taken as followed :

1. Scoring the students perform.
2. Listing the score into two tables for experimental and control group.
3. Calculating the total score post-test in experimental and control group.
  - a. Calculating Mean Score :

$\bar{X} = \text{Mean}$

= The total of students value



n = The number of Students

b. Hypothesis test (t-test) conducted by using (Sugiyono, 2018)

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2r\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

Notes :

t = t-test

t<sub>i</sub> = t-table

$\overline{X_1}$  = mean of variable 1 (experimental group)

$\overline{X_2}$  = mean of variable 2 (control group)

S<sub>1</sub> = standard deviation of sample 1 (experimental group)

S<sub>2</sub> = standard deviation of sample 2 (control group)

S<sub>1</sub><sup>2</sup> = standard deviation squared (variants) of sample 1 (experimental group)

S<sub>2</sub><sup>2</sup> = standard deviation squared (variants) of sample 2 (control group)

n = total of sample

n<sub>1</sub> = number of cases for variable 1 (experimental group)

n<sub>2</sub> = number of cases for variable 2 (control group)

r = Correlation of product moment between X<sub>1</sub> and X<sub>2</sub>

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Data Collection**

The data of this research were students' answer which were collected by giving the students a test consisting of ten items. there were 84 students as sample involved in this research. Samples were divided into two groups, namely the experimental group and control group. Each group was given a pre-test and post – test. The description could be seen in the following table:

**Table 4.1 The Result of Pre-Test And Post Test in Experimental Group**

No	Students Initial	Score	
		Pre Test T <sub>1</sub>	Post Test T <sub>2</sub>
1	ADL	60	80
2	AW	80	90
3	ASS	65	75
4	AWZ	65	75
5	AFN	70	80
6	DPN	75	70
7	DPA	75	85
8	DF	80	90
9	FAS	80	95
10	FF	60	75
11	HM	65	75
12	HR	70	75
13	KNA	70	80
14	MSA	65	70
15	MFA	70	80
16	MFA	85	90
17	MCW	85	90
18	MRK	65	75
19	MRA	70	85
20	MLA	60	65

21	MD	75	80
22	MR	70	75
23	NA	65	75
24	NKP	70	100
25	NS	70	100
26	NL	65	75
27	SY	65	85
28	STW	60	85
29	RHN	60	85
30	SAD	65	75
31	SM	60	95
32	SMN	70	75
33	SS	65	100
34	SD	60	85
35	SN	65	100
36	ZS	70	100
37	ZZ	45	60
38	ZBP	70	85
39	BAP	75	90
40	BBL	70	80
41	MWA	70	80
42	NS	65	70
	<b>TOTAL:</b>	<b>T<sub>1</sub> = 2865</b>	<b>T<sub>2</sub> = 3455</b>
	Mean	<b>68,21</b>	<b>82,26</b>

**Table 4.2 Pre-Test and Post-Test in Control Group**

No	Students intial	Score	
		Pre test T <sub>1</sub>	Post test T <sub>2</sub>
1	AU	60	80
2	AF	65	70
3	AFF	60	75
4	ATA	65	75
5	AEP	60	80
6	AZR	65	70
7	AS	65	65
8	AFH	60	70
9	CR	65	75

10	DAF	75	65
11	DAS	65	75
12	DAF	65	80
13	DZ	65	70
14	FR	60	65
15	FN	65	65
16	HF	70	70
17	IP	75	75
18	IP	60	85
19	JS	60	65
20	JA	55	60
21	KA	70	70
22	KLA	60	80
23	MRA	55	70
24	MFT	65	60
25	MHAZ	65	75
26	MYK	60	65
27	NMM	70	70
28	NZM	50	80
29	NAA	60	85
30	MS	75	75
31	NR	60	80
32	NA	60	85
33	P	60	65
34	PAR	65	85
35	R	60	70
36	RR	60	75
37	RA	60	75
38	SAR	50	70
39	SNS	80	90
40	SNR	75	80
41	TR	60	70
42	US	60	80
	<b>Total</b>	<b>T<sub>1</sub>=2660</b>	<b>T<sub>2</sub>=3090</b>
	<b>Mean</b>	<b>63,33</b>	<b>73,57</b>

Based on the data in the table above, the students' initial (sample) and the students' score in the pre test and post test of two group could be were in the table 4.1 and 4.2. in the pre test, the highest score of pre test in the experimental group was 85 and the lowest was 60 with the total score of pre test was 2865. While the highest score of post test was 100 and the lowest was 65 with the total score of post test was 3455.

