



**THE COMPARATIVE STUDY OF READING COMPREHENSION
BY USING EXTENSIVE READING AND INTENSIVE READING
TO THE ELEVENTH GRADE STUDENTS
OF SMA NEGERI 1 KOTANOPAN**

A THESIS

*Submitted to the English Education Study Program of State College for Islamic Studies
Padangsidempuan as a Partial Fulfillment of the Requirement for the Degree of Islamic
Educational Scholar (S.Pd.I) in English Program*

ABDUL HALIM

Reg. No. 07 340 0036

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES
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PADANGSIDIMPUAN

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ACNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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READING AND INTENSIVE READING TO THE
ELEVENTH GRADE STUDENTS OF SMA
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ABSTRACT

The weakness of students' ability in reading comprehension mastery is attributable of using unsuitable method. Some methods which can improve the students' ability in reading comprehension mastery are extensive reading and intensive reading. Aim of this research is to know whether there is a significant difference of extensive reading and intensive reading on the students' ability in reading comprehension mastery to the eleventh grade students of SMA Negeri 1 Kotanopan.

The population of this research is the eleventh grade students of SMA Negeri 1 Kotanopan, which consist of 198 students. Researcher used cluster sampling technique as a tool to determine the sample. Ninety two students from the population were taken as the sample of the research. The sample was divided into two classes. The first class fourty six students as the experimental class was taught by using extensive reading and the second class fourty six students as the control class was taught by using intensive reading. Result of the observation was analyzed by using t-test formula.

Researcher found that experimental class by using extensive reading in post-test show that the mean score is 81.06 with the highest score is 85 and the lowest score is 50. While, in control class by using intensive reading the mean score is 75.55 with the highest score is 80 and the lowest score is 50. The coefficient of t_{count} is 3.27 and it is compared with t_{table} , were the coefficient of t_{table} is 1.66. The data analysis showed that students' score in the experimental class by using extensive reading was significantly higher than students' score in the control class by using intensive reading at the level of significance 5% with the degree of freedom 90. The table at 5 % significant level, it is 1.66, cause $t_{count} 3.27 > t_{table} 1.66$. Therefore, the hypothesis is accepted. It means that there is significant difference of extensive reading and intensive reading on the students' ability in reading comprehension mastery to the eleventh grade students of SMA Negeri 1 Kotanopan.

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CHAPTER I

INTRODUCTION

A. Background of Problem

English is a language that used as international language. It is known that English is an important role as a tool of communication among nation. It is used in many international activities such as; commerce, sport, science, education and technology, so we must have the ability about English language. Learning English is applied even in Indonesia; because of Indonesia is one of the developing countries that go in the globalization of free market. So, the Indonesian society should have ability and knowledge about English language to follow the new era.

To improve ability and knowledge in English language in Indonesian society, government has concluded English as one of the major lesson in national curriculum. It is known that, a curriculum is as a plan for action, or a written document, which includes strategies for achieving desired goals or ends¹. As a major lesson in national curriculum, it can learn in schools and universities. The teachers are the important role in English teaching process, because the teachers are developed the students' skills. So, the teacher should have ability and knowledge in English education. The purpose of English teaching in Indonesia is to make the students have many skills in English; it is stated as communicative competence.

¹Allan C. Ornstein and Francis P. Hunkins, *Curriculum: Foundations, Principles and Issues* (New Jersey: Englewood Cliff, 2000), p. 6.

In the context of English, communicative competence includes four major aspects categorized into two main ways: receptive competence and productive competence. Receptive competence consists of two different modes of language behavior, namely listening and reading; and productive competence consists of two modes: speaking and writing.

Reading is one of the skills that is very important in communicative competence, especially in reading comprehension; because it is a skill to get information and a tool to bring us a new experience. And this era of information and globalization is clearly marked by the advance science and technology, which obtains from some sources such as newspaper, television, radio, and some books. They will get more information and large knowledge by reading comprehension.

However, students' ability in reading comprehension mastery is still poor and most of the students are lazy to learn reading comprehension because some aspects, such as: (1) difficult to understand words and building vocabulary, (2) understanding sentences, sentence structure, and syntax, and (3) understanding paragraph, which include finding the main idea and topic sentences, finding detail, and drawing conclusion and interpretation what they read. In addition, Problems come inside the teachers, which the teachers' ability in English teaching is still low, because many teachers still use conventional method, especially in teaching reading, Such as: speech, questioning, and discussion. Finally, many students are unable to read English texts, low to get information or knowledge, less interested

and less understanding of reading what they read, causing students to feel bored and inconveniently in learning process. So, students do not focus and prefer other activities.

Reading comprehension mastery has many methods, whereas to improve mastery of reading comprehension is silent reading, interactive reading, reading fluency, extensive reading, and intensive reading.² The teachers should master the methods to improve ability in teaching reading comprehension mastery. So, the teachers determined which better one or suitable of methods in reading comprehension mastery.

From many methods as mentioned by researcher above, the best and suitable method in reading comprehension is using extensive reading. Extensive reading is essential role in reading comprehension mastery. Extensive reading means, the students have general understanding of the text without necessary understanding every words (without using dictionary). While, intensive reading is traditional approach which students used dictionary to understand words by words. The both methods are very closely but it has different ways in reading comprehension mastery.

The role of extensive reading in reading comprehension is essential, because this method influenced on students' ability in reading comprehension mastery, which is one of ways to get information in the text. That means the

²David Nunan, *Practical Language Teaching* (Singapore: Mc Graw Hill, 2003), p. 84.

students have improved students' words recognition and general understanding from the text

The role of intensive reading in reading comprehension is same with extensive reading, but the differentiated is ways and aims of methods. Intensive reading means, that the students expect to understand everything they read and to be able to answer detailed vocabulary and comprehension question. Intensive reading involves learners reading in detail with specific learning aims and tasks.

SMA N 1 Kotanopan located on Jl. Lintas Medan-Padang of Madina area. Pre-observation of researcher, some of students are poor in reading English comprehension. The students difficult to find the main idea, understanding sentence structure, message in the text (meaning), and understanding words (vocabulary)

Based on the explanation above, researcher is interested and decided to make the research of this school on the title: **“THE COMPERATIVE STUDY OF READING COMPREHENSION BY USING EXTENSIVE READING AND INTENSIVE READING TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 KOTANOPAN”**

B. Identification of Problem

Reading comprehension has aims; students understood the given passage or stories and getting ideas or opinion from the text, such as vocabulary, sentences,

understanding paragraph (finding the main idea, topic sentences, finding detail, drawing conclusion and interpretation what they read).

In fact, students' ability in reading comprehension mastery is still poor and most of the students are lazy to learn reading comprehension because some aspects, such as: difficult to understanding words and building vocabulary; understanding sentences, sentence structure, and syntax, and understanding paragraph, which include finding the main idea and topic sentences, finding detail, and drawing conclusion and interpretation what they read.

In addition, problems comes inside the teachers, which the teachers' ability in English teaching is still low, because many teachers still use conventional method, especially in teaching reading, such as speech, questioning, and discussion. Finally, many students are disable to read English texts, low to get information or knowledge, less interested and less understanding of reading what they read, causing students to feel bored and inconveniently in learning process.

C. Limitation of the Problem

As mentioned above, many methods can be used to improve reading comprehension mastery such as silent reading, interactive reading, reading fluency, extensive reading, and intensive reading methods. Researcher did not discuss all of the methods. Researcher discussed only two methods to focus this research; they are extensive reading and intensive reading. Extensive reading and

intensive reading methods have supporting strategy to make easier the students' ability in reading comprehension mastery. Reading comprehension mastery is students understanding about paragraph (find main idea, meaning), understanding words (building vocabulary) and understanding sentence structure.

D. Formulation of Problem

To organizing the research, the researcher described the formulation of the problems as follow:

1. How far was students' ability in reading comprehension mastery learning by extensive reading at SMA N 1 Kotanopan?
2. How far was students' ability in reading comprehension mastery learning by intensive reading at SMA N 1 Kotanopan?
3. Which method was the better one in reading comprehension mastery by using extensive reading or intensive reading?

E. Purposes of Research

Based on the formulation of the problem above, the researcher determined the aims of the research, they are:

1. To know the students' ability in reading comprehension mastery learning by extensive reading at SMA N 1 Kotanopan.

2. To know the students' ability in reading comprehension mastery learning by intensive reading at SMA N 1 Kotanopan.
3. To find the better method between extensive reading and intensive reading on the students' ability in reading comprehension mastery.

F. Significances of Research

The result of the research expected to be useful for:

1. For headmaster and English teachers as a tool compare and to improve the science especially about extensive and intensive reading in reading comprehension at SMA Negeri 1 Kotanopan.
2. For English teachers as information to improve the quality of teaching reading at SMA Negeri 1 kotanopan.
3. For the other researcher in conducting further research in the same topic.
4. For other readers as an input to conduct further research.

G. Outline of the Thesis

The researcher is going to organize this research paper in order to make the reader easier to understand:

In chapter I, it consists of; *first*, background of the problem was explained about the students' ability in reading comprehension mastery was poor and cause effect. *Second*, identification of problem was organized all of the students'

problems and teachers' problem inside. *Third*, limitation of problem was researcher's ways to focus this research. *Fourth*, formulation of problem was arranged some questions about students' ability in reading comprehension at SMA Negeri 1 Kotanopan and also searched the better one of the method. *Fifth*, purposes of research were arranged some mission of research in reading comprehension mastery and also to find the better one of the both method. *Sixth*, significances of research was explained to whom was the significances of the research would be useful.

In chapter II, it consists of; *first*, theoretical description, which explains about concepts of reading comprehension, extensive reading, and intensive reading method. *Second*, review related findings which talked about the other research which related with this title were done by researchers. *Third*, framework of thinking was researcher thought of reading comprehension, extensive reading, and intensive reading and also described of implementation this research. *Last*, hypothesis was temporary statement in using extensive reading and intensive reading made by researcher.

Chapter III, it consists of; *first*, research methodology described about schedule and place of research where and when the research was done. *Second*, method of research discussed about kinds of research. *Third*, population and sample discuss about amount students as population and how to take the sample. *Fourth*, procedures of research discussed about planning before and after research were done. *Fifth*, instrument of data collection discussed about how to make the

instrument in valid, determined the difficult of level, and determined the difference capacity, determined of homogeneity and variant of sample and data analysis used to test the hypothesis.

Chapter IV, it consists of; *First*, description of the data and discussion which researcher presents about the result of the research. *Second*, discussion about theory and result of the hypothesis what the researcher found in the research.

Chapter IV, it consists of; *First*, conclusion and suggestion which researcher answers formulation of the prolem and hypothesis. *Second*, suggestion discussed about problem solving which researcher found in this research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Reading Comprehension

a. The Concepts of Reading Comprehension

Reading is assumed a combination of decoding and oral language, it is no acknowledged that reading comprehension depends heavily on knowledge about the world as well as on knowledge of language and print. In addition to producing literal comprehension, reading entails making inferences and evaluating what is read. Readers construct new knowledge from the interaction between texts and their own background knowledge.

Reading is an interaction between a reader and a text.¹ According to Spache and Spache in Tinker and McCullough's book of *Teaching Elementary Reading* describe and define reading under a variety of headings: reading as skill development, as a visual act, as a perceptual act, as a reflection of cultural background, as a thinking process which states that reading is the meaningful interpretation of printed or written verbal symbols.²

¹Beatrice S. Mikulecky, *A Short Course In Teaching Reading Skills* (New York: Addison-Wesley Publishing Company, 1995), p. 2.

²Miles A. Tinker and Constance M. McCullough, *Teaching Elementary Reading* (New Jersey: Prentice-hall Englewood Cliffs. 1975), p. 8.

Reading involves the identification and recognition of printed or written symbols, which serve as stimuli for the recall of meanings through experience, and further the construction of new meanings through the reader's manipulation of relevant concepts already in his possession. The resulting meanings are organizing into thought processes according to the purposes that are operating in the reader.³

It is supported by Alexander, he states that reading is a communication process between the writer and the reader, utilizing written language. He found three important interacting factors; *the first*, affective behaviour refers to feelings. *The second*, cognitive assumptions underlie the descriptions presented. And *the third*, linguistic behaviour to the child's language.⁴

Comprehension is an unobservable mental process which a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is reading. Successful comprehension involves the reader's discovering the meaning needed to achieve the particular purpose set for, or by, him. It may be finding a particular piece of information, solving a problem through reading, working to understand an idea, or following a set of directions. It is

³*Ibid.*, p. 9.

⁴J. Estill Alexander, et. al, *Teaching Reading* (Scott: Foresman And Company, 1988), p. 3.

important to note that these kinds of mental abilities are not those measured by standardized reading comprehension tests.⁵

In addition, Hilman, et.al support the argument above that comprehension is a multifaceted process affected by a variety of factors. At the heart, the understanding of comprehension process is the realization that it is an internal and mental process that cannot be observed or studied directly.⁶

Reading comprehension requires language comprehension and cognitive ability (complex reasoning skills), there is many more language, and reasoning skills that make up reading comprehension then there are decoding skills. Further, reading comprehension also points to the importance of background knowledge that a reader brings to the reading task. It is argued that the more a reader knows about a topic and can apply this background knowledge when reading the text, the more he will comprehend.⁷

So, from some definitions reading and comprehension above, the researcher concluded that reading comprehension is interactive process that happens in human minds to reconstruct the meaning which need a visual act, a perceptual act, a reflection of cultural background, thinking process

⁵*Ibid.*, p. 159.

⁶Arthur W. Heilman, et. al, *Principles and Practices of Teaching Reading* (Ohio: Bell and Howell Company, 1981), p. 237.

⁷Daouglas Carnine, et. al, *Direct Instruction Reading* (Ohio: Merril Publishing Company, 1990), p. 40.

(affective behaviour, cognitive assumptions and linguistic behaviour) and always directed and controlled by the need and purpose of individual. Reading comprehension mastery requires the ability the textual material to one's own knowledge comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge. The reader understand and selectively recall ideas in individuals sentences understands and infers relationship between clauses and sentences, organize, and make references not necessarily by the author.

b. Purpose of Teaching Reading Comprehension

In any attempt to formulate the purposes of reading instruction, what is said should be neither too general nor too specific. If it is too general, it will have few implications that throw light on how reading is to be taught. And to specific it will sound like mere daily lesson planning.⁸

The intelligent and effective teacher wants first of all to know the purpose of his teaching, what teacher seeks to improve, and then teacher sets about to organize the instructional procedures in terms of what his pupils need in order that these purposes may be most fully attained. Certainly, these purposes should be stated with enough definiteness to guide the teacher in planning lessons. The first aim, therefore, should be to formulate the relevant

⁸Miles A. Tinker and Constance M. McCullough, *Op. Cit.*, p. 4.

goals which are to be kept constantly in mind in planning a balanced and up-to-date reading program.⁹

So, from the explanation above, specifically these purposes are applied for intermediate level, such as senior high school. Students are expected to reach goals of reading materials.

c. Models of Reading Comprehension

Reading comprehension mastery as teacher does that ought to help students acquired the ability to understand or work out the meaning of connected text. Reading comprehension has three models process in reading comprehension mastery, they are:

1) Bottom-up Models

Bottom-up models refer to the decoding of individual linguistic units on the printed page, working one's way up from smaller to larger units to obtain meaning and to modify one's prior knowledge.

2) Top-down Model

Top-down models begin with the reader's hypotheses and predictions about the text and his or her attempts to confirm them by working down to the smallest units of the printed text.

3) Interactive Model

Interactive models of reading are proposed for second language learners to give balanced emphasis to these top-down and bottom-up processes. In these models, the term interactive has three meanings: (1) the interaction between the reader and the text, (2) the interplay between lower-and higher-level reading process (decoding and using prior knowledge), and (3) the relationship between form (text structure) and function (genre) in texts.¹⁰

⁹*Ibid.*

¹⁰J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment For English Language Learners* (Virginia: Addison-Wesley Publishing Company, 1996), p. 94-95.

d. Principles of Teaching Reading

Many other useful generalizations about teaching reading have been made in the past and will continue to be made in the future. The principles are most useful in guiding teachers in planning reading instruction, they are:

- 1) Reading is a complex act with many factors that must be considered.
- 2) Reading is the interpretation of the meaning of printed symbols.
- 3) Learning to read is a continuing process.
- 4) Students should be taught word recognition skills that will allow them to unlock the pronunciations and meanings of unfamiliar words independently.
- 5) The teacher should diagnose each student's reading ability and use the diagnosis as a basis for planning instruction.
- 6) Reading and the other language arts are closely interrelated.
- 7) Reading is an integral part of all content area instruction within the educational program.
- 8) The student needs to see why reading is important.
- 9) Enjoyment of reading should be considered of prime importance.
- 10) Readiness for reading should be considered at all levels of instruction.¹¹

So, researcher concluded that principles of teaching reading should be considered by the teachers. Before teacher can begin teaching reading to the students, teachers have to know what each student still needs to learn about reading. Teachers can identify students, individual reading needs, researchers have to be able to think about what it is teachers want any reader to be able to do. And before teachers can identify tasks an accomplished readers should be able to do.

¹¹Joanne P. Olson and Martha H. Dilener, *Learning to Teach Reading into Elementary School*, (Boston: Houghton Mifflin Company, 1984), p. 20-23.

e. Kinds of Methods and Strategies in Reading Comprehension

Reading comprehension mastery has many methods, in the class reading performance to achieve mastery of reading comprehension is silent reading, they are interactive reading, reading fluency, extensive reading, and intensive reading method.¹²

These methods should be supported by some strategies to achieve the purposes of methods. According to Djago Tarigan and H.G Tarigan's book of *Teknik Pengajaran Keterampilan Berbahasa*, mentioned some strategies in teaching reading, such as: look and read, sentence structure, complete paragraph, find topic sentence, recall, paraphrase, history continue, guiding practice, read and guessing, skimming, scanning, SQ3R (survey, question, read, recite and review), and individualize instruction.¹³

The teachers should master these methods and matched the suitable strategies to improve in teaching reading comprehension mastery.

f. Level of Reading Comprehension

Reading without meaning is an unsatisfying and inconsequential exercise. So that, the readers effort to take meaning or senses from text and to improve comprehend or conclusion when the readers read text. To know

¹²David Nunan, *Practical Language Teaching*, (Singapore: Mc Graw Hill, 2003), p. 84.

¹³Djago Tarigan and H.G. Tarigan, *Teknik Pengajaran Keterampilan Berbahasa*, (Bandung: Angkasa Bandung, 1990), p. 137-178.

and determine how far the readers' comprehension when the readers read text, it can be determined from some level of reading comprehension.

There are three levels of reading comprehension, they are:

- 1) Literal comprehension
Understanding the ideas and information explicitly states in the passage.
Abilities:
 - a. Knowledge of word meanings.
 - b. Recall of details directly stated or paraphrased in own words.
 - c. Understanding of grammatical clues-subject, verb, pronouns, conjunctions, and so forth.
 - d. Recall of main idea explicitly stated.
 - e. Knowledge of sequence of information presented in passage.
- 2) Interpretative comprehension
Understanding of ideas and information not explicitly stated in the passage.
Abilities:
 - a. Reason with information presented to understand the author's tone, purpose, and attitude.
 - b. Infer factual information, main ideas, comparisons, cause-effect relationships not explicitly stated in the passage.
 - c. Summarization of story content.
- 3) Critical comprehension
Analyzing, evaluating, and personally reacting to information presented in a passage.
Abilities:
 - a. Personally reacting to information in a passage indicating its meaning to the reader.
 - b. Analyzing and evaluating the quality of written information in terms of some standards.¹⁴

It means that, teachers planned the level of students' comprehension which it achieved by students. To know the level of students' comprehension in literal comprehension, interpretative comprehension, or critical comprehension, teacher should give the evaluation to the students.

¹⁴Arthur W. Heilman, et. al, *Op.Cit.*, p. 246.

g. Aspects of Comprehension

It is known that although a readers' background knowledge is important to successful reading comprehension mastery, specific skill knowledge is also important and must be learned by students. Model of reading comprehension instruction is similar to the one for decoding and consists of the following common elements, they are:

1) Comprehension units

The units of instruction in reading comprehension increase in complexity ranging from words, phrase, sentences, and paragraphs to passages and pages of texts.

2) Processing skills

The skills for processing the increasingly complex comprehension units consist of rapid decoding, summarizing the main idea or gist of texts, drawing inferences, transforming complex syntactical structures into simpler form, translating difficult vocabulary into more familiar words, simplifying critical reading and reasoning skills, and so forth.

3) Knowledge base

The background knowledge and specific skills knowledge important to understanding and evaluating the message in a text (syntax), (semantic), (factual information), (logic), and (schema).

4) Strategic knowledge

The metacognitive strategies for evoking skills and knowledge designed to monitor and check ongoing comprehension.¹⁵

It is known that, the aspects of comprehension above effected on reading comprehension mastery. In other hand, according to Henry Guntur Tarigan's book of *Membaca Sebagai Suatu Keterampilan Berbahasa*, states that the aspects of reading comprehension divided into two, they are:

¹⁵ Douglas Carnine, et. al, *Op.Cit.*, p.41.

1) Mechanical skills

This aspect considered as a low level in reading comprehension (lower order), this aspect included are:

- a. Recognition of letter form.
- b. Recognition of linguistic elements (phoneme/grapheme, words, phrase, clause pattern, sentences).
- c. Recognition of relationship/correspondences spelling form and sound (the ability in utterance).
- d. Reading slow.

2) Comprehension skills.

This aspect considered as a high level in reading comprehension (higher order), this aspect included are:

- a. Understanding simple meaning (lexical, grammatical, and rhetorical).
- b. Understanding meaning and significances (the purposes and aims authors/culture condition, responding of readers).
- c. Assessment and evaluation (content, form).
- d. Reading flexible¹⁶

So, from some aspects above, researcher concluded that aspects of reading comprehension mastery are; (1) understanding words and building vocabulary, (2) understanding sentences, sentence structure, and syntax, and

¹⁶Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2005), p.11-12.

(3) understanding paragraph, which include finding the main idea and topic sentences, finding detail, and drawing conclusion and interpretation what they read.

h. Reading Comprehension Materials

Reading comprehension materials should not be too difficult for the students. In most classes, this means that the students will not all work on the same material or practicing faster reading. Furthermore, students usually have a wide range of reading rates. It makes sense and to individualize reading comprehension practice, assigning appropriate materials to each student to work on at their own pace. For these reasons, the materials used for practicing faster reading will usually not be the basis for other lessons or for class discussions.¹⁷

In addition to the workbooks which are correlated with specific basal readers, many workbooks which provide useful practice material of different types for the fostering and sharpening of comprehension skill.¹⁸ Some of them require the answers to be written in, so that a new copy must be supplied to each pupil. Others are arranged for repeated use, with the answers to questions written by the pupil on separate paper. The teacher who wants to become acquainted with workbooks and what they have to offer

¹⁷Beatrice S. Mikulecky, *Op.Cit.*, p. 54.

¹⁸Albert J. Harris, *How to Increase Reading Ability* (New York: David McKay Company, 1969), p. 442.

should order one copy of each workbook that seems possibly suited to his needs and inspect the contents carefully to get a clear idea of what it has to offer.

