



**IMPROVING STUDENTS' READING COMPREHENSION
BY USING EXTENSIVE READING APPROACH
AT GRADE X SMK N 1 PADANGSIDIMPUAN**

A THESIS

*Submitted to English Education Department of State Institute for Islamic Studies
Padangsidimpuan as a Partial Fulfillment of the Requirements for the Degree of Education
Scholar (S.Pd.) in English*

Written by :

FATMA MUHRIZA
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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2017



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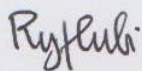
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After reading, studying and giving advice for necessary revises on thesis belongs to **FATMA MUHRIZA**, entitle "*Improving Students' Reading Comprehension by Using Extensive Reading Approach at Grade X of SMK N 1 Padangsidimpuan*", we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Education (S.Pd.), in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

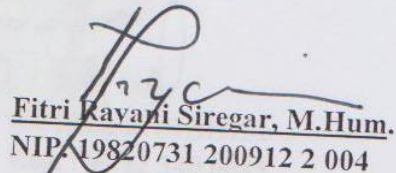
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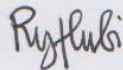
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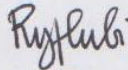
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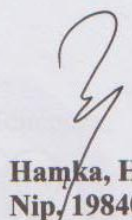


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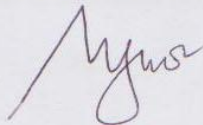
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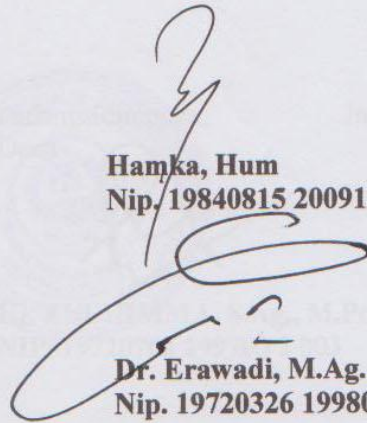
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ABSTRACT

This research discussed about improving students' reading comprehension by using Extensive Reading Approach (ERA) at grade X SMK N 1 Padangsidempuan. The problems of this research were students difficult to comprehend English text. They were difficult to find main idea, making inferences and interpret words, phrases and sentences related to the text. Students were lazy and feel boring when they are asked to comprehend the texts. So, it made students difficult to get high score in reading comprehension. The purpose of this research was to examine the extent of Extensive Reading Approach (ERA) whether it improves students' reading comprehension at grade X SMK N 1 Padangsidempuan or not.

In order to achieve the purpose of this research, the researcher conducted classroom action research, by implementing the Kemmis and Mc Taggart design which consisted four steps; they were planning, acting, observing, and reflecting. In this research, the researcher used two cycles and each cycle consisted of two meetings. In addition, the participants of this research were the class of X³ Accounting class which consisted of 36 students and also there was collaboration with an English Teacher. Meanwhile, the data were derived among from quantitative (mean score of students' reading tests), and qualitative (observation notes and interview).

Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 71.92 (36.11%) and second test in the second cycle was 79.86 (91.67%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation notes stated that the students got improvement and the students were more active and interested in learning reading comprehension. Related to the interview result, it could be known that students' reading comprehension had improved. It asserted that Extensive Reading Approach (ERA) can improve students' reading comprehension at grade X SMK N 1 Padangsidempuan.

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Researcher

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CHAPTER I

INTRODUCTION

A. Background of Problem

Language has an important position in human's life. It is a tool for human being to interact and to communicate in every country or nation. It is a systemic means of communicating ideas by the using of conventional signs, sound, gesture or marks having understood meaning. People use language to help them establish social order and maintain good relations with other people. Everything they want to do in this life need the language that is language has an important position in human's life.

One of the most popular languages is English, most of world use English and it is accepted an international language. There are many people study English in their life. That is used and almost practiced in every aspect of human life such as: education, society, technology, politics, economics, and culture. Consequently, the teaching of English becomes an International enterprise.

Reading is an important skill since it can improve the students' ability in gaining knowledge. It is one of the main points to master English well, besides other skills. It can increase and improve the students' knowledge. Being able to read in English is very important because there are many sources written in English, especially for students. Through reading in English they can get a lot of information, knowledge, enjoyment and even problem solution. It can be useful

for them in reading such as books, newspaper, magazines or even internet. That's one way for students to discover the new things.

Additionally, based on the senior High School curriculum in Indonesia, English is which one class is organized by government;¹ reading is one of the four skills in studying English. Reading consists of narrative, descriptive, procedure, news item, recount, and anecdote texts. The aim of the students reading learning, they have to know basic competence and good reading achievement. Students are expected to understand those kinds of texts. They must master those texts in order to pass in reading examination.

The standard of competence and basic competence for senior high school states that the students of grade X should be able to read aloud, understand, respond the meaning of functional texts and short essays in the form of descriptive, recount, and narrative texts.² To be able to understand those texts the students must have good reading comprehension.

However, most of Senior High School students still have problems related reading skills such as they often find difficulties in understanding meaning of unknown words from the context because of their low vocabulary mastery. Moreover, they also face difficulties to find the main idea from a paragraph, make

¹Kementerian Pendidikan Dan Kebudayaan , *Kurikulum 2013 Kompetensi Dasar Sekolah Menengah Atas (SMA)/ Madrasah Aliyah (MA)2013*, P. 26

² *Ibid.* p. 145

inference after they read passage, and interpret words meaning, phrases, and sentences related to the text.³

Due to this problem, the teacher needs to pay attention to problems related to reading comprehension. From the preliminary observation, the researcher found that the students at grade X of SMK N 1 Padangsidempuan found difficulties in comprehending English text. The difficulties are caused by several reasons.

First, the students have low vocabulary mastery. They find it confusing to understand the meaning of unknown words in the text. When they found the unknown words, they tried to look up the words in the dictionary. They also asked the meaning of the unknown words to the teacher. Moreover, when the teacher asked them the antonym or synonym of some words, they could not answer her questions.

The second problem was related to the learning materials used by the teachers. The teachers did not use various resources in the teaching and learning process. They always used textbook as the main resource. They did not vary the materials or gave the additional materials from other resources. Of course, this condition automatically made the students get bored and they are not interested in attending the class.

The third, teaching technique in the teaching and learning process of reading is monotonous. The technique is used by lecturing and read aloud. Besides, the

³Denius and lolita as students at Grade X accounting 3 of SMK N 1 Padangsidempuan, *Private Interview* at December 24th, 2016.

teaching and learning process is dominated by exercise activities. The teacher just instructed the students to read aloud the text, looked up the meaning of unfamiliar words in the dictionary, students did some practices in the textbook and discussed the answers. The activity was done until the class over.⁴

Based on the problems stated above, the researcher believes that the students need an effort to facilitate them to comprehend English texts well. Therefore, the researcher uses extensive reading (ER) as an appropriate approach to improve the students' reading comprehension ability. The researcher uses extensive reading approach (ERA) because of several reasons.

First, extensive reading approach is an effective way to improve the students' development in the second language such as to improve students' reading comprehension and the students' vocabulary mastery. Second, extensive reading approach can promote fluency and increase reading speed because in extensive reading the students read a lot of materials within their linguistic competency. They are allowed to choose the books or text they want to read. This makes them easy to develop their fluency and increase reading speed. Third, extensive reading approach is the only way in which allows the students to read at their comfort zone. The last, extensive reading approach was not followed by comprehension questions. This condition makes the students easier in reading the book or text they read and it increases the students' comprehension.

⁴ Deni Saputra as English students at Grade X of SMK N 1 Padangsidempuan, *Private Interview* December 26th, 2016.

Table below was about extensive reading had succeeded and applied in other country in the world.

Table 1

Results studies of the benefits extensive reading on EFL & ESL students.⁵

Studies	Populations	results
Iwahori 2008	EFL; secondary; Japan	Increase in reading rate
Nishono 2007	EFL; ESL; adults; secondary; Japan	Increase in reading
Horst 2005	EFL; adults; Japan	Increase vocabulary
Kusanagi 2004	EFL; adults; Japan	Increase in reading rate
Taguchi et al. 2004	EFL; junior high school; Taiwan	Increase in reading rate
Sheu 2003	EFL; middle school; Malaysia	Increase in general language proficiency
Asraf & Ahmad 2003	EFL; secondary; Japan	Increase in attitude
Takase 2003	EFL; university; Yemen	Increase in motivation
Bell 2001	EFL; university; Japan	Increase in reading rate & general language proficiency
Mason & Krashen 1997	EFL; secondary; Hong Kong	Increase in writing proficiency Increase in writing proficiency
Tsang 1996	EFL; university; Japan	Increase in reading proficiency & rate
Masuhara et al. 1996	ESL; adults; USA	Increase in reading proficiency, oral fluency, vocabulary knowledge, & attitude & motivation
Cho & Krashen 1994	EFL; secondary; Hong Kong	Increase in reading proficiency, comprehension & vocabulary

⁵Day and Bamford, *Extensive Reading in a Second Language Classroom*, (Cambridge: Cambridge University Press: 1998) p. 34.

Lai 1993 a, b	EFL; primary; Singapore	Increase in reading proficiency , comprehension & attitude & motivation
Elley 1991	EFL; primary; Pakistan	Increase in writing proficiency & vocabulary knowledge Increase in reading proficiency and attitude
Hafiz & Tudor 1990	EFL; university; Japan	Increase in vocabulary knowledge
Robb Susser 1989	ESL; adults; USA	Increase in writing proficiency
Pitts, White, & Krashen, 1989	EFL; university; USA	including listening & writing;
Janopoulos 1986		Increases in reading proficiency & generallanguage proficiency
Elley & Mangubhai 1981	EFL; primary; Fiji	increase in attitude & motivation

Based on the description and table above, the researcher was interested to research by title “Improving Students’ Reading Comprehension by Using Extensive Reading Approach at Grade X of SMK N 1 Padangsidimpuan”

B. Focus of the Problem

Based on the background of the problems above, the researcher focused on students was lack of the comprehension in reading which made students difficult to get good reader. Then, the approach was focused by using Extensive Reading Approach (ERA) in reading recount text at the grade X students of SMK N 1 Padangsidimpuan, it was impossible for the researcher to solve all the problems.

This research focused on improving the students' reading comprehension by using extensive reading approach.

C. Formulation of the Problem

Based on the previous background above, the researcher could formulate the problem as: "to what extent extensive reading approach could improve students' reading comprehension at grade X SMK N 1 Padangsidempuan?"

D. Aims of the Research

Based on the formulation of the problem, the purpose of this research was to describe the efforts to improve the students' reading comprehension by using extensive reading approach at grade X SMK N 1 Padangsidempuan.

E. Significant of the Research

The significances of the research are expected to be useful for:

1. For headmaster can be preferable to the next researcher to field the knowledge.
2. English teachers, as a reference to develop their teaching reading strategies, so the reading class is more variable and enjoyable.
3. Other researchers, as the information to do more related research.

F. Definition of Key Terms

1. Student

Student is person who is studying at a college of university, person studying at secondary school, any person interested in a particular subject.⁶

While Rama Yulis states that student is a member of society to make

⁶*Ibid*, p. 672

improving and changing by self through the education.⁷ Also Hornby said that the student is a person who is studying at school or college.⁸

Students are person who is studying at a college, polytechnic or university also boy or girl attending school.⁹ So based on those definition, the researcher concluded that the student a person who learn on the grade of senior high school on the formal education institution. Its mean the student in this research is a person who studies at grade X in SMK N 1 Padangsidempuan.

2. Reading comprehension

Reading comprehension is the ability to understand message from written. According to David Nunan that reading comprehension is a fluent process of reader combining information from a text and their background knowledge to build meaning.¹⁰ Then, the comprehension is the power to understand language (written and spoken).¹¹ Reading comprehension is activity to build meaning combining from the written and background knowledge of the reader so, they can understand about written.

Next, according to Parls and Hamilton reading comprehension is only subset of an ill-defined larger set of knowledge that reflect the communicate interactions among the reader/listener, the context or situation of the

⁷ Rama Yulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p. 77

⁸ *Ibid*, p.1187.

⁹ RahmaYulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2010), p. 169.

¹⁰ David Nunan, *Practical English...*, p, 67

¹¹ A.S. Hornby, *Oxford Learner's Pocket Dictionary...*, p. 235.

interaction.¹²From the explanation above, students' reading comprehension is the ability of students to comprehend and understand the message in the text at grade X SMK N 1 Padangsidempuan.

3. Approach

Approach is a verb here. Approach was very important in instruction, based on the Longman dictionary stated that approach is a method of doing something or dealing with a problem, to come near or nearer in space, time, quality or quantity.¹³ So approach here is a way to solve the problem reading comprehension at grade X SMK N 1 Padangsidempuan.

4. Extensive reading approach (ERA)

Extensive reading is a way of language learning, including foreign language learning, through large amounts of reading. As well as facilitating acquisition and learning of vocabulary, it is believed to increase the reading comprehension by using positive affective benefits. Extensive reading is good approach to students in English learning process. It will make easier instruction to teacher and students. Proponents such as Krashen claim that reading

alone will increase encounters with unknown words, bringing learning opportunities by inference. The learner's encounters with unknown words in specific contexts will allow the learner to infer and thus learn those words'

¹²Acod. O Orich, *strategy acquired to belief instruction*, (Bandung: Aksara, 2005), p. 65.

¹³Longman, *Longman Dictionary of Contemporary English*, (London: longman publishing group, 1987), p. 42

meanings. While the mechanism is commonly accepted as true, its importance in language learning is disputed.¹⁴ Extensive reading approach stimulates the students to read much more and make them comfortable zone in reading. Extensive reading approach is base on the well-established premise that we learn to read by reading, this is true for learning to read our first language as well as foreign language.¹⁵ So, extensive reading approach was the god way to increase the comprehension the students.

G. Indicator of Action

Classroom action research is the processing of study a real school on classroom situation to understand improvement the quality of action or instruction.¹⁶ Action research process begins with problems finding, and then formulating possible actions for the problem, applying an action, and finally evaluating on the outcome of the action. These activities go round in a circle. Sometimes, the researcher should repeat the process until it run well as expected.

In action research, the researcher is as the investor, explorer or one of participant of her personal teaching context. As Anne Burns states that action research is part of board movement that has been going on in education generally

¹⁴Thomas Robb & Makini Kayo, Reading in a foreign language; an international journal October 2013, vol. 25, no 2, p. 234 -235 retrieved from <http://nflrc.hawaii.edu/rfl>, on October 15th 2016 at 15.00 a. m.

¹⁴Richard R. Day, *What Extensive Reading*, (Cambridge: Cambridge University press, 2003), p. 1 retrieved from <http://nflrc.hawaii.edu/rfl/October2003/>, on October 29th 2016 at 13.00 a.m.

¹⁶ Andrew P Johnson (2005), *A Short Guide to Action Research, Second Edition*, (America: Pearson Education, 2015), p. 21.

for some times. It is also involve taking a self-reflective, critical and systematic approach to exploring the teachers' own teaching context.¹⁷the aims of action research is to identify the problematic situation that teachers, students, managers, administrators or even parents that consider worth looking into more deeply and systematically.

That's why the researcher made learning program or lesson plan that will be used Extensive Reading Approach (ERA) in teaching reading comprehension in the classroom. Moreover, researcher would collaborate with English teacher and makes a team work to solve the students' problem in improving reading comprehension by using extensive reading approach (ERA) at grade X of SMK N 1 Padangsidempuan.

H. Outline of the Thesis

Outline of the thesis was divided into five chapters, and each chapter consists of many sub chapters with detail as follows: chapterone, it consists of background of the problem, focus of the research, formulation of the problem, aims of the research, significances of the research, definition of the key terms, indicator of action and the last is outline of the thesis.

