

**THE USE OF EXTENSIVE READING TO IMPROVE STUDENTS'
READING COMPREHENSION ACHIEVEMENT OF THE ELEVENTH
GRADE STUDENTS OF SMA SRIJAYA NEGARA PALEMBANG**

A Thesis by

Nabilah Natasya

06011381320015

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2020

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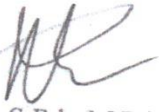
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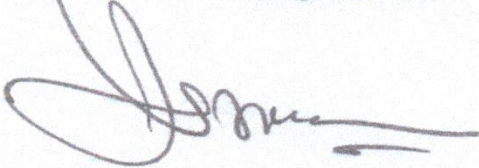


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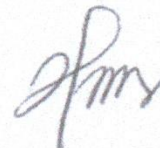
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GRADE STUDENTS OF SMA SRIJAYA NEGARA PALEMBANG**

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The Use of Extensive Reading to Improve Students' Reading Comprehension Achievement of the Eleventh Grade Students of SMA Srijaya Negara Palembang

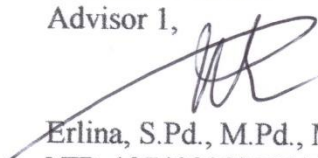
ABSTRACT

The objectives of the study were to find out whether or not: (1) there was a significant difference in reading comprehension achievement of the eleventh grade students at SMA Srijaya Negara Palembang after the student were taught by using Extensive Reading strategy, and (2) there was any significant difference in reading comprehension achievement of the eleventh grade students at SMA Srijaya Negara Palembang between those who were taught by using Extensive Reading strategy and those who were not. The population of the study was the 176 eleventh grade students at SMA Srijaya Negara Palembang. The samples of this study were chosen by using purposive sampling and divided into experimental and control groups. In collecting the data, the pre-test and post-test were given to both groups. In analyzing the data, the present study was firstly test the normality and homogeneity of the data. Normality test is a test that was used to know whether each of data set has the normal distribution. Homogeneity test is a test that was used to know whether the two data set have the same distribution or variance. In testing the normality, the present study used *Saphiro-Wilk test* and in testing the homogeneity the present study used *Levene's test*. the sig. value of pretest control (0.349), pretest experimental (0.197), and posttest experimental (0.968) are higher than 0.05, it means that the three data are normal. On other hand, there is one data that is not normal since the sig. value of posttest control (0.005) is lower than 0.05. The writer used *Mann-Whitney test* and *Wilcoxon Signed-Ranks test* as an alternative nonparametric procedure. The mean score of the post-test (78.69) was higher than the mean score of the pre-test (58.22). Since the Assymp. Sig. value (0.000) was lower than 0.05, the null hypothesis (H_{01}) was rejected and the alternative hypothesis (H_{a1}) was accepted. It means that there is a significant difference in eleventh graders' reading comprehension achievement between before and after they are taught by using Extensive Reading Strategy. The implication of this study were to increase students' exposure to the foreign language, which enhances their general language competence. Extensive reading not only develops reading skills but also benefits a whole range of other language skills, boosts confidence and motivation and improves learners' overall attitude to L2.

Keywords: *reading comprehension, Extensive Reading Strategy*

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University 2019.

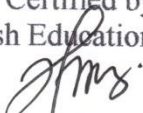
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Certify that this thesis entitle "The Use of Extensive Reading to Improve Students' Reading Comprehension Achievement of the Eleventh Grade Students of SMA Srijaya Negara Palembang" is my work, and i did not do plagiarism or innappropriate quotqtion against the ethic and rules commenced by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court and have my bachelor title revoked if i am found to have plagiarized other people's work.

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ACKNOWLEDGEMENTS

Alhamdulillah, all praises to Allah SWT, the almighty, the merciful, and the owner of the universe who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this thesis.

I would like to express my gratitude to my first advisor, Erlina S.pd., M.pd., M.Ed, who has guided me during the process of the thesis reading. I thank her for her advice, suggestions and encouragement. I would also like to express my gratitude to my second advisor, Hariswan Putra Jaya, S.Pd., M.Pd. I thank her for continuous guidance in the accomplishment of this thesis. I also thank all teachers of SMA Srijaya Negara Palembang, especially Ibu Afrina Paulin S.Pd., for her cooperation and help during the research. Great thanks also given to the students of SMA Srijaya Negara Palembang, especially for the class XI IPA 2 and XI IPA 3 for being cooperative during the research.