2. Extensive Reading

a. Definition of Extensive Reading

To improve aims of reading comprehension mastery, the suitable methods comes from silent reading. Silent reading divided into two methods, they are extensive reading and intensive reading. It is known that, this method is one of the ways to improve in reading comprehension mastery. Generally, extensive reading is reading in quantity and in order to gain a general understanding of what is read. In this research, researcher described some definition of extensive reading below.

Extensive reading is carried out to achieve a general understanding of a text. All pleasure reading is extensive. Technical, scientific, and professional reading can (and should) also be extensive. The latter especially, sometimes involves skimming as strategies for gaining the general sense of text. At the other times, perhaps after students have done some pre-reading activity, skimmed for the gist, extensive reading is quite

simply a relatively rapid and efficient process of reading a text for global or general meaning.¹⁹

Extensive reading is the reading of large quantities of material or long texts for global or general understanding with the intention of obtaining pleasure from the text²⁰. Extensive reading, on the other hand, can be defined as reading a large quantity of text, where reading confidence and reading fluency are prioritised.²¹

Extensive reading means, the students have general understanding of the text without necessary understanding every word. Intensive reading help to improve extensive reading, but the letters also needs to be practical its own right, principally to give students confidence in dealing with authentic material.²²

In addition, Henry Guntur Tarigan stated that extensive reading is reading in large quantities. The objective of extensive reading included reading in many texts and just needs short time to read the texts. Extensive reading is suitable used in reading comprehension.²³

¹⁹H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, 2001), p. 313.

²⁰Susser Bernard and Thomas N.Robb. *EFL Extensive Reading Instruction: Research and Procedure*. Retrieved on <http://www.cc.kyoto-su.ac.jp/~trobb/sussrobb.html>. at 31th Januari 2012, on 00:22:45 WIB.

²¹Andrew Barfield. *Extensive Reading: from graded to authentic text*. Retrieved on <http://penta.ufrgs.br/edu/telelab/7/andy2.htm>. at 31th Januari 2012, on 01:21:14 WIB.

²²Day Richard and Julian Bamford. Retrieved on. <http://www.nflrc.hawaii.edu/RFL/October2002/day/day.html>. at 31th Januari 2012, on 01:17:16 WIB.

²³Henry Guntur Tarigan, *Op.Cit.*, p. 31.

So, from definition above, researcher concluded that extensive reading is reading of large quantities of material or long texts for global or general understanding, it means that the students have general understanding of the text without necessary understanding every word.

b. Purpose of Extensive Reading

When readers read some texts, books, and magazine, or novels, certainly, readers have aims read them to get information. Extensive reading as one of reading method, it has aims and purposes in reading.

The aims and purposes of extensive reading are to understand the necessary contents in texts rapidly and efficiently. It also is a useful tool in reading which readers use it to learn something unknown information before.²⁴

Using extensive reading when students are reading a large amount of easy material has a vital role to play in learning to read fluently. It helps when students away from the word by word processing of text, encouraging them instead to go for the general meaning of what they read, and to ignore any details they do not fully understand. The same patterns of letters, words and combinations of words again and again, students process them more quickly and accurately, thus developing a sight vocabulary (words that recognized automatically).

²⁴*Ibid.*, p. 31.

c. Role of Extensive Reading

Extensive reading is for the reader to get the sense of the text. Since reader can arrive at meaning without knowledge of every word in the text, reader is motivated to read on, realizing that reader can still get the sense of the text.²⁵ It is important to get general impression, to find specific information and to find reading materials from the text.

d. Advantages and Disadvantages of Extensive Reading

Extensive reading as a method of reading comprehension mastery, certainly it has advantages and disadvantages by using this method.

1) Advantages of Extensive Reading

According to Jeremy Harmer's book of *The Practice of English Language Teaching*, mentioned some advantages of extensive reading, they are:

- a. Extensive reading will make students more positive about reading, improve their overall comprehension skills, and give them a wider passive and active vocabulary.
- b. Enable students to read without constantly stopping and providing increased word recognition.²⁶

²⁵Dorcas Phirie et. al, *The Reading Process* (Canada: The Commonwealth of Learning, 2000), p. 42.

²⁶Jeremy Harmer, *The Practice of English Language Teaching* (Edinburgh Gate: Longman, 2001), p. 204.

In addition, Dorcas Phirie et. al, mentioned some advantages of extensive reading, they are:

- a. Exposure to vocabulary and structures
- b. Exposure to different writing styles
- c. Exposure to function words, linking words and punctuation marks, and
- d. Acquisition of background information on topics and subjects taught in school.²⁷

2) Disadvantages of Extensive Reading

In using extensive reading have some disadvantages, these disadvantages could be influenced of students' ability in reading comprehension mastery. Readers' activities considered as being reading rapidly, the readers read books after books, and its attention is paid to the meaning of the text itself not the language.²⁸

So, from explanation above, researcher concluded that advantages and disadvantages by using extensive reading should be considered by teachers and mineralized the disadvantages of extensive reading. So that, extensive reading more efficient to improve of students' ability in reading comprehension mastery.

²⁷Dorcas Phirie et. al, *Op.Cit.*, p.47.

²⁸Cha Mina, *Intensive Reading vs Extensive Reading*, Retrieved on <http://toshuo.com/2005/what-is-intensive-reading/>. at February 11th 2012. On 03:52 WIB.

e. The steps of Extensive Reading

The importance of extensive reading is to develop readers' word recognition and to improve as readers overall. One of the fundamental conditions of a successful extensive reading program is that readers should be reading material, which they can understand. The readers should be followed the steps below:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model of a reader.²⁹

Researcher concluded that extensive reading come from silent reading and scanning as the supporting strategies in using extensive reading. In the terminology, strategy defined as a plan, steps, or action, which it is doing by someone to achieve the aim.³⁰

Lynne T. Diaz-Rico states "One must distinguish such terms as *strategy, megastrategy, tactic, technique, principle, practice* and *method*. The

²⁹ Junko Yamashita, *Extensive Reading and Development of Different Aspects of L2 Proficiency*, Retrieved on <http://www.elsevier.com/locate/system.pdf> at 12th October 2011. On 15:42:16 WIB, p. 662.

³⁰Zainil, *Reading Theories*, (Padang: Universitas Negeri Padang, 2003), p. 101.

term *strategy* denotes both general approaches and specific actions taken to learn a second language. Stern used both *strategy* and *technique*, and Seliger used the term *tactic*.³¹

1. Scanning

Scanning is a high-speed reading skill used for locating specific information. Scanning is very important and useful skill for all readers. When students learn to scan, students can obtain information from a text without reading every word. In addition, students develop the ability to visualize words in English as they scan for them. Students learn that they can use scanning as a strategy for speeding up their sampling of any text.³² It is supported by Zainil who stated that scanning is a reading technique used when one wishes to locate a single fact or a specific bit of information without reading everything.³³ It can be concluded that scanning is the ability in reading to find or to locate specific information.

In extensive reading, scanning is the techniques which it is useful for finding specific pieces of information from a text, i.e., a phone number in a directory, a word in the dictionary, or a birthdates in a biographical description. It can be seen exercise below:

³¹Lynne T. Diaz-Rico, *Teaching English Learner Strategies and Methods* (California: California State University, 2008), p. 105.

³²Beatrice S. Mikulecky, *Op.Cit.*, p. 49.

³³Zainil, *Op.Cit.*, p. 98.

Ex:

A. Read the text and answer the question below:

“Busy Builders”

A farmer in Minnesota had a big surprise one morning when he looked out his kitchen window. His beautiful cornfield had turned into a muddy lake.

The farmer rushed out to his truck and hurried to the creek. He discovered that, during the night, a family of beavers had moved in and built a fine new dam across the creek. It was working perfectly, too. Hardly a drop of water was getting through!

The farmer spent many hours tearing down the dam. Finally, the water ran out of his cornfield and back to the flowing creek.

That night the beavers built a new dam. Every night, after the farmer had torn down the dam, the beavers rebuilt it. They used up the trees and the brush. Then they snipped off all of the farmer’s corn to build one last dam of cornstalks.

When they finally moved on, they left behind a farmer who never wanted to see such hard-working beavers again!

How does the beaver do it? It sits up on its short hind legs, using its wide, flat tail for balance. It gnaws away at the wood with its long, sharp front teeth until the tree begins to crack. As the tree falls, the beaver dives into the water to keep from being hit!

Next, the beaver cuts the tree into smaller pieces that it can push or pull through the water. The lakes and ponds created by beaver dams also provide homes for many other animals.

The beaver feels very safe in the water, where it can escape from wolves, bobcats, bears, and other predators. It can stay underwater for 15 minutes without coming up for air. The beaver’s feet have webs between the toes, making each foot a strong paddle for swimming. Thick, waterproof fur protects the beaver from the cold.

In the water, the beaver uses its flat tail to help it steer, like a rudder on a boat. When an enemy comes around, the beaver lifts its heavy tail and slaps it on top of the water. This makes a loud cracking sound like a gunshot that warns other beavers to dive into safe water.

Beavers always seem to be busy cutting trees and building dams or beaver homes. Often they work at night so they can stay out of the way of people. Sometimes, they can be very helpful to people. Wildlife rangers in New Jersey once wanted to flood an area. They

wanted to create a new nesting area for water birds. Human experts said it would cost \$25,000.

Then a family of beaver “experts” moved in and built a dam for free! Everyone, including the beavers and birds, was happy.

1. Where the farmers live?
 - a) Minnesota
 - b) Mexico
 - c) Town
 - d) Mindanou

2. Who is the built the dam?
 - a) Bird
 - b) Beavers
 - c) Snail
 - d) Cat

3. When beavers did built the new dam the first time?
 - a) at day
 - b) at morning
 - c) tomorrow
 - d) at night

4. What is the function of thick fur of beavers?
 - a) to catch food
 - b) to protects the beaver from the cold
 - c) to help water birds
 - d) to cut the trees

5. Who want to create a new nesting area for water birds?
 - a) Army
 - b) Teacher
 - c) Farmer
 - d) Wildlife rangers

3. Intensive Reading

a. Definition of Intensive Reading

Silent reading can be subcategorized into intensive and extensive reading. Intensive reading is usually a classroom-oriented activity in which students focus on details of a passage. Intensive reading calls students attention to grammatical forms, discourse markers, and other surface structure details for understanding literal meaning, implication rhetorical relationships.³⁴

Strategy for taking a closer look at a text, intensive reading also may be a totally content-related reading initiated because of subject-matter difficult. A complex cognitive concept may be “trapped” inside the words of a sentence or paragraph, and a good reader will then very slowly and methodically extract meaning there from.³⁵

According to Henry Guntur Tarigan’s book of *Membaca Sebagai Suatu Keterampilan berbahasa* stated that intensive reading is read accurately, read carefully, and handling which the students do in the class. Intensive reading included questioning, sentence structure, vocabulary, phrase, dictation, and general discussion as supported of intensive reading in reading comprehension mastery.³⁶

³⁴H. Douglas Brown, *Op.Cit.*, p. 312-313.

³⁵*Ibid.*

³⁶Henry Guntur Tarigan, *Op.Cit.*, p. 35.

From definition above, researcher conclude that Intensive reading is students focus on the details of a passage or the students have more detail understanding of the history text, read accurately and read carefully. Intensive reading are giving the comprehension about the vocabulary, grammar, topic sentence, main idea and meaning.

b. Purpose of Intensive Reading

The purpose of intensive reading is to get full understanding from the text.³⁷ Intensive reading is whole-class activities during which the teacher leads the students to apply to a common text those reading skills, which students have already learned. As the teacher encourages students to select the methods and applied to the text and also to monitor their own comprehension, students can develop their metacognitive abilities.

Intensive reading practice can focus more intentionally on essential core vocabulary, patterns of text organization and types of text processing needed to adequately comprehend any text.³⁸ Intensive reading activities are needed for four main reasons; to help learners comprehend written texts, to become more aware of text organization to better comprehend, to learn how to use and monitor effective reading strategies, and to develop general

³⁷*Ibid.*, p. 36.

³⁸John Paul Loucky, Combining Intensive and Extensive reading Strategies with Cooperative and communicative activities. retrieved on <http://Purpose-Intensive-reading.com>. at May 7th 2012. On 20:07:50 WIB.

literacy skills necessary to generate productive expressions in foreign language.

c. Role of Intensive Reading

The role of intensive reading means students are expected to understand everything they read and be able to analyse the meaning of the passage with the help of the vocabulary (words) and the grammatical word order.³⁹ Even in a newspaper, all the unimportant news, readers read fast with very little concentration but when it comes to the editorial or a lead/important article, readers slow down, readers read with more concentration, and readers try to read and understand almost everything that the article is trying to say.

d. Advantages and Disadvantages of Intensive Reading

Intensive reading as a method of reading comprehension mastery, certainly it has advantages and disadvantages by using this method.

1) Advantages of Intensive Reading

- a. It seems contradictory to insist that students “read for meaning” while simultaneously discouraging them from trying to understand the text at a deeper level than merely gist.

³⁹Junko Yamashita, *Reading Skills*. Retrieved on <http://www.elsevier.com/locate/system.pdf>. at 12th October 2011. On 15:42:16 WIB p. 150.

- b. It improves the students' vocabulary mastery by using dictionary.
- c. Students can work together to search for and find word meanings.⁴⁰
- d. Students are easy to translate the text cause using dictionary.

2) Disadvantages of Intensive Reading

- a. It is nature takes a lot of time.
- b. Its reading material with a lot of new vocabulary and grammar is a slow and tiring process. As a result, even if you spent an hour a day reading, you will only get 3 or 4 pages of input. Generally in reading material of intensive reading, one word can be has many meaning and different functions.⁴¹
- c. Intensive reading makes readers get details but miss general picture.
- d. Intensive reading makes readers carefully to find out the main idea in text.

So, from explanation above, researcher concluded that advantages and disadvantages by using intensive reading should be considered by teachers and reduced of the disadvantages of intensive reading. So that, intensive reading more efficient to improve of students' ability in reading comprehension mastery.

⁴⁰Jeremy Harmer, *Op.Cit.*, p. 214.

⁴¹Cha Mina, *Intensive Reading vs Extensive Reading*, Retrieved on <http://toshuo.com/2005/what-is-intensive-reading/>. at February 11th 2012. On 03:52 WIB.

e. The steps of Intensive Reading

The importance of intensive reading is to develop readers' word recognition and to improve as readers overall. One of the fundamental conditions of a successful intensive reading program is that readers should be reading material, which they can understand.⁴²

Skimming is the supporting strategy in using intensive reading. And skimming is more comprehensive than scanning strategy: effective skimming requires knowledge of textual organization, awareness of lexical clues to point of view, the ability to infer main ideas.

1. Skimming

Some master of language give many definition of skimming, one of them are Zainil's book of *Reading Theories* stated that skimming is reading at the fastest speed a person can accomplish.⁴³ A reader wishes to cover material in a hurry. It also used when high comprehension is not required.

Skimming is very fast-paced reading. Effective skimming requires the reader to be able to process a text rapidly at many levels in order to get an overall picture of it.⁴⁴ Skimming is different from scanning, another fast-paced reading skill. Scanning useful for finding specific

⁴²Henry Guntur Tarigan, *Op.Cit.*, p. 35.

⁴³*Ibid.*, p. 92.

⁴⁴Beatrice S. Mikulecky, *Teaching Reading Skills* (New York: Addison Wesley Longman, 1990), p. 138.

pieces of information from a text, i.e., a phone number in a directory, a word in the dictionary, or a birthdates in a biographical description. But skimming is more comprehensive: effective skimming requires knowledge of textual organization, awareness of lexical clues to point of view, the ability to infer main ideas.⁴⁵

In addition, Henry Guntur Tarigan stated that skimming is read rapidly and observe the text to get information. The aims of skimming are:⁴⁶

- a) To get general impression or general information from some book, article, or short paragraph etc.
- b) To find a gist particular from text
- c) To find material which reader needs from text.⁴⁷

Skimming as the supporting strategy in using intensive reading which it is useful for finding specific pieces of information from a text, infer main ideas, phrase, vocabulary, and meaning. It can be seen exercise below:

⁴⁵*Ibid.*

⁴⁶Henry Guntur Tarigan, *Op.Cit.*, p. 32.

⁴⁷*Ibid.*

Ex:

A. Read the text and answer the question below:

“Busy Builders”

A farmer in Minnesota had a big surprise one morning when he looked out his kitchen window. His beautiful cornfield had turned into a muddy lake.

The farmer rushed out to his truck and hurried to the creek. He discovered that, during the night, a family of beavers had moved in and built a fine new dam across the creek. It was working perfectly, too. Hardly a drop of water was getting through!

The farmer spent many hours tearing down the dam. Finally, the water ran out of his cornfield and back to the flowing creek.

That night the beavers built a new dam. Every night, after the farmer had torn down the dam, the beavers rebuilt it. They used up the trees and the brush. Then they snipped off all of the farmer’s corn to build one last dam of cornstalks.

When they finally moved on, they left behind a farmer who never wanted to see such hard-working beavers again!

How does the beaver do it? It sits up on its short hind legs, using its wide, flat tail for balance. It gnaws away at the wood with its long, sharp front teeth until the tree begins to crack. As the tree falls, the beaver dives into the water to keep from being hit!

Next, the beaver cuts the tree into smaller pieces that it can push or pull through the water. The lakes and ponds created by beaver dams also provide homes for many other animals.

The beaver feels very safe in the water, where it can escape from wolves, bobcats, bears, and other predators. It can stay underwater for 15 minutes without coming up for air. The beaver’s feet have webs between the toes, making each foot a strong paddle for swimming. Thick, waterproof fur protects the beaver from the cold.

In the water, the beaver uses its flat tail to help it steer, like a rudder on a boat. When an enemy comes around, the beaver lifts its heavy tail and slaps it on top of the water. This makes a loud cracking sound like a gunshot that warns other beavers to dive into safe water.

Beavers always seem to be busy cutting trees and building dams or beaver homes. Often they work at night so they can stay out of the way of people. Sometimes, they can be very helpful to people. Wildlife rangers in New Jersey once wanted to flood an area. They

wanted to create a new nesting area for water birds. Human experts said it would cost \$25,000.

Then a family of beaver “experts” moved in and built a dam for free! Everyone, including the beavers and birds, was happy.

1. Why did the beavers in the article use cornstalks instead of wood to rebuild the dam?
 - a) The beavers were tired of building with wood.
 - b) The wood had been used up building the other dams.
 - c) The cornstalks were easier to knock down than wood.
 - d) The dam was stronger with cornstalks in place of wood.

2. Read the following sentence from the story.

It gnaws away at the wood with its long, sharp front teeth until the tree begins to crack.

What does *gnaws* mean in the sentence?
 - a) Chews
 - b) Pushes
 - c) Beats
 - d) Taps

3. What does a beaver do when a tree falls?
 - a) returns to its home
 - b) dives under the water
 - c) hides behind another tree
 - d) slaps the pond with its tail

4. What is the main reason beavers make dams?
 - a) to catch food
 - b) to flood cornfields
 - c) to help water birds
 - d) to protect themselves

5. Read the following sentence from the story.

In the water, the beaver uses its flat tail to help it steer, like a rudder on a boat.

What would the *rudder* on a boat do?
 - a) guide the boat
 - b) power the boat
 - c) keep the boat afloat
 - d) make the boat steady

B. Review and Related Findings

There some relate findings to this research. It is talking about reading comprehension. Yusleni had done research about “The influence of question strategy on the students’ ability in teaching reading comprehension” (A Study of the Grade VIII Students at SMP N 1 Ulu Pungkut in 2009-2010 Academic Year).⁴⁸ The objective of the research is “to find out the influence of question strategy on the students’ ability in reading comprehension”. The population of the research is grade VIII students of SMP N 1 Ulu Pungkut, there were three parallel classes with total number of the students was 110 students. The sample was a small proportion of a population selected for observation and analysis. The researcher took the sample is two classes; each classes consisted of 30 students. So, the all of sample are 60 students which 30 students as experimental group and 30 students as control group.

Based on result of her research, the ability of the grade VIII students of SMP N 1 Ulu Pungkut in 2009-20010 academic year in reading comprehension through question strategy is better than without question strategy (conventional strategy) because based on the calculation of the differences between the student in the experimental and control groups the result of the data analysis show t_{observed} was 4.737. It means t_{observed} was higher than the t_{table} ($4.737 > 2.002$; $\alpha = 0.005$). it can be stated there was a significant influence of using question strategy on the

⁴⁸Yusleni, The Influence of Question Strategy on the Students’ Ability in Teaching Reading Comprehension, Script (Padangsidimpuan: UMTS Padangsidimpuan, 2010), p. 57.

grade VIII students' ability at SMP N 1 Ulu Pungkut in 2009-2010 academic year in reading comprehension.

The other, Julianti Rahayu had done research about "The Influence of Conjunction Mastery to the Student's Achievement in Reading Comprehension at SMA N 1 Batang Toru in 2007/2008 Academic Year".⁴⁹ Based on the research, after calculating of data, it has been known that value of mean score of the grade X students of SMA N 1 Batang Toru in 2007/2008 academic year in using conjunction 69, 27 the result of the test given to respondent is varying between 34 up to 98, it can be said the students incapable in using conjunction and value of mean score in reading comprehension 54, 41 the result of the test given to respondent is varying between 31 up to 100, it can be said the students incapable in reading comprehension. So, there is a significant influence of conjunction to reading comprehension, based on the value of r_{h} , it is 0, 8129 where as r_{t} , 0, 284.

So, from some previous studies as described above, the researcher interested in doing this research by applying methods to be able to determine which method is better used in reading comprehension by finding significant differences between the two methods. It is the use of extensive reading and intensive reading in students' ability in reading comprehension mastery.

⁴⁹Julianti Rahayu, *The Influence of Conjunction Mastery to the Student's Achievement in Reading Comprehension*, Script, (Padangsidempuan: UMTS Padangsidempuan. 2009), p. 42.

C. Framework of Thinking

The successful of reading comprehension deepens on many factors. One of them is how the teacher teaches English to the students. The suitable method is very important. English is as foreign language for the students. There are four skills, which must the students have, namely reading, writing, speaking, and listening. The curriculum state that the major emphasis of teaching English is put on reading in this study, the researcher focus in reading comprehension by using extensive reading and intensive reading to make instructional objectives in teaching reading English successful, the students need some methods. So that, reading comprehension by using extensive and intensive reading considered as methods which methods was helpful in reading comprehension.

Extensive reading and intensive reading are the methods in reading comprehension mastery and that ways are prime means of developing a taste for foreign language furthermore extensive reading and intensive reading can be extra-curricular activity with teacher guiding and encouraging students who read books in their spare time and meet regularly to discuss them.

So, the implementation of extensive reading and intensive reading in English teaching could improve the student's ability in reading comprehension mastery. There are advantages of extensive reading and intensive reading namely it provides a based to study structure, vocabulary and idiom, it provide a base for

students to develop a greater control of language and provides for a check on the degree of comprehension for individually.

