

**THE INFLUENCE OF EXTENSIVE READING APPROACH  
ON STUDENTS' READING COMPREHENSION  
(A Quasi Experimental Research at First Grade IPS 1 Students of SMAN 4  
Banda Aceh in Academic Year 2020/2021)**

A Thesis

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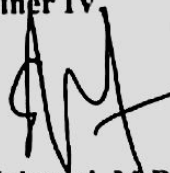
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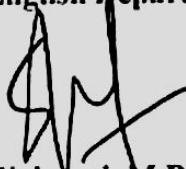
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# CHAPTER I

## INTRODUCTION

This chapter presents a discussion of the research that includes the background of the study, the identification of the problem, the limitation of the problem, the formulation of the problem, the objective of the research, the definition of the term and the assumption and the hypothesis.

### 1.1 The Background of the Study

There are our skills In English Education, there are listening, reading, speaking and writing. This is important to be learned and mastered by every individual. By reading, one can interact with feelings and thoughts obtain information and improve the science. Reading is an essential aspect of human language as a tool to the human that was to help for meaningful communication. In social conditions, reading is one of many ways of sharing meaning, so there is a tight relationship between language and reading. According to Burhan (2012:9), reading is physic and mental activity to express the meaning of written texts. When on that process there is the activity of knowing letters. It is called physical because the parts of the body, namely the eye, do it specifically, such as prepare all the input that entry and process to the mind. Then it called mental because the reader has a memory and perception of how to think about something this has been read, so the researcher concluded that the main goal of reading is a process of comprehending written text, there is an active cognitive process of interaction that where monitoring and print to establish meaning from the reader by the passage.

Likewise extensive reading is an effective way to improve vocabulary mastery. It is because in extensive reading students read every word in the texts and they also get chances to see the words repeatedly and in the end they will be familiar with them. With good vocabulary mastery, the students will find it easier to comprehend the texts. The aim of extensive reading is generally associated with reading large amounts with the aim of getting an overall understanding of the meaning (Bamford and day : 2008:17). It means that the extensive reading aims the reader to be focuses were about with the meaning of the text and also meaning of individual word or sentence.

Based on the results of a preliminary study through field observations, which can be proven by learning to read comprehension, students in class X IPS 1 SMA 4 Banda Aceh still had difficulty when reading by understanding the readings they read. The problems that students did not understand when reading were that they cannot determine the main idea, summarize, fact, opinion, comparing and vocabulary. Another obstacle was the concentration of students when reading, besides that there were some students who did not agreed in learning so that reading comprehension was not the same between one student and the other. In this regarded I also saw that some students did not pay attention to the lessons that were explained about most of the students also not doing the reading assignments that have been given by the teacher.

Therefore, students cannot identify readings, they are also meaningless in words and sentences text. A person may read to get information or verify existing knowledge, or in order to critique a writer's ideas or writing style. But, there a

student may also read for enjoyment, process to enhance knowledge of the language being read (Hasibuan : 2007:114).

In this problem, the teacher must pay more attention to students in terms of learning such as reading and help students to understand what is contained in the reading. Therefore, the first thing someone does is increase students' reading interest and provide an explanation of the material that will be given to students so that these students are easier to understand about the material provided such as reading material. In this case, the teacher then thinks or looks for solutions to overcome the problem.

In the current era of globalization, the development of technology also had a big influence on students' interest in reading because they spent a lot of time playing smartphones (gadgets), so that a lot of time is wasted just playing mobile phones (smartphones). Students' problems in reading comprehension need to be followed up by applying the right strategy.

Based on observations made in class X IPS 1 SMA 4 Banda Aceh, the school is located at JL. Panglima Nyak Makam No.19, Kota Baru, Kuta Alam, Banda Aceh City, Aceh 23127 on 2nd and 21st August of academic year 2019, this research was conducted at the time of conducting PPL at the school. The researcher found several problems that difficulties the process of learning material about reading. One of the problems that occurs is that the researcher found several obstacles in students' reading ability, such as a lack of strategy from the teacher in carrying out the teaching and learning process which results in students being less concentrated in understanding the lessons taught by the teacher. Among these

obstacles there are also other obstacles, namely the lack of use of instructional media by teacher which makes students feel bored with English lessons, especially in reading skills. In terms of the time aspect, it also becomes a problem, where students only get two hours (2x45 minutes) in one week to learn the subject of English, which according to research is a very short time to understand the material.