I would like to express my appreciation to my family. I would like to thank my beloved mother, NelyWati and my beloved father Desis Aneloe, who never stop support and praying for me. My sister Sasya and my brothers Kevin, Raihan and Raja thank you very much for your advice and give me a place in your heart. I would like to say thank you to Bunda Iasmini, Bapak Abdiyanto, kakak Cassa, Adek Dinda, Mbak, Om, Tante, Kakek and Nenek who have encouraged me to do the best. Thank you to my fiancée Abdul Aziz for giving big motivation, always make me smile when I felt tired, and always care of me.

Thank you to my best friends, Intan, Nabila, Ce Vivi, Ce Siska, Selly, Regina, Vika for beautiful friendship, jokes, laugh, and help without you all I am nothing.

Finally, I hope this thesis will be useful for readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Palembang, November 2019

The writer,

Nabilah Natasya

The Use of Extensive Reading to Improve Students' Reading Comprehension Achievement of the Eleventh Grade Students of SMA Srijaya Negara Palembang

ABSTRACT

The objectives of the study were to find out whether or not: (1) there was a significant difference in reading comprehension achievement of the eleventh grade students at SMA Srijaya Negara Palembang after the student were taught by using Extensive Reading strategy, and (2) there was any significant difference in reading comprehension achievement of the eleventh grade students at SMA Srijaya Negara Palembang between those who were taught by using Extensive Reading strategy and those who were not. The population of the study was the 176 eleventh grade students at SMA Srijaya Negara Palembang. The samples of this study were chosen by using purposive sampling and divided into experimental and control groups. In collecting the data, the pre-test and post-test were given to both group In analyzing the data, the present study was firstly test the normality and homogeneity of the data. Normality test is a test that was used to know whether each of data set has the normal distribution. Homogeneity test is a test that was used to know whether the two data set have the same distribution or variance. In testing the normality, the present study used *Saphiro-Wilk test* and in testing the homogeneity the present study used *Levene's test*. the sig. value of pretest control (0.349), pretest experimental (0.197), and posttest experimental (0.968) are higher than 0.05, it means that the three data are normal. On other hand, there is one data that is not normal since the sig. value of posttest control (0.005) is lower than 0.05. The writer used *Mann-Whitney test* and *Wilcoxon Signed-Ranks test* as an alternative nonparametric procedure. The mean score of the post-test (78.69) was higher than the mean score of the pre-test (58.22). Since the Assymp. Sig. value (0.000) was lower than 0.05, the null hypothesis (H_{01}) was rejected and the alternative hypothesis (H_{a1}) was accepted. It means that there is a significant difference in eleventh graders' reading comprehension achievement between before and after they are taught by using Extensive Reading Strategy. The implication of this study were increases students' exposure to the foreign language, which enhances their general language competence. Extensive reading not only develops reading skills but also benefits a whole range of other language skills, boosts confidence and motivation and improves learners' overall attitude to L2.

Keywords: *reading comprehension, Extensive Reading Strategy*

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Dedications

This thesis is dedicated to my beloved family.

- My mother, Nelywati who always believes in me
- My father, Desis Aneloe who always gives me brave
- My Bundo Lasmini as my god mother who always understanding me
- My Bapak Abdiyanto as my god father who always support me
- My sister and brothers, Sasya, Kevin who always give me money also Raihan and Raja who never forget pray to me

Thank you very much for the love, support and prayer.

MOTTOS

~ you can because you think you can ~

~ Have a Courage and Be kind ~

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CHAPTER I

INTRODUCTION

This chapter present (1) the background (2) the problem (3) the objective and (4) the significance of the study.

1.1 Background

Language is one of the most important things in communication and it is used as a tool for communication among nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill becomes very important in the educational field, students need to be exercised and trained in order to have good reading skill. Reading is a way of using a text to understand meaning. According to Johnson (2008, p.3), “if there is no meaning, there is no reading taking place.” Reading in English is important because it helps the readers to think in English, build their English vocabulary and make them feel more comfortable with the language (Mickulecky & Feffries, 2007).

According to Teixeira (2012, p.1), reading is a key language skill that has a significant place in the teaching and learning of foreign language. This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading in foreign language is essential not only for promoting the students’ personal and cognitive development, but also for improving their study and job prospects in a globalized society. Due to the importance of reading, one of the priorities of language teaching should provide

students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively.