According to the fact above, in teaching have various kinds of teaching methods. One of them is extensive reading and intensive reading. It is hoped that students can be more active and creative for the development of their knowledge. The effect of using those methods is very significant to help students in reading comprehension. Because of extensive and intensive is very important position helping the teaching –learning process.

D. Hypothesis

Hypothesis is the idea that suggested as a possible explanation of fact.⁵⁰ Thus, the hypothesis is “there is significant difference of extensive reading and intensive reading on the students’ ability in reading comprehension mastery.”

⁵⁰A.S. Hornby, *Oxford Learners Pocket Dictionary* (New York: Oxford University Press, 2000), p. 502.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule of Research

This research was conducted about 6 months that started since December 2011 till May 2012. This research was conducted at SMA Negeri 1 Kotanopan. It is located at Kotanopan MADINA.

B. Method of Research

Based on the title and aims of this research, where reading comprehension by using extensive reading as independent variable (X_1) and also reading comprehension by using intensive reading as independent variable (X_2). Researcher explains that the kind of this research is quantitative approach. According to Anas Sudijono stated that quantitative is numeral of data which it can make as a description about condition, phenomenon, or something indication.¹ The method of this research is inferential method which researcher used comparison technique analysis. It means that result of students' ability in reading comprehension mastery by using extensive reading compare with result of using intensive reading.

¹Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Grafindo Persada, 2000), p. 2.

C. Population and Sample

1. The Population

Suharsimi Arikunto stated that a population is all subject of the research. And Encyclovedia of Educational evaluation in Suharsimi Arikunto mentioned that population is a set (collection) of all elements processing one or more attributes of interest.² Other hand stated that population is a group of individual or item that share one or more characteristics from which data can be gathered and analyzed. The population of this research is the eleventh grade students of SMA N1 Kotanopan in academic year 2011-2012 with total amount are 198 students from five classes. So that, it can be seen the table as follow:

Table 1
The Population of Students SMA N 1 Kotanopan.

No.	Class	Male	Female	Number of Student
1	XI _{IPA} 1 (Superior class)	13	27	40
2	XI _{IPA} 2	16	30	46
3	XI _{IPA} 3	14	32	46
4	XI _{IPS} 1	19	13	32
5	XI _{IPS} 2	22	12	34
Total of the Student				198

²Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta,1993), p. 130.

Based on the table above, researcher explains that one class (XI_{IPA 1}) consists of 40 students and difference with another class, because it is superior class in eleventh grade students of SMA Negeri 1 Kotanopan. Class XI_{IPA 2} consists of 46 students, class XI_{IPA 3} consists of 46 students, class XI_{IPS 1} consists of 32 students, and class XI_{IPS 2} consists of 34 students

2. The Sample

Sample is a part of population.³ In the research, many techniques to take sample from the population, such as random sampling, stratified sampling, probability sampling proportional sampling, purposive sampling, quota sampling, cluster sampling, and double sampling.⁴ In this research, researcher used cluster sampling. Cluster sampling is the sample, which it is taken from population without based on stratified, random, probability but it very closely with classing or grouping class in the school. So that, researcher found that four class have same characteristics, they are XI_{IPA2}, XI_{IPA3}, XI_{IPS1}, and XI_{IPS2} have same amount time every week in English lesson.⁵ While, XI_{IPA1} is the superior class which the students is different, cause of level of skill and amount time every week in English lesson with the other class. So, researcher was not selected the XI_{IPA1} class as the sample of this research.

³*Ibid.*, p. 131.

⁴*Ibid.*, p. 107-115.

⁵*Ibid.*, p. 114.

Based on pre-observation of researcher, students of XI_{IPA2} and XI_{IPA3} class had same ability in English lesson. The source of information is from the result of students in examination and English teachers showed that all of students could pass examination which the target of the completeness is 55. Because of this research is comparative study, researcher took the sample of this research XI_{IPA2} as the experimental class and XI_{IPA3} as the control class. It can be seen the table as follow:

Table 2
The Sample of Students SMA Negeri 1 Kotanopan.

Class	Sample
Experimental Class as X_1 (XI _{IPA 2})	46
Control Class as X_2 (XI _{IPA 3})	46
Total	92 students

Based on the table above, researcher described that total of sample is 92 students from 198 students as population of the eleventh grade students of SMA Negeri 1 Kotanopan.

D. Procedures of research

Procedure of research is the steps of research that is researcher should do.

The steps of research are as follow:

1) Planning

- a) Researcher arranged the schedule of research in the school.
- b) Prepare the instrument of collecting data (pre-test, treatment and Post-test).

2) Application

- a) Deciding the sample divided into two class, the first class IPA₂ consist of 46 students as the experiment and the second class IPA₃ consist of 46 students as the control class.
- b) Give pre-test to the sample of experimental class and also to control class to measure of beginning ability of students
- c) Give the treatment to the both class in different ways, which is the experimental class, researcher taught by using extensive reading method and the control class, researcher taught by using intensive reading. The material of the both classes consisted of story text aspects. It can be seen on the table as follow:

Table 3

Techniques of the Collecting Data

No	Class	Pre-test	Treatment	Post-test

1	Experimental Class as X_1 ($XI_{IPA 2}$)	✓	✓	✓
2	Control Class as X_2 ($XI_{IPA 3}$)	✓	x	✓

- d) After giving treatment, the researcher conducted a post-test which the same test of pre-test but the items of test is random before. Then has been conducted in the previous of the research. The post-test is the final test in the research, especially measuring mastery after gave the treatment, whether significant or not.
- e) After conducting the post-test, the researcher analyzed the data. Researcher would find out the better result in the first class as experimental class by using extensive reading method and the second class as control class by using intensive reading method in reading comprehension mastery.

E. Instrument of Data Collection

A research might have a good instrument in this research because a good instrument could go guarantee the valid data. Suharsimi Arikunto said that Instrument of collecting data is a helping tool that chosen and used by researcher in the research to make systematic and easier.⁶

⁶Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 1995), p. 134.

In this case, in order to get the data of this research, the researcher would prepare the available instrument. There were many kinds of instrument; they were questionnaire, checklist, interview guide or interview schedule, observation sheet or observation schedule, achievement test, scale etc.⁷

The instrument that was used by researcher is achievement test. Margono stated that, test is a stimulation that is given to someone to get the answers that it can be made as based of score decision.⁸ The test of this research is multiple-choice forms that consist of four chosen used the test, they are a, b, c, and d. The students were given a test to know and to get the data about students' ability in reading comprehension mastery that consists of 20 questions and the students were given time 60 minutes. Then, the correct answer would get 5 score and the incorrect answer will get 0 score. If the students can answer all the questions correctly, the score was 100.

Table 4

The indicators of the Tests

No	Indicators	Number	Items	score	Total Score
1.	Main idea	1,6,8,13	4	5	20
2.	Sentence Structure	9, 10	2	5	10
3.	Vocabulary	5,15, 19,20	4	5	20

⁷*Ibid.*

⁸S. Margono, *Metodology Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2004), p. 170.

4.	Meaning	2, 3, 4, 7, 11, 12, 14, 16,17,18	10	5	50
Total Item and Score			20		100

Based on the table 5 above, researcher concluded that if students get answers correctly from some items of test (indicator), students' answers correctly would times with scoring who researcher gave. And result of calculation, researcher determined students' scoring in the five categories, such as very high, high, enough, low and very low.

F. Technique of Instrument Analysis

1. Validity Test, Difficulty Level of Items and Difference Capacity of Items

a. Validity of the items

To find out the validity item of test, researcher used the formula correlation biserial

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

Where: r_{xy} = correlate coefficient
 X = score item
 Y = total score item
 N = total sample⁹

Test criteria if $r_{xy} > r_{tabel}$

Result of calculation by coefficient of correlation biserial is determined if $r_{xy} > r_{table}$ with the significant level 5 % (0,05) with the tabel r product moment. So, that the items is tested valid.

Before giving the test to the sample, test was tested to the other students outside of sample who has the same grade to check for the validity of the items of the test. In this research the test was tested to the eleventh grade students of SMA Negeri 5 Padangsidimpuan.

From the result of research calculation, researcher found that from 25 items was given to the students, 20 items was valid and 5 items was invalid, there are; 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 21, 22, 24, 25 while for invalid items, there are; 4, 13, 19, 20, 23. So that, researcher used 20 items was valid in this reserach and droup out 5 items which it was invalid items of the test. Researcher calculation, it can be seen on the appendix IX.

b. Difficulty level of items

⁹Anas Sudijono, *Op.Cit.*, p. 193.

To find difficulty level of items was used:

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

Where:

P = Difficulty level

B = The students' correct answer

JS = Total of the students who answer items

Criteria:

$0,00 \leq P < 0,30$ difficult items

$0,30 \leq P < 0,70$ medium items

$0,70 \leq P < 1,00$ easy items¹⁰

Based on 20 items of the test was valid, researcher found that the difficulty level of items divided into 2 categories, they are; 1 and 2 was easy categories, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20 was medium categories. It means that, all of the items were medium dominantly and students could answers the items easy category as a balance of students' ability. Researcher calculation, it can be seen on the appendix IX.

c. Difference Capacity

To calculate difference capacity of multiple choice items was used formula:

¹⁰Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*,(Jakarta: Bumi Aksara, 1993), p. 210.

$$D = PA - PB \text{ with } PA = \frac{BA}{JA} \text{ and } PB = \frac{BB}{JB}$$

Where:

- D = Index of difference capacity
- BA = Total of the high student class who answer items correctly
- JA = Total of the high student class
- BB = Total of the low student class who answer items incorrectly
- JB = Total of the low student class

Criteria:

$D < 0,00$	very bad
$0,00 \leq D < 0,20$	bad
$0,20 \leq D < 0,40$	enough
$0,40 \leq D < 0,70$	good
$0,70 \leq D < 1,00$	very good ¹¹

Based on 20 items of the test was valid and has difficulty level. The last is difference capacity. Researcher found that from 20 items of test divided into categories, they are; 4, 5, 7, and 11 was category good, 2, 3, 6, 8, 9, 10, 12, 13, 14, 15, 16, 17, and 19 was categories enough, and for number 1, 18, and 20 was bad category. It means that, items of test have various categories. It used to develop all of students' skill in reading comprehension. Researcher calculation, it can be seen on the appendix IX.

¹¹*Ibid.*, p. 217-221.

2. Qualification of Normality and Homogeneity Test in Pre-test and Post-test

a. Normality test

To know whether data of research has normal. So, reseracher used Chi-Quadrate formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation
(questioner)

f_h = Frequency is gotten from the sample as image from
frequency is hoped from the population¹²

To calculate the result of Chi-Quadrate, it was used significant level 5 % (0,05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k - 3$). If result $x^2_{\text{count}} < x^2_{\text{table}}$. So, it is can be concluded that the data is distributed by normal.

b. Homogeneity variant test

Homogeneity variant test was used to know whether control class and experimental class have the same variant or not. If the both of classes is

¹²Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p. 85.

same, it is can be called homogeneous. To test it, researcher used formula as follow:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Hypothesis is rejected if $F \leq F_{\frac{1}{2} (n_1-1)(n_2-1)}$ while if $F_{\text{count}} > F_{\text{table}}$,

hypothesis is accepted. It determined with significant level 5 % (0,05) and dk numerator is (n_1-1) while dk denominator is $(n_2- 1)$.¹³

G. Data Analysis

Data Analysis was used to test the hypothesis by using t-test, that:

Hypothesis: “There is significant difference of extensive reading and intensive reading on the students’ ability in reading comprehension mastery”

If the hypothesis test showed $\mu_1 > \mu_2$, it is mean the result of teaching reading comprehension by using extensive reading and intensive reading to the eleventh grade students of SMA Negeri 1 Kotanopan is significant difference. But, if the hypothesis test showed $\mu_1 \leq \mu_2$ it is mean the result of teaching reading comprehension by using extensive reading and intensive reading to the eleventh

¹³Sudjana, *Metoda Statistika*, (Jakarta: Tarsito, 2002), p. 250.

grade students of SMA Negeri 1 Kotanopan is no significant difference. To testing the hypothesis, researcher used the formula as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

\bar{x}_1 = Mean of experimental class sample

\bar{x}_2 = Mean of control class sample

n_1 = Total of experimental class sample

n_2 = Total of control class sample¹⁴

and the formula of standard deviation is:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

s = Variant

s_1^2 = Variant of experimental class

s_2^2 = Variant of control class¹⁵

¹⁴*Ibid.*, p. 239.

¹⁵*Ibid.*, p. 239.

To test criteria of hypothesis is if result of the hypothesis test is accepted by $-t_{table} < t_{count} > t_{table}$. By opportunity $\left(1 - \frac{1}{2}\alpha\right)$ and $dk = (n_1 + n_2 - 2)$ and hypothesis is rejected if there is t-test has the other results.

CHAPTER IV
DESCRIPTION OF THE DATA AND DISCUSSION

To evaluate the result of teaching reading comprehension by using extensive reading and intensive reading to the eleventh grade students of SMA Negeri 1 Kotanopan, researcher has calculated the data by pre-test and post-test. Next, researcher described the data as follow:

A. Description of the Data

1. Pre-Test

a. Statistic Description of Data Pre-test Students' Ability in Reading Comprehension Mastery in Experimental Class (X_1)

Based on result of student's score in pre-test, researcher described the result of data analysis. It can be seen as follow:

Table 5
Summary of Experimental Class in Pre-test (X_1)

Experimental Class by Using Extensive Reading in Pre-test					
Total score	Total Sample	Average	Standard Deviation	Median	Modus
2485	46	43.70	9.72	46.10	49.46

The data in the table above explained that data the result of students' ability in reading comprehension mastery by using extensive reading before researcher gave the treatment (pre-test) showed that the sample = 46, researcher found that total of score $\sum_{x_1} = 2485$ with mean $(\bar{x}_1) = 43.70$ standard deviation $(SD_t) = 9.72$, median $(Me) = 46.10$, and modus $(Mo) = 49.46$. Researcher calculation, it can be seen on the appendix XII.

From distributing of the variable data of the test result of students' ability in reading comprehension mastery at SMA Negeri 1 Kotanopan can be seen to the table and histogram of experimental class in pre-test as follow:

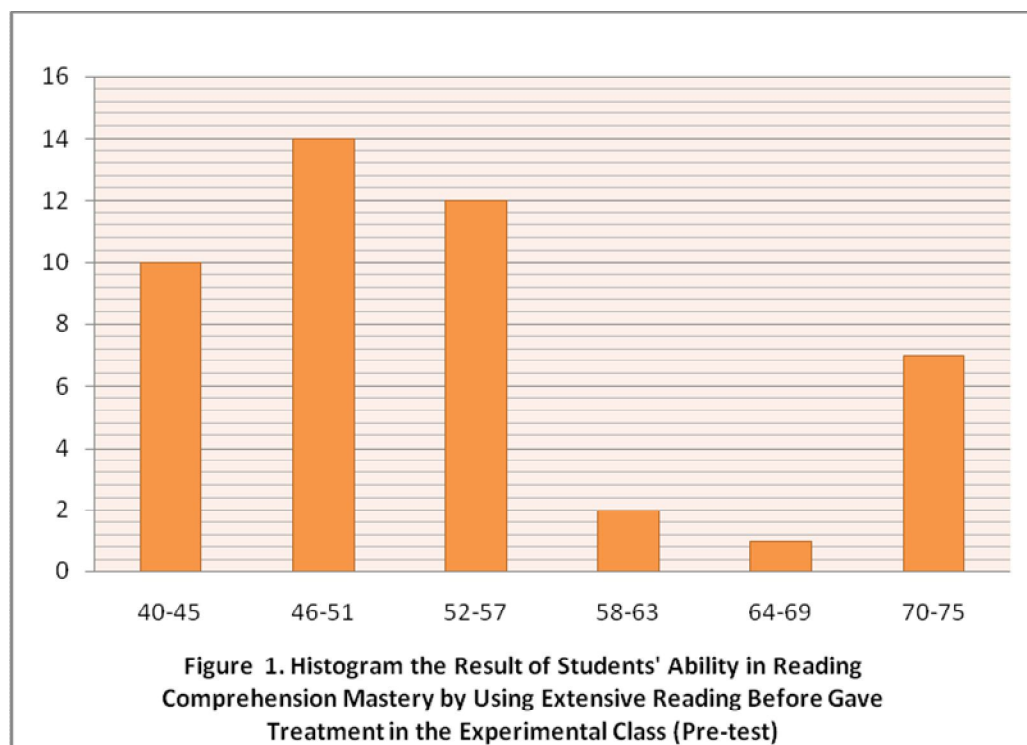
Table 6
Distributing of Frequency Students' Ability in Reading Comprehension Mastery by Using Extensive Reading before Gave Treatment (Pre-test) in the Experimental Class

Experimental Class by Using Extensive Reading			
No.	Interval	F	%
1.	40-45	10	21.73%
2.	46-51	14	30.43%
3.	52-57	12	26.08%
4.	58-63	2	4.34%
5.	64-69	1	2.17%
6.	70-75	7	15.21%

Total	46	100%
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Based on table above is explained that in the experimental class by using extensive reading, score often appear is 46-51 (score 50) and achieve in 30.43%. It is proven that students' average mastery is in the interval of that score.

By visual, distributing of the data can be described to histogram form, as follow:



Based on result of the test students' ability in reading comprehension mastery, researcher found that mean score of students in the experimental class by using extensive reading is 43.70. Highest score is 75 and smallest score is 40. From the calculation in appendix XII the score of interpretation of the test control group is 54% in between 41-60, it is categorized enough.

b. Statistic Description of Data Pre-test Students' Ability in Reading Comprehension Mastery in Control Class (X_2)

Based on result of student's score in pre-test, researcher described the result of data analysis. It can be seen as follow:

Table 7
Summary of Control Class in Pre-test (X_2)

Control Class by Using Intensive Reading (X_2)					
Total Score	Total Sample	Average	Standard Deviation	Median	Modus
2470	46	43.82	9.90	47.30	48.50

. The data in the table above explained that data the result of students' ability in reading comprehension mastery by using intensive reading before researcher gave the treatment (pre-test) showed that the

sample = 46, researcher found that total of score $\sum_{x_2} = 2470$ with mean $(\bar{x}_2) = 43.82$, standard deviation $(SD_t) = 9.90$, median $(Me) = 47.30$, and modus $(Mo) = 48.50$. Researcher calculation, it can be seen on the appendix XII.

From distributing of the variable data of the test result of students' ability in reading comprehension mastery at SMA Negeri 1 Kotanopan can be seen to the table and histogram of control class in pre-test as follow:

Distributing of the data in the control class by using intensive reading can be seen in the table as follow:

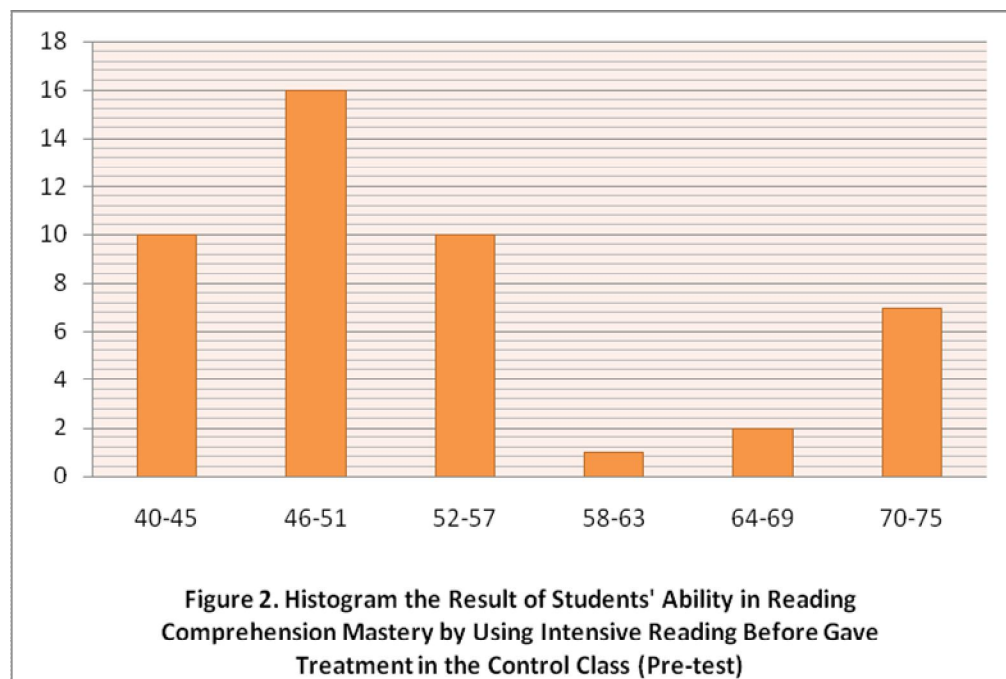
Table 8
Distributing of Frequency of the Result of Students' Ability in Reading Comprehension Mastery by Using Intensive Reading before Gave Treatment (Pre-test) in the Control Class

Control Class By Using Intensive Reading			
No.	Interval	F	%
1.	40-45	10	21.73%
2.	46-51	16	34.78%
3.	52-57	10	21.73%
4.	58-63	1	2.17%
5.	64-69	2	4.34%

6.	70-75	7	15.21%
Total		46	100 %

Based on the table above is explained that in the control class by using intensive reading, score often appear is 46-51 (score 50) and achieve in 34.78%. It is proven that students' average mastery is in the interval of that score.

By visual, distributing of the data can be described to histogram form, as follow:

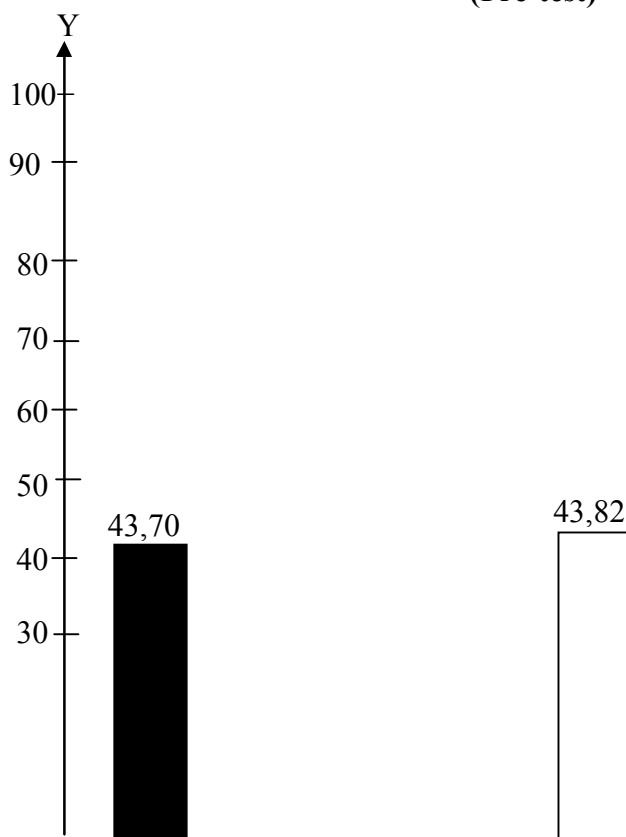


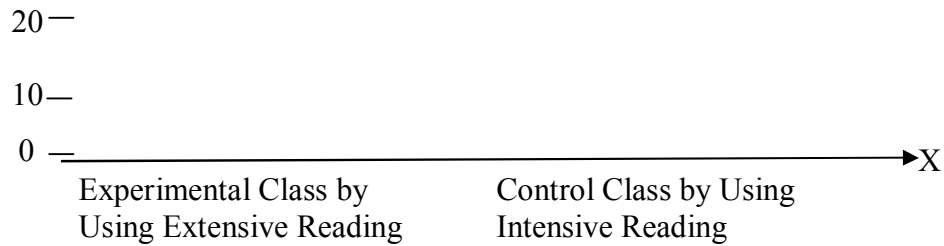
Based on result of the test students' ability in reading comprehension mastery, researcher found that mean score of students in the control class by using

intensive reading is 43.82. Highest score in is 75 and smallest score is 40. From the calculation in appendix XII the score of interpretation of the test control group is 53% in between 41-60, it is categorized enough.