For the control group, the highest score of pre test was 75 and the lowest was 55 with the total score pre test was 2660. While the highest score post test was 90 and the lowest was 60 with the total score of post test was 3090.

## **B. Data Analysis**

### **1. Test of Normality**

From the data obtained, a normality test is then carried out to determine whether the data is normally distributed or not. The normality test used to determine the distribution of pretest and posttest data is the normality test with Kolmogorov Smirnov. By hypothesis, if the  $p\text{-value} < \alpha = 0.05$  means there is a significant difference, and if the  $p\text{-value} > \alpha = 0.05$  then there is no significant difference. The application of the Kolmogorov Smirnov test is that if the significance of the  $p\text{-value} < \alpha = 0.05$  means that the data to be tested has a significant difference from standard normal data, meaning the data is not normally distributed. If the significance of the  $p\text{-value}$  is  $> \alpha = 0.05$ , it means that there is no significant difference between the data to be tested and standard normal data. It can be assumed that the data is normally distributed

The following is the normality test data for both experimental class post test calculations and control class post test as follows

**Table 4.3 Tes of Normality**

Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-V	
		Statistic	df	Sig.	Statistic	df
Hasil	Post EXperiment	.147	42	.123	.946	4
	Post Control	.165	42	.106	.951	4

a. Lilliefors Significance Correction

Based on the calculation results, it shows that the p-value for the experimental class protest results is 0.097. Using the level of significance  $\alpha = 0.05$  means the test is not significant because  $p\text{-value} = 0.097 > \alpha = 0.05$  so it can be concluded that the data follows a normal distribution. For post test data, the control class produces a p-value of 0.072, where  $p\text{-value} = 0.072 > \alpha = 0.05$ . Based on these results, it shows that  $H_a$  is accepted. Thus, it can be concluded that the data that the researcher obtained, both post-test data for the experimental class and post-test data for the control class, were normally distributed data.

## 2. Test of Homogeneity

The next test carried out by researchers was the homogeneity test. The hypothesis in this homogeneity test is that  $H_a$  is accepted if  $\text{sig} > 0.05$  while  $H_a$  is rejected if  $\text{sig} < 0.05$

**Table 4.4 Tes of Normality****Test of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	4.198	1	82	.144
	Based on Median	2.921	1	82	.091
	Based on Median and with adjusted df	2.921	1	72.173	.092
	Based on trimmed mean	4.241	1	82	.143

In the table of output results of the test of homogeneity of variance, it can be seen that the sig value is  $> 0.05$  so that  $H_a$  is accepted, meaning that the variance of the two groups of data is homogeneous.

**2. Test hypothesis**

After carrying out the analysis prerequisite tests, normality test and homogeneity test, the next test is the hypothesis test. The hypothesis test used in this research is the t test. The t test is used to determine whether there are differences in treatment results. The hypothesis in this t test is that  $H_a$  is accepted if  $t_{\text{count}} > t_{\text{table}} (95\%)$  meaning there is a significant difference in the results of social studies learning history material using the power of two model. On the other hand,  $H_a$  is rejected if  $t_{\text{count}} < t_{\text{table}} (95\%)$ , meaning there is no significant difference in students' reading ability using extensive reading using the lecture method.

**Table 4.5 Test of Hypothesis**

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Hasil	Equal variances assumed	4.198	.044	4.553	82	.000	8.690	1.909	4.893	12.488	
	Equal variances not assumed			4.553	74.806	.000	8.690	1.909	4.888	12.493	

The t test analysis for the experimental class produces a calculated t value of 4.553. Based on the t table, the t table value with  $df = 82$  and a 95% confidence level (significance level 0.05) is 1.989. This value shows that  $t_{count} > t_{table}$  (95%,  $df = 82$ ). These results mean that the hypothesis that has been formulated is accepted ( $H_a$  is accepted, while  $H_o$  is rejected). Thus it can be said that there is a significant difference between the reading ability of students using the extensive reading model and the reading ability of students using the conventional model.

The posttest results are used to determine the level of student mastery of the learning material. Apart from that, it was also used to determine the magnitude of the influence of the extensive reading learning model on the learning outcomes of Class XI students at SMA Al-Hikmah Medan Marelan. The average change in pretest-posttest scores in the experimental class was 68.21 to 82.26, while in the control class the change in score (gain) was 63.33 to 73.57. From these data it is



clear that there are differences in the average pretest and posttest results for the experimental class and the control class.