From the observation of researcher that followed, researcher found the duration of the teaching learning process that involved a reduction of time beginning (2x45 minutes) to (2x30 minutes). This is all because there are directions from the school to reduce teaching and learning schedules, due to the pandemic (covid-19), and even most of the teaching and learning process is done online.

From these problems the researcher observed the learning process carried out by the teacher with teaching materials that made students feel bored, namely reading skills material with the theme 'Descriptive Text'. Researcher have seen that some students did not like what the teacher teaches because they can convey the material presented in a very complicated manner, the teacher explained the descriptive text quickly and slowly, so students feel bored. Then the researcher saw the way the teacher taught about descriptive material by giving assignments through several groups but in groups that only worked a few students did not participate in the group so that the problem was the teacher did not pay attention to it. So that it makes other students feel bored and did not even understood the material.

In this problem, the teacher has a problem with students, so the teacher found other strategies to made students eager to learn especially in learning to read

and made reading activities that were very interesting and relaxed and easy for students to understand in the teacher's explanation in the process learn to taught reading skills.

Based on this description, this research is focused on the problems that exist in class X IPS 1 SMA 4 Banda Aceh, the researcher hopes to improve the reading abilities of students. The problem can come from internal factor or external factor from the students' selves, so the penelitian interested to carry out a research entitled, *“The Influence of Extensive Reading Approach on Students’ Reading Comprehension of Grade X IPS 1 at SMAN 4 Banda Aceh”*.

### **1.2 The Identification of the Problem**

Based on the above background, English teachers at SMAN 4 Banda Aceh have several problems, especially in students' reading comprehension. The problem occurs because students have no interest in reading texts and students do not have enough vocabulary. Because of the above phenomenon, there are several problems that have questions as follows:

1. How is the student’s ability to understand the reading in the text, which is taught using an extensive reading approach?

### **1.3 The Limitation of the Problem**

Based on the identification of the problems mentioned above, this problem Research is limited to focusing on the broad influence of reading and reading comprehension of students at SMAN 4 Banda Aceh.

#### **1.4 The Formulation of the Problem**

Based on the limitation the problem above, the problem of this research will be formulated in following question:

1. How is a student reading comprehension before and after taught by Extensive Reading Approach?
2. Is there any significant influence of the use of Extensive Reading Approach on Students' Reading Comprehension?
3. How is the student learning process in using the Extensive Reading Approach on students' reading comprehension?

#### **1.5 The Objective of the Research**

- a. To find out students reading comprehension before taught by using Extensive Reading Approach and after taught by using Extensive Reading Approach.
- b. To find out the influences the students in Extensive Reading Approach and students reading comprehension.

#### **1.6 The Definition of the Term**

To simplify the process of designing, applying the research, and avoiding misunderstanding and misinterpretation, it is necessary for the researcher to define the operational definition of the term comprised in this research:

### **1.6.1 Extensive Reading**

According to (Pratiwi, Arivin, and Novita, 2012:5), Extensive reading is generally associated with reading large amounts with the aim of getting an overall understanding of the materials. It involves reading texts for enjoyment. It means students can choose their own text that is interest and easy to them Extensive Reading is reading a lot at a fairly easy level so that what is read is comprehended without the use of a dictionary. In this research, extensive reading, on the other hand, can be defined as reading a large quantity of text, where reading confidence and reading fluency are prioritized.

Based on these definition of extensive reading, it can be concluded that extensive reading is a language teaching procedure where students have to read large quantities of materials for general understanding and the main of it is obtaining pleasure from text.

### **1.6.2 Reading Comprehension**

According to Kurniawan, Rufinus, and Suhartono (2013:4), reading comprehension is trying to understanding, evaluate, and recognize the authors' ideas of reading text, and the main purpose of reading is comprehension. Reading comprehension is an attempt to understand, evaluate, and also recognize the authors' ideas of the reading text. A reader needs comprehension to catch the content of message or information from the text.

Based on the opinion above, the researcher can conclude that reading is one of the activities to understand a reading that is in the text, not only how to get the

meaning of each word or sentence, but the most important thing is how the reader can conclude the author's ideas.

### **1.7 The Assumption and the Hypothesis**

#### 1. The Assumption

This research is on the basic of following assumption. The assumption is the student's ability in reading is various and teaching approach is able to influence students' ability in reading.

#### 2. The hypothesis

Ha: There is significant influence of extensive reading approach and students' reading comprehension at SMAN 4 Banda Aceh.

Ho: There is no significant influence of extensive reading approach and students' reading comprehension at SMAN 4 Banda Aceh.