To more explicit about difference discription of the pre-test result of students' ability in reading comprehension mastery by using extensive reading and intensive reading before researcher gave the treatment to the both classes can be seen to the chart, as follow:

Figure 3.
Achievement Chart the Result of Students' Ability in Reading Comprehension Mastery by Using Extensive Reading and Intensive reading (Pre-test)





Based on the chart above, the black chart as experimental class by using extensive reading showed that tall of the chart achieved 43.70, it was between 50-60 in position of Y. and the white chard as control class by using intensive reading showed that tall of the chard achieved 43.82, the both classes were same in position of Y. The difference was just little of average from the both classes.

Table 9
Result of Normality Test from the Both Class in Students' Ability in Reading comprehension Mastery by Using Extensive Reading and Intensive Reading before Gave Treatment (Pre-test)

Treatment	Highest score	Smallest score	Range	Mean	Standard Deviation	Chi-Quadrate
Experimental Class by Using Extensive Reading	75	40	35	43.70	9.72	6.47
Control Class by Using Intensive Reading	75	40	35	43.82	9.90	3.08

Based on researcher calculation, the score χ^2_{table} with degree of freedom $dk = (k - 3) = (6 - 3) = 3$ and significant level α was 5 %,

researcher found that x^2_{table} was 7.81. Cause x^2_{count} in the experimental class and control class $< x^2_{table}$. So, hypothesis is rejected, it means that the experimental class and control class are distributed normal. Researcher calculation, it can be seen on the appendix XII.

Table10
Homogeneity Test and Variant Test before Gave Treatment (Pre-test)
in Experimental Class and Control Class

Source of Variation	Experimental Class by Using Extensive Reading	Control Class by Using Intensive Reading
Total	2485	2470
N	46	46
Mean	43.70	43.82
Variant	87.35	88.26
Standard Deviation	9.72	9.90

From the researcher calculation of the homogeneity variant test, researcher found that F_{count} was 1.01 with significant level $\alpha = 5\%$ with dk was 90 from the distributing list F was found that F_{table} was 1.66, cause $F_{count} < F_{table}$ ($1.01 < 1.66$). So, no difference the variant between the both of classes (homogeneous). Researcher calculation, it can be seen on the appendix XVI.

Based on researcher calculation in the both averages, researcher found that standard deviation was 9.37, t_{count} was -0.06 with $\alpha = 5\%$ and $dk = (n_1 + n_2 - 2) = (46 + 46 - 2) = 90$, researcher found that the distributing list $t_{table} = 1.66$. Cause $t_{count} < t_{table}$ ($-0.06 < 1.66$). So, hypothesis is rejected, it

means no difference the averages from the both classes. Researcher calculation, it can be seen on the appendix XVII.

Based on analysis the score pre-test was concluded that the sample is distributed normal, homogeneous, and it has same averages (pre-test). It means that both of classes in this research is begun from the same situation.

2. Post-Test

a. Statistic Description of Data Post-test Students' Ability in Reading Comprehension Mastery in Experimental Class (X_1)

Based on result of student's score in post-test, researcher described the result of data analysis. It can be seen as follow:

Table 11
Summary of Experimental Class in Pre-test (X_1)

Control Class by Using Extensive Reading (X_1)					
Total Score	Sample	Average	Standard Deviation	Median	Modus
3275	46	81.06	7.98	75.30	76.50

The data in the table above explained that data the result of students' in reading comprehension mastery by using extensive reading (post-test) showed that sample is 46, researcher found that total of score $\sum_{x_i} = 3275$

with mean (\bar{x}_1) = 81.06, standard deviation (SD_t) = 7.98, median (Me) = 75.30, and modus (Mo) = 76.50.

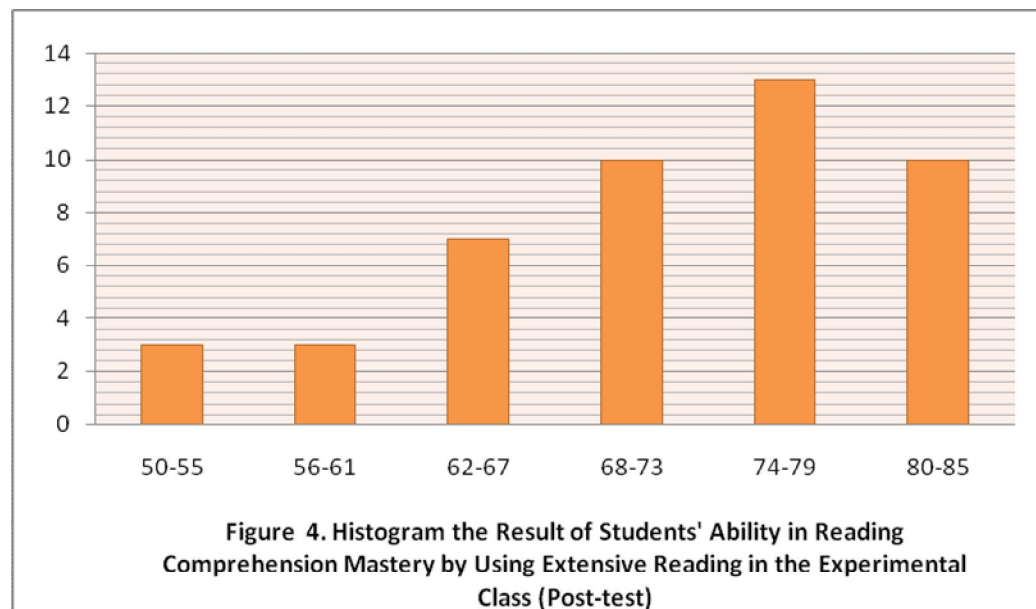
From distributing of the variable data the test result of students' ability in reading comprehension mastery to the eleventh grade students of SMA Negeri 1 Kotanopan can be seen to the table and histogram of experimental class (post-test) as follow:

Table 12
Distributing of Frequency of the Result of Students' Ability in Reading Comprehension Mastery by Using Extensive Reading after Gave Treatment (Post-test) in the Experimental Class

Experimental Class by Using Extensive Reading			
No.	Interval	F	%
1.	50-55	3	6.52%
2.	56-61	3	6.52%
3.	62-67	7	15.21%
4.	68-73	10	21.73%
5.	74-79	13	28.26%
6.	80-85	10	21.73%
Total		46	100 %

Based on table above is explained that in the experimental class by using extensive reading, score often appear is 74-79 (75) and achieve in 28.26%. It is proven that students' average mastery is in the interval of that score.

By visual, distributing of the data can be described to histogram form as follow:



Based on result of the test of students' ability in reading comprehension mastery, researcher found that mean score of the students in the experimental class by using extensive reading is 81.06 with the highest score is 85 and smallest score is 50. From the calculation in appendix XV the score of interpretation of the test control group is 71% in between 61-80, it is categorized enough.

b. Statistic Description of Data Post-test Students' Ability in Reading Comprehension Mastery in Control Class (X_2)

Based on result of student's score in post-test, researcher described the result of data analysis. It can be seen as follow:

Table 13
Summary of Control Class in Pre-test (X_2)

Control Class by Using Intensive Reading (X_2)					
Total Score	Sample	Average	Standard Deviation	Median	Modus
3055	46	75.55	8.55	85.75	71.70

The data in the table above explained that data the result of students' in reading comprehension mastery by using intensive reading (post-test) showed that sample is 46, reseracher found that total of score $\sum_{x_2} = 3055$ with mean (\bar{x}_2) = 75.55, standard deviation (SD_t) = 8.55, median (Me) = 85.75, and modus (Mo) = 71.70. Researcher calculation, it can be seen on the appendix XV.

Distributing of the data in the control class by using intensive reading can be seen to the table as follow:

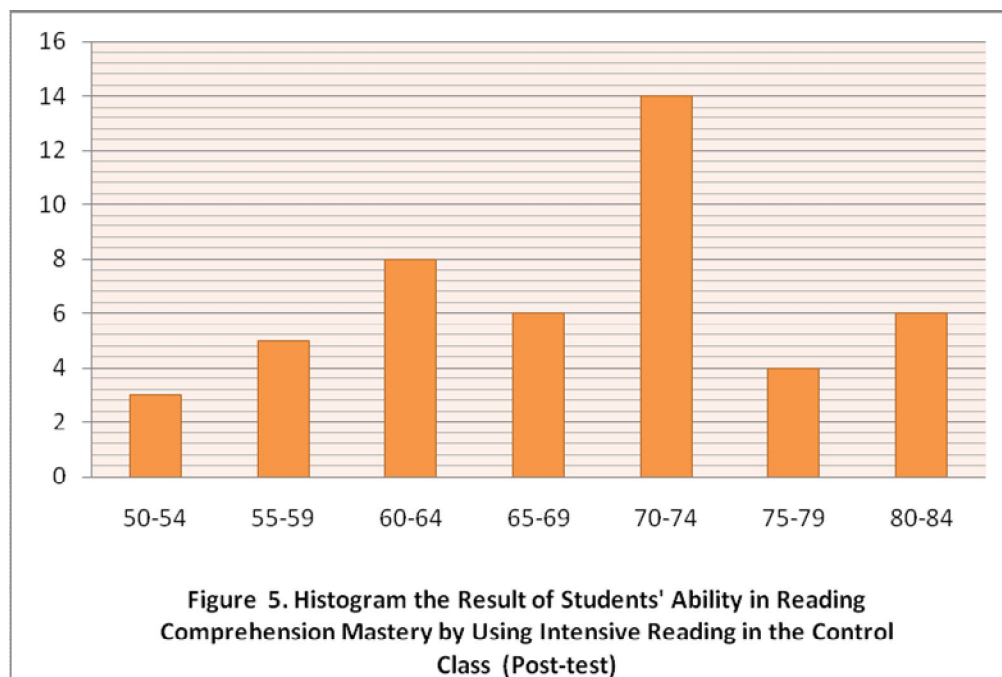
Table 14

Distributing of Frequency of the Result of Students' Ability in Reading Comprehension Mastery by Using Intensive Reading after Gave Treatment (Post-test) in the Control Class

Control Class by Using Intensive Reading			
No.	Interval	F	%
1.	50-54	3	6.52%
2.	55-59	5	10.86%
3.	60-64	8	17.39%
4.	65-69	6	13.04%
5.	70-74	14	30.43%
6.	75-79	4	8.69%
7.	80-84	6	13.04%
Total		46	100 %

Based on table above is explained that in the experimental class by using intensive reading, score often appear is 70-74 (score 70) and achieve in 30.43%. It is proven that students' average mastery is in the interval of that score.

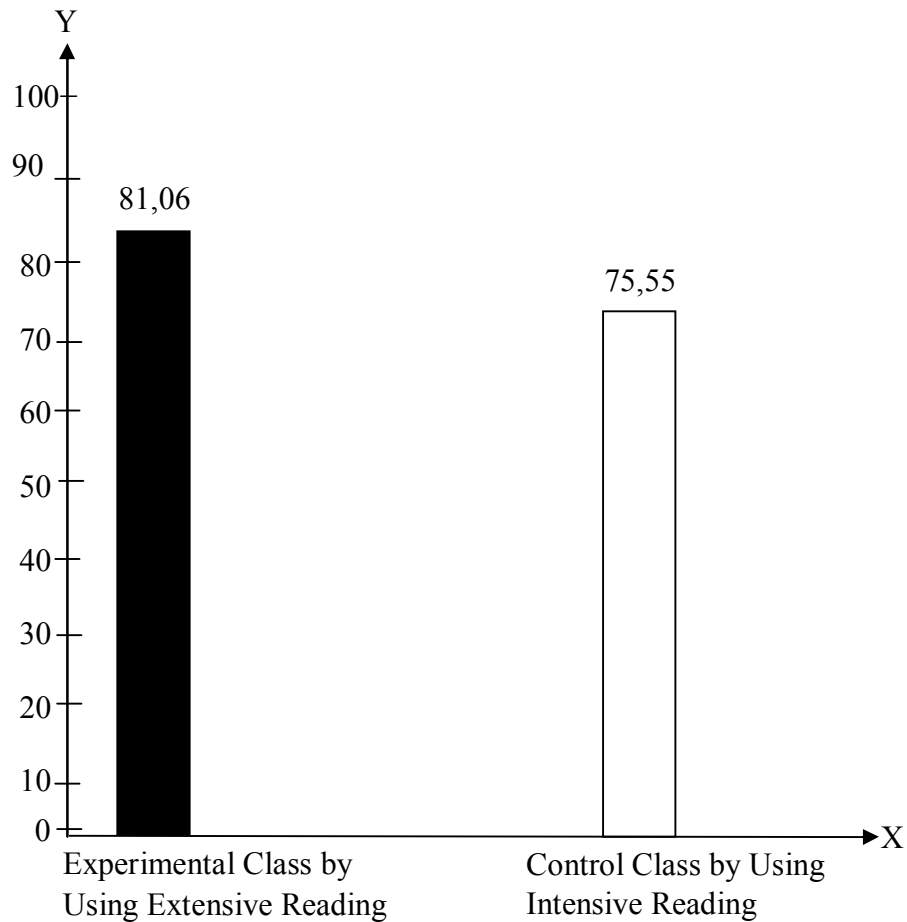
By visual, distributing of the data can be desribed to histogram form as follow:



Based on result of the test of students' ability in reading comprehension mastery, researcher found that mean score of the students in control class by using intensive reading is 75.55 with the highest score in the control class is 80 and smallest score is 50. From the calculation in appendix XV the score of interpretation of the test control group is 66% in between 61-80, it is categorized high.

To more explicit about difference discription of the post-test result of students' ability in reading comprehension mastery by using extensive reading and intensive reading in the experimental class and control class can be seen in the chart as follow:

Figure 6.
Achievement Chart the Result of Sstudents' Ability in Reading
Comprehension Mastery by Using Extensive Reading and Intensive reading
(Post-test)



Based on the chart above, the black chart as experimental class by using extensive reading showed that tall of the chart achieved 81.06, it was between 80-90 in position of Y. While the white chard as control class by using intensive reading showed that tall of the chard achieved 75.55, it was

between 70-80 in position of Y. It means that, the both classes was significant difference after gave the treatment (post-test).

Table 15
Result of Normality Test from the Both Class in Students' Ability in Reading comprehension Mastery by Using Extensive Reading and Intensive Reading after Gave Treatment (Post-test)

Treatment	Highest score	Smallest score	Range	Mean	Standard Deviation	Chi-Quadrate
Experimental Class by Using Extensive Reading	85	50	35	81.06	7.98	3.99
Control Class by Using Intensive Reading	80	50	30	75.55	8.55	4.82

Based on researcher calculation of normality test to the experimental class by using extensive reading in post-test, researcher found that the score x^2_{table} with degree of freedom $dk = (k - 3) = (6 - 3) = 3$ and significant level $\alpha = 5\%$, researcher found that $x^2_{table} = 7.81$, x^2_{count} in the experimental class by using extensive reading $< x^2_{table}$ and in the control class by using intensive reading score x^2 with degree of freedom $dk = (k - 3) = (5 - 3) = 2$ and significant level $\alpha = 5\%$, researcher found that $x^2_{table} = 5.99$. Cause the experimental class and control class $x^2_{count} < x^2_{table}$. So, hypothesis is rejected, it means that the experimental class and control class are distributed normal. Researcher calculation, it can be seen on the appendix XV.

Table 16
Homogeneity Test and Variant Test after Gave Treatment (Post-test)
to the Both Classes as Experimental Class

Source of Variation	Experimental Class by Using Extensive Reading	Control Class by Using Intensive Reading
Total	3275	3055
N	46	46
Mean	81.06	75.55
Variant	66.87	75.18
Standard Deviation	7.98	8.55

Based on researcher calculation, Researcher found that F_{count} was 1.12 with significant level $\alpha = 5\%$ with $dk = 46$ from the distributing list F, researcher found that F_{table} was 1.66, cause $F_{\text{count}} < F_{\text{table}}$ ($1.12 < 1.66$). So, no difference the variant between the both of classes (homogeneous). It can be seen on the appendix XVIII.

B. Hypothesis Testing

Hypothesis testing used to found the difference of the both averages with criteria:

Hypothesis: $\mu_1 > \mu_2$: “there is significant difference of extensive reading and intensive reading on the students’ ability in reading comprehension mastery”.

Researcher used the formula t-test to find the hypothesis test as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n} + \frac{1}{n}}} \text{ with } s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Based on researcher calculation, researcher found that $t_{\text{count}} = 3.27$ with $s = 8.42$. While, from the distributing list t_{table} , researcher found that $t_{\text{table}} = 1.66$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = (n_1 + n_2 - 2) = (46 + 46 - 2) = 90$, cause $t_{\text{count}} > t_{\text{table}}$ ($3.27 > 1.66$). It described that the hypothesis is accepted, it means there is significant difference of extensive reading and intensive reading on the students’ ability in reading comprehension mastery. Researcher calculation, it can be seen on the appendix XIX.

C. Discussion

The first time on this research, researcher gave pre-test to the sample of experimental class and control class. Pre-test indicated that the mean score in experimental class by using extensive reading is 43.70 and in the control class by using intensive reading is 43.82. From the mean score of the both class indicated the students’ ability in reading comprehension mastery was still enough category.

And after gave the treatment (post-test), the mean score of experimental class by using extensive reading is 81.06 and in control class by using intensive reading is 75.55. It means that the students' ability in reading comprehension mastery is high category. And researcher concluded that the better method in students' ability in reading comprehension mastery is extensive reading.

When researcher researched in this school, especially in experimental class by using extensive reading, researcher observed in during research and found that:

1. Some of students' ability in reading comprehension mastery by using extensive reading is easy; because students just understand general information in the text.
2. Students should not be learning words by words in the text, but students used just guessing meaning of words in the text.
3. Students just used some techniques to find main idea in the text.
4. In extensive reading students just need several times to understand the text.

Based on the result of researchers' observed, it means that Jeremy Harmer' theory proved in book of *The Practice of English Language Teaching*, mentioned that extensive reading will make students more positive about reading, improve their overall comprehension skills, and give them a wider passive and active vocabulary and enable students to read without constantly stopping and providing

increased word recognition.¹ It supported by Dorcas Phirie et. al, mentioned that extensive reading as exposure to vocabulary and structures, exposure to different writing styles, exposure to function words, linking words and punctuation marks, and acquisition of background information on topics and subjects taught in school.²

And in processing of leaning in control class by using intensive reading and some direct observation by researcher in the class. In this research, researcher found that:

1. Some of students' ability in reading comprehension mastery by using intensive reading is difficult; because students need the high intelligence to get detail information from the text.
2. Students need the comfortable situation to make more focus when they are read the text.
3. Some of students' mastery vocabulary is still low.
4. Some of students is difficult to finding the main idea.
5. Some of students is often misunderstanding message of text.
6. In intensive reading spent many time.

It means that, Jeremy Harmer's theory proved that intensive reading is nature takes a lot of time, its reading material with a lot of new vocabulary and grammar is a slow and tiring process. As a result, even if you spent an hour a day reading, you will only get 3 or 4 pages of input. Generally in reading

¹Jeremy Harmer, *The Practice of English Language Teaching* (Edinburgh Gate: Longman, 2001), p. 204.

²Dorcas Phirie et. al, *Op. cit*, p.47.

material of intensive reading, one word can be has many meaning and different functions.³ Intensive reading makes readers get details but miss general picture, and also intensive reading makes readers carefully to find out the main idea in text.

Nevertheless, it is not the only the method such like these which determine the students' mastery in reading comprehension, but also there are many other factors which can influence it. For instance, level of students' intellegences, learning tools and facilities, other factors which influence it and the students' factors itself.

According to the other researches, which researcher was told in reviewed related findings, Yusleni stated that the using of question strategy was a significant influence in reading comprehension. Other hand, Julianti Rahayu stated that the using of conjunction in reading comprehension was a significant influence.

D. Discussing About the Weakness of Research

In processing during this research, this research had weakness. They are:

1. During this research, the time was needed to teaching and learning of reading comprehension in the school was limited by English teacher. So that, the observation was imperfect.

³Cha Mina, *Intensive Reading vs Extensive Reading*, Retrieved on <http://toshuo.com/2005/what-is-intensive-reading/>. at February 11th 2012. On 03:52 WIB.

2. This research also needed time to make more comfortable class and then teaching and learning was begun.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The first formulation of the problem is “How far is students’ ability in reading comprehension mastery learning by extensive reading at SMA N 1 Kotanopan?” Students’ ability in reading comprehension mastery before giving the treatment was low category, but in post-test was high category. It can be seen from the mean score of experimental class by using extensive reading in pre-test. Mean score of experimental class by using extensive reading in pre-test was 43.70, it is lower than total score of experimental in post test (after giving the treatment), it was 81.06.

The second formulation of the problem is “How far is students’ ability in reading comprehension mastery learning by intensive reading at SMA Negeri 1 Kotanopan? Students’ ability in reading comprehension mastery of control class by using intensive reading in pre-test was low, but in post-test was high. It can be seen from the mean score of control class by using intensive reading in pre-test. Mean score of control class in pre-test was 43.82, it is lower than mean score of control class in post test, it was 75.55.

The last formulation of the problem is “Which method is the better one in teaching reading comprehension by using extensive reading or intensive reading?” The method in teaching reading comprehension by using extensive reading is the

better method than intensive reading method; it can be seen in the mean score of the both classes in post-test (after gave treatment). The mean score of experimental class by using extensive reading in post-test was 81.06, while mean score of control class by using intensive reading in post-test was 75.55.

And the last, the hypothesis in this research is, “there is significant difference of extensive reading and intensive reading on the students’ ability in reading comprehension mastery?” Based on researcher calculation, reseracher that $t_{\text{count}} = 3,27$ with $s = 8,42$. While, from the distributing list t_{table} , researcher found that $t_{\text{table}} = 1,66$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = (n_1 + n_2 - 2) = (46 + 46 - 2) = 90$, cause $t_{\text{count}} > t_{\text{table}}$ ($3.27 > 1.66$). It means the hypothesis is accepted, it means there is significant difference of extensive reading and intensive reading on the students’ ability in reading comprehension mastery.