Chaptertwo, it consisted of sub chapter such as theoretical descriptions which explains about Rreading Ccomprehension and extensive reading approach (ERA).

¹⁷ Anne Burns, *Doing Action Research in English Language Teaching; A Guide for Practitioners*, (USA: Taylor and Francis, 2010), p. 2.

Then review of related findings, conceptual framework and hypothesis of the action.

Chapterthree, it consisted of sub chapter as research methodology which explains about place and schedule of the research, research design, subject of the research, research instrument,proceduresof the research and techniques of analyzing data.

Chapterfour, it consistedof the result of the research which explains about findings, data discussion and threats of the research.

Finally, the last was chapter five which consists of conclusion and suggestion about the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. THEORITICAL DESCRIPTION

The scientific research which is expected to contribute both theoretical and practical significance should be conducted on the basis of some relevant theoretical constructs and empirical evidences. It is needed to explain clearly some concept or terms applied in this research, the terms are:

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension refers to reading for meaning, understanding and entertainment. There should be an interaction between reader and the text. So, reading comprehension means understanding what has been read. Meaning, learning and pleasure are the ultimate goals of learning to read. Knowing how to read words has ultimately little value if the student is unable to construct meaning from text.¹Reading comprehension can also said that as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The

¹Janette K. Klingner, et. al., *Teaching Reading Comprehension to Students with Learning Difficulties*, (US: The Guilford Press, 2007), p. 2.

words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.²

Reading comprehension is important for the students to become effective reading. Basically, reading comprehension is an ability to understand what the readers read where words have contexts and texts have meaning.³ Reading comprehension as a process that requires the readers to draw information from a text and combine it with the information and expectation that the readers have background knowledge. This process tries to find a match, forms a hypothesis or prediction about what they are reading. When they are successful to match between the information in the text and the background knowledge, the comprehension occurs easily. Reading comprehension is the instruction program, more emphasis and time may be placed on testing reading comprehension than on teaching reader how to comprehend.⁴

From the above theories could be concluded that reading comprehension is very complex activities. The readers are viewed as active participants that extract and construct a meaning from a written text. In extracting and constructing the meaning, they activate their background knowledge to connect the data with what is already known in their brain

²Catherine Snow & Chair, *Reading for Understanding Toward an R&D Program in Reading Comprehension*, (South Hayes Street, Arlington: RAND, 2002), p. 11.

³K. M Roehl, *Developing Reading Comprehension skill in EFL University Level Students*, (John \s University: Taiwan, 2003), p. 177

⁴David Nunan, *Design Task for the Communicative Classroom*. (The United Kingdom: Cambridge University Press, 2002), p. 69.

and draw information that is found in the text. They also use various kinds of knowledge, vocabulary knowledge, and appropriate strategies to get the meaning from the text.

b. Reading Model Processes

Reading comprehension need theories and steps to get it. There are three ways to process and comprehend the text. They are bottom-up processing, top-down processing, and interactive processing.⁵

1). Bottom-up processing (data-driven)

In this process, the readers determine the meaning from the text by decoding the smallest textual units, for example letter by letter, word by word to the larger units phrase, clause, sentences, and texts.

2). Top-down processing (concept-driven)

In this stage, the readers use their pre-existing knowledge or background knowledge to relate the topic of the text in order to understand the text. They can make prediction, interpretation and guess from the title, pictures, knowledge of the world, etc. Then they compare those parts that are found in the text with their background knowledge to comprehend the text.

⁵ David Nunan, *Language Teaching Methodology: a Text Book for Teacher* (Sidney: Masquire University, 1991).p. 66.

3). Interactive processing

This process is a combination of top-down and bottom-up processing. In this process, they complement each other to derive the meaning from a written text. The readers adopt the top-down processing to predict possible meaning using their background knowledge. Then they move to the bottom-up processing by recognizing letters, words, phrase, clause and sentences to confirm the writer's intended meaning.

Thus, in extensive reading must be explained clearly, this process can influence to the test of students.

2. Teaching Reading

a. Teaching Reading Comprehension

Teaching is to guide and facilitate learning, enable the learner to learn, set the conditions for learning. Thus, it can be implied that teaching reading is to help, guide, provide knowledge, and give instructions in the teaching and learning process. Related to the explanation above, teaching reading helps the students to derive meaning from the written text and applying approach to get the meaning. In this case, the teacher plays important role in this process.

The teacher should facilitate and promote the students with the appropriate materials, approach and set situation in which enable the students to learn reading effectively. Teaching reading comprehension is

very crucial in language learning. It gives many contributions to the development of others skills. The successful of teaching reading comprehension cannot be separated from the role of teacher.

Teaching reading comprehension can do by activities. Teacher get after reading the test, Nunan also said that the student comprehension ask the question from the passage after they read, while teacher can model with the class how comprehension is reached. The teacher instructs students to make inferences from the passage. Then, the teacher asks the students to verbalize the inferences⁶ that they are making.

The explanations above suggest that teaching reading comprehension needs special focus in language learning. The successful of teaching comprehension cannot be separated from the teacher's role because of his contribution in facilitating and managing the materials, strategies, and strategies in the teaching learning process.

b. Principles in Teaching Reading Comprehension

Principle is one of hand grip for teacher to teach in the classroom. All of subjects have principles; hence, there are some principles in strategies in reading comprehension and teaching reading comprehension. Douglas Brown said that principles strategies in reading comprehension as follow:

- 1) Identify your purpose in reading text.
- 2) Apply spelling rules and conventions for bottom-up decoding,

⁶ David Nunan, *Practical English Language Teaching...*, p. 81

- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) To determine meaning.
- 4) Guess at meaning (of words, idioms, etc.) when you aren't certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information (names, dates, key words).
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- 9) Distinguishing between literal and implied meaning.
- 10) Capitalize on discourse markers to process relationship.⁷

Therefore, researcher should consider these principles in teaching reading comprehension. Then, researcher should apply it in teaching reading comprehension.

3. The Extensive Reading Approach

a. Definition of extensive reading approach

Extensive reading approach has meaning from Extensive, Reading and Approach. Extensive meaning is large in size, very full or complete and having wide or considerable⁸, Reading is the acting or practice or a complex cognitive of decoding symbols in order to contract the meaning⁹, while approach is a method of doing something or dealing with a problem¹⁰. Day and Bamford states that extensive reading is an approach in language teaching in which the students read a lot easy of materials in the target language. They could choose their own reading material and read it

⁷ H. Douglas Brown, *Language Assessment*, (San Francisco: Longman, 2004), p. 188.

⁸ Longman, *Longman Dictionary of Contemporary English*, (London: Longman Publishing Group, 1987), p. 357

⁹ *Ibid*, p. 863

¹⁰ *Ibid*, p. 48

independently of the teacher.¹¹ They read for general understanding and they read for information and for enjoyment. If the material is not interesting or it is too difficult, they should stop their reading. Their reading should be at comfort zone-range, the material that they choose should be read easily and with confidence. Extensive reading means reading many books without a focus on classroom exercises that many text comprehension skills.¹² One of the fundamental conditions of successful extensive reading approach is that students should be reading material which they can understand if they are struggling to understand every word.

Brown says that extensive reading is to get general understanding of a longer text (it can be book, long article, essay, magazine, newspaper).¹³ It is usually performed out of classroom. It is often called “pleasure reading”, “free voluntary reading”, “sustained silent reading”, and “self-selected reading”. Reading was done for pleasuring without added a comprehension test afterwards. The students are allowed to choose the materials they read depending on their interest. The use of dictionary is abandoned because the purpose of the extensive reading is to gain general understanding of the text.

¹¹J. Bamford and R. Day, *Extensive Reading Activities for Teaching Language*. (Cambridge: Cambridge University Press, 2004), p. 1

¹²David Nunan, *Practical English Language Teaching...*, p. 72

¹³ Brown, H.D..*Teaching by Principles: An Interactive Approach to Language Pedagogy*. (White Plains: Pearson Education Company : 2001).p. 313

Extensive reading is reading a lot at least one book every two or three weeks; choosing a book that is interesting to you; no tests on comprehension or vocabulary; reading at your own pace.¹⁴ You will benefit most from extensive reading if you follow these three essential rules:

Rule 1: Enjoy!

Rule 2: Enjoy!

Rule 3: Enjoy!¹⁵

Because extensive reading is enjoyable, students will read faster and more, which makes it more enjoyable, so students will read even faster and more. This is the cycle of positive reinforcement that leads to the positive effects on comprehension and general language skills.

What the experts say about extensive reading? "Extensive reading is the most efficient way to help students change old habits and become confident second language readers." Prof. Mary Lee Field, Wayne State University, Michigan

". . . Reading for pleasure [extensive reading] is the major source of our reading competence, our vocabulary and our ability to handle complex grammatical constructions." Prof. Stephen Kristen, University of Southern California

"Extensive reading may play a role in developing the capacity for critical thinking so important for success in higher education." Prof. Richard R. Day, University of Hawaii and Prof. Julian Bamford, Bunkyo University, Japan

"It is clear from these studies that extensive reading can be a major factor in success in learning another language." Prof. I. S. P. Nation, Victoria University of Wellington, New Zealand.¹⁶

¹⁴ Beatrice S. mikulacky, lidajefriyes, *advanced reading power* (united state America: 2007),p. 3

¹⁵ J. Bamford and R. Day, *Extensive Reading Activities for Teaching Language*. (Cambridge: Cambridge University Press, 2004), p. 5

¹⁶ Beatrice S. mikulacky, lida Jeffries, *advanced...*, p. 7

Besides, Day and Bamford gave a number of traits common or basic to the extensive reading approach. Students read as much as possible. Reading materials are well within the reader's grammatical and vocabulary competence. The material should be varied in subject matter and character.¹⁷ Students choose their own reading material and are not compelled to finish uninteresting materials. Reading material is normally for pleasure, information or general understanding; reading is its own reward with few or no follow-up exercises after reading; reading is individual and silent. Reading speed is usually faster when students read materials they can easily understand.

Extensive reading approach should meet the following conditions: focusing on the meaning of the English text, understanding the type of learning that can occur through such reading, having interesting and engaging books, getting learners to do large quantities of reading at an appropriate level, and making sure that learning from reading is supported by other kinds of learning. In order to meet the conditions needed for learning from extensive reading at the students' proficiency levels, it is

¹⁷Day, R.; Bamford, J, *Extensive Reading in the Second Language Classroom*, (Cambridge, U.K: Cambridge University Press, 1988), p, 38.

essential to make use of simplified texts.¹⁸

Extensive reading is to get general understanding of a longer text it can be book, long article, essay, magazine and newspaper. It is usually performed out of classroom. It is often called “pleasure reading”, “free voluntary reading”, “sustained silent reading”, and “self selected reading”. The students are allowed to choose the materials they read depending on their interest. In extensive reading classroom, the students read a lot of simple text in order to enable them reading smoothly, confidently, and pleurably.¹⁹

Based on the definitions above, it can be said that extensive reading approach is reading a lot of materials in the students’ linguistic competence. The students are free to choose their own reading materials and bring it outside the classroom or inside the classroom. It is done for reading for pleasure and for general understanding. It is also abandoned to use dictionary while reading because it will bother the students’ attention, they just make guessing. After they have read, they can use dictionary.

b. Advantages and Disadvantages of Extensive Reading Approach

There are a lot of advantages or benefit of extensive reading proposed by the researchers. Extensive reading is an effective way to improve reading fluency, reading speed, comprehension, and other language skills. As the students are assigned to read a lot material and the aim of

¹⁸Nation, P. *The Language Teacher*, The language Learning Benefits of Extensive Reading(1997), p, 13-16.

¹⁹ Brown, *language assessment...*, p.298

extensive reading is to general understanding. So, they do not need to concern with the meaning of individual word or sentences.

Hui-Fang –Shang in his research stated that extensive reading strategies can benefit to 3 things, they include- extensive reading can promote student motivation in learning English, it can enhance student vocabulary acquisition, and also improve their reading comprehension.²⁰

Besides, extensive reading approach has several disadvantages or challenge, that is:

first, an extensive reading may be costly and time-consuming to set up if materials are not already available. Its mean, it may be difficult to get support from administration. Second, students need to have easy access to text within their language proficiency level. Even they have not. Third, some teacher accumsiate that reading each student's card report may be speed time. Fourth, some people think that extensive reading just waste the time and that force to them. And the last, the limited of source and materials to use.²¹

Thus, extensive reading approach is an effective way to develop reading fluency, reading comprehension, and vocabulary. Moreover, extensive reading can have good impact on the student's development in learning second language. It can be an improving reading comprehension, the students' language proficiency (spelling, grammar, vocabulary, and writing) improving the students' motivation, positive attitude in reading long materials, promote reading fluency and increase reading speed.

²⁰Hui-fang Shang , Paul Briody, Chia-yun Lin ,The Effect of Extensive Reading Strategies on EFL Students ,(Department of Applied English : I-Shou University (義守大學)), <http://paulthebrain@hotmail.com>, p. 8-9

²¹ibid

c. Principles of Extensive Reading Approach

Every single step in Extensive reading approach, it's built by principle, the principle must be conducted and match to the students' abilities. Extensive reading approach is built by several principles from the some expert, the researcher use of William's statements; he offers top ten principles of extensive reading as a tool for professional development it.

- 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 of 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) Teacher orient and guide their students
- 10) The teacher as a role model of readers.²²

Similarly, Julian and Bamford in Richard day propose the principles in conducting the extensive reading. The points can be presented as follows:

- 1) The reading material is easy to be understood.
- 2) The material should have a wide range of topic.
- 3) The students choose the material that they want to read.
- 4) The students read the materials as often as possible.
- 5) Reading speed is usually faster rather than slower.
- 6) The purpose of reading is related to pleasure, information and general understanding.
- 7) Reading is individual and silent.
- 8) Reading is its own reward.
- 9) The teacher orients and guides the students.

²² Richard Day, Top Ten Principles For Teaching Extensive Reading: Reading In A Foreign Language, vol. 14, no. 2, p. 136-138, October 2002, retrieved from, <http://nflrc.hawaii.edu/rfl>, on September 2nd 2016 at 14 p.m.

10) The teacher's role is to be a model for the students.²³

Based on explanation above, the extensive reading approach can be done by easy simple principles, the researcher need that principles in the classroom. Make it happen easier to construction in the classroom, the both statements above almost same, but in this research, the researcher use the Julian and Bamford theories.

d. Practical Use of Extensive Reading Approach in the Classroom

Implementing extensive reading into the classroom, the researcher adapts it from Beatrice. It needs commitment from teacher and students. Here are some steps of implementation of extensive reading approach in classroom, they are.

1. Form a group with about four other students.
2. Take turns telling the other students in your group briefly about your book (not more than five minutes). Include the following: Title, author and genre (fiction, non-fiction, biography.); Publication date; Number of pages; Reaction so far (Does it seem interesting or involving?); Level of difficulty for you (Are there many new words? Is the subject familiar or new for you?); Predictions about the book (What might happen next?).
3. One student in the group should time the student who is talking.
4. While each student is talking, the others should listen carefully, take brief notes, and ask questions afterward.
5. Follow the same procedure for each meeting of your group. Include the following in your talk: number of pages read so far; your reaction at this point (Are you enjoying it so far?); difficulties or problems in reading. Read aloud to your reading circle a short passage (about half a page) that you especially like or that you find surprising.
6. When you finish a book, tell your teacher and schedule a book conference.²⁴

²³*Ibid.* p. 137-140

To better reading achievement, researcher share a card extensive reading to all of students. The card can as mode below:

Student Name	:		
Title	:		
Authors	:		
Start date	:		
Finish date	:		
No	Time and date	Matter	comment
1.			
2.			
3.			
4.			
5.			