### **C. Findings**

In accordance with the results obtained in this research, the extensive reading learning model produces significant differences in students' reading abilities compared to students' reading abilities using the conventional learning model, namely using the lecture method. This is characterized by higher average learning outcomes in the class. experiment compared with the average learning outcomes in the control class. This difference can be shown by the calculated  $t$  value  $>$   $t_{table}$  (95%). These different results are due to the different treatment given to the two classes as sample classes. In the experimental class, reading is taught using the extensive reading learning model. while in the control class, reading learning was taught using conventional learning (lectures)

There is a difference in the average reading ability of students and results in significantly higher scores for the experimental class, showing a positive influence on learning using extensive reading. The use of the extensive reading learning model focuses on achieving active student learning activities by reading as much as possible. In the experimental class, which is taught using an extensive learning model, it is more interesting and different from usual learning, thereby providing students with a new atmosphere and way of learning. The results of this research show that in learning using extensive learning, students are more interested and focused in learning activities compared to using the conventional model (lecture). Apart from that, the entire learning material can be delivered in a relatively short time compared to the lecture method. This results in more efficient

and effective learning time. During learning, the more sense organs are involved in receiving and processing information (lesson content), the greater the possibility that the lesson content will be understood and retained in students' memories. This is in line with the information processing system.

Extensive Reading is the activity of reading a reading text carefully and in depth by capturing more in-depth information in the text. In extensive reading activities, students read the same reading selection provided by the teacher. Later they are asked to read the short text carefully and carefully so that they can understand the content of the reading properly.

Through Extensive reading activities, students will be able to develop reading skills such as skimming and identifying the main idea of the reading. Extensive reading activities can help grow and hone reading and critical thinking skills.

It is very important for teachers of any subject to implement extensive reading activities as part of learning because basically all teachers are reading teachers. This is where teachers can help students use a variety of literacy strategies to understand various types of texts in various contexts and covering various levels of cognitive processes.

It cannot be denied that learning activities at school have limited time. Therefore, this is where the role of extensive reading is needed outside of learning time. Extensive reading is the activity of reading as much as possible. In extensive reading activities, students who carry out extensive reading activities will read as much as possible and read for pleasure.

Based on the explanation above, it can be concluded that the use of the extensive learning model has a big influence on the sensory organs and is able to explore students' potential compared to using conventional methods (lectures). Thus, the use of the extensive reading learning model can arouse and bring students into a happy and joyful atmosphere, where everything is emotionally and mentally involved. This will certainly have an impact on students' enthusiasm for learning and the learning atmosphere will be more lively and less monotonous, which will lead to increased learning outcomes. In the control class which was taught using conventional learning (lectures), students were less active and enthusiastic about participating in learning activities. This condition is caused by students' activities of just sitting and listening to the teacher's lecture, without other activities that encourage students to be more active and creative in learning.

Matter

59 This is in line with Sudjana's statement (2016: 39-40) that learning using conventional learning methods (1) is very boring because it reduces students' motivation and creativity, (2) the success of changes in students' attitudes and behavior is relatively difficult to measure, (3) quality Achievement of the learning objectives that have been set is relatively low because educators often only pursue time targets to use up target learning materials, learning mostly uses lectures and questions and answers.

#### **D. Discussion**

The purpose of this study was to help the English reading comprehension of students of SMA Al-Hikmah Medan Marelan. Based on the data in this research, the students' initial (sample) and the students' score in the pre test and

post test of two group could be were in the table 4.1 and 4.2. in the pre test, the highest score of pre test in the experimental group was 85 and the lowest was 60 with the total score of pre test was 2865. While the highest score of post test was 100 and the lowest was 65 with the total score of post test was 3455.

For the control group, the highest score of pre test was 75 and the lowest was 55 with the total score pre test was 2660. While the highest score post test was 90 and the lowest was 60 with the total score of post test was 3090. The t test analysis for the experimental class produces a calculated t value of 4.553. Based on the t table, the t table value with  $df = 82$  and a 95% confidence level (significance level 0.05) is 1.989. This value shows that  $t_{count} > t_{table}$  (95%,  $df = 82$ ). These results mean that the hypothesis that has been formulated is accepted ( $H_a$  is accepted, while  $H_o$  is rejected). Thus it can be said that there is a significant difference between the reading ability of students using the extensive reading model and the reading ability of students using the conventional model.

The posttest results are used to determine the level of student mastery of the learning material. Apart from that, it was also used to determine the magnitude of the influence of the extensive reading learning model on the learning outcomes of Class XI students at SMA Al-Hikmah Medan Marelan. The average change in pretest-posttest scores in the experimental class was 68.21 to 82.26, while in the control class the change in score (gain) was 63.33 to 73.57. From these data it is clear that there are differences in the average pretest and posttest results for the experimental class and the control class.