B. Suggestion

After finishing the research, researcher gets much information, which relates to the teaching and learning process. In addition, the result of the research a significant effect is extensive reading method on students’ ability in reading comprehension mastery and it could help the students to improve their reading comprehension mastery. Therefore, researcher has suggestion:

- a. Researcher hopes that the students especially the eleventh grade of SMA Negeri 1 Kotanopan will improve their reading comprehension mastery by using extensive reading method in the other time.
- b. The students should memorize and practice their reading comprehension in their daily activities.
- c. For the teacher, extensive reading method can use as a method in teaching reading cause the students will be easy to understanding of text.

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CURRICULUM VITAE

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B. Parent

1. Father's name : Rusly Nasution
2. Mother's name : Emmi

C. Education Background

1. Graduated from Elementary School in SDN 144461 Kotanopan from 1995-2000
2. Graduated from Junior High School in SMP Negeri 1 Kotanopan from 2000-2003.
3. Graduated from Senior High School in SMA Negeri 1 Kotanopan from 2003-2006.
4. Be University Student in STAIN Padangsidimpuan.

APPENDIX VII

Validity Test

No.	Initial	Number of Items																									Y	Y ²	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	BS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	23	529	
2	WL	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	23	529	
3	PM	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	21	441	
4	NH	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	18	324	
5	DI	1	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	18	324	
6	HP	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	0	0	0	0	17	289	
7	RZ	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	0	1	0	0	0	17	289	
8	AN	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	0	1	0	1	1	17	289	
9	DR	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	16	256	
10	IP	1	0	0	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	1	0	1	0	1	0	1	16	256	
11	EW	1	1	1	1	1	1	1	0	0	1	0	0	1	1	0	1	0	1	1	1	1	0	1	0	0	16	256	
12	SS	1	1	1	1	0	1	1	0	0	0	0	1	1	1	0	1	0	0	1	1	1	1	0	0	0	15	225	
13	RM	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	1	1	1	0	15	225	
14	YL	1	0	1	1	1	0	0	1	0	1	0	1	0	1	0	1	0	0	1	1	1	0	0	0	1	14	196	
15	LS	1	1	0	0	0	0	1	0	0	1	0	1	1	0	1	1	1	0	1	1	1	0	0	0	1	14	196	
16	SP	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	13	169	
17	MM	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	0	0	0	0	1	0	0	0	14	196	
18	MD	1	0	0	1	0	0	1	1	0	1	0	1	0	0	0	1	0	0	1	0	1	1	1	1	0	13	169	
19	NA	1	0	0	1	0	0	1	1	0	1	0	0	1	0	0	1	1	0	1	1	0	1	1	1	0	13	169	
20	RN	1	1	1	1	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0	0	0	0	10	100	
21	HS	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1	1	1	0	1	1	1	10	100	
22	WH	1	0	0	1	1	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	0	0	1	0	9	81	
23	FA	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	0	0	1	0	1	1	0	1	9	81	
24	NJ	1	0	0	1	0	0	0	0	1	0	1	0	1	1	0	0	0	0	1	1	1	0	0	0	0	8	64	
25	AH	1	0	1	1	0	0	1	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	8	64	
26	DA	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	7	49	
	$\sum X$	24	14	17	23	15	13	16	12	12	18	11	18	13	14	11	20	13	10	16	16	16	16	13	12	10	10	374	5866
	$\sum X^2$	24	14	17	23	15	13	16	12	12	18	11	18	13	14	11	20	13	10	16	16	16	16	13	12	10	10		
	$\sum XY$	357	230	266	225	250	333	258	199	197	283	236	282	197	225	282	199	212	168	198	311	253	209	170	172	166			
	r_{hitung}	0,393	0,511	0,401	0,676	0,616	0,059	0,522	0,213	0,435	0,464	0,107	0,445	0,435	0,421	0,445	0,569	0,445	0,442	0,453	0,492	0,418	0,391	0,047	0,514	0,405			
	r_{tabel}	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388			
	Keterangan	v	v	v	inv	v	v	v	v	v	v	v	v	inv	v	v	v	v	v	inv	inv	v	v	inv	v	v			

APPENDIX XI

Data of Control Class by Using Intensive Reading in Pre-test

No.	Initial	Number of Items																				Correct	Score X	X ²
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1.	NUK	1	1	1	0	1	1	0	0	0	1	0	1	1	1	0	0	0	0	0	1	10	50	2500
2.	IMP	0	1	0	0	0	1	0	1	0	1	0	1	1	1	0	0	1	0	0	0	8	40	1600
3.	ABR	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	0	15	75	5625
4.	SKS	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	0	0	0	0	0	11	55	3025
5.	RIM	1	1	0	1	1	1	0	0	0	1	1	1	0	0	1	0	0	0	0	0	9	45	2025
6.	NZA	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	0	1	0	1	0	12	60	3600
7.	MEY	0	1	0	0	1	0	0	1	0	1	1	1	1	0	0	0	1	1	1	1	11	55	3025
8.	MEH	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	1	9	45	2025
9.	AHA	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	0	14	70	4900
10.	EFD	1	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	0	1	1	10	50	2500
11.	MUH	1	0	0	1	0	0	1	0	1	0	1	0	0	0	1	0	1	0	0	1	8	40	1600
12.	ARD	1	1	1	1	0	0	1	1	0	1	0	1	1	1	0	0	0	0	0	0	10	50	2500
13.	RSL	0	1	1	1	1	1	1	0	0	1	1	1	0	0	0	1	0	0	0	0	10	50	2500
14.	NIH	1	1	1	0	1	1	0	0	1	0	1	1	1	0	0	1	1	0	1	0	14	70	4900
15.	BSD	1	1	1	1	0	0	1	0	1	1	1	1	0	1	0	1	0	0	0	0	11	55	3025
16.	AHF	1	1	1	0	1	0	1	0	1	0	0	1	1	1	0	0	0	0	0	1	10	50	2500
17.	RFS	0	1	0	0	0	1	1	0	0	1	0	1	0	1	0	1	1	1	0	0	9	45	2025
18.	NAH	1	0	0	1	1	0	1	1	0	1	1	1	0	0	1	1	0	0	0	1	11	55	3025
19.	BUD	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0	0	13	65	4225
20.	RKN	1	0	0	1	1	0	0	0	0	0	0	1	1	1	1	0	1	1	1	0	10	50	2500
21.	ISW	0	1	1	0	1	0	0	1	0	1	1	0	0	0	1	0	0	1	1	1	10	50	2500
22.	ENA	1	1	0	1	0	1	1	1	0	0	1	0	0	1	0	1	1	0	0	1	11	55	3025

23.	ALA	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	1	1	0	1	0	10	50	2500	
24.	BAR	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	0	14	70	4900	
25.	SHN	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	0	15	75	5625	
26.	SAP	0	1	1	1	0	0	0	0	1	0	1	0	1	0	0	1	0	0	1	1	9	45	2025	
27.	JUN	1	0	1	0	1	1	1	0	0	1	1	0	0	1	1	0	1	1	0	0	11	55	3025	
28.	DPD	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	14	70	4900	
29.	ERA	0	1	1	1	1	0	1	0	0	1	0	1	1	1	1	0	1	0	0	0	11	55	3025	
30.	IRP	1	0	0	0	1	0	1	1	0	1	0	1	1	1	0	0	1	0	0	1	10	50	2500	
31.	LEY	1	1	0	0	0	1	1	1	0	0	0	1	1	0	1	0	0	0	0	0	8	40	160	
32.	MER	1	1	1	0	0	0	0	1	1	0	1	0	1	0	0	1	0	0	1	1	10	50	2500	
33.	MHB	1	1	1	1	0	0	0	1	0	1	1	1	0	0	1	1	0	0	0	0	10	50	2500	
34.	NAL	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	1	1	9	45	2025	
35.	RIK	1	1	1	0	0	1	1	1	1	1	0	1	0	1	0	0	0	0	0	0	10	50	2500	
36.	FIL	0	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	0	1	1	0	11	55	3025	
37.	NUR	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	0	0	0	0	0	10	50	2500	
38.	YEM	1	1	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	8	40	1600	
39.	NUS	1	1	1	0	0	1	1	1	0	0	0	1	0	1	0	0	1	0	1	0	11	50	2500	
40.	RID	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	0	0	13	65	4225	
41.	RIH	0	1	1	0	1	1	0	0	0	0	0	1	1	0	1	0	1	1	1	1	1	11	55	3025
42.	NUZ	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	0	14	70	4900	
43.	RAA	0	1	0	0	1	1	0	0	0	1	1	1	0	0	1	0	1	1	1	0	10	50	2500	
44.	RUD	1	1	1	0	0	0	0	0	1	1	1	1	1	0	0	1	0	0	0	0	9	45	2025	
45.	SMR	1	1	1	1	1	0	0	0	0	1	1	1	0	0	1	1	0	0	0	0	10	50	2500	
46.	SOH	0	1	0	1	1	1	1	1	0	1	1	0	1	0	0	1	0	0	0	0	10	50	2500	
Total																						504	2470	136600	

APPENDIX XIV

Data of Control Class by Using Intensive Reading in Post-test

No.	Initial	Number of Items																				Correct	Score X	X ²
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1.	NUK	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	14	70	4900
2.	IMP	1	1	0	1	0	1	0	1	1	1	0	1	1	1	0	0	1	0	0	1	12	60	3600
3.	ABR	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	17	80	6400
4.	SKS	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	14	70	4900
5.	RIM	1	1	0	1	1	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	13	65	4225
6.	NZA	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	0	1	0	14	70	4900
7.	MEY	1	1	0	0	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	14	70	4900
8.	MEH	1	1	1	1	1	0	1	0	1	0	0	0	1	0	1	1	1	1	1	1	13	65	4225
9.	AHA	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	0	16	80	6400
10.	EFD	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	14	70	4900
11.	MUH	1	0	0	1	0	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	11	55	3025
12.	ARD	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	0	0	1	1	0	13	65	4225
13.	RSL	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	14	70	4900
14.	NIH	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	0	16	80	6400
15.	BSD	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	0	1	0	14	70	4900
16.	AHF	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	0	1	14	70	4900
17.	RFS	1	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	1	0	1	13	65	4225
18.	NAH	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	1	0	1	1	1	14	70	4900
19.	BUD	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	15	75	5625
20.	RKN	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	0	14	70	4900
21.	ISW	0	1	1	0	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	12	60	3600
22.	ENA	1	1	0	1	0	1	1	1	0	1	1	0	0	1	1	1	0	0	1	1	13	65	4225

23.	ALA	1	1	1	0	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	14	70	4900
24.	BAR	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	16	80	6400
25.	SHN	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	16	80	6400
26.	SAP	0	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	0	1	1	1	13	65	4225
27.	JUN	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	1	0	1	14	70	4900
28.	DPD	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	16	80	6400
29.	ERA	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	0	14	70	4900
30.	IRP	1	0	0	0	1	0	1	1	0	1	0	1	1	1	0	0	1	1	0	1	11	55	3025
31.	LEY	1	1	1	1	0	1	1	1	0	0	0	1	1	0	1	0	0	0	1	0	11	55	3025
32.	MER	1	1	1	0	0	0	0	1	1	0	1	0	1	0	0	1	0	0	1	1	10	50	2500
33.	MHB	1	1	1	1	0	0	0	1	0	1	1	1	0	1	1	1	0	1	0	0	12	60	3600
34.	NAL	1	0	1	0	1	1	0	1	0	0	0	0	1	0	1	0	0	1	1	1	10	50	2500
35.	RIK	1	1	1	0	0	1	1	1	1	1	0	1	0	1	0	1	1	0	0	0	12	60	3600
36.	FIL	1	0	1	0	1	1	0	1	0	1	0	0	0	1	0	1	0	0	1	1	10	50	2500
37.	NUR	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	0	0	1	1	0	12	60	3600
38.	YEM	1	1	1	0	1	0	1	0	0	1	1	0	0	1	0	1	0	1	0	1	11	55	3025
39.	NUS	1	1	1	0	0	1	1	1	0	1	0	1	0	1	0	1	1	0	1	0	12	60	3600
40.	RID	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	0	15	75	5625
41.	RIH	1	1	1	0	1	1	0	0	1	0	0	1	1	0	1	1	1	1	1	1	15	75	5625
42.	NUZ	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	15	75	5625
43.	RAA	0	1	0	1	1	1	0	1	0	1	1	1	0	0	1	0	1	1	1	0	12	60	3600
44.	RUD	1	1	1	0	0	0	1	0	1	1	1	1	1	0	0	1	0	0	0	1	11	55	3025
45.	SMR	1	1	1	1	1	0	0	0	0	1	1	1	0	0	1	1	0	1	1	0	12	60	3600
46.	SOH	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	0	0	14	70	4900
Total																						611	3055	206275

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) IN EXPERIMENTAL CLASS BY USING EXTENSIVE READING

Sekolah	: SMA Negeri 1 Kotanopan
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI _{IPA} 3
Alokasi Waktu	: 2 x 40 menit
Standar Kompetensi	: Reading Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan prosedur yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: Merespon makna yang terdapat dalam teks fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Indicator	: <ul style="list-style-type: none">– Merespon makna dalam teks tertulis– Mengidentifikasi berbagai informasi dalam teks fungsional pendek– Merespon berbagai informasi dalam teks yang sangat sederhana– Merespon makna teks secara lancar dan akurat– Merespon makna teks tulis dengan lingkungan sekitarnya
A.	Tujuan Pembelajaran : <ul style="list-style-type: none">– Siswa mampu merespon makna dalam teks tulis– Siswa mampu mengidentifikasi berbagai informasi dalam teks fungsional pendek– Siswa mampu merespon berbagai informasi dalam teks yang sangat sederhana– Siswa mampu merespon makna teks secara lancar dan akurat

- Siswa mampu merespon teks tulis dengan lingkungan sekitarnya

B. Materi Pengajaran : Story Texts

C. Media : Copies of Paragraph

D. Metode Pembelajaran : Extensive Reading

E. Kegiatan Pengajaran :

1. Pendahuluan :

- Mengucapkan salam antara guru dan siswa
- Siswa dan guru melakukan tanya-jawab seputar hal-hal yang berkaitan dengan materi

2. Kegiatan Inti :

- Guru menjelaskan tentang Extensive reading dan bagaimana cara membaca dengan metode Extensive
- Guru menginformasikan kepada siswa tentang tujuan dalam membaca, serta menentukan main idea pada paragraph
- Siswa dan guru melakukan tanya-jawab seputar materi yang dijelaskan
- Siswa dan guru menyelesaikan masalah tersebut

3. Kegiatan penutup :

- Guru membuat kesimpulan tentang materi tersebut
- Guru memberikan post-test keda siswa

F. Sumber Materi : Story text made in researcher

G. Penilaian : The amount of correct answers in multiple-choices

Guru Pamong

Kotanopan 03 April 2012
Mahasiswa

ABDI LUBIS, S.Pd
NIP.

ABDUL HALIM
NIM.07.340 0036

Mengetahui
Kepala Sekolah

Dra. ANNAGIAN SIREGAR
NIP. 19570729 198703 2 001

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) IN CONTROL CLASS BY USING INTENSIVE READING

Sekolah	: SMA Negeri 1 Kotanopan
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI _{IPA} 3
Alokasi Waktu	: 2 x 40 menit
Standar Kompetensi	: Reading Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan prosedur yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: Merespon makna yang terdapat dalam teks fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Indicator	: <ul style="list-style-type: none">– Merespon makna dalam teks tertulis– Mengidentifikasi berbagai informasi dalam teks fungsional pendek– Merespon berbagai informasi dalam teks yang sangat sederhana– Merespon makna teks secara lancar dan akurat– Merespon makna teks tulis dengan lingkungan sekitarnya
A.	Tujuan Pembelajaran : <ul style="list-style-type: none">– Siswa mampu merespon makna dalam teks tulis– Siswa mampu mengidentifikasi berbagai informasi dalam teks fungsional pendek– Siswa mampu merespon berbagai informasi dalam teks yang sangat sederhana– Siswa mampu merespon makna teks secara lancar dan akurat

- Siswa mampu merespon teks tulis dengan lingkungan sekitarnya

B. Materi Pengajaran : Story Texts

C. Media : Copies of Paragraph

D. Metode Pembelajaran : Intensive Reading

1. Pendahuluan :

- Mengucapkan salam antara guru dan siswa
- Siswa dan guru melakukan tanya-jawab seputar hal-hal yang berkaitan dengan materi

2. Kegiatan Inti :

- Guru menjelaskan tentang Intensive reading dan bagaimana cara membaca dengan metode Intensive
- Guru menginformasikan kepada siswa tentang tujuan dalam membaca, serta menentukan main idea pada paragraph
- Siswa dan guru melakukan tanya-jawab seputar materi yang dijelaskan
- Siswa dan guru menyelesaikan masalah tersebut

3. Kegiatan penutup :

- Guru membuat kesimpulan tentang materi tersebut
- Guru memberikan post-test keda siswa

E. Sumber Materi : History text made in researcher

F. Penilaian : The amount of correct answers in multiple-choices

Guru Pamong

Kotanopan 03 April 2012

Mahasiswa

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ABDUL HALIM

NIM.07.340 0036

Mengetahui

Kepala Sekolah

Dra. ANNAGIAN SIREGAR

NIP. 19570729 198703 2 001

APPENDIX III

Activities in Experimental Class by Using Extensive Reading

Teacher	Students
<ul style="list-style-type: none">- Teacher will give pre-test to the students.- Teacher will distribute copies of reading material.- Teacher will inform the students to set their goals, focuses their attention to brainstorm text, and the information in those reading texts.- Teacher will inform the students to the purpose of reading and to explain the extensive reading.- The teacher will give ways to read by using skimming and scanning.- The teacher will ask the students to use their imagination related to the text.- Teacher will give information about a variety of material on a wide of topic is available to encourage reading for different reasons.- Teacher will give post-test to the students.- Teacher will show them which one general meaning in the reading text.- Teacher will ask the students what their difficulties when they read the text by asking them some questions based in the text.- Teacher will ask the students to find main idea from the text in pairs.	<ul style="list-style-type: none">- Students get own copies of reading material- Students will begin read their copies with using some steps planning strategy, which explained by their teacher before.- The students will get guide the purpose of reading and understand about that.- The students will understand about that ways and they read the text by using skimming and scanning.- Students will use their imagination in their reading.- Students will try to understand the different.- Students will know which general meaning in the reading text.- Students will ask the teacher about the reading comprehension which they do not know and they try to answer their teacher's questions.- Students will do the task: they find main idea from the text in their each pairs.

Appendix IV

Activities in Control Class by Using Intensive Reading

Teacher	Students
<ul style="list-style-type: none">- Teacher will give pre-test to the students.- Teacher will distribute copies of reading material.- Teacher will inform the students meaning of the intensive reading.- Teacher will inform the students to understand everything they read and to be able to answer detailed vocabulary and comprehension the questions.- Teacher will explain to the students' focus of close reading, comprehensive reading, and find of meaning every word.- Teacher will give post-test.- Teacher will ask the students to try find out of the main idea of the text and to answer detail of the questions.- Teacher will ask the students to do the reading comprehension tests and teacher will control them.	<ul style="list-style-type: none">- Students get own copies reading material.- Students will try to understand about that.- Students will try to understand every word, which they read in reading comprehension.- Students will try to find of meaning every word and using closing in reading comprehension.- Students will try to find out the main ideas of the text that they read.- Students will do the test of reading comprehension, which is available.

Appendix V

INSTRUMENT OF TEST IN TRYOUT

THE COMPERATIVE STUDY OF READING COMPREHENSION BY USING
EXTENSIVE READING AND INTENSIVE READING TO THE ELEVENTH
GRADE STUDENTS OF SMA NEGERI 1 KOTANOPAN
MANDAILING NATAL

By: Abdul Halim

Name : _____
Reg.No : _____
Class/Sem : _____

Instruction:

Read history texts carefully and answer the questions below. Each one is followed by several questions about it. The questions are 1–20 items and you have 60 minutes to answer all of the questions. So, you choose the one best answer, A, B, C, D, to each question. Give mark (X) on the best your answer.

For Number 1

Bicycles are very popular today in many countries. Many people use bicycles for exercise. But exercise is only one of the reasons why bicycles are popular. Another reason is many. Bicycles are not expensive to buy. They do not need gas to make them go. They are also easy and cheap to fix. In cities, many people like bicycles better than cars. By bicycles, they never have to wait in traffic. They also do not have to find a place to park. Finally, bicycles do not cause any pollution.

1. What is the main idea of the paragraph?
 - a. Bicycles are very popular today in many countries
 - b. They do not need gas to make them go
 - c. They also do not have to find a place to park
 - d. Bicycles do not cause any pollution

For Number 2

Josse and Robby decided to go to a film theatre to relax. They were very tired after finishing the exams. They chose to see an adventure film. They didn't want to see drama, thriller or horror movie. They wanted to forget studying for one night. So, they bought two tickets for a movie called lord of the rings, the fellowship of the rings. They got in the theatre just on time before the movie started. Inside the theatre, a tall man sat on a seat in front of them. He put on a tall hat. Josse and Robby coul't

not see the screen. Josse tapped the man on the shoulder and asked him to remove his hat. When the man turned around to say sorry, they recognized him. He was Mr. Samuel, Josse's father.

2. Why couldn't Josse and Robby see the screen?
 - a. The man sitting in front of them wore a tall hat
 - b. They wanted to forget studying for one night
 - c. He put on a tall hat
 - d. Josse and Robby could not see the screen

For Number 3-5

My father died of cancer five years ago when I was 3 years old. He left my mother and me, their only boy. Last year my mother married Mr. Daud now becomes my stepfather. Andi and Siska become my stepbrother and step sister. Both of them the birth of my mother's baby.

3. How many children did Mr. Daud have before he married the writer's mother?
 - a. None
 - b. One
 - c. Two
 - d. Three
4. What's the relationship between the writer, Andi and Siska?
 - a. Andi and Siska are the writer's cousin
 - b. The writer is Andi and Siska's step brother
 - c. Andi and Siska are the writer's brother and sister
 - d. The writer is Andi and Siska's children
5. "He was a widower". What does "he" refer to? "He refers to....."
 - a. The writer's father
 - b. The only boy
 - c. The writer
 - d. Mr. Daud

For Number 6

Ali and Ani had a vocation. They want to parapat. They wanted to visit Hadi's family. Mr. Anwar, Ali and Ani's father, went together with them. They went there by bus. They left Medan at six o'clock in the morning and arrived in Parapat at nine. Edi and Tati were waiting for them at the bus station.

6. What is the main idea of the paragraph above?
 - a. Ali and Ani's vocation
 - b. The Hadi family wanted to visit Parapat
 - c. The Anwar family went to Parapat to visit the Hadi's family
 - d. Edi and Tati were waiting for them at the bus station

For Number 7-11

Your body needs energy, proteins, minerals, vitamins, and fiber. In order to get all of these, it is important to have a varied and balanced diet, and to eat the right amount of food. Your body “burns” food to energy: the amount of energy provided by food and measured in units called calories. How many calories do you need? This depends on your weight and on what you do. When you are sleep, your body uses nearly one calorie an hour for every kilogram of weight. So a person who weights seventy kilos uses about 560 calories while sleeping and hour reading or watching TV, to 350 calories an hour for person, first find out the person’s ideal weight. Then multiply the weight by 40 for a she does heavy physical work and less if she is very inactive.