Figure 1. The card model of extensive reading

Julian and Richard also state that the organizing extensive reading below

1. Getting started
2. Introducing reading material
3. Motivating and supporting reading
4. Monitoring reading
5. Evaluating reading²⁵

²⁴ Beatrice S. Mikulacky, LidaJeffries, *Advanced Reading Power...* p. 22

²⁵ Julian Bamford & Richard R. Day, *Extensive Reading Activities For Teaching Language* (USA: Cambridge, 2004), P. 9.

From the explanation above, extensive reading approach can to organize from several expert and all of the theory have good thing and bad thing sides. So, researcher decided to try the Beatrice theory in this research. Which the students will be controlled by card model of extensive reading and interview them every single meeting.

4. Reading Evaluation

After researcher gives the lesson to the students by using extensive reading approach, it is necessary to know how their ability about the learning. Teacher needs to know how far students' reading comprehension. In evaluating it, teacher will use test in order to measure students' reading comprehension at grade X of SMK N 1 Padangsidempuan.

It will be consisted of several paragraphs based on the other-author texts and followed by several questions in the form of essay. The indicators of evaluation are:²⁶

Table 2.
Indicators of Reading Evaluation

No	Indicators of Reading Evaluation
1.	Identifying character
2.	Identifying setting
3.	Identifying events
4.	Identifying conclusion
5.	Identifying vocabulary in the text

²⁶Ahmad Hasbullah. *Exploring How Recount Text Works*. (Jakarta : Trias Yoga Kreasindo) p.43.

Identifying character is the way to get the participants in the text, and then identifying the setting is about the time, place and condition of the story in the text. After that the events of the story that is the chronological the story it will link with conclusion the story, this part is important in reading recount text. Its mean can say also the main idea or complicated in story. The last, students can identify vocabularies in the text. The text can increase the maser of vocabularies so that their background knowledge gets addition too.

B. Review of related finding

There are some researches related to this research. Many researchers had done research about students' reading comprehension. First, the researcher's name is David Dulik.²⁷ Based on the result, It seems that the application of the extensive reading in English classes have a positive impact on the quality of students' reading comprehension, gave a chance children meet with books in English. Students liked the books and stories and they will certainly enjoy subsequent project too. Second, the researcher's name is RaihanFerdila with the title.²⁸It shows that the application of the ERA in English classes had a positive impact on student' reading comprehension. It was showed by the increasing of

²⁷David Dulik,Implementation of Extensive Reading in Elementary School 2014.,Slovakia :Masaryk University Brno, Faculty of Education.p.53,retrieved from <http://files.eric.ed.gov/fulltext/pdf.html>.,on November 5th, 2016 at 07.00 a.m.

²⁸Raihan FerdilaThe Use of Extensive Reading in Teaching Reading Kelas V di MI Bahrul Ulum Kota Batu, Kota Batu: UM,2014, retrieved from <http://teachersnetwork.org/ntol/howto/chlldlit/lea.html>.,on November 10th, 2016 at 06.10. a.m.

student' score. In baseline (A) condition, his score was increased from 60% becomes 68 %. Then, in Intervention (B) also increased from 86% till 92%.

Third, KamonnatTamrackitkun.²⁹Based on the research, students' comprehension on reading text is improving. It is seen from the cycle 1 and cycle 2. Based on the data that class average score was 75.43, which score was higher than before. Then, in the cycle 2 it had had 82.57 score. It means that reading text was improved.

Based on related findings above, it could be concluded that reading comprehension still had problems for students. Some researchers had been done the research about reading comprehension by using some approach to solve the reading problem. First research, David Dulik, he used extensive reading approach (ERA) to solve students' reading problem. Second research, RaihanFerdila also did the same thing. She used extensive reading to solve students' reading comprehension problem, and it worked well. Third research, KamonnatTamrackitkun, He also used extensive reading approach (ERA) to solve students' reading comprehension problem, and it improved well.

In summary, this approach could increase the students' reading comprehension. Thus, the researcher thought that Extensive Reading Approach (ERA) can increase students' reading comprehension. Then, this research will do

²⁹KamonnatTamrackitkun, Extensive Reading: An Empirical Study Of Its Effects, On Efl Thai Students', Reading Comprehension, Reading Fluency And Attitudes., retrieved from <http://repository.uinjkt.ac.id/.../muhamad%20romli-fi...//html.>, on November 10th, 2016 at 07.30 a.m.

by researcher to add the kind of researches before. The researcher wanted to solve students' reading problem in order to improve students' reading comprehension at grade X of SMK N 1 Padangsidempuan by Using Extensive Reading Approach (ERA).

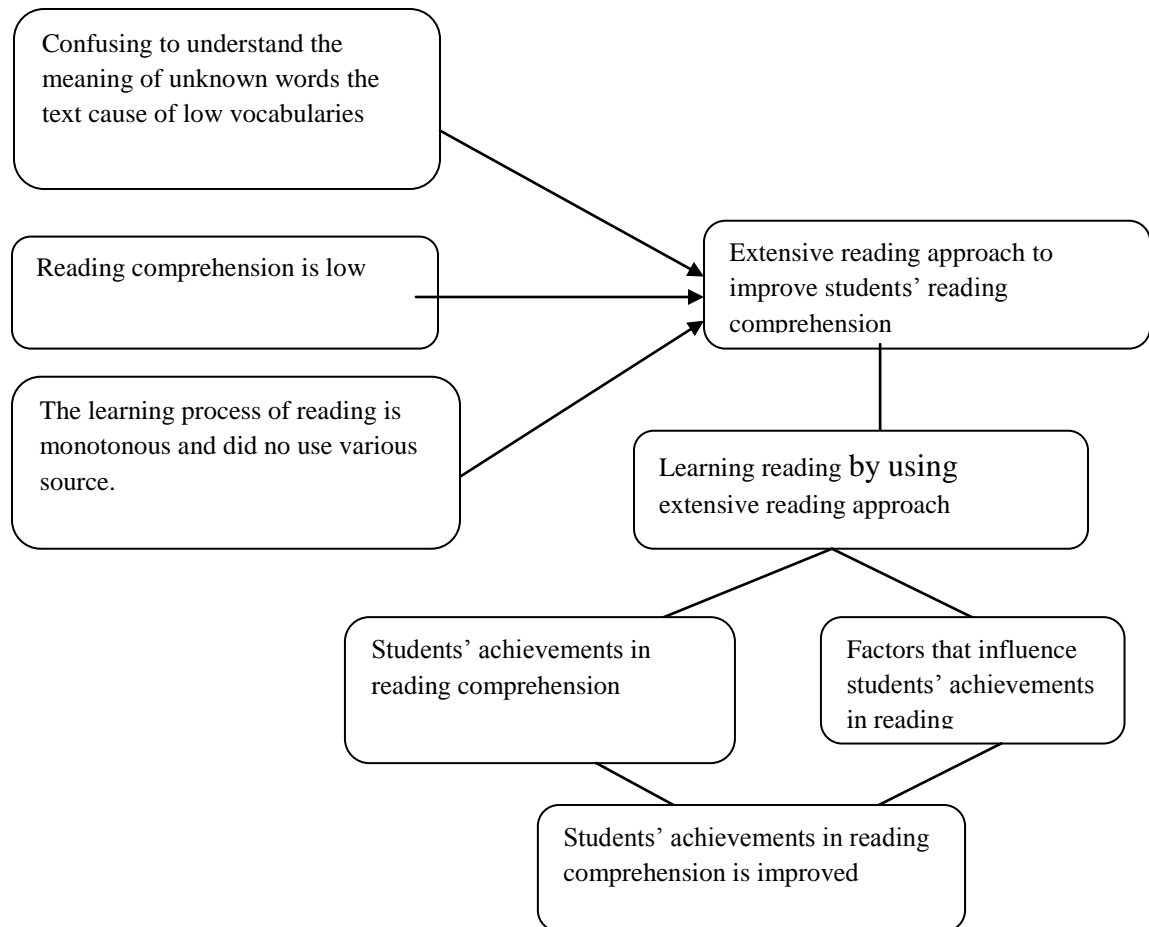
C. Conceptual Framework

This research starts with the problems occurred in the teaching and learning process. The problem is related to the students' reading comprehension such as they have low vocabulary mastery, the students' do not have sufficient background knowledge, the learning material are not interesting, the teaching and learning process is dominated by testing, and the students' interest are lacked.

Based on the problems above, the researcher uses the extensive reading approach as an effort to improve the students' reading comprehension. The extensive reading approach is reading a lot of easy materials in the target language. The students are free to choose their own reading materials. It is done for general understanding and for reading for pleasure, so they do not allow looking up the dictionary while reading because it bothers the students' attention.

Extensive reading gives the students a lot of exposure within their language competence. It should be at the students' current level acquisition. In this level, it allows them to get faster processing of the text. By reading a lot of exposure, it helps them to build familiarity of background knowledge of the topic and also the students' vocabulary increases and finally it facilitates the students'

reading comprehension. The researcher plans to do research based on the framework below:



Figures2.

The researcher's conceptual framework planning in extensive reading approach

From the conceptual above, the students' reading comprehension is low, to improve that problems, researcher uses extensive reading approach. In learning, researcher will find the factors influence students' reading achievement. After that, students' reading will improve by conducting extensive reading approach (ERA).

D. The Hypothesis Action

The hypothesis of this research is state that: “students reading comprehension can improve by using Extensive Reading Approach at grade X SMK N 1 Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and time of the research

This research is conducted in SMK N 1 Padangsidempuan. This school was located on JL. ST. Soripada Mulia NO 25 Kota Padangsidempuan. The time of this research was January 20th till February 10th 2017.

B. Research design

This research is categorized as action research. This research is aimed to show the process of the improvement of the students' reading comprehension. In this study, the researcher collaborated with the English teacher to conduct the research.

Action research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching. It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. The purpose of teacher research is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase teaching efficacy/student learning. Reflective teachers do this every day, only not as carefully and systematically. With training and support, you can learn how to

systematize your inquiry from informal reflection and teacher story sharing to formal research.¹

The steps in this research is identifying the problems, planning and carrying out the actions, observing and reflecting on the actions implemented in the study. The action research cycles can be seen below.²

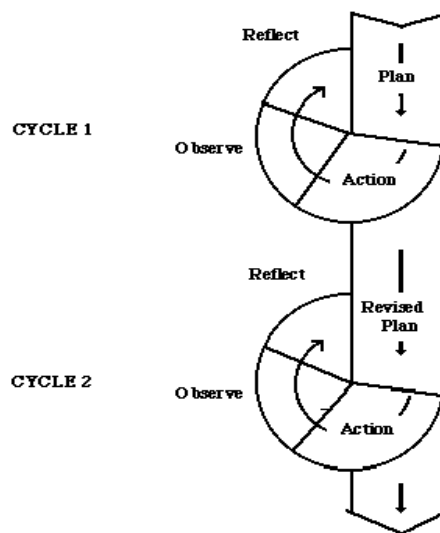


Figure 3: The steps of action research

C. Participants

This research subjects involved the English teacher, the students of the grade X, and the researcher herself. The X³Accounting class, the class consisted of 36 students.

¹Anna Uhl Chamot, Sarah Barnhart, Susan Dirstine, *Conducting Action Research In The Foreign Language Classroom* (New York: Northeast Conference, 1998) ,p. 1

²Anne Burns,*Doing Action Research in English Language Teaching*, ..., p.5.

D. Instruments of Collecting the Data

The instruments for collecting the data were a test instrument and non-test instruments. They are:

1. Observation

Observation is used to get information about phenomenon that occurs by observing every moment and write do it. Additionally, observation is a technique of collecting data to again in sight on understanding the natural environment as lived by the participants.³ Researcher observed all about students' activities and their attitude in the classroom. Researcher observed all about students' attitude in the class such as:

- 1) Students who succeeds in using extensive reading approach
- 2) Students who get the character on the story
- 3) Students who get the setting on the story
- 4) Students who get the events on the story
- 5) Students who get the conclusion on the story
- 6) Students who get the vocabulary in the text.
- 7) Students who are active in the class
- 8) Students who sleep in the class
- 9) Students who disturb in the class
- 10) Students who do task based on instruction

³Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA: Prentice Hall, 2000) p. 212.

2. Interview

Interview is used to get the data or information that is not expressed in observation orally. According to Hornby interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study.⁴ The researcher used the interview to know the condition or situation of the students and also to know the students' problems in reading comprehension by using extensive reading approach in the classroom.

The researcher observed teachers' activity and students' activity in reading comprehension by using extensive reading approach, and the researcher also make note in every research. There is five data that researcher will take from the students. It interviews the problem based on the indicator by using extensive reading approach in comprehend recount text, they were:

1. The students' problem in identifying the main idea or events.
2. The students' problems in identifying the character in the text.
3. The students' problems in identifying vocabulary in the text.
4. The students' problems in identifying the conclusion in the text.
5. The students' problems in identifying the setting in the text.

Researcher also interview students' problems in learning process, they are:

1. Why they make disturbing.
2. Why they do not participate in the class.

⁴A.S. Hornby, *Oxford Learner's Pocket Dictionary*....p. 788.

3. Why they sleep in the class.
4. Why they do come late to the class.
5. Why they do not do task based on instruction.

c. Test

Test is used for determining the students' output from the lesson which is given. A test is a method of measuring a person's ability knowledge, or performance in a given domain. Test is used for determining the students' output from the lesson which is given.⁵ So, in this case, test measured students' comprehension in reading.

Researcher tested the students based on the indicator by using essay. Each student chooses the text they want. then, they fulfill the essay in the extensive reading cards. It does with the indicator in Reading by using extensive reading approach (ERA). Based on the indicator, students decide the right item and they will give the value such as table below:

⁵H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: Longman, 2004), p. 3.

Table 2
Indicator in Reading Recount Text by using extensive reading approach (ERA)⁶

Aspects	Score	Criteria
Students are able to Identifying events	20-25	Very good to excellent
	15-20	Average to good
	8-14	Poor to fair
	1-7	Very poor
Students are able to identifying conclusion	20-25	Very good to excellent
	15-20	Average o good
	8-14	Poor to fair
	1-7	Very poor
Students are able to Identifying vocabulary in the text	20-25	Very good to excellent
	15-20	Average to good
	8-14	Poor to fair
	1-7	Very poor
Students are able to Identifying setting	13-15	Very good to excellent
	9-12	Average o good
	5-8	Poor to fair
	1-4	Very poor
Students are able to Identifying character	10	Very good to excellent
	7	Average to good
	4	Poor to fair
	2	Very poor

E. Research procedures

This action research followed the model based on Kemmis and Mc Taggart. Furthermore, according to Kemmis and Mc. Taggart in Anne Burns said that “action research occurs through a dynamic and complementary process, which consists of four essential ‘moments’; of planning, action, observation and

⁶ The Extensive reading foundation’s Guide to Extensive Reading , p.75, 2011, retrieved from www.erfoundation.org. on September 2nd 2016 at 14 p.m

reflection”.⁷ These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

1. Develop a plan of critically informed action to improve what is already happening,
2. Act to implement the plan,
3. Observe the effects of the critically informed action in the context in which it occurs, and
4. Reflect on these effects as the basis for the further planning, subsequent critically informed action and so on, through a succession of stages.

The action research used the action research model based on Kemmis and Mc Taggart. In this research, the researcher applied two cycles. Every cycle consisted of two meetings, and the time allocation is 2x45 minutes / 90 minutes.