The research that had been done by the reseacher indicated that extensive reading was affective or could be used in teaching reading. In could be seen from

the tables that showed us the increasing of students' score from pre-test, post-test of cycle one (I) and post-test of cycle two (II). The increasing because of the teacher knew how to control the class and created the active class. Besides that, the extensive reading helped the students' to understanding the subject easily. Based on quantative data could be seen the students' reading comprehension improved and became well in the first meeting to the next meeting, and the qualitative data it showed the increasing of teacher and students activity during teaching-learning process. The data could be seen from test sheet evidence that indicated the students were active and paid attention the subject that the teacher taught. The students also has felt spirit in doing the task by using extensive reading and that created the supportive situation during taeching-learning process.

In the last, the researcher will compare the findings of this research with the findings of previous related studies with the first is the research of Dadan Hidayat 2020, finding from the research is the students did not vocabulary mastery and that is similar finding with this research which is students can not immediately understand the information from the English reading text they have read, and then the finding is problem reading process and that is different with this research which is the findings is the students could not express their ideas in English because of doubts in pronunciation and teachers still use traditional methods in reading lesson texts.

The second research is the research of Euis Nurzhofa 2020, finding from the research is students can not immediately understand the information from the English reading text they have read and that is similar finding with this research which is students can not immediately understand the information from the

English reading text they have read, and then the finding is students did not vocabulary mastery and that is different with this research which is the findings is the students could not express their ideas in English because of doubts in pronunciation and teachers still use traditional methods in reading lesson texts.

The third research is the research of Suk Namhee 2020, finding from the research is students did not vocabulary mastery and that is similar finding with this research which is students can not immediately understand the information from the English reading text they have read, and then the finding is students not fluent in reading English and that is different with this research which is the finding is the students could not express their ideas in English because of doubts in pronunciation and teachers still use traditional methods in reading lesson texts.

The fourth research is the research of Delvia Buana 2021, Finding from the research is students did not vocabulary mastery and that is similar finding with this research which is students can not immediately understand the information from the English reading text they have read, and then the finding is students not fluent in reading English and that is different with this research which is the finding is the students could not express their ideas in English because of doubts in pronunciation, and then teachers still use traditional methods in reading lesson texts and that is similar finding with this research which is teachers still use traditional methods in reading lesson texts.

The fifth research is the research of Nita Agustina, 2022, finding from the research is students are less comfortable in reading English and that is different with this research which is students can not immediately understand the information from the English reading text they have read and the students could

not express their ideas in English because of doubts in pronunciation and teachers still use traditional methods in reading lesson texts.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

Based on the problem formulation, research results and discussion on the effect of extensive reading on reading ability by class XI students at SMA Al-Hikmah Medan Marelan for the 2023/2024 academic year.

1. Students' reading comprehension before implementing the extensive reading model was in the sufficient category with an average score of 68.21 with the highest score being 85 and the lowest being 60.
2. Students' reading comprehension after implementing the extensive reading model is in the good category with an average score of 82.26 with the highest score being 100 and the lowest being 65.
3. The effect of extensive reading has a positive influence on students' reading comprehension with the hypothesis results, namely and  $(4.553 > 1.989)$  which means  $H_a$  is accepted.

#### **B. Suggestions**

Based on the conclusions above, as a follow-up to this research it is necessary to express several suggestions as follows.

1. The conclusion above shows that using extensive reading has a significant influence in improving students' reading skills. Therefore, this learning model can be used as an alternative learning model in teaching and learning in the classroom, especially reading material.



2. It is best that when using the extensive reading model, English teachers have a good understanding in terms of preparation, so that teachers can make students actively read by reading extensively.
3. The application of extensive reading places the teacher as a motivator and observer of the student learning process. Therefore, teachers continue to ensure that students remain independent in the process of doing assignments

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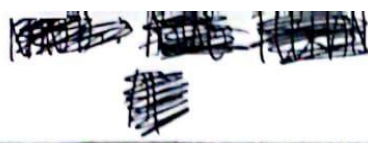
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## Soal Extensive Reading

### **Answer the Following Questions!**

1. What is Johnsy's illness?
2. What can cure Johnsy, the medicine or the willingness to live?
3. Behrman has a dream. What is it?
4. Does Behrman's dream come true?
5. What is Behrman's masterpiece?
6. What makes Sue say that Behrman's masterpiece?
7. Why did Sue talk about clothes and fashion?
8. Why did Johnsy continue to lie still on her bed?
9. Why did Sue bring her drawing-board into Johnsy's room?
10. Why did Sue pour out her worries to Behrman?