7. Which statement is **not true** according to the text?
 - a. To read something for an hour, a person needs 100 calories
 - b. A person needs 350 calories per hour to play football
 - c. Inactive persons do not need calories at all
 - d. Food is burnt by to get energy

8. The main idea of paragraph three tells about.....
 - a. How to find out the person’s ideal weight
 - b. The number of calories a person needs
 - c. The number of calories an inactive person needs
 - d. How to calculate the number of calories we need per day

9. A sport man will need.....a businessman
 - a. As many calories as
 - b. Not so many calories as
 - c. More calories than
 - d. Less calories than

10. “_____ more if she does heavy physical work and less if she is very inactive”.
The underlined word means.....
 - a. Very active
 - b. Quite active
 - c. Rather
 - d. Not active

11. The text mainly tells us about.....
 - a. Energy
 - b. Calories
 - c. Protein
 - d. Minerals

For Number 12

Yanto lives not very far from my house. He goes to school in the afternoon and in the morning he shells newspaper around our neighborhoods. His father was a government employee. He retired two years ago. Now he runs a small shop beside their house. We can buy groceries in Pak Mario’s Shop. The prices are reasonable so

people like to go shopping there. Yanto can collect six to seven hundred rupiah from selling newspaper every day. He spends it for his pocket money. Yanto saves some of his money in the bank.

12. What does Yanto do with his money?
- a. Spending all of it
 - b. Buying groceries
 - c. Saving in the bank
 - d. Running a small shop

For Number 13-20

RECORD FOOD SHORTAGES

Indonesia will face a record food deficit this year because of lower harvest and financial crisis that has the cost of import, two UN food agencies said on Thursday. In a joint report, the Food and Agriculture Organization (FAO) and the World Food Program (WFP) said large-scale international assistance would be needed to meet a shortfall in rice, the country's main staple food.

"FAO-WFP urges donor countries to assist in managing its drought and financial crisis-related food problems", the report by the two Rome-based organization said. Steep food price increase and rapidly growing UN employment were adding large numbers of people to those already living below the poverty line, the report added.

"Approximately 7.5 million poor Indonesians in 15 provinces may experiences acute food shortages during the upcoming dry season ", said the report on the world's fourth-most populous country whose economy has been shattered.

The report was based on finding of an 11-member mission from the two agencies, which visited the country from March 9st to April 1st. The two agencies estimated that the rice harvest in 1998 would be some 47.5 million tons 3.6 percent below last year's already reduced production. The shortfall was due to one of Indonesia's worst droughts this century. The report said the Indonesia government planned to import about 1.5 million tons of rice between April and September but this would still leave deficit of two millions. The shortfall would have to be made up by the International Monetary Fund on a wide-ranging package of measure to revive its battered economy. The major challenge facing the country was to ensure food supply for some 7.5 million poor people since and overall food prices have increased by about 50 percent in the last 12 month, the report said. Uwe Kracht, head of the assessment mission, told a news briefing production was low, stocks were low and prices were too high.

13. What is the main point of this passage?
- a. Food and agriculture organization
 - b. FAO and WFP urges donor countries
 - c. Two agencies estimated
 - d. Indonesian will face a record food
14. What are the “abbreviation” Food and Agriculture Organization and World Food Programmed?
- a. FAO and WFP
 - b. FAO and PWF
 - c. AFO and FWP
 - d. OAF and WFP
15. The word “rapidly” in paragraph 4 is
- a. Speed
 - b. Acceleration
 - c. As fast as
 - d. Sped
16. Which of the following causes of the food problem in Indonesia is true?
- a. The stocks were low and prices were too high
 - b. The rapid growth of the population
 - c. The rapid growth of unemployment
 - d. The lower harvest during the whole year
17. How long did the mission of the two UN agencies stay in Indonesia?
- a. 24 days
 - b. Two weeks
 - c. Two months
 - d. Less than two weeks
18. The purpose of FAO-WFP is.....
- a. To urges donor countries to assist Indonesia estimated
 - b. To agencies estimated
 - c. To assessment mission
 - d. The major challenge facing the country
19. The *shortfall* was due to one of Indonesia’s worst drought this country. The word in italic means.....
- a. An amount lacking to reach to amount needed
 - b. A kind of biscuit made from flour
 - c. To make nor become short
 - d. A short period of time
20. The words *revive* in the paragraph 3 above means.....
- a. To improve
 - b. To change opinion
 - c. To turn over
 - d. To make healthy

For Number 21-25

A recent investigation by scientists at the US Geological Survey shows that strange animal behaviour might help predict future earthquakes. Investigators found such occurrences in a ten – kilometre radius of the epicentre of a fairly recent quake. Some birds screeched and flew about wildly; dogs yelped and ran around uncontrollably. Scientists believe that animals can perceive these environmental changes as early as several days before the mishap.

In 1976 after observing animal behaviour, the Chinese were able to predict a devastating quake. Although hundreds of thousands of people were killed, the government was able to evacuate millions of other people and thus keep the death toll at a lower level.

21. What prediction may be made by observing animal behaviour?
 - a. an impending earthquake
 - b. the number of people who will die
 - c. the ten-kilometre radius of the epicentre
 - d. environmental changes.
22. Why can animals perceive these changes when humans cannot?
 - a. Animals are smarter than humans
 - b. Animals have certain instincts that humans don't possess.
 - c. By running around the house, they can feel the vibrations.
 - d. Humans don't know where to look.
23. Which of the following is not true
 - a. Some animals may be able to sense an approaching earthquake.
 - b. By observing animal behaviour scientists perhaps can predict earthquakes.
 - c. The Chinese have successfully predicted an earthquake and saved many lives.
 - d. All birds and dogs in a ten-kilometre radius of the epicentre went wild before the quake.
24. In this passage, the word evacuate most nearly means
 - a. Remove
 - b. Exile
 - c. Destroy
 - d. Emaciate
25. If scientists can accurately predict earthquakes, there will be :
 - a. fewer animals going crazy
 - b. a lower death rate
 - c. fewer people evacuated
 - d. fewer environmental changes.

PRE-TEST

INSTRUMENT OF TEST IN PRE-TEST

THE COMPERATIVE STUDY OF READING COMPREHENSION BY USING
EXTENSIVE READING AND INTENSIVE READING TO THE ELEVENTH
GRADE STUDENTS OF SMA NEGERI 1 KOTANOPAN
MANDAILING NATAL

By: Abdul Halim

Name : _____
Reg.No : _____
Class/Sem : _____

Instruction:

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For Number 1-5

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The report was based on finding of an 11-member mission from the two agencies, which visited the country from March 9st to April 1st. The two agencies estimated that the rice harvest in 1998 would be some 47.5 million tons 3.6 percent below last year's already reduced production. The shortfall was due to one of

Indonesia's worst droughts this century. The report said the Indonesia government planned to import about 1.5 million tons of rice between April and September but this would still leave deficit of two millions. The shortfall would have to be made up by the International Monetary Fund on a wide-ranging package of measure to revive its battered economy. The major challenge facing the country was to ensure food supply for some 7.5 million poor people since and overall food prices have increased by about 50 percent in the last 12 month, the report said. Uwe Kracht, head of the assessment mission, told a news briefing production was low, stocks were low and prices were too high.

1. What are the "abbreviation" Food and Agriculture Organization and World Food Programmed?
 - a. FAO and WFP
 - b. FAO and PWF
 - c. AFO and FWP
 - d. OAF and WFP
2. The word "rapidly" in paragraph 4 is
 - a. Speed
 - b. Acceleration
 - c. As fast as
 - d. Sped
3. Which of the following causes of the food problem in Indonesia is true?
 - a. The stocks were low and prices were too high
 - b. The rapid growth of the population
 - c. The rapid growth of unemployment
 - d. The lower harvest during the whole year
4. How long did the mission of the two UN agencies stay in Indonesia?
 - a. 24 days
 - b. Two weeks
 - c. Two months
 - d. Less than two weeks
5. The purpose of FAO-WFP is.....
 - a. To urges donor countries to assist Indonesia estimated
 - b. To agencies estimated
 - c. To assessment mission
 - d. The major challenge facing the country

For Number 6

Josse and Robby decided to go to a film theatre to relax. They were very tired after finishing the exams. They chose to see an adventure film. They didn't want to see drama, thriller or horror movie. They wanted to forget studying for one night. So, they bought two tickets for a movie called lord of the rings, the fellowship of the rings. They got in the theatre just on time before the movie started. Inside the theatre, a tall man sat on a seat in front of them. He put on a tall hat. Josse and Robby coul

not see the screen. Josse tapped the man on the shoulder and asked him to remove his hat. When the man turned around to say sorry, they recognized him. He was Mr. Samuel, Josse's father.

6. Why couldn't Josse and Robby see the screen?
- The man sitting in front of them wore a tall hat
 - They wanted to forget studying for one night
 - He put on a tall hat
 - Josse and Robby could not see the screen

For Number 7-8

My father died of cancer five years ago when I was 3 years old. He left my mother and me, their only boy. Last year my mother married Mr. Daud now becomes my stepfather. Andi and Siska become my stepbrother and step sister. Both of them the birth of my mother's baby.

7. How many children did Mr. Daud have before he married the writer's mother?
- None
 - One
 - Two
 - Three
8. "He was a widower". What does "he" refer to? "He refers to....."
- The writer's father
 - The only boy
 - The writer
 - Mr. Daud

For Number 9

Ali and Ani had a vocation. They want to parapat. They wanted to visit Hadi's family. Mr. Anwar, Ali and Ani's father, went together with them. They went there by bus. They left Medan at six o'clock in the morning and arrived in Parapat at nine. Edi and Tati were waiting for them at the bus station.

9. What is the main idea of the paragraph above?
- Ali and Ani's vocation
 - The Hadi family wanted to visit Parapat
 - The Anwar family went to Parapat to visit the Hadi's family
 - Edi and Tati were waiting for them at the bus station

For Number 10

Yanto lives not very far from my house. He goes to school in the afternoon and in the morning he shells newspaper around our neighborhoods. His father was a government employee. He retired two years ago. Now he runs a small shop beside their house. We can buy groceries in Pak Mario's Shop. The prices are reasonable so people like to go shopping there. Yanto can collect six to seven hundred rupiah from

selling newspaper every day. He spends it for his pocket money. Yanto saves some of his money in the bank.

10. What does Yanto do with his money?
- a. Spending all of it
 - b. Buying groceries
 - c. Saving in the bank
 - d. Running a small shop

For Number 11-14

A recent investigation by scientists at the US Geological Survey shows that strange animal behaviour might help predict future earthquakes. Investigators found such occurrences in a ten – kilometre radius of the epicentre of a fairly recent quake. Some birds screeched and flew about wildly; dogs yelped and ran around uncontrollably. Scientists believe that animals can perceive these environmental changes as early as several days before the mishap.

In 1976 after observing animal behaviour, the Chinese were able to predict a devastating quake. Although hundreds of thousands of people were killed, the government was able to evacuate millions of other people and thus keep the death toll at a lower level.

11. What prediction may be made by observing animal behavior?
- a. an impending earthquake
 - b. the number of people who will die
 - c. the ten-kilometre radius of the epicentre
 - d. environmental changes.
12. Why can animals perceive these changes when humans cannot?
- a. Animals are smarter than humans
 - b. Animals have certain instincts that humans don't possess.
 - c. By running around the house, they can feel the vibrations.
 - d. Humans don't know where to look.
13. In this passage, the word evacuate most nearly means
- a. Remove
 - b. Exile
 - c. Destroy
 - d. Emaciate
14. If scientists can accurately predict earthquakes, there will be :
- a. fewer animals going crazy
 - b. a lower death rate

- c. fewer people evacuated
- d. fewer environmental changes.

For Number 15

Bicycles are very popular today in many countries. Many people use bicycles for exercise. But exercise is only one of the reasons why bicycles are popular. Another reason is many. Bicycles are not expensive to buy. They do not need gas to make them go. They are also easy and cheap to fix. In cities, many people like bicycles better than cars. By bicycles, they never have to wait in traffic. They also do not have to find a place to park. Finally, bicycles do not cause any pollution.

15. What is the main idea of the paragraph?
- a. Bicycles are very popular today in many countries
 - b. They do not need gas to make them go
 - c. They also do not have to find a place to park
 - d. Bicycles do not cause any pollution

For Number 16-20

Your body needs energy, proteins, minerals, vitamins, and fiber. In order to get all of these, it is important to have a varied and balanced diet, and to eat the right amount of food. Your body “burns” food to energy: the amount of energy provided by food and measured in units called calories. How many calories do you need? This depends on your weight and on what you do. When you are sleep, your body uses nearly one calorie an hour for every kilogram of weight. So a person who weights seventy kilos uses about 560 calories while sleeping and hour reading or watching TV, to 350 calories an hour for person, first find out the person’s ideal weight. Then multiply the weight by 40 for a she does heavy physical work and less if she is very inactive.

16. Which statement is **not true** according to the text?
- a. To read something for an hour, a person needs 100 calories
 - b. A person needs 350 calories per hour to play football
 - c. Inactive persons do not need calories at all
 - d. Food is burnt by to get energy
17. The main idea of paragraph three tells about.....
- a. How to find out the person’s ideal weight
 - b. The number of calories a person needs
 - c. The number of calories an inactive person needs
 - d. How to calculate the number of calories we need per day

18. A sport man will need.....a businessman
- a. As many calories as
 - b. Not so many calories as
 - c. More calories than
 - d. Less calories than
19. “ more if she does heavy physical work and less if she is very inactive”.
The underlined word means.....
- a. Very active
 - b. Quite active
 - c. Rather
 - d. Not active
20. The text mainly tells us about.....
- a. Energy
 - b. Calories
 - c. Protein
 - d. Minerals

POST-TEST

INSTRUMENT OF TEST IN POST-TEST

THE COMPERATIVE STUDY OF READING COMPREHENSION BY USING
EXTENSIVE READING AND INTENSIVE READING TO THE ELEVENTH
GRADE STUDENTS OF SMA NEGERI 1 KOTANOPAN
MANDAILING NATAL

By: Abdul Halim

Name : _____
Reg.No : _____
Class/Sem : _____

Instruction:

Read history texts carefully and answer the questions below. Each one is followed by several questions about it. The questions are 1–20 items and you have 60 minutes to answer all of the questions. So, You choose the one best answer, A, B, C, D, to each question. Give mark (X) on the best your answer.

For Number 1

Bicycles are very popular today in many countries. Many people use bicycles for exercise. But exercise is only one of the reasons why bicycles are popular. Another reason is many. Bicycles are not expensive to buy. They do not need gas to make them go. They are also easy and cheap to fix. In cities, many people like bicycles better than cars. By bicycles, they never have to wait in traffic. They also do not have to find a place to park. Finally, bicycles do not cause any pollution.

1. What is the main idea of the paragraph?
 - a. Bicycles are very popular today in many countries
 - b. They do not need gas to make them go
 - c. They also do not have to find a place to park
 - d. Bicycles do not cause any pollution

For Number 2

Josse and Robby decided to go to a film theatre to relax. They were very tired after finishing the exams. They chose to see an adventure film. They didn't want to see drama, thriller or horror movie. They wanted to forget studying for one night. So, they bought two tickets for a movie called lord of the rings, the fellowship of the rings. They got in the theatre just on time before the movie started. Inside the theatre, a tall man sat on a seat in front of them. He put on a tall hat. Josse and Robbby coul not see the screen. Josse tapped the man on the shoulder and asked him to remove his

hat. When the man turned around to say sorry, they recognized him. He was Mr. Samuel, Josse's father.

2. Why couldn't Josse and Robby see the screen?
 - a. The man sitting in front of them wore a tall hat
 - b. They wanted to forget studying for one night
 - c. He put on a tall hat
 - d. Josse and Robby could not see the screen

For Number 3-4

My father died of cancer five years ago when I was 3 years old. He left my mother and me, their only boy. Last year my mother married Mr. Daud now becomes my stepfather. Andi and Siska become my stepbrother and step sister. Both of them the birth of my mother's baby.

3. How many children did Mr. Daud have before he married the writer's mother?
 - a. None
 - b. One
 - c. Two
 - d. Three
4. "He was a widower". What does "he" refer to? "He refers to....."
 - a. The writer's father
 - b. The only boy
 - c. The writer
 - d. Mr. Daud

For Number 5

Ali and Ani had a vocation. They want to parapat. They wanted to visit Hadi's family. Mr. Anwar, Ali and Ani's father, went together with them. They went there by bus. They left Medan at six o'clock in the morning and arrived in Parapat at nine. Edi and Tati were waiting for them at the bus station.

5. What is the main idea of the paragraph above?
 - a. Ali and Ani's vocation
 - b. The Hadi family wanted to visit Parapat
 - c. The Anwar family went to Parapat to visit the Hadi's family
 - d. Edi and Tati were waiting for them at the bus station

For Number 6-10

Your body needs energy, proteins, minerals, vitamins, and fiber. In order to get all of these, it is important to have a varied and balanced diet, and to eat the right amount of food. Your body "burns" food to energy: the amount of energy provided by food and measured in units called calories. How many calories do you need? This depends on your weight and on what you do. When you are sleep, your body uses nearly one calorie an hour for every kilogram of weight. So a person who weights

seventy kilos uses about 560 calories while sleeping and hour reading or watching TV, to 350 calories an hour for person, first find out the person's ideal weight. Then multiply the weight by 40 for a she does heavy physical work and less if she is very inactive.

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9. “_____ more if she does heavy physical work and less if she is very inactive”.
The underlined word means.....
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 - b. Quite active
 - c. Rather
 - d. Not active

10. The text mainly tells us about.....
 - a. Energy
 - b. Calories
 - c. Protein
 - d. Minerals

For Number 11

Yanto lives not very far from my house. He goes to school in the afternoon and in the morning he shells newspaper around our neighborhoods. His father was a government employee. He retired two years ago. Now he runs a small shop beside their house. We can buy groceries in Pak Mario's Shop. The prices are reasonable so people like to go shopping there. Yanto can collect six to seven hundred rupiah from selling newspaper every day. He spends it for his pocket money. Yanto saves some of his money in the bank.

11. What does Yanto do with his money?
 - a. Spending all of it
 - b. Buying groceries
 - c. Saving in the bank
 - d. Running a small shop

For Number 12-16

RECORD FOOD SHORTAGES

Indonesia will face a record food deficit this year because of lower harvest and financial crisis that has the cost of import, two UN food agencies said on Thursday. In a joint report, the Food and Agriculture Organization (FAO) and the World Food Programmed (WFP) said large-scale international assistance would be needed to meet a shortfall in rice, the country's main staple food.

“FAO-WFP urges donor countries to assist in managing its drought and financial crisis-related food problems”, the report by the two Rome-based organization said. Steep food price increase and rapidly growing UN employment were adding large numbers of people to those already living below the poverty line, the report added.

“Approximately 7.5 million poor Indonesians in 15 provinces may experiences acute food shortages during the upcoming dry season “, said the report on the world's fourth-most populous country whose economy has been shattered.

The report was based on finding of an 11-member mission from the two agencies, which visited the country from March 9st to April 1st. The two agencies estimated that the rice harvest in 1998 would be some 47.5 million tons 3.6 percent below last year's already reduced production. The shortfall was due to one of Indonesia's worst droughts this century. The report said the Indonesia government planned to import about 1.5 million tons of rice between April and September but this would still leave deficit of two millions. The shortfall would have to be made up by the International Monetary Fund on a wide-ranging package of measure to revive its battered economy. The major challenge facing the country was to ensure food supply for some 7.5 million poor people since and overall food prices have increased by about 50 percent in the last 12 month, the report said. Uwe Kracht, head of the assessment mission, told a news briefing production was low, stocks were low and prices were too high.

12. What are the “abbreviation” Food and Agriculture Organization and World Food Programmed?
 - a. FAO and WFP
 - b. FAO and PWF
 - c. AFO and FWP
 - d. OAF and WFP

13. The word “rapidly” in paragraph 4 is
 - a. Speed
 - b. Acceleration
 - c. As fast as
 - d. Sped

14. Which of the following causes of the food problem in Indonesia is true?

- a. The stocks were low and prices were too high
 - b. The rapid growth of the population
 - c. The rapid growth of unemployment
 - d. The lower harvest during the whole year
15. How long did the mission of the two UN agencies stay in Indonesia?
- a. 24 days
 - b. Two weeks
 - c. Two months
 - d. Less than two weeks
16. The purpose of FAO-WFP is.....
- a. To urges donor countries to assist Indonesia estimated
 - b. To agencies estimated
 - c. To assessment mission
 - d. The major challenge facing the country

For Number 17-20

A recent investigation by scientists at the US Geological Survey shows that strange animal behaviour might help predict future earthquakes. Investigators found such occurrences in a ten – kilometre radius of the epicentre of a fairly recent quake. Some birds screeched and flew about wildly; dogs yelped and ran around uncontrollably. Scientists believe that animals can perceive these environmental changes as early as several days before the mishap.

In 1976 after observing animal behaviour, the Chinese were able to predict a devastating quake. Although hundreds of thousands of people were killed, the government was able to evacuate millions of other people and thus keep the death toll at a lower level.

17. What prediction may be made by observing animal behavior?
- a. an impending earthquake
 - b. the number of people who will die
 - c. the ten-kilometre radius of the epicentre
 - d. environmental changes.
18. Why can animals perceive these changes when humans cannot?
- a. Animals are smarter than humans
 - b. Animals have certain instincts that humans don't possess.
 - c. By running around the house, they can feel the vibrations.
 - d. Humans don't know where to look.

19. In this passage, the word evacuate most nearly means
- a. Remove
 - b. Exile
 - c. Destroy
 - d. Emaciate
20. If scientists can accurately predict earthquakes, there will be :
- a. fewer animals going crazy
 - b. a lower death rate
 - c. fewer people evacuated
 - d. fewer environmental changes.

Appendix VI

The Key Answers of Try Out

1. A	11.B	21.A
2. A	12.C	22.B
3. C	13.D	23.C
4. B	14.D	24.B
5. D	15.A	25.B
6. A	16.B	
7. C	17.B	
8. D	18.A	
9. C	19.C	
10. D	20.A	

The Key Answers of Pre-Test

1. A	11. A
2. A	12. B
3. B	13. B
4. A	14. B
5. A	15. A
6. A	16. D
7. C	17. D
8. D	18. C
9. A	19. D
10. C	20. B

The Key Answers of Post-Test

1. A	11. C
2. A	12. A
3. C	13. A
4. D	14. B
5. A	15. A
6. D	16. A
7. D	17. A
8. C	18. B
9. D	19. B
10. C	20. B

Appendix IX

A. Validity test, Difference Capacity and Difficult Level items of the Test

1. Validity Test of the Items

To calculation validity of the items, researcher used *Product Moment* formula as follow:

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

Where: r_{xy} = coefficient validity of items
 X = score item which it will be found the validity of items
 Y = total score
 N = total sample

Describing of the coefficient validity items, researcher used orientation if $r_{xy} > r_{table}$, it means the items is valid.