In this classroom action research, in the cycle 1, the researcher’s procedures are:

1. First Cycle

a. First Meeting

- 1) Planning
 - a) Arranging the lesson plan that consists of the steps of action.
 - b) Determining the lesson material is about the recount text.

⁷Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge University Press, United Kingdom, 1999), p.32.

- c) Designing the procedure teaching reading by using Extensive Reading Approach (ERA)
- d) Preparing the test in first cycle
- e) Preparing list of interview to the students.
- f) Preparing worksheet if interview for students in doing interview activity.
- g) Preparing observation note sheet of students' activity in teaching process for observers.

2) Action

- a) Arranging set formation.
- b) Telling the purposes of learning.
- c) Giving the topic for the students.
- d) Introducing the activity performance.
- e) Giving students function to be acted.
- f) Introducing the procedures of extensive reading
- g) Giving students the kinds of recount text and extensive reading' cards
- h) Discuss based on group working
- i) Presentation
- j) Tasking students to execute the activity to test the students' reading comprehension.
- k) Encouraging and concluding learning.

3) Observation

- a) Observing the execution of Extensive Reading.
 - b) Observing students' reading comprehension from the extensive reading cards.
- 4) Reflection
- a) Discuss with the teacher about the action.
 - b) Making any decision for the next meeting.
 - c) Developing another environment to be stimulated
 - d) Clarifying the problems found in the activity whether in the case of students or teacher.

b. Second Meeting

- 1) Planning
- a) Analyze the problem that had been found from first meeting
 - b) Make more a lesson plan
 - c) Prepare the observation work sheet
 - d) Prepare the text and that will be used in teaching learning activity.
 - e) Design the teaching reading procedure by using Extensive Reading Approach (ERA).
- 2) Action
- a) Eliminating the problems which are found in the first meeting by motivating, encouraging, controlling and managing the class.
 - b) Reminding previous materials in the last meeting
 - c) Helping students to keep practicing in activity.

- d) Teacher gave the example of recount text then discussed it together.
- e) Teacher showed several texts and she ordered them to choose which one they wanted.
- f) Shared the extensive reading' card.
- g) Teacher asked the students to make their reading comprehension into card of extensive reading.

3) Observation

The teacher's observation will be done during the action like:

- a) Teacher monitoring the students' activity when performance begins.
- b) Teacher observed the students as long as the testing.

4) Reflection

Reflection is gathered from the result of reading test through the activities in the classroom.

2.Second Cycle

The second cycle will be conducted in two meetings too. Every meeting will be done for ninety minutes.

a. Third meeting

1) Planning

- a) Teacher make lesson plan more.
- b) Teacher preparing another text that will be use in teaching learning process.
- c) Teacher preparing the observation worksheet.

2) Action

- a) Teacher preparing class and greet when open the matter.
- b) Teacher divided the students into group discussion.
- c) Teacher gives the matter about recount text (extensive reading process).
- d) Teacher gives the example of recount paragraph then discusses it together with the students.
- e) Teacher asks students to discuss the text and presentation that.
- f) Teacher give the chance to students to fill their cards relate to their reading.
- g) Teacher checks their cards' reading.
- h) Teacher give more materials text to student to read it somewhere

3) Observation

- a) Teacher monitoring the students' activity when performance begins.
- b) Teacher observed the students as long as the extensive reading process

4) Reflection

Reflection is gathered from the discussion result, presenting and extensive reading cards.

b. Fourth Meeting

1) Planning

- a) Teacher makes analysis more the result of previous meeting.

- b) Teacher make lesson plan again.
 - c) Teacher prepared the observation sheet
 - d) Teacher prepared the interview sheet
- 2) Action
- a) Teacher gave greeting, encouraging, motivating and supporting to students.
 - b) Teacher shared the kinds of recount text and extensive reading' cards.
 - c) Teacher asks the students to make their reading comprehension from the text to the cards.
- 3) Observation
- a) Teacher monitored the students' activity when performance begins.
 - b) Discussing the problem in learning process and giving solutions.
 - c) Discussing about the reading text.
- 4) Reflection
- Reflection is gathered from the result of the reading test through extensive reading cards and observation.

F. Techniques of Analyzing Data

In technique of analyzing the data, the researcher uses quantitative and qualitative data. The quantitative data is collected and analyzed by computing the

mean score of students' reading comprehension which was found by test. The researcher applied the following formula:⁸

$$M = \frac{fx}{N}$$

Explanation:

M : The mean of the students

fx : The total score

N: The number of the students

The percentage of students' improvement in reading comprehension was analyzed by the following formula:⁹

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of students who get the score ≥ 75 (students' KKM)¹⁰

R : the number of students who get the score up ≥ 75

T : total numbers of students do test

After calculating and scoring students' answer sheets then, their score are classified on the table below, the aim of this scoring is after test taking by

⁸Hartono, *Statistik: Untuk Penelitian*(Yogyakarta: PustakaPelajar Offset, 2004), p. 30.

⁹ZainalAqib, et. al., *PTK untuk Guru SD, SLB, TK*(Bandung: CV. YramaWidya, 2008), p.40.

¹⁰Enni Sahroni, as an English teacher in X Accounting class, *private interview*, at December 24th 2016

students and calculating them, this is to know the comprehension of students and classify of students in reading comprehension by using extensive reading

Table 3

The Classification Quality of Students Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After the researcher found the mean scores of all students, it is consulted to the criteria as follows:

1. If the value of mean score 81 – 100%, it can be categorized into very high.
2. If the value of mean score 61 – 80%, it can be categorized into high.
3. If the value of mean score 41 - 60%, it can be categorized into enough.
4. If the value of mean score 21 - 40%, it can be categorized into low.
5. If the value of mean score 0 - 20%, it can be categorized into very low.¹¹

¹¹Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005), p. 89.

To test the significances the hypothesis, the researcher used z-test for two small samples. The formulation of z-test as below:¹²:

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

X= the quantity of hypothesis data (≥ 75)

N= number of students

P= proportion of hypothesis ($> 61\%$)

The other technique as qualitative data is used to describe the situation during the teaching process in analyzing qualitative data, the researcher follows the technique that developed by Gay and Airasian¹³ which consists of five steps as follows:

1. Data managing

This step involves creating and organizing the data collected during the research in a form that facilitate analysis. The purpose of data managing is to organize the data and check for completeness and to start analyzing the data.

2. Reading

¹²Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Rajagrafindo Persada, 2008), p. 305-306.

¹³ L. R Gay and Peter Airasian, *Education Research Competencies for Analysis and Application* (USA: Prentice Hal, 2008), p. 240-249.

This step concerns with reading in data recorded in the field notes, transcription of the interview data and observation sheets in order to get explanation of the data.

3. Description

This step is devoted to address the issue on what happen in the field based on the collected data.

4. Classifying

This step concerns with grouping every small pieces of data into larger categories in order to make explanation or meaning and to find the connection among the data.

5. Interpreting

This step, data is interpreted based on the connections, common aspects, and relationship among the data pieces, categories and pattern.

CHAPTER IV

RESEARCH RESULT

After researcher researched in SMK N 1 Padangsidempuan, it discussed about the way to improve students' reading comprehension by using extensive reading approach (ERA) at grade X SMK N 1 Padangsidempuan. In the following below, it would be described about the data description, the influencing factors of students' reading comprehension by using extensive reading approach (ERA), the comparative result of the action, the discussion of the research findings and the treats of the research.

A. Findings

The data description in this research described about all of things that have been found in the class when the teacher did the research with co-teacher. The data could be found from learning process in every cycle. It was based on the instrument: observation, interview and test. Researcher described that in cycle 1 and cycle 2.

1. Cycle 1

The first cycle was done at January 20th and 27th 2017. In this case, the cycle was conducted for two meetings. In SMK N 1 Padangsidempuan the meeting was done 180 minutes. Every meeting was done for 2×45 minutes. Along the time, researcher explained about extensive reading approach (ERA), asked

students to tell about their background knowledge that it will become their own reading material. This is the description for each meeting, as follow:

a. First meeting

First meeting had been done Friday at January 20th 2017. Step one researcher prepared the lesson plans that consist of the steps of action. The lesson plan arranged based on the extensive reading procedures and determining the lesson plan by material was about recount text.

After researcher had been ready for preparing the lesson plan, she made the test for first cycle. She prepared the worksheet interview for the students. The last in the planning researcher prepared the observation note sheet of the students' activity in teaching process.

The First action, researcher and co-teacher came to the X³ accounting class. It was Friday, 20th January 2017. The researcher wore the green coat of IAIN Padangsidmpuan, black skirt and black veil. The English teacher took a seat and gave the researcher a chance to handle the class.

Researcher began by greeting and introducing herself to the student. Then, the researcher was arranging set formation. The students were ordered to count 1untill 6 alternately, well the students become to 5 group by 6 students in each group. After that, researcher was telling the purpose of learning by giving the topic, the topic was recount text, and she explained about the extensive reading, previously, researcher appropriated it by program in this school that this literate program (*program literasi*) had been

done there. It was easier to researcher for doing it. The researcher introduced this activity performance, researcher showed the card of extensive reading, then she showed the kinds of book like novel, magazine, newspaper, pdf book, comic, web toon and pdf book by in focus. Researcher gave students function the action also. It focused about what extensive reading approach (ERA) briefly, how extensive reading approach (ERA) is done, and why they should use extensive reading approach (ERA).

Next, researcher asked students to tell about their knowledge in recount text. Then, she asked them to read the text recount that had been prepared before. Researcher asked them to pay attention how procedures to use extensive reading approach (ERA) in reading recount text. It should find about character, setting, events, conclusion and vocabulary in the context.

First, character consists of name and characteristic on the text. Researcher guided the students to find the writer or with whom did the writer go based on the text. Second, setting consists of place and time. It discussed about where the story was happened and when the story was happened. Researcher asked students to find the name of place, date or time. Third, events is consists of the events or actions in the story. It means that the event was important in the story. The events are ordered chronologically. Fourth, conclusion is writer's impression or comment about the story. Conclusion would be found on the last story. Fifth, vocabulary in the context, researcher taught students about pronoun or synonym. Basically, vocabulary in the

context would ask about the pronoun such as the subject on the story and the similar meaning or synonym of the word.

After researcher explained the learning material, researcher monitored every step that has been planned in the lesson plan. Then, make the time allocation efficiently. It should conduct to all activity in learning process. Researcher managed the class. She shared the cards. And she asked them to like procedures have been explained. After students read the text and found the summarizing about character, setting events, conclusion, and vocabulary on the context, they were ordered to present them.

While the students were discussing, researcher observed them. She used field notes and observers used indicator checklist. From the observation researcher decided that the students were in problem (see appendix 1), most of them no caring to the discussing. They made conversation with their friends; they just did what they wanted. Even though the English teacher and researcher in front of class, several of them did not follow the instruction. They made disturbing each other and also, while discussing were less attention, just one or two of them to did together.

Next while discussing, researcher observed them that they low caring in presentation. The teammate were not compact, it was very disappointed. They laughed and they made jokes also. Several of them were looked lazy and boring.

After researcher had done to observe them, she made discuss with co-teacher to be better in next meeting, in this meeting had not been given the test, so, there were nothing reflections yet.

b. Second meeting

The second meeting was done on Friday 27th January 2017; it was 2x45 minutes so this meeting was 90 minutes long. Like first meeting, researcher made some plans for the lesson. The lesson plan arranged based on the extensive reading procedures and determining the lesson plan by material about recount text and prepared the different material with fist meeting.

After researcher had been ready to prepare the lesson plan, she prepared the test matter. She prepared the worksheet of interview too. The last in the planning researcher prepared the observation note sheet of the students' activity in instruction process.

The first action this meeting, researcher and co-teacher came to the X³ accounting class. The researcher wore the green coat of IAIN Padangsidmpuan, black skirt and black veil. The English teacher took a seat and gave the researcher a chance to handle the class. This meeting, researcher focused to eliminate the problems which was found in the first meeting by motivating, encouraging, controlling and managing the class.

In beginning the lesson, researcher was greeting, then the researcher reminded about previous meeting. After that, researcher was telling the

purpose of learning by giving the topic, the topic was recount text, and explains about the extensive reading. She explained that extensive reading would help us to enrich knowledge. Researcher hoped this meeting be better than before. The researcher introduced this activity performance, researcher showed the card of extensive reading, then she shared the extensive reading' card and she explained the instruction to do the test. She showed some texts by recount text topic. Researcher prepared two kind texts. So, they could choose one of them which were more interest by them.

While the students were doing the test, researcher observed them. The observation showed that there was bit improvement than the first meeting, it could see in observation worksheet in appendix 2. This observation showed that they did by caring and enthusiasm to do the test. They looked like focus and calm down in testing. While they were writing the card, they were enjoying, because there were just to fill in the blank tables in the card. They wrote down what they comprehended the text. It was so convenience and comfortable. Researcher paid attention them who made disturb or noisy. In her observation that students read seriously even there were several students no caring and looking sleepy.

Next, researcher collected the test and she evaluated it. In fact, the result was still unsatisfied. It was proven from the data. It said that the students' reading recount text was still low (The result of the test in first cycle would be showed in appendix).

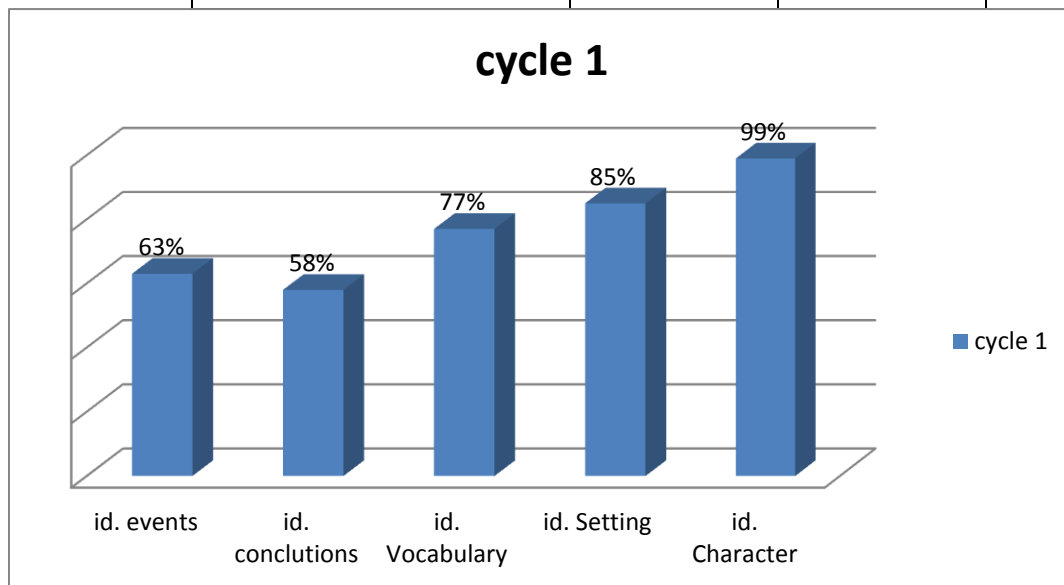
From the scores of students, it could be concluded that there were 13 students passed the Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile the others did not pass the KKM. There are 23 students who got score behind 75 score. Eight students were categorized into very high category, sixteen students were categorized into high category and 5 students were categorized into enough category.

After getting students' reading scores in the first cycle, the researcher found the students' achievement were categorized into good category. However, it was still unsatisfied, because there were 24 students who did not pass the test. It means that the first cycle was not satisfied. It caused students' reading comprehension still need improvement in the second cycle.