SALWA NAILIS SOYHA  
SNS

Date: \_\_\_\_\_

- 1 Pneumonia ✓
- 2 Willingness ✓
- 3 Behrmann is a sixty years old Painters ✓
- 4 Yes, comes true when he paints the last leaf on an ivy ✓
- 5 Last leaf Painted ✓
- 6 It rekindled jansy willingness to fight her illness and live ✓
- 7 She tried to uplift jansy who was down of sickness ✓
- 8 Jansy stayed since she was suffering ✓
- 9 She entered jansy room with her drawing board to keep her company ✓
- 10 Her desire to live was rekindled as she noticed ✓
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(90)

ANNISA SHAFIRA  
AS

Date: \_\_\_\_\_

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|--------------------------|----|--|
| <input type="checkbox"/> | 1  | Pneumonia ✓                            |
| <input type="checkbox"/> | 2  | Willingness ↓                          |
| <input type="checkbox"/> | 3  | Doctor ✗                               |
| <input type="checkbox"/> | 4  | yes, comes true when he ✓              |
| <input type="checkbox"/> |    | Paints the last leaf on                |
| <input type="checkbox"/> |    | ivy                                    |
| <input type="checkbox"/> | 5  | The Last Leaf Painted ✓                |
| <input type="checkbox"/> | 6  | Johnsy willingness to fight ✓          |
| <input type="checkbox"/> |    | her illness and live                   |
| <input type="checkbox"/> | 7  | Johnsy like Fashion. ✗                 |
| <input type="checkbox"/> | 8  | Johnsy fell a step ✗                   |
| <input type="checkbox"/> | 9  | Because the board make ✓ she           |
| <input type="checkbox"/> |    | happy                                  |
| <input type="checkbox"/> | 10 | Because she confident in the elderly ✓ |
| <input type="checkbox"/> |    | painter                                |
| <input type="checkbox"/> |    | (65)                                   |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> |    |  |
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| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> |    |  |

Husneh Fadhilah  
HF

Date: \_\_\_\_\_

- |                          |    |   |
|--------------------------|----|---|
| <input type="checkbox"/> | 1  | Johnny is suffering pneumonia ✓                       |
| <input type="checkbox"/> |    |   |
| <input type="checkbox"/> | 2  | willingness ✓   |
| <input type="checkbox"/> |    |   |
| <input type="checkbox"/> | 3  | a doctor ✗  |
| <input type="checkbox"/> |    |   |
| <input type="checkbox"/> | 4  | yes, when she paint the last leaf on an ivy Creeper ✓ |
| <input type="checkbox"/> |    |   |
| <input type="checkbox"/> | 5  | Last leaf painted ✓                                   |
| <input type="checkbox"/> |    |   |
| <input type="checkbox"/> | 6  | The last leaf painted was masterpiece ✓               |
| <input type="checkbox"/> |    |   |
| <input type="checkbox"/> | 7  | She talk about fashion ✗                              |
| <input type="checkbox"/> |    |   |
| <input type="checkbox"/> | 8  | Johnny weak to me ✓                                   |
| <input type="checkbox"/> |    |   |
| <input type="checkbox"/> | 9  | Because she feeling lonely ✗                          |
| <input type="checkbox"/> |    |   |
| <input type="checkbox"/> | 10 | She revealed that Johnny believed ✓                   |

(7)

FAREZI RIRANTH  
FR

Date : \_\_\_\_\_

- 1 Pneumonia ✓
- 2 Her willingness ✓
- 3 A doctor ✗
- 4 yes ✓
- 5 Last Leaf Painted ✓
- 6 Because is beautifull ✗
- 7 Sue try to uplift Johnny ✓
- 8 Johnny stayed since she was suffering from pneumonia ✓
- 9 Because her feeling lonely ✗
- 10 Actually Sue pour her worries ✗
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(60)



NAMA : AGUNG FEBRIAN  
AF

Date : \_\_\_\_\_

- 1) Cold Unseen Stranger ✗
- 2) Her willingness ✓
- 3) Behrman is sixty years old Painter ✓
- 4) Yes. when he paint the Last Leaf on ivy ✓
- 5) Last Leaf Painted ✓
- 6) It rekindled Jonsy's willingness to fight ✓  
her illness and Live.
- 7) Because Sue is Jonsy Fried ✗
- 8) Jonsy stayed in bed since she was ✓  
suffering from pneumonia
- 9) Because she feeling lonely ✗
- 10) Because Sue worries to Behrman <sup>h<sub>2</sub></sup>

(65)