Ex. validity of items No. 1:

Found that: $N=26$; $\sum X = 24$; $\sum X^2 = 24$; $\sum Y = 374$; $\sum Y^2 = 5866$
 $\sum XY = 357$.

$$\begin{aligned} \text{So that: } r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\ r_{xy} &= \frac{26(357) - (24)(374)}{\sqrt{\{26(24) - (24)^2\} \{26(5866) - (374)^2\}}} \\ r_{xy} &= \frac{9282 - 8976}{\sqrt{\{624 - 576\} \{152516 - 139876\}}} \\ r_{xy} &= \frac{306}{\sqrt{\{48\} \{12640\}}} = \frac{306}{\sqrt{606720}} = \frac{306}{778,92} \\ r_{xy} &= 0,393 \end{aligned}$$

Validity Test

No Items	r _{count}	r _{table}	Criteria	No Items	r _{count}	r _{table}	Criteria
1	0,393	0,388	Valid	15	0,445	0,388	Valid
2	0,511	0,388	Valid	16	0,492	0,388	Valid
3	0,401	0,388	Valid	17	0,445	0,388	Valid
4	0,059	0,388	Invalid	18	0,442	0,388	Valid
5	0,616	0,388	Valid	19	0,107	0,388	Invalid
6	0,676	0,388	Valid	20	-0,569	0,388	Invalid
7	0,522	0,388	Valid	21	0,418	0,388	Valid
8	0,435	0,388	Valid	22	0,391	0,388	Valid
9	0,435	0,388	Valid	23	0,047	0,388	Invalid
10	0,464	0,388	Valid	24	0,514	0,388	Valid
11	0,453	0,388	Valid	25	0,405	0,388	Valid
12	0,445	0,388	Valid				
13	0,213	0,388	Invalid				
14	0,421	0,388	Valid				

Based on the list of critics values *r product moment* for $\alpha = 0,05$ and $N=26$ researcher found that $r_{table} = 0,388$. because $r_{xy} = 0,393 > r_{table} = 0,388$, so that, the items No. 1 was valid. Researcher used the same ways for 25 items.

2. Calculation Difference Capacity Items of the Test

Calculated the difference of capacity (D) every items of the test, researcher used the formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where :

D = difference of capacity

B_A = total the correct answer in top-down class

B_B = total the correct answer in bottom-up class

J_A = total sample of top-down class

J_B = total sample of bottom-up class

Ex. Items No. 1

Found that: $B_A = 13$; $J_A = 13$
 $B_B = 11$; $J_B = 13$

So that: $D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$

$$D = \frac{13}{13} - \frac{11}{13}$$

$$D = \frac{2}{13}$$

$$D = 0,15$$

From the calculation, researcher found that $D = 0,15$, the position $D = 0,00-0,20$ (error), so the items no. 1 in difference of capacity is error. Researcher used the same ways for 25 items.

3. Calculation Difficult Level Items of the Test

To know difficult level items of the test, researcher used the formula as follow:

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

Where: P = coefficient difficult level of the test

B = total sample in correct answer

JS = total sample

Ex. Items No. 1

Fount that: $B = 24$; $JS = 26$

So that : $P = \frac{B}{JS}$

$$P = \frac{24}{26}$$

$$P = 0,92$$

Difficult Level and difference Capacity Items of the Test

No Items	Index difficult level	Category	No items	Distinguish Capacity	Category
1	0,92	Easy	1	0,15	Bed
2	0,54	Medium	2	0,31	Enough
3	0,65	Medium	3	0,38	Enough
4	0,50	Medium	4	0,69	Good
5	0,58	Medium	5	0,69	Good
6	0,62	Medium	6	0,31	Enough
7	0,46	Medium	7	0,62	Good
8	0,69	Medium	8	0,31	Enough
9	0,69	Medium	9	0,31	Enough
10	0,46	Medium	10	0,31	Enough
11	0,54	Medium	11	0,46	Good
12	0,69	Medium	12	0,31	Enough
13	0,50	Medium	13	0,38	Enough
14	0,38	Medium	14	0,31	Enough
15	0,46	Medium	15	0,31	Enough
16	0,77	Easy	16	0,31	Enough
17	0,62	Medium	17	0,31	Enough
18	0,50	Medium	18	0,08	Bed
19	0,38	Medium	19	0,31	Enough
20	0,38	Medium	20	0,15	Bed

In calculation, researcher found that $P = 0,92$ the position $P = 0,70-1,00$ (item is easy), so the items no. 1 was easy categorize. Researcher used the same ways for 25 items.

Appendix XII

A. Range, Standard Deviation, Mean, Median, Modus, and normality test of Experimental Class by Using Extensive Reading in Pre-test

Riduwan's book of *Belajar Mudah Penelitian Untuk Guru, Karyawan, dan Peneliti Pemula* determined score and category from the result of the test as table below:

The Students' Score Classification

Score	Category
81 - 100	Very high
61 - 80	High
41 - 60	Enough
21 - 40	Low
0 - 20	Very low

Based on the table above researcher described the scores of test in some category as follow:

Result of the Normality Test of Experimental Class by Using Extensive Reading in Pre-Test

No	Students' Initial	Correct	Score	Category
1	RSL	15	75	High
2	AKH	9	45	Enough
3	ANP	13	65	High
4	NNT	11	55	Enough
5	AGY	12	60	Enough
6	MST	11	55	Enough
7	USN	10	50	Enough
8	EVS	8	40	Low
9	HPS	10	50	Enough
10	EVF	9	45	Enough
11	RIF	9	45	Enough
12	RHL	11	55	Enough
13	ZUF	10	50	Enough
14	SIF	15	75	High
15	RAD	11	55	Enough
16	FAH	14	70	High
17	LAN	11	55	Enough
18	FHN	10	50	Enough
19	ELJ	11	55	Enough
20	RAA	10	50	Enough
21	AWA	9	45	Enough

22	ANS	10	50	Enough
23	AMI	11	55	Enough
24	ISN	10	50	Enough
25	KHA	14	70	High
26	ESL	10	50	Enough
27	FUY	11	55	Enough
28	NDN	10	50	Enough
29	RAL	15	75	High
30	MAA	10	50	Enough
31	RAR	14	70	High
32	RAI	9	45	Enough
33	RHN	10	50	Enough
34	PAM	9	45	Enough
35	LIK	10	50	Enough
36	MSN	10	50	Enough
37	RIS	8	40	Low
38	WSL	10	50	Enough
39	WAL	11	55	Enough
40	RIZ	9	45	Enough
41	DRA	11	55	Enough
42	MKN	14	70	High
43	NHS	12	60	Enough
44	SAS	11	55	Enough
45	MRY	8	40	Low
46	AHK	11	55	Enough
		497	2485	

1. High = 75
Low = 40
Range = High – Low
= 75 – 40
= 35
2. Total of Classes = $1 + 3,3 \log (n)$
= $1 + 3,3 \log (46)$
= $1 + 3,3 (1,66)$
= $1 + 5,47$
= 6,47
= 6
3. Length of Classes = $\frac{\text{range}}{\text{total of class}}$ = $\frac{35}{6} = 5,83 = 6$
4. Mean

Interval Class	f	X	x	fx	x ²	fx ²
40-45	10	42,5	1	10	1	10
46-51	14	48,5	0	0	0	0
52-57	12	54,5	-1	-12	1	12
58-63	2	60,5	-2	-4	4	8
64-69	1	66,5	-3	-3	9	9
70-75	7	72,5	-4	-28	16	112
<i>i</i> = 6	46			-37	174	151

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 48,5 + 6 \left(\frac{-37}{46} \right) \\
 &= 48,5 + 6 (-0,80) \\
 &= 48,5 + (-4,80) \\
 &= 43,70
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{N} - \left[\frac{\sum fx^1}{N} \right]^2} \\
 &= 6 \sqrt{\frac{151}{46} - \left[\frac{-37}{46} \right]^2} \\
 &= 6 \sqrt{3,28 - (-0,80)^2} \\
 &= 6 \sqrt{40,63 - 0,64} \\
 &= 6 \sqrt{2,64} \\
 &= 6 (1,62) \\
 &= 9,72
 \end{aligned}$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0 - f_h)}{f_h}$
-------------------	------------------	-----------	----------------------------	---------------	----------------	----------------	---------------------------

70-75	75,5	3,27	0,4990	0,1480	4,48	7	0,56
64-69	69,5	2,65	0,4015	0,0773	3,55	1	0,71
58-63	63,5	2,03	0,4788	0,0581	2,67	2	0,25
52-57	57,5	1,41	0,4207	0,1326	6,09	12	3,25
46-51	51,5	0,80	0,2881	0,2167	9,96	14	0,40
40-45	45,5	0,18	0,0714	0,0950	4,37	10	1,28
	39,5	-0,43	0,1664				
							6,47

Based on table above, researcher found that $\chi^2_{\text{count}} = 6,47$ while $\chi^2_{\text{table}} = 7,81$, cause $\chi^2_{\text{cause}} < \chi^2_{\text{table}}$ ($6,47 < 7,81$) with degree of freedom $dk = 6 - 3 = 3$ and significant level $\alpha = 5\%$. So distribution of experimental class by using extensive reading (Pre-test) is normal.

5. Median

No	Interval of Classes	F	fk
1	40-45	10	10
2	46-51	14	24
3	52-57	12	36
4	58-63	2	38
5	64-69	1	39
6	70-75	7	46

Explanation :

$$\text{Me} = \text{Bb} + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

Me = Median

- Bb = Low limit of the interval median conceives Me
- Fm = Frequency of class conceives Me
- F = Frequency of cumulative before interval of classes conceives Me
- i = Length of classes
- n = Total of sample

Position of Me in the interval of classes is number 1, that:

- Bb = 39,5
- F = 12
- fm = 10
- i = 6
- n = 46

So :

$$\begin{aligned}
 \text{Me} &= \text{Bb} + i \left(\frac{\frac{n}{2} - F}{fm} \right) \\
 &= 39,5 + 6 \left(\frac{23 - 12}{10} \right) \\
 &= 39,5 + 6 (11/10) \\
 &= 39,5 + 6 (1,10) \\
 &= 39,5 + 6,60 \\
 &= 46,10
 \end{aligned}$$

$$6. \text{ Modus} = \text{Mo} = \text{Bb} + i \left(\frac{b_1}{b_1 + b_2} \right)$$

Explanation :

- Bb = Low limit of interval conceives Mo
- b₁ = Quarrel of frequency conceives modus with frequency before
- b₂ = Quarrel frequency conceives modus with frequency next
- i = Length of classes

Mo reside in interval number 2, that:

- Bb = 45,5
- b₁ = 14 - 10 = 4
- b₂ = 14 - 12 = 2
- i = 6

So:

$$\begin{aligned}
 \text{Modus} = \text{Mo} &= \text{Bb} + i \left(\frac{b_1}{b_1 + b_2} \right) \\
 &= 45,5 + 6 \left(\frac{4}{4 + 2} \right) \\
 &= 45,5 + 6 \left(\frac{4}{6} \right)
 \end{aligned}$$

$$\begin{aligned}
&= 45,5 + 6 (0,66) \\
&= 45,5 + 3,96 \\
&= 49,46
\end{aligned}$$

$$\begin{aligned}
7. \text{ Score Interpretation} &= \frac{2485}{100 \times 46} \times 100\% \\
&= \frac{2485}{4600} \times 100\% \\
&= 54 \%
\end{aligned}$$

The table score of interpretation

Interval	Interpretation
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very High

B. Range, Standard Deviation, Mean, Median, Modus, and Normality Test of Control Class by Using Intensive Reading in Pre-test

Result of the Normality Test of Control Class by Using Intensive Reading in Pre-Test

No	Students' Initial	Correct	Score	Category
1.	NUK	10	50	Enough
2.	IMP	8	40	Low
3.	ABR	15	75	High
4.	SKS	11	55	Enough
5.	RIM	9	45	Enough
6.	NZA	12	60	Enough
7.	MEY	11	55	Enough

8.	MEH	9	45	Enough
9.	AHA	14	70	High
10.	EFD	10	50	Enough
11.	MUH	8	40	Low
12.	ARD	10	50	Enough
13.	RSL	10	50	Enough
14.	NIH	14	70	High
15.	BSD	11	55	Enough
16.	AHF	10	50	Enough
17.	RFS	9	45	Enough
18.	NAH	11	55	Enough
19.	BUD	13	65	High
20.	RKN	10	50	Enough
21.	ISW	10	50	Enough
22.	ENA	11	55	Enough
23.	ALA	10	50	Enough
24.	BAR	14	70	High
25.	SHN	15	75	High
26.	SAP	9	45	Enough
27.	JUN	11	55	Enough
28.	DPD	14	70	High
29.	ERA	11	55	Enough
30.	IRP	10	50	Enough
31.	LEY	8	40	Low
32.	MER	10	50	Enough
33.	MHB	10	50	Enough
34.	NAL	9	45	Enough
35.	RIK	10	50	Enough
36.	FIL	11	55	Enough
37.	NUR	10	50	Enough
38.	YEM	8	40	Low
39.	NUS	11	50	Enough
40.	RID	13	65	High
41.	RIH	11	55	Enough
42.	NUZ	14	70	High
43.	RAA	10	50	Enough
44.	RUD	9	45	Enough
45.	SMR	10	50	Enough
46.	SOH	10	50	Enough
		494	2470	

1. High = 75
 Low = 40
 Range = High – Low
 = 75 – 40
 = 35
2. Total of Classes = $1 + 3,3 \log (n)$
 = $1 + 3,3 \log (46)$
 = $1 + 3,3 (1,66)$
 = $1 + 5,47$
 = 6,47
 = 6
3. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{35}{6} = 5,83 = 6$

4. Mean

Interval Class	f	X	x'	fx'	x' ²	fx' ²
40-45	10	42,5	1	10	1	10
46-51	16	48,5	0	0	0	0
52-57	10	54,5	-1	-10	1	10
58-63	1	60,5	-2	-2	4	4
64-69	2	66,5	-3	-6	9	18
70-75	7	72,5	-4	-28	16	112
<i>i</i> = 6	46			-36	174	154

$$\begin{aligned}
 Mx &= M^1 + i \frac{\sum fx'}{N} \\
 &= 48,5 + 6 \left(\frac{-36}{46} \right) \\
 &= 48,5 + 6 (-0,78) \\
 &= 48,5 + (-4,68) \\
 &= 43,82 \\
 SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left[\frac{\sum fx'}{N} \right]^2}
 \end{aligned}$$

$$\begin{aligned}
&= 6 \sqrt{\frac{154}{46} - \left[\frac{-36}{46} \right]^2} \\
&= 6 \sqrt{3,34 - (-0,78)^2} \\
&= 6 \sqrt{3,34 - 0,60} \\
&= 6 \sqrt{2,74} \\
&= 6 (1,65) \\
&= 9,90
\end{aligned}$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
70-75	75,5	3,20	0,4990				
	69,5	2,59	0,4035	0,0955	4,39	7	0,59
64-69	63,5	1,98	0,4761	0,0726	3,33	2	0,39
58-63	57,5	1,38	0,4162	0,0599	2,75	1	0,63
52-57	51,5	0,77	0,2794	0,1368	6,29	10	0,58
46-51	45,5	0,16	0,0636	0,2158	9,92	16	0,61
40-45	39,5	-0,43	0,1664	0,1028	4,37	10	1,28
							3,08

Based on table above, researcher found that $x^2_{count} = 3,08$ while $x^2_{table} = 7,81$, cause $x^2_{cause} < x^2_{table}$ ($3,08 < 7,81$) with degree of freedom $dk = 6 - 3 = 3$ and significant level $\alpha = 5\%$. So distribution of control class by using intensive reading (Pre-test) is normal.

5. Median

No	Interval of Classes	F	Fk
1	40-45	10	10
2	46-51	16	26
3	52-57	10	36
4	58-63	1	37
5	64-69	2	39
6	70-75	7	46

Explanation :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

Me = Median

Bb = Low limit of the interval median conceives Me

Fm = Frequency of class conceives Me

F = Frequency of cumulative before interval of classes conceives Me

i = Length of classes

n = Total of sample

Position of Me in the interval of classes is number 1, that:

$$Bb = 39,5$$

$$F = 10$$

$$fm = 10$$

$$i = 6$$

$$n = 46$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\ &= 39,5 + 6 \left(\frac{23 - 10}{10} \right) \\ &= 39,5 + 6 (13/10) \\ &= 39,5 + 6 (1,30) \\ &= 39,5 + 7,80 \\ &= 47,30 \end{aligned}$$

$$6. \text{ Modus} = Mo = Bb + i \left(\frac{b1}{b1 + b2} \right)$$

Explanation :

- Bb = Low limit of interval conceives Mo
- b1 = Quarrel of frequency conceives modus with frequency before
- b2 = Quarrel frequency conceives modus with frequency next
- i = Length of classes

Mo reside in interval number 2, that:

- Bb = 45,5
- b₁ = 14 - 10 = 4
- b₂ = 14 - 10 = 4
- i = 6

So:

$$\begin{aligned} \text{Modus} = Mo &= Bb + i \left(\frac{b1}{b1 + b2} \right) \\ &= 475,5 + 6 \left(\frac{4}{4 + 4} \right) \\ &= 45,5 + 6 \left(\frac{4}{8} \right) \\ &= 45,5 + 6 (0,50) \\ &= 45,5 + 3,00 \\ &= 48,50 \end{aligned}$$

$$\begin{aligned} 7. \text{ Score Interpretation} &= \frac{2470}{100 \times 46} \times 100\% \\ &= \frac{2470}{4600} \times 100\% \\ &= 53\% \end{aligned}$$

The table score of interpretation

Interval	Interpretation
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very High

Appendix XV

A. Range, Standard Deviation, Mean, Median, Modus, and Normality Test of Experimental Class by Using Extensive Reading in Post-test

Result of the Normality Test of Experimental Class by Using Extensive Reading in Post-Test

No	Students' Initial	Correct	Score	Category
1	RSL	17	85	Very High
2	AKH	13	65	High
3	ANP	16	80	High
4	NNT	15	75	High
5	AGY	16	80	High
6	MST	16	80	High
7	USN	13	65	High
8	EVS	12	60	Enough
9	HPS	15	75	High
10	EVF	13	65	High
11	RIF	13	65	High
12	RHL	15	75	High
13	ZUF	10	50	Enough
14	SIF	17	85	Very High
15	RAD	15	75	High
16	FAH	16	80	High
17	LAN	15	75	High
18	FHN	14	70	High
19	ELJ	15	75	High
20	RAA	14	70	High
21	AWA	13	65	High
22	ANS	14	70	High
23	AMI	15	75	High
24	ISN	14	70	High
25	KHA	16	80	High
26	ESL	14	70	High
27	FUY	15	75	High
28	NDN	14	70	High
29	RAL	16	80	High
30	MAA	14	70	High
31	RAR	16	80	High
32	RAI	13	65	High
33	RHN	14	70	High
34	PAM	13	65	High
35	LIK	14	70	High
36	MSN	14	70	High

37	RIS	10	50	Enough
38	WSL	12	60	Enough
39	WAL	15	75	High
40	RIZ	12	60	Enough
41	DRA	15	75	High
42	MKN	16	80	High
43	NHS	15	75	High
44	SAS	15	75	High
45	MRY	11	55	Enough
46	AHK	15	75	High
		677	3275	

1. High = 85
Low = 50
Range = High – Low
= 85 – 50
= 35

2. Total of Classes = $1 + 3,3 \log (n)$
= $1 + 3,3 \log (46)$
= $1 + 3,3 (1,66)$
= $1 + 5,47$
= 6,47
= 6

3. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{35}{6} = 5,83 = 6$

4. Mean

Interval Class	F	X	x	fx	x ²	fx ²
50-55	3	52,5	4	12	16	48
56-61	3	58,5	3	9	9	27
62-67	7	64,5	2	14	2	14
68-73	10	70,5	1	10	1	10
74-79	13	76,5	0	0	0	0
80-85	10	82,5	-1	-10	1	10

$i = 6$	46			35	29	109
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$$\begin{aligned}
 Mx &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 76,5 + 6 \left(\frac{35}{46} \right) \\
 &= 76,5 + 6 (0,76) \\
 &= 76,5 + 4,56 \\
 &= 81,06
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left[\frac{\sum fx'}{N} \right]^2} \\
 &= 6 \sqrt{\frac{109}{46} - \left[\frac{35}{46} \right]^2} \\
 &= 6 \sqrt{2,35 - (0,76)^2} \\
 &= 6 \sqrt{2,35 - 0,57} \\
 &= 6 \sqrt{1,78} \\
 &= 6 (1,33) \\
 &= 7,98
 \end{aligned}$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
80-85	85,5	0,55	0,2088	0,1335	6,14	10	0,62
74-79	79,5	-0,19	0,0753	0,2511	11,55	13	0,12
68-73	73,5	-0,94	0,3264	0,1281	5,89	10	0,69
62-67	67,5	-1,69	0,4545	0,1119	5,14	7	0,36
56-61	61,5	-2,45	0,3426	0,0211	0,97	3	2,09
50-55	55,5	-3,20	0,3215	0,0583	2,68	3	0,11
	49,5	-3,95	0,2632				
							3,99

Based on table above, researcher found that $x^2_{\text{count}} = 3,99$ while $x^2_{\text{table}} = 7,81$, cause $x^2_{\text{cause}} < x^2_{\text{table}}$ ($3,99 < 7,81$) with degree of freedom $dk = 6 - 3 = 3$ and significant level $\alpha = 5\%$. So distribution of experimental class by using extensive reading (Post-test) is normal.