Based on Moats (1999, p.7), the most fundamental responsibility of school is teaching students to read. Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who does not learn the reading basic early is unlikely to learn them at all. Low reading achievement is the problems which cause the performing of school is low, it is harm the students and make the loss of public confidence in the school system.

Based on the writer interview with teacher of English and with five students at SMA Srijaya Negara Palembang who use 2013 curriculum, it was found that most students failed to comprehend the literacy texts because of their feel language is difficulties. They lacked of vocabulary and were unfamiliar with the language styles presented in the text. This problem must have solution, especially from the teacher.

One of the methods writer used to get a clearer picture of what learners generally done while reading in a foreign language is extensive reading. Extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you as go (Kerr, 2013).

Extensive reading is reading as much as possible without looking up words or translating to English or Indonesian (Kerr, 2013). Reading covers large area, Extensive Reading involves students reading long texts or large quantities for general understanding, with the intention of enjoying the texts. It means that students are given freedom to choose their own topic which they think are interesting to be discussed. In this case, the students also have to find supported articles related to the topic in order to give them background knowledge, so that they know more about the topic they have chosen. Extensive reading is a way of language learning, including foreign language learning, through large amounts of

reading. As well as facilitating acquisition and learning of vocabulary. It is believed to increase motivation through positive affective benefits. Krashen (1989) claim that reading alone will increase encounters with unknown words, bringing learning opportunities by inferencing. The learner's encounters with unknown words in specific contexts will allow the learner to infer and thus learn those words' meanings. While the mechanism is commonly accepted as true, its importance in language learning is disputed (Cobb, 2007).

In extensive reading, students silently read large quantities of materials. These materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help (Jacobs & Gallo, 2002). These large quantities of reading materials provide large amounts of comprehensible input in students' new language in order to make progress toward overall command of that language (Krashen, 1982). This does not only benefit reading proficiency but overall language proficiency as well (Campbell, 1989; Davis, 1995; Bamford& Day, 1998): 1) Students choose what they want to read; 2) Students take part in post-reading activities; 3) Teachers read with their students, thus serving as role models of good readers; 4) Teachers and students keep track of students' progress; and 5) Teachers provide help and guidance where needed. Extensive reading materials provide substantial linguistic input (Bell, 1998), which is needed for language acquisition. Many studies have shown that extensive reading has positive effects on a variety of students' language skills. Anderson, Wilson, and Fielding (1988) found a correlation between extensive reading and reading ability among children, and a study by Greenberg, Rodrigo, Berry, Brinck, and Joseph (2006) attained similar results with adult learners. Lee's study (2008) with children in Taiwan on sustained silent reading reveals that the longer students read, the better the reading results.

In order to improve students' reading achievement, a teacher need to use good method in teaching learning process. In this case the writer concerns with

the use of Extensive Reading to improve students' reading achievement of the 11th grade students of SMA Srijaya Negara Palembang.

1.2 The Problems of Study

Based on the background of study above, the problems of the study are as follows:

1. Is there any significant difference in reading achievement of the eleventh grade students of SMA Srijaya Negara Palembang after they are taught by using Extensive Reading strategy?
2. Is there any significant difference in reading achievement of the eleventh grade students SMA Srijaya Negara Palembang between those who are taught by using Extensive Reading strategy and those who are not ?

1.3 The Objectives of Study

Based on the problems of the study above, the objectives of the study are 1) to find out whether or not there is significant difference in reading achievement of the eleventh grade students of SMA Srijaya Negara Palembang after they are taught by using Extensive Reading strategy and 2) to find out whether or not there is significant difference in reading achievement of the eleventh grade students of SMA Srijaya Negara Palembang between those who are taught by using Extensive Reading strategy and those who are not.

1.4. The Significances of the Study

The result of the study is expected to be used theoretically and practically:

1. Theoretically
 - a. The result of this study is expected to be able to widen the skill of teachers in using extensive reading strategy in order to improve student's reading achievement.
 - b. As a reference to other researchers who what to study extensive reading strategy more intensively in teaching reading.
2. Practically
 - a. The result of this study is suggested to apply the extensive reading strategy to increase the students' competence in English reading achievement.
 - b. The use of extensive reading strategy in reading can make the students more enjoyable in doing their tasks associated with the reading materials.

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