Another result, researcher designed the data that could show students' difficulties to identify the conclusion from the text. The students score showed that they were less to identify the conclusion from the text. It was based on the data indicator achievement from test in first cycle below:

Table 5**The Students Result in Indicator Recount Text**

Aspects	Score gained total	Presentation
Identifying events	573	63,7 %
Identifying conclusion	528	58,7 %
Identifying vocabulary in the text	695	77,2 %
Identifying setting	463	85,7 %
Identifying character	358	99,4 %

**Figure 4****The Students Result in Indicator Recount Text**

From the histogram above could be seen that student achievement was low to identify conclusion. So, the problem in this cycle was students could not answer correctly or they did not understand conclusion the text

And also, from observation and interview result there were two factors could influence reading recount text comprehension and become troubles to the students. They are internal factor and external factor. It would be explained below.

1) Internal Factors

Internal factors came from the indicators of reading comprehension directly. Researcher would identify students' events based on the indicators. So, researcher used the indicators as the internal factor in this research. Researcher and co-teacher found that students had problems on each indicator such as identifying character, setting, events, conclusion and vocabulary in the context on the recount text.

a) Character

Researcher and co-teacher had found some problems of students to identify the character on the story (recount text). Mostly, students are right in answering this question, because it was simple, easy and comfortable. Besides that, based on the interview, A2, A3, and A26 said that they were in

confuse in answering the questions¹ and A4, A9 and 21 admitted their lack in identifying character was caused by their lack of vocabulary.²

So, the problems of students were confusing in answer question and they were lack vocabularies.

b) Setting.

Researcher and co-teacher had found some problems of students to identify the setting on the story (recount text).Based on the interview, A1, A6, and A22.³They said that the setting on the story was too much, whether the name of the place or time, so it made them difficult to identify it. The other students, A9 andA19 admitted their lack in identifying character was caused by their lack of understanding about setting. They thought that setting was on the first paragraph generally. So, they read the first paragraph only. However, the questions of setting were not only based on the first paragraph.⁴

The appearing problems caused they didn't read the whole text carefully. They confused and lack reading comprehension.

¹Amelia Prasiska, Arina and Purnama as students at grade X Accounting 3 SMK N 1 Padangsidempuan, *Private Interview* at January 27th 2017.

²Besti, Felsalis and Siful as students at grade X Accounting 3 SMK N 1 Padangsidempuan, *Private Interview* at January 27th 2017.

³Ahmad Yani, Denius and NurAlmi as students at grade X Accounting 3 SMK N 1 Padangsidempuan, *Private Interview* at January 27th 2017.

⁴Felsalis and Mia as students at grade X Accounting 3 SMK N 1 Padangsidempuan, *Private Interview* at January 27th 2017.

c) Events

Based on the interview (saturation data), sometimes the students did not know how to differentiate among first event, second event or the last event. They only knew when the writer wrote exactly the same thing such as first event, second event or the last event. They would be confused if the writer made the word such as afterwards, afterthat, then, so on. So, the researcher advised students to understand and memorize the function of the words in the text.

d) Conclusion

Based on the interview, they said that conclusion was come from the events. Mostly, students still found it difficult to conclude the text. They were confused to choose the similar answers. A7 said that the conclusion was very complication and there were much thing to conclude.⁵ Based on the figure 4 could look that to identifying the conclusion was the lowest and it needed more improvements.

e) Vocabulary in the context

Based on the interview (saturation data), the students did not master the pronoun. So, they were difficult to identify the vocabulary in the context, also they were lazy to look dictionary⁶

⁵Dindaas student at grade X Accounting 3 SMK N 1 Padangsidempuan, *Private Interview* at January 27th 2017.

⁶Tamara, Umar and Yola as students at grade X Accounting 3 SMK N 1 Padangsidempuan, *Private Interview* at January 27th 2017.

2) External Factors

a) Motivation

Firstly, motivation did influent students' reading recount text comprehension. Motivation was the one of external factors in the first cycle. There were 21 students who had motivation when learning process. However, there were 5 students (A1, A7, A12, A21 and A26) who had not motivation in reading recount text.⁷ It was caused by the factor that they did not interest to English lesson. Furthermore, they did not know to read recount text because they did not understand English. Then, the students were seen passive in the class.

b) Disturbance

Secondly, the disturbance would annoy the learning process. It would annoy students' focusing for reading recount text comprehension. The students who made disturbance in the class were also the one of external factors in students' reading recount text comprehension. There were three students (A6, A13 and A22) who made disturbance in the class. So, the class was noisy. It had made the others students did not focus to read recount text.

⁷Ahmad Yani, Dinda, Heru, Saiful and Purnama as students at grade X Accounting 3 SMK N 1 Padangsidempuan, *observation and Private Interview* at January 27th 2017.

c) Asking Permission

Thirdly, asking permission annoyed the teacher and the other students. When the teacher explained extensive reading approach (ERA), there are some students that often asking permission? So, it annoyed teacher's explanation and students' focusing. The students who often ask permission were the external factors in students' reading recount text comprehension. There were 2 students who often asking permission. They were A9 and A12. Based on the interview (saturation data), they said that they want to clean their face and hand because the classroom was hot.⁸

d) Sleeping

Fourthly, sleeping in the class would make students did not know teacher's explanation about extensive reading approach (ERA). The students who slept in the class were also the one of external factors in students' recount text comprehension. They were two students (A9 and A23) who almost slept when learning process was happened. Based on the interview (saturation data), A9 and A23 said that they did not sleep in the night well. They almost stayed up all night because of stomachache. They were roommates. So A9 woke up and she woke her friend, A23 up too to join her. They were lack of sleep. As a result, they were so sleepy.⁹

2. Cycle 2

⁸Felsalis and Heru as students at grade X Accounting 3 SMK N 1 Padangsidimpuan, *observation and Private Interview* at January 27th 2017.

⁹Felsalis as student at grade X Accounting 3 SMK N 1 Padangsidimpuan, *Private Interview* at January 27th 2017.

The second cycle was conducted for two meetings. The action of the second cycle was done on February 3th and 10th 2017. The meeting was done for 270 minutes. Every meeting was done for 3×45 minutes. So, two meetings were done for 6×45 minutes or 270 minutes.

The first step in this cycle, the researcher made the activities for the second cycle was to solve the problem by the solution of the problems had been discussed with co-teacher firstly. Below were explanations about that:

a. Third meeting

Third meeting had done on Friday at January 3rd 2017. This meeting would hope to be better than before. After calculating the result of students in reading recount text comprehension from cycle 1, the result did not achieve the target in KKM. So, the researcher prepared everything nicely.

Researcher and Co-Teacher discussed the result in evaluation in first test, the output of observation, and also the interview with students. Then, we discussed again in reflecting. In fact, researcher should improve it in the second cycle. Researcher would give the solution in the second cycle. The researcher modified the previous lesson plan based on the result in the first test. And also she prepared more materials.

In opening, researcher opened the class by ordering students to pray before learning process. Then, researcher greeted and asked students' condition in order they will be motivated to study especially to read recount

text by using extensive reading approach (ERA). The researcher did not forget to ask them about their difficulties based on the interview in the first cycle.

Next, in implementation, researcher explained again about the purpose and advantage of extensive reading approach (ERA) to read recount text. Researcher asked students to tell about their enjoying and background knowledge in recount text and the same time by showing the book. Researcher asked students to read the recount text by applying extensive reading approach (ERA) loudly.

While they were discussing and presenting together, researcher observed student who had problems. Researcher did not tire to give solution as a motivation. Researcher said that extensive reading approach (ERA) would be useful for them. It caused they could create something from what they had read or knew about something in their background knowledge. So, they just need to recall and refresh anymore. It could make reading was not boring. Then, researcher explained again about how to apply and practice extensive reading approach (ERA) and found the indicators such as character, setting, events conclusion and vocabulary in the context like previous meeting.

While the leaning processing, researcher observed them that they had been change than before, they are more calmly, they were listening carefully and even they asked the pdf books and researcher shared them many books

such as comic, magazine, novel, short story, e-book story and pdf book. They interested for researcher' explanation by in focus.

from the students activities, researcher could get reflection from the environment as long as they had been doing the discussing, researcher also optimistically those improved in everything, they were more better than past.

b. Fourth meeting

In this meeting researcher just focused to make them better and serious in the last test and it was must be better than firs test. This meeting had done on Friday at February 10th 2017. Meeting was 3X45 minutes long.

The researcher modified the previous lesson plan based on the result in the first test. And also she prepared more materials, observation sheet and interview set also.

In opening, researcher opened the class by ordering students to pray before learning process. Then, researcher greeted and asked students' condition in order they will be motivated to study especially to read recount text by using extensive reading approach (ERA).

Next, in implementation, researcher explained again about the purpose and advantage of extensive reading approach (ERA) to read recount text. Researcher asked students to tell about their enjoying and background knowledge in recount text and the same time by showing the book. Researcher asked students to read the recount text by applying extensive reading approach (ERA) loudly.

After that, researcher shared the cards to test them and she gave them instruction to do that. While they were testing and presenting together, researcher observed student who had problems. Researcher did not tire to give motivation. Researcher said that extensive reading approach (ERA) would be useful for them.

This meeting was the last meeting and the last testing, so researcher was very grateful caused of students did enthusiastic the test. They was so relax, enjoy and happier while the timing. Pull students' interesting for reading, because it is from their own background knowledge and their enjoying to the text. that will become their reading material.. Researcher asked the students to show the book. So, it would make student more enthusiastic to apply extensive reading approach (ERA) to the texts, because they would just read and tell about it. It would make them easier to tell or mention the sentences that will become the text.

As reflection from the second test, after calculating students' reading recount text comprehension, researcher had known the result of the test. Actually, the result did improve in the second cycle. Most of students were able to identify character, setting, events, conclusion and vocabulary in the context. The score of students' reading comprehension would be seen in appendix.

Based on the students result in second test, it could be conclude that there were 1 student got 65 score, 2 students got 70 score, 14 students got 75

score, 8 students got 80 score, 6 students got 85 score, 2 students got 90 score, 2 students got 95 score and 1 student got 100 score.

From the scores of students, it could be concluded that there were 33 students passed the Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile the others did not pass the KKM. There are 3 students who got score before 75 score. Nineteen students were categorized into very high category and fifteen students were categorized into high category. And also in this test student got increasing to identify the conclusion from the test. So, there have improving students' comprehension in reading. Therefore, researcher had figured out the indicator achievement of X³ accounting class as below:

Table 8

The Students Result in Indicator Recount Text in cycle

Aspects	Score gained total	Presentation
Identifying events	660	73,3%
Identifying conclusion	665	73,9%
Identifying vocabulary in the text	692	76,9%
Identifying setting	505	93,5%
Identifying character	360	100%

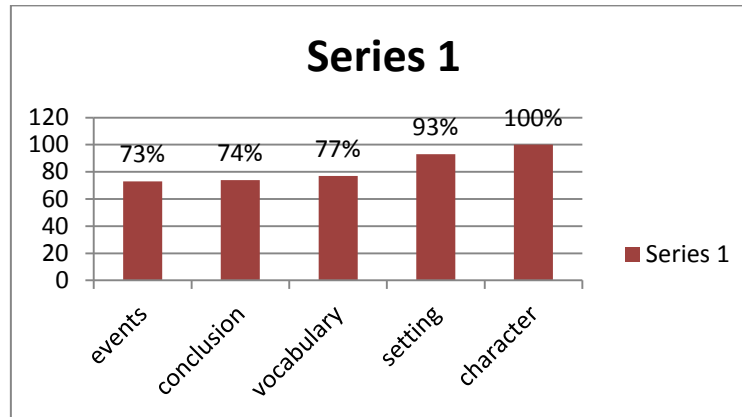


Figure 5

The Students Result in Indicator Recount Text in cycle 2

After getting students' reading scores in the second cycle, the researcher found the students' achievement were categorized into high category. Students' scores in the second cycle was not only high, but also satisfied. Furthermore, from 36 students in the class X³ accounting class, just 3 students did not pass the Minimum Mastery Criterion (KKM). There was 1 student who got 65 score and 2 students were 70 score. It means that there were 33 students passed the test well. By using extensive reading approach (ERA), the students' recount text comprehension achievement in class X³ accounting class improved significantly.

From the findings problems by observation and interview in cycle 1 have been solved by the solutions in cycle 2 that was showed by tables below:

Table 6

Problems and Solution of Internal Factors in the Cycle 2

No.	Internal Factors	Problems	Solution
1.	Character	<p>a. They were in hurry in answering the questions. They were afraid to waste time in only the easy and simple question. So, they assumed that it was only a trivial matter.</p> <p>b. The students did not know the meaning of the instruction.</p>	<p>a. Gave explanation about the character again.</p> <p>b. Motivated students to analyze the character had to be carefully, and did not think about it just unnecessary matters.</p> <p>c. Gave the description of the question based on the indicator. Then, asked them to bring the dictionary.</p>
2.	Setting	<p>a. They didn't read the whole text carefully. They only read the text based on the question only. Recount text has many setting (name of the location, place or time) since it has events, so sometimes, it makes students have to read the whole text to understand the text.</p> <p>b. They also thought that setting always on the first paragraph.</p>	<p>a. Researcher explained again about setting. Researcher asked students to identify the setting on the text. Researcher asked students to read not only about the question, but also the whole text so students know where or when it happened.</p> <p>b. Researcher clarified to students that finding setting was not only on the first paragraph but also in the other paragraphs.</p>
3.	Events	<p>a. Students did not know how to differentiate among first event, second event or the last</p>	<p>a. Researcher advised students to understand and memorize the function of the words</p>

No.	Internal Factors	Problems	Solution
		<p>event. They only knew when the writer wrote exactly the same thing such as first event, second event or the last event. They would be confused if the writer made the word such as afterwards, afterthat, then, so on.</p> <p>b. The students did not read text clearly</p>	<p>in the text.</p> <p>b. Gave the motivation to students in order they read the text clearly.</p>
4.	Conclusion	<p>a. They were confused to choose the similar answers. They were to focus to answer the conclusion based on the main title of the text without reading the whole text. In some cases it didn't matter to do that, but th others it didn't work that way. So, students must concern again that.</p> <p>b. There were still some students who lack in vocabulary, so they didn't know the answer of the text. For example the meaning of unforgettable, unpleasant, interesting and so on.</p>	<p>a. Gave the explanation more about conclusion. Then gave the example of the conclusion.</p> <p>b. Gave the motivation about conclusion, conclusion would be found if students could identify the impression or comment of the writer.</p> <p>c. Asked students to bring dictionary by themselves.</p>
5.	Vocabulary in the context	<p>a. The students did not master about part of speech.</p>	<p>b. Gave the key about vocabulary in the context. Gave the explanation more about part of speech.</p>

Table 7
Problems and solutions of External factors in the cycle 2

N o.	External Factors	Problems	Solution
1.	Motivation	a. Most of students lack of motivation in learning reading comprehension. b. The materials was not interesting.	a. Motivated them to have passion or to be active in reading comprehension by using Language Extensive reading approach (ERA) b. Joy learning with extensive reading approach
2.	Disturbance	a. Three students made disturbance because they did not know the answer of question. So, they asked to the other friends b. A21 did not like English basically.	a. Ordered them for listening teacher's explanation. b. Gave advice and spirit to A21 in order to study about English well
3.	Asking Permission	a. Two students often asked permission to the bathroom.	a. Gave the reward to students who did not ask permission after the lesson was finished.
4.	Sleeping	a. There were two students who almost slept in the class.	a. Asked students to wash their faces and take a ritual ablution, gave them advices to not do that again and motivated them to join the lesson again with the fresh faces.

B. The Comparative Result of the Action

Researcher compared the test result on reading comprehension between first cycle and second cycle. Researcher used quantitative in technique of analyzing data. It would analyze the data based on the score to decide the improvement of students' reading recount text achievement. The formula would calculate students' reading recount text by using extensive reading approach (ERA). It identified character, setting, events, conclusion and vocabulary in the context. Firstly, researcher calculated the students' mean score of the test. Secondly, researcher calculated the percentage of students' improvement in the first cycle and second cycle.