NAMA : HUMAIRAH RUKAN  
HR

Date : \_\_\_\_\_

- |                          |    |  |
|--------------------------|----|--|
| <input type="checkbox"/> | 1  | Pneumonia ✓  |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> | 2  | Her willingness ✓  |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> | 3  | A doctor ✗   |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> | 4  | yes ✓  |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> | 5  | The Last Leaf painted ✓  |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> | 6  | The Last Leaf was masterpiece ✓  |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> | 7  | Sue tried to uplift Johnsy ✓   |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> | 8  | Johnsy stayed in bed since she was suffering ✓   |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> | 9  | Sue entered Johnsy room with her drawing board to keep her company and prevent her from feeling lonely ✓ |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> | 10 | He didn't even explain to Sue how or if he would aid Johnsy ✗  |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> |    |  |
| <input type="checkbox"/> |    |  |

(70)

NAMA : BAYU ARJUNA . P .

BAP

Date : \_\_\_\_\_

- |                          |    |                                      |
|--------------------------|----|--------------------------------------|
| <input type="checkbox"/> | 1  | Pneumonia ✓                          |
| <input type="checkbox"/> | 2  | Willingness ✓                        |
| <input type="checkbox"/> | 3  | Behrman is sixty years old Painter ✓ |
| <input type="checkbox"/> | 4  | Yes, come true when he Paint ✓       |
| <input type="checkbox"/> |    | the Last on an ivy creeper and       |
| <input type="checkbox"/> |    | that Painted Last Leaf               |
| <input type="checkbox"/> | 5  | Last Leaf Painted ✓                  |
| <input type="checkbox"/> | 6  | Painted by behrman was ✗             |
| <input type="checkbox"/> |    | masterpiece                          |
| <input type="checkbox"/> | 7  | Sue try to uplift Johnsy, who ✓      |
| <input type="checkbox"/> |    | was feeling down                     |
| <input type="checkbox"/> | 8  | Johnsy Stayed in bed since ✓         |
| <input type="checkbox"/> |    | she was suffering                    |
| <input type="checkbox"/> | 9  | Because she will Painting ✗          |
| <input type="checkbox"/> | 10 | Because she thinking about ✓         |
| <input type="checkbox"/> |    | Behrman                              |

(75)

NAMA : Nayla Kartika Putri.'h.  
 Inisial: NKP

Date : \_\_\_\_\_

- |                                     |   |  |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | 1 | Johnsy is suffering from pneumonia. ✓      |
| <input type="checkbox"/>            |   |  |
| <input checked="" type="checkbox"/> | 2 | Her willingness. ✓                         |
| <input type="checkbox"/>            |   |  |
| <input checked="" type="checkbox"/> | 3 | Behrman is a sixty years old painter. ✓    |
| <input type="checkbox"/>            |   |  |
| <input checked="" type="checkbox"/> | 4 | Yes, comes true when he paints the last ✓  |
| <input type="checkbox"/>            |   | leaf on an ivy creeper and that painted    |
| <input type="checkbox"/>            |   | last leaf seems to be a real one.          |
| <input type="checkbox"/>            |   |  |
| <input checked="" type="checkbox"/> | 5 | The last leaf painted. ✓                   |
| <input type="checkbox"/>            |   |  |
| <input checked="" type="checkbox"/> | 6 | Johnsy felt motivated to see that ✓        |
| <input type="checkbox"/>            |   | last leaf was still clinging to the        |
| <input type="checkbox"/>            |   | creeper. it rekindled Johnsy's willingness |
| <input type="checkbox"/>            |   | to fight her illness and live.             |
| <input type="checkbox"/>            |   |  |
| <input checked="" type="checkbox"/> | 7 | Sue tried to uplift Johnsy, who was ✓      |
| <input type="checkbox"/>            |   | feeling down of her sickness               |
| <input type="checkbox"/>            |   |  |
| <input checked="" type="checkbox"/> | 8 | Johnsy stayed in bed since she was ✓       |
| <input type="checkbox"/>            |   | suffering from pneumonia and felt          |
| <input type="checkbox"/>            |   | too weak to move about                     |
| <input type="checkbox"/>            |   |  |
| <input checked="" type="checkbox"/> | 9 | Sue entered Johnsy's room with her ✓       |
|                                     |   | drawing board to keep her company          |

(100)