5. Median

No	Interval of Classes	F	fk
1	50-55	3	3
2	56-61	3	6
3	62-67	7	13
4	68-73	10	23
5	74-79	13	36
6	80-85	10	46

Explanation :

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

Me = Median

Bb = Low limit of the interval median conceives Me

Fm = Frequency of class conceives Me

F = Frequency of cumulative before interval of classes conceives Me

i = Length of classes

n = Total of sample

Position of Me in the interval of classes is number 1, that:

$$Bb = 67,5$$

$$F = 10$$

$$fm = 10$$

$$i = 6$$

$$n = 46$$

So :

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$\begin{aligned}
&= 67,5 + 6 \left(\frac{23 - 10}{10} \right) \\
&= 67,5 + 6 (13/10) \\
&= 67,5 + 6 (1,30) \\
&= 67,5 + 7,80 \\
&= 75,30
\end{aligned}$$

$$6. \text{ Modus} = Mo = Bb + i \left(\frac{b1}{b1 + b2} \right)$$

Explanation :

- Bb = Low limit of interval conceives Mo
- b1 = Quarrel of frequency conceives modus with frequency before
- b2 = Quarrel frequency conceives modus with frequency next
- i = Length of classes

Mo reside in interval number 2, that:

$$\begin{aligned}
Bb &= 73,5 \\
b_1 &= 13 - 10 = 3 \\
b_2 &= 13 - 10 = 53 \\
i &= 6
\end{aligned}$$

So:

$$\begin{aligned}
\text{Modus} &= Mo = Bb + i \left(\frac{b1}{b1 + b2} \right) \\
&= 73,5 + 6 \left(\frac{3}{3 + 53} \right) \\
&= 73,5 + 6 \left(\frac{3}{56} \right) \\
&= 73,5 + 6 (0,50) \\
&= 73,5 + 3,00 \\
&= 76,50
\end{aligned}$$

$$\begin{aligned}
7. \text{ Score Interpretation} &= \frac{3275}{100 \times 46} \times 100\% \\
&= \frac{3275}{4600} \times 100\% \\
&= 71 \%
\end{aligned}$$

The table score of interpretation

Interval	Interpretation
----------	----------------

0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very High

B. Range, Standard Deviation, Mean, Median, Modus, and Normality Test of Control Class by Using Intensive Reading in Post-test

Result of the Normality Test of Control Class by Using Intensive Reading in Post-Test

No	Students' Initial	Correct	Score	Category
1.	NUK	14	70	High
2.	IMP	12	60	Enough
3.	ABR	16	80	High
4.	SKS	14	70	High
5.	RIM	13	65	High
6.	NZA	14	70	High
7.	MEY	14	70	High
8.	MEH	13	65	High
9.	AHA	16	80	High
10.	EFD	14	70	High
11.	MUH	11	55	Enough
12.	ARD	13	65	High
13.	RSL	14	70	High
14.	NIH	16	80	High
15.	BSD	14	70	High
16.	AHF	14	70	High
17.	RFS	13	65	High
18.	NAH	14	70	High
19.	BUD	15	75	High
20.	RKN	14	70	High
21.	ISW	12	60	Enough
22.	ENA	13	65	High
23.	ALA	14	70	High
24.	BAR	16	80	High
25.	SHN	16	80	High

26.	SAP	13	65	High
27.	JUN	14	70	High
28.	DPD	16	80	High
29.	ERA	14	70	High
30.	IRP	11	55	Enough
31.	LEY	11	55	Enough
32.	MER	10	50	Enough
33.	MHB	12	60	Enough
34.	NAL	10	50	Enough
35.	RIK	12	60	Enough
36.	FIL	10	50	Enough
37.	NUR	12	60	Enough
38.	YEM	11	55	Enough
39.	NUS	12	60	Enough
40.	RID	15	75	High
41.	RIH	15	75	High
42.	NUZ	15	75	High
43.	RAA	12	60	Enough
44.	RUD	11	55	Enough
45.	SMR	12	60	Enough
46.	SOH	14	70	High
		611	3055	

$$\begin{aligned}
1. \text{ High} &= 80 \\
\text{Low} &= 50 \\
\text{Range} &= \text{High} - \text{Low} \\
&= 80 - 50 \\
&= 30
\end{aligned}$$

$$\begin{aligned}
2. \text{ Total of Classes} &= 1 + 3,3 \log (n) \\
&= 1 + 3,3 \log (46) \\
&= 1 + 3,3 (1,66) \\
&= 1 + 5,47 \\
&= 6,47 \\
&= 6
\end{aligned}$$

$$3. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{30}{6} = 5,00 = 5$$

4. Mean

Interval Class	f	X	x	fx	x ²	fx ²
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50-54	3	52	4	12	16	48
55-59	5	57	3	15	9	45
60-64	8	62	2	16	4	32
65-69	6	67	1	6	1	6
70-74	14	72	0	0	0	0
75-79	4	77	-1	-4	1	4
80-84	6	82	-2	-12	4	24
$i = 5$	46			33		159

$$\begin{aligned}
 Mx &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 72 + 5 \left(\frac{33}{46} \right) \\
 &= 72 + 5 (0,71) \\
 &= 72 + 3,55 \\
 &= 75,55
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{N} - \left[\frac{\sum fx^1}{N} \right]^2} \\
 &= 5 \sqrt{\frac{159}{46} - \left[\frac{33}{46} \right]^2} \\
 &= 5 \sqrt{3,45 - (0,71)^2} \\
 &= 5 \sqrt{3,45 - 0,50} \\
 &= 5 \sqrt{2,95} \\
 &= 5 (1,71) \\
 &= 8,55
 \end{aligned}$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
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80-84	84,5	1,04	0,3508	0,1736	7,98	6	0,24
75-79	79,5	0,46	0,1772	0,0901	4,14	4	0,03
70-74	74,5	-0,12	0,0871	0,1709	7,86	14	0,78
65-69	69,5	-0,70	0,2580	0,1435	6,60	6	0,09
60-64	64,5	-1,29	0,4015	0,0678	3,11	8	1,57
55-59	59,5	-1,87	0,4693	0,0538	2,47	5	1,02
50-54	54,5	-2,46	0,4931	0,0311	1,43	3	1,09
	49,5	-3,04	0,4620				
							4,82

Based on table above, researcher found that $x^2_{\text{count}} = 4,82$ while $x^2_{\text{table}} = 5,99$, cause $x^2_{\text{cause}} < x^2_{\text{table}}$ ($4,82 < 5,99$) with degree of freedom $dk = 5 - 3 = 2$ and significant level $\alpha = 5\%$. So distribution of control class by using intensive reading (Post-test) is normal.

5. Median

No	Interval of Classes	F	fk
1	50-54	3	3
2	55-59	5	8
3	60-64	8	16
4	65-69	6	22
5	70-74	14	36
6	75-79	4	40
7	80-84	6	46

Explanation :

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

Me = Median

- Bb = Low limit of the interval median conceives Me
- Fm = Frequency of class conceives Me
- F = Frequency of cumulative before interval of classes conceives Me
- i = Length of classes
- n = Total of sample

Position of Me in the interval of classes is number 1, that:

- Bb = 64,5
- F = 6
- fm = 4
- i = 5
- n = 46

So :

$$\begin{aligned}
 \text{Me} &= \text{Bb} + i \left(\frac{\frac{n}{2} - F}{fm} \right) \\
 &= 64,5 + 5 \left(\frac{23 - 6}{4} \right) \\
 &= 64,5 + 5 (17/4) \\
 &= 64,5 + 5 (4,25) \\
 &= 64,5 + 21.25 \\
 &= 85,75
 \end{aligned}$$

$$6. \text{ Modus} = \text{Mo} = \text{Bb} + i \left(\frac{b_1}{b_1 + b_2} \right)$$

Explanation :

- Bb = Low limit of interval conceives Mo
- b₁ = Quarrel of frequency conceives modus with frequency before
- b₂ = Quarrel frequency conceives modus with frequency next
- i = Length of classes

Mo reside in interval number 2, that:

- Bb = 69,5
- b₁ = 14 - 6 = 8
- b₂ = 14 - 4 = 10
- i = 5

So:

$$\begin{aligned}
 \text{Modus} = \text{Mo} &= \text{Bb} + i \left(\frac{b_1}{b_1 + b_2} \right) \\
 &= 69,5 + 5 \left(\frac{8}{8 + 10} \right)
 \end{aligned}$$

$$\begin{aligned}
&= 69,5 + 5 \left(\frac{8}{18} \right) \\
&= 69,5 + 5 (0,44) \\
&= 69,5 + 2,20 \\
&= 71,70
\end{aligned}$$

$$\begin{aligned}
7. \text{ Score Interpretation} &= \frac{3055}{100 \times 46} \times 100\% \\
&= \frac{3055}{4600} \times 100\% \\
&= 66 \%
\end{aligned}$$

The table score of interpretation

Interval	Interpretation
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very High

Appendix XVI

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using extensive reading and variant of the second class as control class sample by using intensive reading are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. variant of the experimental class sample by using extensive reading is:

$$n = 46$$

$$\sum xi = 2485$$

$$\sum xi^2 = 138175$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{46(138175) - (2485)^2}{46(46-1)} \\ &= \frac{6356050 - 6175225}{46(45)} \\ &= \frac{180825}{2070} \\ &= 87,35 \end{aligned}$$

B. Variant of the control class sample by using intensive reading is:

$$n = 46$$

$$\sum xi = 2470$$

$$\sum xi^2 = 136600$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)} \\ &= \frac{46(136600) - (2470)^2}{46(46-1)} \\ &= \frac{6283600 - 6100900}{46(45)} \\ &= \frac{182700}{2070} \\ &= 88,26 \end{aligned}$$

The Formula was used to test hypothesis was:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$\begin{aligned} F &= \frac{87,35}{86,26} \\ &= 1,01 \end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = 1,01$ with α 5 % and $dk = 46$ from the distribution list F, researcher found that $F_{\text{table}} = 1,66$, cause $F_{\text{count}} < F_{\text{table}}$ ($1,01 < 1,66$). So, there is no difference the variant between the first class as experimental class by using extensive reading and the second class as control class by using intensive reading (homogeneous).

Appendix XVII

HOMOGENEITY TEST OF THE BOTH AVERAGES

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$\begin{aligned} S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{(46 - 1)(87,35) + (46 - 1)(88,26)}{46 + 46 - 2}} \\ &= \sqrt{\frac{45(87,35) + 45(88,26)}{90}} \\ &= \sqrt{\frac{3930,75 + 3971,70}{90}} \\ &= \sqrt{\frac{7902,45}{90}} \\ &= \sqrt{87,805} \\ &= 9,37 \end{aligned}$$

So:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\begin{aligned}
&= \frac{43,70 - 43,82}{\sqrt[9,37]{\frac{1}{46} + \frac{1}{46}}} \\
&= \frac{-0,12}{\sqrt[9,37]{\frac{2}{46}}} \\
&= \frac{-0,12}{\sqrt[9,37]{0,04}} \\
&= \frac{-0,12}{1,87} \\
&= -0,06
\end{aligned}$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that $t_{\text{count}} = -0,06$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 46 + 46 - 2 = 90$, researcher found that $t_{\text{table}} = 1,66$, cause $t_{\text{count}} < t_{\text{table}}$ ($-0,06 < 1,66$). So, H_0 is accepted, it means no difference the average between the first class as experimental class by using extensive reading and the second class as control class by using intensive reading in this research.

Appendix XVIII

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using extensive reading and variant of the second class as control class sample by using intensive reading were used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. variant of the experimental class sample by using extensive reading is:

$$n = 46$$

$$\sum xi = 3275$$

$$\sum xi^2 = 236175$$

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{46(236175) - (3275)^2}{46(46-1)} \\ &= \frac{10864050 - 10725625}{46(45)} \\ &= \frac{138425}{2070} \\ &= 66,87 \end{aligned}$$

B. Variant of the control class sample by using intensive reading is:

$$n = 46$$

$$\sum xi = 3055$$

$$\sum xi^2 = 206275$$

$$S^2 = \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)}$$

$$\begin{aligned}
&= \frac{46(206275) - (3055)^2}{46(46-1)} \\
&= \frac{9488650 - 9333025}{46(45)} \\
&= \frac{155625}{2070} \\
&= 75,18
\end{aligned}$$

The formula was used to test hypothesis was:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$\begin{aligned}
F &= \frac{75,18}{66,87} \\
&= 1,12
\end{aligned}$$

After doing the calculation, reseracher found that $F_{\text{count}} = 1,12$ with α 5 % and $dk = 90$ from the distribution list F, researcher found that $F_{\text{table}} = 1,66$, cause $F_{\text{count}} < F_{\text{table}}$ ($1,12 < 1,66$). So, there is no difference the variant between experimental class by using extensive reading and control class by using intensive reading (homogeneous).

Appendix XIX

DIFFERENCE TEST OF THE BOTH AVERAGES

To test difference test of the both averages was used t-test formula, that:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

H_0 is accepted if $t \geq t_{(1-\alpha)(n_1 + n_2)}$ with opportunity $(1 - \alpha) = 1 - 5 = 95\%$ and $dk = (n_1 + n_2 - 2)$

So:

$$\begin{aligned} S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{(46 - 1)(66,87) + (46 - 1)(75,18)}{46 + 46 - 2}} \\ &= \sqrt{\frac{45(66,87) + 45(75,18)}{90}} \\ &= \sqrt{\frac{3009,15 + 3383,10}{90}} \\ &= \sqrt{\frac{6392,25}{90}} \\ &= \sqrt{71,02} \\ &= 8,42 \end{aligned}$$

So:

$$\begin{aligned}
t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
&= \frac{81,06 - 75,55}{\sqrt{\frac{1}{46} + \frac{1}{46}}} \\
&= \frac{5,51}{\sqrt{\frac{2}{46}}} \\
&= \frac{5,51}{\sqrt{0,04}} \\
&= \frac{5,51}{1,68} \\
&= 3,27
\end{aligned}$$

Based on calculation result of the difference test of the both averages, researcher found that $t_{\text{count}} = 3,27$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 46 + 46 - 2 = 90$, and researcher found that $t_{\text{table}} = 1,66$, cause $t_{\text{count}} > t_{\text{table}}$ ($3,27 > 1,66$). So, H_a is accepted, it means that there is significant difference of extensive reading and intensive reading on the students' ability in reading comprehension mastery.

Appendix XX

PRODUCT MOMENT r Table

N	Taraf	Signif	N	Taraf	Signif	N	Taraf	Signif
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,612	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,261
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194

16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,517	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

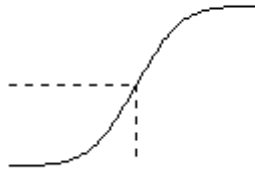
Appendix XXI

Z-Table

Density Function:



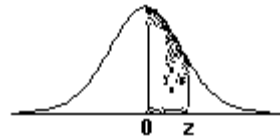
Distribution Function:



$z = 0.00$

$p = .50$

Area between 0 and z



	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441

1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990

Appendix XXII

Chi-Square Table

df	0.995	0.99	0.975	0.95	0.90	0.10	0.05	0.025	0.01	0.005
1	---	---	0.001	0.004	0.016	2.706	3.841	5.024	6.635	7.879
2	0.010	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210	10.597
3	0.072	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277	14.860
5	0.412	0.554	0.831	1.145	1.610	9.236	11.070	12.833	15.086	16.750
6	0.676	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812	18.548
7	0.989	1.239	1.690	2.167	2.833	12.017	14.067	16.013	18.475	20.278
8	1.344	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090	21.955
9	1.735	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666	23.589
10	2.156	2.558	3.247	3.940	4.865	15.987	18.307	20.483	23.209	25.188
11	2.603	3.053	3.816	4.575	5.578	17.275	19.675	21.920	24.725	26.757
12	3.074	3.571	4.404	5.226	6.304	18.549	21.026	23.337	26.217	28.300
13	3.565	4.107	5.009	5.892	7.042	19.812	22.362	24.736	27.688	29.819
14	4.075	4.660	5.629	6.571	7.790	21.064	23.685	26.119	29.141	31.319
15	4.601	5.229	6.262	7.261	8.547	22.307	24.996	27.488	30.578	32.801
16	5.142	5.812	6.908	7.962	9.312	23.542	26.296	28.845	32.000	34.267
17	5.697	6.408	7.564	8.672	10.085	24.769	27.587	30.191	33.409	35.718
18	6.265	7.015	8.231	9.390	10.865	25.989	28.869	31.526	34.805	37.156
19	6.844	7.633	8.907	10.117	11.651	27.204	30.144	32.852	36.191	38.582
20	7.434	8.260	9.591	10.851	12.443	28.412	31.410	34.170	37.566	39.997
21	8.034	8.897	10.283	11.591	13.240	29.615	32.671	35.479	38.932	41.401
22	8.643	9.542	10.982	12.338	14.041	30.813	33.924	36.781	40.289	42.796
23	9.260	10.196	11.689	13.091	14.848	32.007	35.172	38.076	41.638	44.181
24	9.886	10.856	12.401	13.848	15.659	33.196	36.415	39.364	42.980	45.559
25	10.520	11.524	13.120	14.611	16.473	34.382	37.652	40.646	44.314	46.928
26	11.160	12.198	13.844	15.379	17.292	35.563	38.885	41.923	45.642	48.290
27	11.808	12.879	14.573	16.151	18.114	36.741	40.113	43.195	46.963	49.645
28	12.461	13.565	15.308	16.928	18.939	37.916	41.337	44.461	48.278	50.993
29	13.121	14.256	16.047	17.708	19.768	39.087	42.557	45.722	49.588	52.336
30	13.787	14.953	16.791	18.493	20.599	40.256	43.773	46.979	50.892	53.672

df	0.995	0.99	0.975	0.95	0.90	0.10	0.05	0.025	0.01	0.005
40	20.707	22.164	24.433	26.509	29.051	51.805	55.758	59.342	63.691	66.766
50	27.991	29.707	32.357	34.764	37.689	63.167	67.505	71.420	76.154	79.490
60	35.534	37.485	40.482	43.188	46.459	74.397	79.082	83.298	88.379	91.952
70	43.275	45.442	48.758	51.739	55.329	85.527	90.531	95.023	100.425	104.215
80	51.172	53.540	57.153	60.391	64.278	96.578	101.879	106.629	112.329	116.321
90	59.196	61.754	65.647	69.126	73.291	107.565	113.145	118.136	124.116	128.299
100	67.328	70.065	74.222	77.929	82.358	118.498	124.342	129.561	135.807	140.169

Appendix XXIII

T-Table

df - degrees of freedom for t curve

P - area under the t curve with df degrees of freedom to the right of t(df)

Example:

$$P[t(2) > 2.92] = 0.05$$

$$P[-2.92 < t(2) < 2.92] = 0.9$$

df	0.25	0.2	0.15	0.1	0.05	0.025	0.02	0.01	0.005	0.0025
0.001	0.0005									
1	1.000	1.376	1.963	3.078	6.31	12.70	15.90	31.82	63.65	127.3
2	0.817	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.08
3	0.765	0.979	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453
4	0.741	0.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598
5	0.727	0.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773
6	0.718	0.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317
7	0.711	0.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029
8	0.706	0.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833
9	0.703	0.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690
10	0.700	0.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581
11	0.697	0.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497
12	0.696	0.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428
13	0.694	0.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372
14	0.692	0.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326
15	0.691	0.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286
16	0.690	0.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252
17	0.689	0.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222

18	0.688 3.610	0.862 3.922	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197
19	0.688 3.579	0.861 3.883	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174
20	0.687 3.552	0.860 3.850	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153
21	0.686 3.527	0.859 3.819	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135
22	0.686 3.505	0.858 3.792	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119
23	0.685 3.485	0.858 3.768	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104
24	0.685 3.467	0.857 3.745	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091
25	0.684 3.450	0.856 3.725	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078
26	0.684 3.435	0.856 3.707	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067
27	0.684 3.421	0.855 3.690	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057
28	0.683 3.408	0.855 3.674	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047
29	0.683 3.396	0.854 3.659	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038
30	0.683 3.385	0.854 3.646	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030
40	0.681 3.307	0.851 3.551	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971
50	0.679 3.261	0.849 3.496	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937
60	0.679 3.232	0.848 3.460	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915
80	0.678 3.195	0.846 3.416	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887
100	0.677 3.174	0.845 3.390	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871
1000	0.675 3.098	0.842 3.300	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813
z*	0.674 3.090	0.841 3.291	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807

50% 60% 70% 80% 90% 95% 96% 98% 99% 99.5%
99.8% 99.9%

Confidence level C



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

Alamat : Jl.Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733
website:<http://stainps.ac.id>

Padangsidimpuan, 22 Februari 2012

Nomor :Sti.14/I.B4/PP.00.9/3// /2012

Lamp. :-

Hal : **Mohon Bantuan Informasi
Penyelesaian Skripsi.**

Kepada Yth,
Kepala SMA Negeri 1
Kotanopan
di-

Kotanopan

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama : Abdul Halim
Nomor Induk Mahasiswa : 07. 340 0036
Jurusan/Prog.Studi : Tarbiyah/TBI
Alamat : Sabadolok Kecamatan. Kotanopan
Kabupaten Mandailing Natal

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi
dengan Judul **“The Result Of Teaching Reading Comprehension By Using Extensive
Reading And Intensive Reading To The Eleventh Grade Students Of SMA Negeri 1
Kotanopan“.**

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua
Pembantu Ketua I

Irwan Saleh Dalimunthe, MA
NIP 19610615 199103 1 004



PEMERINTAH KABUPATEN MANDAILING NATAL
DINAS PENDIDIKAN
SMA NEGERI 1 KOTANOPAN

Jl. Perintis Kemerdekaan No. 220 Kotanopan, Telp. 0636-41002, Kode POS 22994

SURAT KETERANGAN

Nomor : 800/035/SMA.01/2012

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Kotanopan, Kabupaten Mandailing Natal, Provinsi Sumatera Utara menerangkan bahwa :

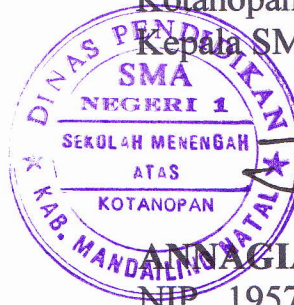
Nama` : **ABDUL HALIM**
NPM : 07.340 0036
Jurusan : Tarbiyah
Program Studi : TBI
Alamat : Sabadolok, Kec. Kotanopan
Kab. Mandailing Natal

Yang namanya diatas telah melaksanakan Penelitian di SMA Negeri 1 Kotanopan dengan judul “ *The Result Of Teaching Reading Comprehension By Using Extensive Reading And Intensive Reading To The Eleventh Grade Students Of SMA Negeri 1 Kotanopan*”

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Kotanopan, 7 April 2012

Kepala SMA Negeri 1 Kotanopan



ANNAGIAN SIREGAR, S.Pd

NIP. 19570729 198703 2 001

SURAT KETERANGAN PERUBAHAN JUDUL SKRIPSI

Dewan Penguji Sidang Munaqasyah Skripsi yang ditetapkan Ketua STAIN Padangsidimpuan atas nama:

Nama : Abdul Halim

NIM : 07. 340 0036

Jurusan/Prodi : Tarbiyah/Tadris Bahasa Inggris-2

Judul Skripsi : The Result of Teaching Reading Comprehension by Using Extensive Reading and Intensive Reading to The Eleventh Grade Students of SMA Negeri 1 Kotanopan

Setelah memperhatikan isi pembahasan skripsi dan jawaban-jawaban yang diberikannya atas pertanyaan-pertanyaan yang diajukan dalam proses sidang munaqasyah skripsi pada tanggal 23 Mei 2012, maka dengan mempertimbangkan nilai-nilai keilmiahannya, kami menetapkan judul skripsi mahasiswa dimaksud diubah menjadi :

The Comparative Study of Reading Comprehension by Using Extensive Reading and Intensive Reading to The Eleventh Grade Students of SMA Negeri 1 Kotanopan.

Demikian surat keterangan ini diperbuat untuk dapat dimaklumi dan digunakan sebagaimana mestinya.

Padangsidimpuan 27 Juli 2012

DEWAN PENGUJI

Ketua/Anggota



H. Ali Anas Nasution, M.A

NIP. 19680715 200003 1 002

Sekretaris/Anggota



Rayendriani Fahmei Lubis, M.Ag

NIP. 19710510 200003 2 001

Tembusan

*Unit Bina Skripsi

*Ketua Program Studi Bahasa Inggris