In the first cycle, most of students were less in identifying character, setting, events, conclusion and vocabulary in the context based on the recount text. It could be seen from their score. The value above has shown the result of students' reading recount text. There are 36 students in the class. There were some levels score of them. The mean score in the class was 71.92 score.

Actually, the all students are 36 in the X³ accounting class, but it just 13 students passed the Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile the others did not pass the KKM. There are 23 students who got score before 75 score. There was the formula to calculate mean score:

$$M = \frac{\sum fX}{N}$$

$$M = \frac{2589}{36}$$

$$\mathbf{M = 71.92}$$

It could be concluded that the mean score of students in the first cycle was 71.92. Based on the standard of the value in SMK N 1 Padangsidimpuan, it could be categorized as average.

Next, researcher need to calculate the percentage of students' score who passed the Minimum Mastery Criterion (KKM). To know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the first cycle, researcher used formula below:

$$\mathbf{P = \frac{R}{T} \times 100\%}$$

$$\mathbf{P = \frac{13}{36} \times 100\%}$$

$$\mathbf{P = 36, 11\%}$$

Based on the classification quality of students score in the Chapter III are 36, 11 %. It means categorized into low.

Secondly, in the second cycle, it could be conclude that there were 1 student got 65 score, 2 students got 70 score, 14 students got 75 score, 4 students got 80 score, 6 students got 85 score, 2 students got 90 score, 2 students got 95 score and 1 student got 100 score. Then, from 36 students in the class X³ accounting, just 3 students did not pass the Minimum Mastery Criterion (KKM). There was 1 student who got 65 score and 2 students were 70 score. It means that there were 33 students passed the test well.

According to researcher and co-teacher, the students' recount text comprehension achievement by using extensive reading approach (ERA) in class X³ accounting improved significantly. The researcher calculated the means score by using the formula below:

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{2875}{36}$$

$$M = 79.67$$

Based on the standard of value in SMK N 1 Padangsidempuan, it could be concluded that the mean score was included into good category.

Next, researcher need to calculate the percentage of students' score who passed the Minimum Mastery Criterion (KKM). To know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the second cycle, researcher used formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{33}{36} \times 100\%$$

$$P = 91.67\%$$

There was the chart that can show the differences of improvement of students' reading recount text comprehension (we can see also the table in appendix 9). It will show the comparison mean score between first cycle and second cycle.

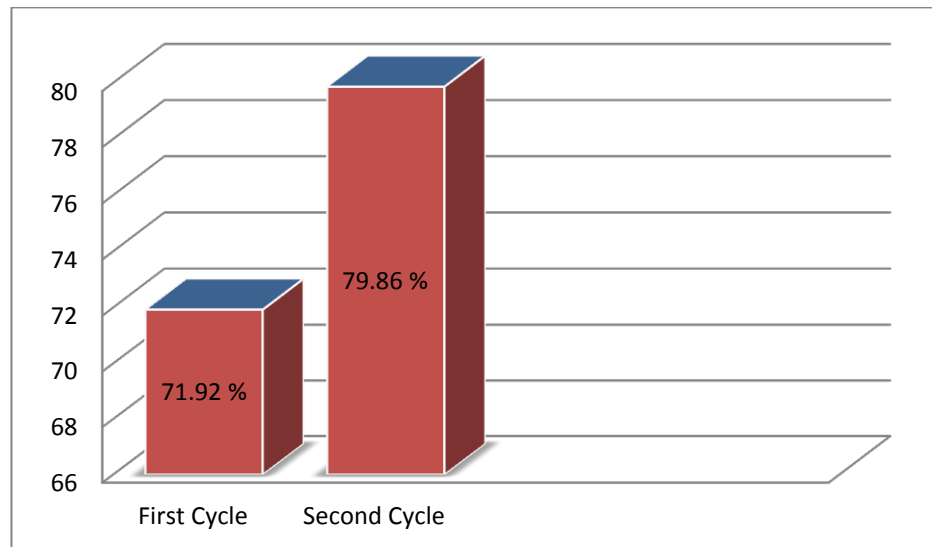


Figure 6

The comparative mean score between first cycle and second cycle.

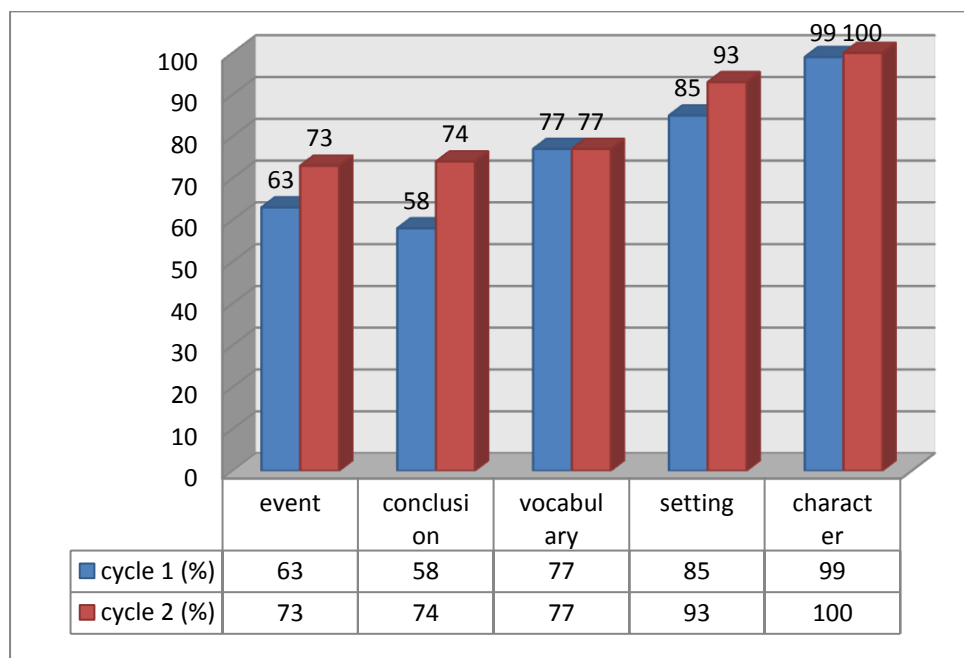


Figure 7

The comparative indicators' scores between first cycle and second cycle

Based on the chart above, it can be concluded that the researcher's hypothesis was accepted. Extensive reading approach (ERA) could improve students' readingg comprehension at grade X³ Accounting of SMK N 1 Padangsidempuan.

There was the calculation of students' reading recount text comprehension. It will show the improvement from first cycle to second cycle. (Can see the table in appendix)

Finally, the extensive reading approach (ERA) could improve students' reading comprehension in the X³ accounting class. The students interested to read recount text. Then, it made students focuses and active in the class. Students became interesting to find out character, setting, events, conclusion and vocabulary in the context in the recount text. It could be concluded from the significant improvement of score of students. It was 71.92 (36. 11%) in the first cycle and 79.67 (91.67%) in the second cycle.

And also, to test the hypothesis by using test below:

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

X= the quantity of hypothesis data (>75)

N= number of students

P= proportion of hypothesis

Cycle 1

X=12

$$N=36$$

$$P= 61\%=0.61$$

$$\begin{aligned} Z &= \frac{\frac{12}{36} - 0.61}{\sqrt{\frac{0.61(1-0.61)}{36}}} \\ &= \frac{-0.27}{0.08} \\ &= -1.02 \end{aligned}$$

While the score $Z_t=0.05=3.26$ (in normal distribution table)

So, in cycle 1 $Z_{\text{count}} < Z_{\text{table}} = -1.02 < 3.26$

Its mean was in cycle 1 the hypothesis was rejected

Cycle 2

$$X=33$$

$$N=36$$

$$P= 61\%=0.61$$

$$\begin{aligned} Z &= \frac{\frac{33}{36} - 0.61}{\sqrt{\frac{0.61(1-0.61)}{36}}} \\ &= \frac{0.31}{0.08} \\ &= 3.87 \end{aligned}$$

While the score $Z_t=0.05=3.26$ (in normal distribution table)

So, in cycle 2 $Z_{\text{count}} < Z_{\text{table}} = 3.87 < 3.26$

Its mean the cycle 2 hypothesis was accepted

In other word that extensive reading approach could improve students' reading comprehension at grade X SMKN 1 Padangsidmpuan

C. Data Discussion

Related to J. Bamford and R. Day, he said that the extensive reading approach (ERA) to reading instruction which has the central principle is to use students' own vocabulary, language patterns, and background of experiences to reading texts, making reading an especially meaningful and enjoyable process.¹⁰ It could help students more comprehend the text.

There are three thesis that researcher used as related finding. Then, researcher will explain it. It caused the one of purpose of this research is to describe students' achievement in reading recount text by using extensive reading approach (ERA) at grade X SMK N 1 Padangsidempuan. Extensive reading approach (ERA) could improve students' reading recount text comprehension.

First, the researcher's name is Annisa Puspita Ashari with the title "improving students' reading comprehension ability by using extensive reading at grade VIII of SMP N 2 Bantul in the academic year of 2012/2013".¹¹ Based on the result, it seems that the Application of the ERA in English classes may have a positive impact on the quality of students' writing, particularly on the versatility of ideas in the content of their compositions. It is important to notice that after

¹⁰J. Bamford and R. day, *Extensive Reading Activities for Teaching Language* (Cambridge: Cambridge university Press, 2004), p. 5.

¹¹Annisa Puspita Ashari with the title "improving students' reading comprehension ability through extensive reading at grade viii of SMP N 2 Bantul in the academic year of 2012/2013: state university Yogyakarta, English education department Faculty of languages and arts Yogyakarta state university.p.53. retrieved from <http://files.eric.ed.gov/fulltext/pdf.html> on December 5th, 2017 at 05.00 a.m.

creating the model text (about the school trip) in a whole-class discussion, it was not difficult for a majority of the pupils (61%) to read and write about their favourite family holiday. The researcher and the collaborator concluded that the problems were solved well.

The second, the researcher's name is Octavian Dewy Nor Hid ayah with the title "Pengaruh extensive reading approach (ERA) pada Kemampuan Membaca Anak Lamban Belajar Kelas V di MI Bahrul Ulum Kota Baru".¹² This research used experimental method with Single Subject Research (SSR) with AB design. The subject of this research is AF. Based on the result, it shows that the application of the ERA in English classes may have a positive impact on student' reading comprehension. It is showed by the increasing of student' score. In baseline (A) condition, the score is increased from 60% becomes 68 %. Then, in Intervention (B) also increase from 86% till 92%.

Third, Muhammad Romli, he had done research by Class Action Research (CAR). The title is "Improving the Students' Reading Comprehension Of Recount Text by Usingh extensive reading approach (ERA)".¹³Based on the research, students' comprehension on recount text is improving. It is seen from the cycle 1 and cycle 2. Based on the data that class average score was 75.43,

¹²Oktaviani Dewi Nur Hidayah. Pengaruh extensive reading approach (ERA) pada Kemampuan Membaca Anak Lamban Belajar Kelas V di MI Bahrul Ulum Kota Batu, Kota Batu: UM, 2014, retrieved from <http://teachersnetwork.org/ntol/howto/chlldlit/era.html>.,on November 5th, 2017 at 06.10 a.m.

¹³Muhammad Romli. Improving the Students' Reading Comprehension Text Through extensive reading Approach (ERA) at X of SMA N 1 Garut., retrieved from [http:// repository.uinjkt.ac.id/.../muhamad%20romli-fi.../html](http://repository.uinjkt.ac.id/.../muhamad%20romli-fi.../html). on November 10th, 2016 at 07.30 a.m.

which score was higher than before. Then, in the cycle 2 it had had 82.57 score. It means that reading recount text was improved.

Based on the explanation above, the researcher found the similarity with the others researcher and the theory which is related to extensive reading approach (ERA). It was based on the data in the first cycle 71.92 (46. 15%) and 80.96 (86. 46%) in the second cycle. It means that there had 9.04 (42. 31%) improvements for mean score and the percentage of students who passed the KKM in reading comprehension on recount text. It can be concluded that the researcher had been success in doing the research.

D. The Threats of the Research

There were some aspects that could threat for this research. The threatening came from the problems of students. Students who hasn't the same experiences or story, students' laziness, and sstudents who did not know the meaning of the text. So, they did not answer the test seriously. It made noisy and disturbed others.

Next, extensive reading approach (ERA) has not been used in the classroom before. It made students still confuse to create extensive reading approach (ERA) Researcher should explain more about learning material. It made longer time. There were several students who almost slept and made some noises in the classroom.

Extensive reading approach (ERA) is based on their on interesting, their own wishing that will become their own reading material. Thus, by using

this approach students will be more fun and easy to be done. Students had motivation because students would apply extensive reading approach (ERA) by themselves. Finally, extensive reading approach (ERA) could improve students' reading comprehension in X³ accounting SMK N 1 Padangsidempuan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the result of the classroom action research, it could be concluded that Extensive Reading Approach improved students' reading comprehension at grade X SMK N 1 Padangsidempuan. It based on the students' reading comprehension in recount text, the mean score which in first cycle was 71.92 (36.11%) and in second cycle were 79.86 (91.67%). There were four of external factors that influencing students' reading comprehension in first cycle and second cycle, they are motivation, disturbance, asking permission to the bathroom, and sleeping in the classroom. Therefore, the hypothesis in the research could be accepted. The learning, the value and the condition in reading comprehension by using Extensive Reading Approach has shown the good improvement in class X SMK N 1 Padangsidempuan.

B. The Suggestion

Based on the above explanation, it had been described Extensive reading Approach improved students' reading comprehension in English and the implication of the result goes to English teachers of Senior High School. Moreover, the English teachers can apply Extensive Reading Approach in teaching and learning process in the classroom. By Extensive Reading Approach, the students will be more active and interested in the learning process. Therefore,

Extensive Reading Approach with all the steps can create students' reading comprehension be better than before.

The result of this research showed that using of Extensive Reading Approach improved students' reading comprehension, especially at grade X³Accounting SMK N 1 Padangsidempuan. The suggestions are special for the teachers, students and other researchers. The suggestions will be explained as follow:

- a. Extensive Reading Approach was activities that can create students' interest and decrease tension in difficulty curriculum areas especially in subject reading comprehension. It also can be used as an alternative approach of English teaching in reading comprehension.
- b. For the teacher, it is very wise to use Extensive Reading Approach in teaching reading comprehension because this approach can make the students more active, fun, interested in the learning process.
- c. For the students, it is hoped that by using Extensive Reading Approach the students more interested in studying English especially reading comprehensionn in recount text, because Extensive Reading Approachgives the opportunity for students to make their mindbe relaxfrom their background knowledges that make easier to the lesson material. They will be active and interested in the learning process. Thus, most likely it will improve the students' reading comprehension.