NAMA : M. DZIKRI  
MD

Date : \_\_\_\_\_

- 1 Pneumonia ✓
- 2 Her willingness ✓
- 3 A Doctor ✗
- 4 Yes ✓
- 5 Last leaf painted ✓
- 6 It rekindled Jonsy's willingness to fight her illness ✓
- 7 Because Jonsy's sickness ✓
- 8 Jonsy stayed in bed since she was suffering from pneumonia ✓
- 9 Sue entered Jonsy's room with her drawing board to keep her company ✓
- 10 Sue worries about Behrman ✓
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(0/0)

NAMA : ZAHWA ZAIMI

ZZ

Date : \_\_\_\_\_

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|--------------------------|---------------------------------------|-----------------|
| <input type="checkbox"/> | Cold unseen stranger                  | X               |
| <input type="checkbox"/> |                                       |                 |
| <input type="checkbox"/> | Willingness                           | 1/2             |
| <input type="checkbox"/> |                                       |                 |
| <input type="checkbox"/> | Painter                               | X               |
| <input type="checkbox"/> |                                       |                 |
| <input type="checkbox"/> | Yes                                   | 1/2             |
| <input type="checkbox"/> |                                       |                 |
| <input type="checkbox"/> | Last leaf Painted                     | ✓               |
| <input type="checkbox"/> |                                       |                 |
| <input type="checkbox"/> | He secretly painted a leaf on creeper | X               |
| <input type="checkbox"/> |                                       |                 |
| <input type="checkbox"/> | Because johnsy like Fashion           | X               |
| <input type="checkbox"/> |                                       |                 |
| <input type="checkbox"/> | Johnsy in bed since she was           | ✓               |
| <input type="checkbox"/> | pneumonia and felt weak to move       |                 |
| <input type="checkbox"/> |                                       |                 |
| <input type="checkbox"/> | See enteren johnsy room with her      | ✓               |
| <input type="checkbox"/> | drawing board to keep her company     |                 |
| <input type="checkbox"/> |                                       |                 |
| <input type="checkbox"/> | Because she worries about             | 1/2             |
| <input type="checkbox"/> | Behrman.                              |                 |
| <input type="checkbox"/> |                                       | <del>5/10</del> |
| <input type="checkbox"/> |                                       | (75)            |
| <input type="checkbox"/> |                                       |                 |
| <input type="checkbox"/> |                                       |                 |

**PICTURE 1**  
**Students Work on Questions**



(Source of Data: *Personal Documentation*)

**Picture 2**  
**Students Work on Questions**



(Source of Data: *Personal Documentation*)

**Picture 3**  
**Students Work on Questions**



(Source of Data: *Personal Documentation*)

**Picture 4**  
**Situation in The Class**



(Source of Data: *Personal Documentation*)



**Picture 5**  
**Situation in The Class**



(Source of Data: *Personal Documentation*)

**Picture 6**  
**Situation in The Class**



(Source of Data: *Personal Documentation*)

Picture 7  
Text of The Task

**B** Reading Activity

## The Last Leaf

Many artists lived in Greenwich Village in New York City. Sue and Johnsy, two artists, also lived there in a studio apartment. Their rooms were at the top of an old building in Greenwich Village.

In November, it was very cold and with it a cold unseen stranger, whom the doctors called Pneumonia, stalked the city, touching one here and there with his icy fingers. The icy fingers of Pneumonia also touched Johnsy. She was very ill, lying in her bed and not moving at all. A doctor visited her every day but Johnsy was not getting better. One morning, the doctor spoke to Sue outside Johnsy's room.

"I can't help her," the doctor said. "She is very sad and has no desire to live. Someone must make her happy again. What is she interested in?"

"She is an artist," Sue replied. "She wants to paint a picture of Bay of Naples."

"Painting!" said the doctor. "That won't help her!"

Sue was distressed by this news and didn't know what to do to help Johnsy. She went into the workroom and cried and then she swaggered into Johnsy's room with her drawing board, whistling ragtime. Johnsy lay silently in her bed with her face towards the window. Sue stopped whistling, thinking Johnsy was asleep.

Sue arranged her board and began drawing to illustrate a magazine story. As Sue was sketching a figure of a hero, an Idaho cowboy, she heard a low sound, several times repeated. She went quickly to the bedside.

"What is it, dear?" asked Sue.

"Johnsy's eyes were open wide. She was looking out the window and counting—counting backwards.

"Twelve," she said, and a little later "eleven"; and then "ten," and "nine"; and then "eight" and "seven", almost together.

Sue looked out of the window wondering what was there to count. There was only a bare, dreary yard to be seen, and the blank side of the brick house




Figure: E.8 Cover of the last leaf

154 Kelas XI SMA/MA/SMK/MAK

(Source of Data: Book of Academic School)

Picture 8  
Text of The Task

twenty feet away. An old, old ivy vine, gnarled and decayed at the roots, climbed half way up the brick wall. The cold breath of autumn had stricken its leaves from the vine until its skeleton branches clung, almost bare, to the crumbling bricks.