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Appendix 1

Lesson plan 1 Cycle 1

LESSON PLANN 1 MEETING 1

Nama Sekolah : SMK N 1 Padangsidempuan

Kelas : X

Jenis Text : Reading Recount Text

Alokasi Waktu : 2 x 45 menit

A. Kompetensi inti

Memahami makna teks fungsional pendek dan essay sederhana berbentuk *recount* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Merespon makna dan langkah retorika dalam essay yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
1. Menemukan gagasan utama dalam text recount.	1. Gemar membaca
2. Menentukan kosakata yang sulit dalam teks recount	2. Banyak membaca
3. Menentukan tokoh dalam cerita	3. Komunikatif
4. Menceceritakan peristiwa dalam cerita	4. Aktif
5. Mengetahui setting cerita	

D. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Siswa dapat menemukan gagasan utama dalam text recount.
2. Siswa dapat menentukan kosakata yang sulit dalam teks recount
3. Siswa dapat menentukan tokoh dalam cerita
4. Siswa dapat menentukan peristiwa dalam cerita
5. Mengetahui setting cerita

E. Sumber Belajar

1. pdf book
2. Internet book
3. Magazine
4. Novel
5. Comic
6. Newspaper

F. Materi Pembelajaran

Teks recount : Buku “becoming my mother’s daughter”

Kosa kata terkait teks

Recount Text

1. Social Function: To tell the readers what happened in the past through a sequence of events
2. Generic Structure

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting. It provides details of who, what, when, where, or why.
Events	A sequence of events which happened in a chronological order. What happened? First..., Next..., Soon..., During..., After..., Later..., Eventually..., Finally...
Closing (reorientation)	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

3. Example of a Recount Text

<u>Vacation to London; the clear example of recount text</u>	
Orientation	Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London.
Events	They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way. On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel. The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food. The two weeks in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.
Reorientation	The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

G. Metode Pembelajaran:

Extensive reading approach (ERA)

H. Langkah-langkah Pembelajaran:

STEP	ACTIVITIES	TIME
PERTEMUAN I Kegiatan Awal	<ol style="list-style-type: none"> 1. Greeting 2. Introducing 3. Checking student's presentation 4. Activating students' background knowledge sepeerti: <ol style="list-style-type: none"> a. bertanya jawab tentang gemar membaca b. guru menunjukkan contoh buku-buku bacaan yang menarik c. guru memotivasi siswa agar gemar membaca buku apasaja 	15'
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru menunjukkan berbagai buku bacaan yang memuat text recount 2. Guru menjelaskan tentang text recount. 3. Guru menjelaskan tentang extensive reading dan aktipitasnya 4. Guru membagi siswa mejadi 6 kelompok 5. Guru membagikan text yang menarik dengan text recount dan kartu extensive reading. 6. Siswa mendiskusikan buku dengan mengisi kartu ekstensive reding 10 menit 7. Setiap kelompok memilih salah seorang temannya sebagai juru bicara 8. Setiap juru bicara dari tiap kelompok mempesentasikan hasil diskusi mereka di depan kelas dalam 5 menit 9. Siswa yang lain mendengarkan dan mencatat pertanyaan yang ingin di ajukan. 10. Juru bicara menjawab pertanyaan beserta teman sekelompoknya. 	105'
Kegiatan Penutup	<ol style="list-style-type: none"> 1. guru memberikan kesempatan kepada siswa untuk bertanya 2. Siswa dan guru menyimpulkan materi yang telah dipelajan. 	15'

	3. guru merekomendasikan dan membagikan berbagai judul buku menarik kepada siswa yang tersedia di toko buku, perpustakaan dan internet yang sangat membantu untuk meningkatkan minat membaca siswa.	
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Appendix 2

Lesson plan 2 Cycle 1

LESSON PLANN 1 MEETING 2

Nama Sekolah : SMK N 1 Padangsidimpuan

Kelas : X

Jenis Text : Reading Recount Text

Alokasi Waktu : 2 x 45 menit

I. Kompetensi inti

Memahami makna teks fungsional pendek dan essay sederhana berbentuk *recount* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

J. Kompetensi Dasar

Merespon makna dan langkah retorika dalam essay yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*.

K. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
6. Menemukan gagasan utama dalam text recount.	5. Gemar membaca
7. Menentukan kosakata yang sulit dalam teks recount	6. Banyak membaca
8. Menentukan tokoh dalam cerita	7. Komunikatif
9. Menceritakan peristiwa dalam cerita	8. Aktif
10. Mengetahui setting cerita	

L. Tujuan Pembelajaran

Pada akhir pembelajaran:

6. Siswa dapat menemukan gagasan utama dalam text recount.
7. Siswa dapat menentukan kosakata yang sulit dalam teks recount
8. Siswa dapat menentukan tokoh dalam cerita
9. Siswa dapat menentukan peristiwa dalam cerita
10. Mengetahui setting cerita

M. Sumber Belajar

7. pdf book
8. Internet book
9. Magazine
10. Novel
11. Comic
12. Newspaper

N. Materi Pembelajaran

Teks recount : Buku “becoming my mother’s daughter”

Kosa kata terkait teks

Recount Text Social Function: To tell the readers what happened in the past through a sequence of events

Generic Structure

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting. It provides details of who, what, when, where, or why.
Events	A sequence of events which happened in a chronological order. What happened? First..., Next..., Soon..., During..., After..., Later..., Eventually..., Finally...
Closing (reorientation)	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

4. Example of a Recount Text

Vacation to London; the clear example of recount text

Orientation	Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London.
Events	They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way. On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel. The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food. The two weeks in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.
Reorientation	The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

O. Metode Pembelajaran:

Extensive reading approach (ERA)

P. Langkah-langkah Pembelajaran:

STEP	ACTIVITIES	waktu
PERTEMUAN I Kegiatan Awal	5. Greeting 6. Motivating, encouraging and more controlling to managing the class 7. Checking student's presentation 8. Reminding the first meeting about	15
Kegiatan Inti	1. Guru menyediakan extensive reading reading test yang telah di perkenalkan di pertemuan pertama 2. Guru membagikan kartu ekstensive reading untuk tiap siswa 3. Siswa memilih tex bacaan yang disediakan guru 4. Siswa mengisi kartu berdasarkan hasil bacaan	105
Kegiatan Penutup	5. guru memberikan kesempatan kepada siswa untuk bertanya 6. guru merekomendasikan dan membagikan berbagai judul buku menarik kepada siswa yang tersedia di toko buku, perpustakaan dan internet yang sangat membantu untuk meningkatkan minat membaca mereka.	15

Q. Penilaian:

1. Teknik : writing and speaking
2. Bentuk : essay, presentation, question and answer the question.
3. Instrument : terlampir

R. Evaluasi

Langkah-langkah evaluasi

1. Menyuruh siswa memilih bacaan yang di sediakan guru
2. Membagikan kartu extensive reading
3. Mengisi kartu extensive reading
4. Mempresentasikan dari kartu kartu extensive reading

Rubric penilaian

Aspects	Score	Criteria
Identifying events	20-25	Very good to excellent
	15-20	Average to good

	8-14	Poor to fair
	1-7	Very poor
Identifying conclusion	20-25	Very good to excellent
	15-20	Average o good
	8-14	Poor to fair
	1-7	Very poor
Identifying vocabulary in the text	20-25	Very good to excellent
	15-20	Average to good
	8-14	Poor to fair
	1-7	Very poor
Identifying setting	13-15	Very good to excellent
	9-12	Average o good
	5-8	Poor to fair
	1-4	Very poor
Identifying character	8-10	Very good to excellent
	5-7	Average to good
	3-5	Poor to fair
	1-2	Very poor

Maximum score: 100

Students Score: $\frac{\text{Students mean score}}{\text{Maximum Score}} \times 100$

Maximum Score.

$$x = \frac{\sum xX}{N} 100\%$$

Where x : The mean of the students.

$\sum x$: the total score.

N : the number of the students.

Mengetahui;

Guru Bahasa Inggris

Padangsidempuan, 2016

Peneliti

Fitri Rayani Siregar, M.Hum.
NIP.19820731 200912 2 004

Fatma Muhriza
NIM. 13 340 0085

Appendix 3

Lesson plan 2 Cycle 2

LESSON PLANN 1 MEETING 3

Nama Sekolah : SMK N 1 Padangsidempuan

Kelas : X

Jenis Text : Reading Recount Text

Alokasi Waktu : 2 x 45 menit

A. Kompetensi inti

Memahami makna teks fungsional pendek dan essay sederhana berbentuk *recount* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Merespon makna dan langkah retorika dalam essay yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
1. Menemukan gagasan utama dalam text recount.	1. Gemar membaca
2. Menentukan kosakata yang sulit dalam teks recount	2. Banyak membaca
3. Menentukan tokoh dalam cerita	3. Komunikatif
4. Menceceritakan peristiwa dalam cerita	4. Aktif
5. Mengetahui setting cerita	

D. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Siswa dapat menemukan gagasan utama dalam text recount.
2. Siswa dapat menentukan kosakata yang sulit dalam teks recount
3. Siswa dapat menentukan tokoh dalam cerita
4. Siswa dapat menentukan peristiwa dalam cerita
5. Mengetahui setting cerita

E. Sumber Belajar

1. pdf book
2. Internet book
3. Magazine
4. Novel
5. Comic
6. Newspaper

F. Materi Pembelajaran

Teks recount : Buku “becoming my mother’s daughter”

Kosa kata terkait teks

Recount Text

1. Social Function: To tell the readers what happened in the past through a sequence of events
2. Generic Structure

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting. It provides details of who, what, when, where, or why.
Events	A sequence of events which happened in a chronological order. What happened? First..., Next..., Soon..., During..., After..., Later..., Eventually..., Finally...
Closing (reorientation)	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

3. Example of a Recount Text

<u>Vacation to London; the clear example of recount text</u>	
Orientatio n	Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London.
Events	They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way. On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel. The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food. The two weeks in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.
Reorientati on	The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

G. Metode Pembelajaran:

Extensive reading approach (ERA)

H. Langkah-langkah Pembelajaran:

STEP	ACTIVITIES	TIME
PERTEMUAN I Kegiatan Awal	<ol style="list-style-type: none"> 1. Greeting 2. Motivating 3. Checking student's presentation 4. Activating students' background knowledge seperti: 5. Reminding the materials in the second meetings. 	15'
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru menunjukkan kembali berbagai text bacaan yang baru dan lebih menarik. 2. Guru menjelaskan tentang text recount. 3. Guru menjelaskan kembali tentang extensive reading dan aktipitasnya 4. Guru membagi siswa mejadi 6 kelompok 5. Guru membagikan text yang menarik dengan text recount dan kartu extensive reading. 6. Siswa mendiskusikan buku dengan mengisi kartu ekstensive reding 10 menit 7. Guru memeriksa kartu setiap kelompok 8. Guru memotivasi setiap kelompok sesuai dari hasil test pada cycle 1 9. Setiap kelompok memilih salah seorang temannya sebagi juru bicara selain pembicara pada diskusi sebelumnya 10. Setiap juru bicara dari tiap kelompok mempesentasikan hasil diskusi mereka di depan kelas dalam 5 menit 11. Siswa yang lain mendengarkan dan mencatat pertanyaan yang ingin di ajukan. 12. Juru bicara menjawab pertanyaan beserta teman sekelompoknya. 	105'
Kegiatan Penutup	<ol style="list-style-type: none"> 1. guru memberikan kesempatan kepada siswa untuk bertanya 2. Siswa dan guru menyimpulkan materi yang telah dipelajan. 3. guru merekomendasikan dan membagikan berbagai judul buku menarik kepada siswa yang tersedia di toko buku, perpustakaan dan 	15'

	internet yang sangat membantu untuk meningkatkan minat membaca siswa.	
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Appendix 4

Lesson plan 2 Cycle 2

LESSON PLANN 1 MEETING 4

Nama Sekolah : SMK N 1 Padangsidempuan

Kelas : X

Jenis Text : Reading Recount Text

Alokasi Waktu : 2 x 45 menit

I. Kompetensi inti

Memahami makna teks fungsional pendek dan essay sederhana berbentuk *recount* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

J. Kompetensi Dasar

Merespon makna dan langkah retorika dalam essay yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*.

K. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
6. Menemukan gagasan utama dalam text recount.	5. Gemar membaca
7. Menentukan kosakata yang sulit dalam teks recount	6. Banyak membaca
8. Menentukan tokoh dalam cerita	7. Komunikatif
9. Menceritakan peristiwa dalam cerita	8. Aktif
10. Mengetahui setting cerita	

L. Tujuan Pembelajaran

Pada akhir pembelajaran:

6. Siswa dapat menemukan gagasan utama dalam text recount.
7. Siswa dapat menentukan kosakata yang sulit dalam teks recount
8. Siswa dapat menentukan tokoh dalam cerita
9. Siswa dapat menentukan peristiwa dalam cerita
10. Mengetahui setting cerita

M. Sumber Belajar

7. pdf book
8. Internet book
9. Magazine
10. Novel
11. Comic
12. Newspaper

N. Materi Pembelajaran

Teks recount : Buku “becoming my mother’s daughter”

Kosa kata terkait teks

Recount Text

4. Social Function: To tell the readers what happened in the past through a sequence of events
5. Generic Structure

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting. It provides details of who, what, when, where, or why.
Events	A sequence of events which happened in a chronological order. What happened? First..., Next..., Soon..., During..., After..., Later..., Eventually..., Finally...
Closing (reorientation)	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

6. Example of a Recount Text

<u>Vacation to London; the clear example of recount text</u>	
Orientatio n	Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London.
Events	They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way. On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel. The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food. The two weeks in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.
Reorientati on	The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

O. Metode Pembelajaran:

Extensive reading approach (ERA)

P. Langkah-langkah Pembelajaran:

STEP	ACTIVITIES	TIME
PERTEMUAN I Kegiatan Awal	6. Greeting 7. Motivating 8. Checking student's presentation 9. Mengingatn kembali materi sebelumnya	15'
Kegiatan Inti	13. Siswa melanjutkan kembali diskusi dari pertemuan ketiga. 14. Guru membagi kartu ekstensif reading untuk tiap siswa 15. Siswa mengisi kartu masing masing dari hasil membaca ekstensif	105'
Kegiatan Penutup	7. guru memberikan kesempatan kepada siswa untuk bertanya 8. Siswa dan guru menyimpulkan materi yang telah dipelajan. 9. guru merekomendasikan dan membagikan berbagai judul buku menarik kepada siswa yang tersedia di toko buku, perpustakaan dan internet yang sangat membantu untuk meningkatkan minat membaca siswa.	15'

Q. Penilaian:

4. Teknik : writing and speaking
5. Bentuk : essay, presentation, question and answer the question.
6. Instrument : terlampir

R. Evaluasi

Langkah-langkah evaluasi

5. Menyuruh siswa memilih bacaan yang di sediakan guru
6. Membagikan kartu extensive reading
7. Mengisi kartu extensive reading
8. Mempresentasikan dari kartu kartu extensive reading

Rubric penilaian

Aspects	Score	Criteria
Identifying	20-25	Very good to excellent

events	15-20	Average to good
	8-14	Poor to fair
	1-7	Very poor
Identifying conclusion	20-25	Very good to excellent
	15-20	Average o good
	8-14	Poor to fair
	1-7	Very poor
Identifying vocabulary in the text	20-25	Very good to excellent
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	8-14	Poor to fair
	1-7	Very poor
Identifying setting	13-15	Very good to excellent
	9-12	Average o good
	5-8	Poor to fair
	1-4	Very poor
Identifying character	8-10	Very good to excellent
	5-7	Average to good
	3-5	Poor to fair
	1-2	Very poor

Maximum score: 100

Students Score: $\frac{\text{Students mean score}}{\text{Maximum Score}} \times 100$

Maximum Score.

$$x = \frac{\sum x}{N} \times 100\%$$

Where \bar{x} : The mean of the students.

$\sum x$: the total score.

N : the number of the students.