"Six," said Johnsy, in a whisper. "They're falling faster now. Three days ago there were almost a hundred. My head ached when I was counting them but now it's easy. There goes another one. There are only five left now."

"Five what, dear? Tell me."

"Leaves on the ivy vine. When the last one falls I must go, too. I've known that for three days. Didn't the doctor tell you?"

"Oh, I never heard of such nonsense," complained Sue, with magnificent scorn. "What have old ivy leaves to do with your getting well? Try to sleep," said Sue. "I must call Behrman up to be my model for the old hermit miner. I'll not be gone a minute. Don't try to move 'till I come back."

Old Behrman was a painter who lived on the ground floor of the same building. He was sixty years old and had always dreamed of painting a masterpiece, but unfortunately till now he was not able to fulfill his dream. Sue found Behrman in his dimly lighted apartment sitting in his chair. She told him of Johnsy's condition. Old Behrman, with his red eyes plainly streaming, shouted his contempt and derision for such idiotic imaginings.

Johnsy was sleeping when they went upstairs. Sue pulled the shade down to the windowsill, and motioned Behrman into the other room. In there they peered out the window fearfully at the ivy vine. Then they looked at each other for a moment without speaking. A persistent, cold rain was falling, mingled with snow. When Sue awoke from an hour's sleep the next morning, she found Johnsy with dull, wide-open eyes staring at the drawn green shade.

"Pull it up; I want to see," she ordered, in a whisper. Wearily Sue obeyed.

"It is the last one," said Johnsy. "It will fall today, and I shall die at the same time."

"Dear, dear!" said Sue, leaning her worn face down to the pillow. "Think of me, if you won't think of yourself. What would I do?" But Johnsy did not answer.

The leaf stayed on the vine all day. That night, there was more wind and rain. When it was light enough, Johnsy commanded that the shade be raised. The ivy leaf was still there.

"I've been a foolish girl, Sue," said Johnsy. "I wanted to die but the last leaf stayed on the vine to teach me a lesson. Please bring me some soup now." "You know Sue, some day I hope to paint the Bay of Naples."

155 Kelas XI SMA/MA/SMK/MAK

(Source of Data: Book of Academic School)

**Picture 9**  
**Text of The Task**

The doctor visited the girls in the afternoon. "Take good care of your friend," he said. "She is going to get well. Now I have to go downstairs. I have to visit Mr. Behrman. He has pneumonia too. I must send him to the hospital."

The next day, the doctor said to Sue: "She's out of danger. You won. Nutrition and care now - that's all." And that afternoon Sue came to the bed where Johnsy lay, contentedly knitting a woolen shoulder scarf. "I have something to tell you, dear," she said. "Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. The janitor found him the morning of the first day in his room downstairs helpless with pain. His shoes and clothing were wet through and icy cold. They couldn't imagine where he had been on such a dreadful night. And then they found a lantern, still lighted, and a ladder that had been dragged from its place, and some scattered brushes, and a palette with green and yellow colors mixed on it, and - look out the window, dear, at the last ivy leaf on the wall. Didn't you wonder why it never fluttered or moved when the wind blew? Ah, darling, it's Behrman's masterpiece - he painted it there the night that the last leaf fell."

*(Adapted from The Last Leaf by O. Henry, 1907)*

**DID YOU  
KNOW**



**Greenwich is  
pronounced as  
Grennitch**

150

Kelas XI SMA/MA/SMK/MAK

**(Source of Data: Book of Academic School)**

## LEARNING IMPLEMENTATION PLAN

Learning Units: SMA AL-HIKMAH

Class/Semester : XI (Eleven) / Ganjil (Odd)

Subject : English

Lesson : Extensive Reading

Time : 135 minutes

Sub Matter : Extensive Reading

### A. Basic Competencies

1. Extensive reading

### B. Learning Objectives

1. Learners are able to: Learn about the meaning of extensive reading

### C. Learning Activities

1. Conversion activity (15 minutes)
  - Pray together, orientation, appreciation, motivation of learners
2. Core activities (110 minutes)
  - Students are asked to understand the material in the power point
  - The teacher explains the content of the material
  - The teacher asks the students for the material that has been explained again
  - Students answer questions from teachers
  - Teachers give exercises to students
  - Students do and perform exercises given by the teacher
3. Closing activity (10 minutes)
  - The teacher gives a conclusion in the material given to the student
  - Closed with prayer.