Mengetahui;

Guru Bahasa Inggris

Padangsidempuan, 2016

Peneliti

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APPENDIX V

LIST OF INTERVIEW

Interviews to the students in cycle 1

1. Why were you wrong to answer question about character?

Answer:

Sebab teks yang terlalu panjang, jadi saya membacaxa hanya sekilas, dan hanya menuliskan dan menyebutkan yang sering –sering muncul dari text.(because the text was too long, so I just read it for skimming and I just wrote and mentioned to the mostly words from the text)

2. Why were you wrong to answer question about setting?

Answer:

Karna bingung menetapkan yang mana yang akan di pakai, apakah latar tempat, waktu atau suasana, jadi saya hanya menebak nebak, dan tanpa mengetahui makna sesungguhnya, selain itu sangat sulit menentukan kosakata yang menunjukkan setting atau latar (caused of confused to decide which one of them can use to the setting of place, setting of time or setting of condition, well I just guessed without knowing the meaning exactly. And also they were too hard to take the best setting)

3. Why were you wrong to answer question about the events?

Answer:

Peristiwa-peristiwa dalam text terlalu banyak dan beruntun, , di samping belum mengetahui artinya semua juga, dan alur ceritanya yang blum pernah di baca sebelumnya (the events in the texts were kinds and complexity, therefore I had understood the meaning yet and the plots also because I had not background knowledge with tem

4. Why were you wrong to answer question about conclusion?

Answer:

Karena I tidak mengetahui arti dari cerita dan I tidak mampu untuk meringkaskan cerita sebab terlalu panjang (Because I don't know the translating, I can't to got the summary from the texts caused of too long)

5. Why were you wrong to answer question about vocabulary in the text?

Saya tidak tahu arti dari cerita(I don't know the translation of the text)

APPENDIX VI

LIST OF INTERVIEW

Interviews to the students in cycle 2

1. Why were you wrong to answer question about character?

Answer:

Sebab teks tersebut hanya menceritakan seorang tokoh, jadi saya kira hanya satu orang tokohnya (because the text just toll a character so I thought there was just a character)

2. Why were you wrong to answer question about setting?

Answer:

(saya tidak mengerti arti dari cerita) I don't understand the meaning of the text)

3. Why were you wrong to answer question about the events?

Answer:

(saya tidak mengerti arti dari cerita) I don't understand the meaning of the text)

4. Why were you wrong to answer question about conclusion?

Answer:

(saya tidak mengerti arti dari cerita) I don't understand the meaning of the text)

5. Why were you wrong to answer question about vocabulary in the text?

Answer:

(saya tidak mengerti arti dari cerita) I don't understand the meaning of the text)

6. Why did you decline from cycle 1 to cycle 2?

Answer:

(saya tidak mengerti arti dari cerita) I don't understand the meaning of the text)

Appendix

List of Interview

Interview to the Teacher

1. Bagaimana kemampuan membaca siswa-siswa didalam belajar bahasa Inggris? (how are the students' reading ability in English Learning?)

Answer:

2. Metode apa saja yang digunakan Ibu dalam mengajar Bahasa Inggris? (What kinds of method that you use in teaching English?)

Anwer:

3. Apa saja kesulitan siswa dalam belajar bahasa Inggris khususnya reading? (What are the students' difficulties in English learning especially in reading?)

Anwer:

4. Apa saja yang ibu lakukan agar siswa tertarik membaca bahasa Inggris didalam kelas? (what do you do to make the students interest reading English in the class?)

Answer:

Test 1

No	Students' Initial	Indicators					Test Score
		Character	Setting	Events	Conclusion	Vocabulay in Context	
1	A1	10	10	10	15	15	60
2	A2	10	15	15	10	20	70
3	A3	10	15	10	15	15	65
4	A4	10	15	10	15	22	72
5	A5	10	15	20	10	22	77*
6	A6	10	14	15	15	24	78*
7	A7	10	14	10	10	21	65
8	A8	9	14	21	15	23	72
9	A9	10	13	20	15	19	67
10	A10	10	14	15	15	18	72
11	A11	10	12	15	15	20	72
12	A12	10	14	10	15	20	69
13	A13	10	12	15	10	20	79*
14	A14	9	12	15	15	20	71
15	A15	10	15	20	15	20	80*
16	A16	10	13	10	10	20	63
17	A17	10	15	15	10	20	70
18	A18	10	15	15	15	20	75*
19	A19	10	12	10	15	19	66
20	A20	10	12	15	10	20	67
21	A21	10	12	10	10	19	61
22	A22	10	10	10	10	20	60
23	A23	10	10	15	15	15	65
24	A24	10	12	15	10	15	62

25	A25	10	15	20	15	10	70
26	A26	10	12	10	15	15	62
27	A27	10	12	20	15	15	62
28	A28	10	13	24	21	20	88*
29	A29	10	12	22	21	20	85*
30	A30	10	12	22	22	23	89*
31	A31	10	12	23	15	22	82*
32	A32	10	12	24	20	22	88*
33	A33	10	12	22	20	21	85*
34	A34	10	12	15	15	20	62
35	A35	10	12	15	19	20	76*
36	A36	10	12	20	20	20	82*

Test 2

Appendix 7								
	Students' Reading Comprehension Scores in Second Cycle							
	No	Students'	Indicators				Test	
		Initial	Character	Setting	Events	Conclusion	Vocabulary	Score
							in Context	
	1	A1	10	10	20	15	20	75
	2	A2	10	10	20	20	20	80
	3	A3	10	15	20	20	20	85
	4	A4	10	15	20	15	15	75

	5	A5	10	15	20	20	25	90	
	6	A6	10	15	15	15	15	70	
	7	A7	10	10	15	20	20	75	
	8	A8	10	15	25	20	25	95	
	9	A9	10	15	15	20	15	75	
	10	A10	10	15	20	25	20	90	
	11	A11	10	15	15	20	15	75	
	12	A12	10	15	20	25	15	85	
	13	A13	10	15	20	20	15	80	
	14	A14	10	15	20	20	20	85	
	15	A15	10	15	25	25	25	100	
	16	A16	10	15	15	15	20	75	
	17	A17	10	20	15	20	15	80	
	18	A18	10	15	20	15	25	85	
	19	A19	10	15	15	10	15	65	
	20	A20	10	15	20	15	20	85	
	21	A21	10	10	15	15	20	70	
	22	A22	10	10	20	20	25	85	
	23	A23	10	20	15	15	15	75	
	24	A24	10	15	15	15	20	75	
	25	A25	10	15	25	20	25	95	
	26	A26	10	15	15	20	20	80	
	27	A27	10	10	20	15	20	75	
	28	A28	10	15	20	20	15	80	
	29	A29	10	15	20	15	20	80	
	30	A30	10	10	20	20	17	75	
	31	A31	10	15	15	15	20	75	
	32	A32	10	10	20	20	20	80	
	33	A33	10	15	15	15	20	75	
	34	A34	10	10	20	15	20	75	
	35	A35	10	15	15	20	20	80	
	36	A36	10	15	15	20	15	75	
		sum	360	505	660	655	692	2875	
	SUM								79,8

								6
	MEAN SCORE							91,6
	PERCENTAGE							7 %
	.							

appendix 9

the result between cycle 1 and cycle 2

No	Students' Initial	Cycle 1 First Test	Cycle 2 First Test
1	A1	60	75
2	A2	70	80
3	A3	65	85
4	A4	72	75
5	A5	77*	90
6	A6	78*	70
7	A7	65	75
8	A8	72	95
9	A9	67	75
10	A10	72	90
11	A11	72	75
12	A12	69	85
13	A13	79*	80
14	A14	71	85
15	A15	80*	100
16	A16	63	75
17	A17	70	80
18	A18	75	85
19	A19	66	65

20	A20	67	85
21	A21	61	70
22	A22	60	85
23	A23	65	75
24	A24	62	75*
25	A25	70	95
26	A26	62	80
27	A27	62	75
28	A28	88*	80
29	A29	85*	80
30	A30	89*	75
31	A31	82*	75
32	A32	88*	80
33	A33	85*	75
34	A34	62	75
35	A35	76*	80
36	A36	82*	75
$M = \frac{\sum fX}{N}$		2589/36= 71.92	2875/36= 79,86
$P = \frac{R}{T} \times 100\%$		13/36 x 100%= 36.11%	33/36= 91,67%

*: The students who passed the KKM (75) in

first cycle

Bold name that did not pass the KKM (75) in

second cycle

appendix 10

the improvement students' reading comprehenssion

NO	STUDENTS' INITIAL	SCORE		STATE
		CYCLE 1	CYCLE 2	
1	A1	60	75	Improved
2	A2	70	80	Improved
3	A3	65	85	Improved
4	A4	72	75	Improved
5	A5	77*	90	Improved
6	A6	78*	70	Declined
7	A7	65	75	Improved
8	A8	72	95	Improved
9	A9	67	75	Improved
10	A10	72	90	Improved
11	A11	72	75	Improved
12	A12	69	85	Improved
13	A13	79*	80	Improved
14	A14	71	85	Improved
15	A15	80*	100	Improved
16	A16	63	75	improved
17	A17	70	80	Improved
18	A18	75*	85	Improved

19	A19	66	65	declined
20	A20	67	85	improved
21	A21	61	70	Improved
22	A22	60	85	Improved
23	A23	65	75	Improved
24	A24	62	75	improved
25	A25	70	95	Improved
26	A26	62	80	Improved
27	A27	62	75	Improved
28	A28	88*	80	Declined
29	A29	85*	80	Declined
30	A30	89*	75	Declined
31	A31	82*	75	Declined
32	A32	88*	80	Declined
33	A33	85*	75	Declined
34	A34	62	75	Improved
35	A35	76*	80	Improved
36	A36	82*	75	Declined
	SUM	2589	2875	Improved
			79,86	Improved
	Mean: $M = \frac{\sum X}{N}$	71.92		
	Percentage: $P = \frac{R}{T} \times 100\%$	36.11%	91.67%	improved

DAFTAR NILAI SISWA SMK NEGERI 1 PADANGSIDMPUAN
KELAS X AKUNTANSI 3

NO	NAMA SISWA	TEST CYCLE 1	TEST CYCLE 2
1	Ahmad yani	60	75
2	Amelia prasiska	70	80
3	Arina	65	85
4	Besti	72	75
5	Denny	77*	90
6	Denius	78*	70
7	Dinda	65	75
8	Eva	72	95
9	Felsalis	67	75
10	Ginawan	72	90
11	Hardian	72	75
12	Heru	69	85
13	Inda	79*	80
14	Juris warni	71	85
15	Jaulia	80*	100
16	Ieli	63	75
17	Lolita	70	80
18	Maya	75*	85
19	Mia	66	65
20	Mustika	67	85
21	M. saiful	61	70
22	Nuralmi	60	85
23	Nuramelia	65	75
24	Fauziah	62	75
25	Putri	70	95
26	Purnama	62	80
27	Rika	62	75
28	Riski	88*	80
29	Roni	85*	80

30	Santi	89*	75
31	Sinta	82*	75
32	Sri	88*	80
33	Tamara	85*	75
34	Umar	62	75
35	Vivi	76*	80
36	Yola	82*	75
	$M = \frac{\sum fX}{N}$	2589/36= 71.92	2875/36= 79,86
	$P = \frac{R}{T} \times 100\%$	13/36 x 100%= 36.11%	33/36= 91,67%

Travelling Around The World

Deri saved his money and spent two months traveling around the world. He wrote his journey in his diary.

I spent a week in New York and then flew to London and enjoyed several weeks in Europe. When I had seen the sights in Europe, I took a train to Istanbul and visited many places in Asia.

First, I flew from his home in Mexico City to New York City. After through Asia, I went to south America and finally back home to Indonesia. Deri felt tired but he was very excited and wanted to travel again.

Going to School

My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just the perfect position.

I had to show her my shoes that I had cleaned the night before and my school bag had to be neatly put on my shoulder before I could get near the door. Only after my mother was totally satisfied, would I be allowed to rush out of the front door. I would leave home at 8 am on the dot and make my way down the lane. After a walk of about 700 metres I would be able to see the tall steeple of the school.

The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell went.

My Great Day of Proposing Girl

I woke up at about five o'clock yesterday. It wasn't a regular day, because I was about to propose a girl.

After praying and taking a bath, I had my early breakfast. At about nine o'clock I was in my office but my soul wasn't there. I was thinking about the lines that I had to say to her.

At one o'clock, I had my lunch but I wasn't enjoying it either. So, I practiced the lines to almost all girls I met at my lunch. Yes, I was a little bit crazy. Finally, it was three o'clock. I remembered all my lines. I wrapped my works and got ready to pick her up and of course proposed her.

I met her at four o'clock, took a little walk and went to a movie. At seven, we had a romantic dinner. I thought it was the perfect time to ask her to be my wife. Then I said the lines that I practiced the whole afternoon.

She smiled. I reached my pocket to get a ring and put it around her finger. Then she said "Yes." After driven her home I went back to my house.

My Bad Day on Sunday

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Meeting a Star

On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar.

Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive!

Going Camping

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper.

At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.

Holiday in Bali

We had a wonderful holiday in Bali. It was a really great place. The people were friendly, the food was great, and the weather was a lot better than at home.

Most days were pretty. I swam two or three times a day, but my brother Fachri just spent all his time lying on the beach with his eyes closed.

Last Saturday I got on the bus and went to the north of the island, It was much quieter there than here-very beautiful, but no tourists. The next day we went across to the east coast to see some of the old villages.

I learned Balinese-I couldn't say much, but it was fun to try. Fachri actually spoke it quite well, but he was afraid to open his mouth, so I was the one who talked to people.

My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Travel on the Plane for the First Time

When I was young, I did not really like traveling. I preferred playing games on the computer. I never traveled abroad on the plane until 1998. At that time, I was 21 years old.

My first trip was a 4-day trip to Taipei. Before I came to the airport, I did not know how to check-in. All procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at the time.

After that trip, I like traveling. I also traveled to Korea, France, Germany, Switzerland, Italy, and Austria.

My Holiday Was Fantastic

Last summer I got a fantastic holiday. I visited some great places. I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major

film companies - Paramount, Warner Bros., RKO and Columbia - had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

The places made me feel at home but I have to go home. Next time I would return to them.

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, he was ready.

My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a cente for silversmiths and goldensmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

R.A. Kartini

Every april 21 people in indonesia commemorate the kartini day. It is beautiful day for the woman because we celebrate the birth of great lady R.A. Kartini. Everyone knows who kartini is. she is our national heroine and a great lady with the bright idea.

Kartini was born in 1879 april 21 in mayong jepara. Her father was Rama Sosroningrat Wedana (assistant of head of regency) in mayong. her mother, Ma Ngasirah was a girl from Teluk Awur village in Jepara as the daughter of a noble family, she felt luck because she got more than the ordinary people got. She got better education than other children in november 12 1903 she married adipati djoyodiningrat, the head of rembang regency. According to

Javanese tradition Kartini had to follow her husband. Then she moved to Rembang.

In September 13 1904 she gave a birth to her son. His name was Singgih. But after giving birth to a son, her condition was getting worse and she finally passed away on September 17 1904 on her 25 years old.

Now Kartini has gone. But her spirit and dream will always be in our heart. Nowadays Indonesian women progress is influenced by Kartini's spirit stated on collection of letter *Habis Gelap Terbitlah Terang* from the dusk to the dawn.

Vacation to London

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours.

On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

Pangandaran Beach

The tour to Pangandaran Beach started on holiday last semester. We decided to go to Pangandaran Beach by our motorbike. That was very interesting tour. Riding a motorbike from my hometown, Cirebon, to Pangandaran Beach with my best friends made me feel excited.

The tour to Pangandaran Beach began at 09.00 a.m. in the morning and it took 5 hours riding to Pangandaran Beach. There were so many story that my friends and I got when we were in the tour such as there was my friend who got lost, ran out of fuel in the middle of jungle, and so forth. But it was interesting, because it was the first moment that I ever had in touring.

We arrived at Pangandaran Beach at 02.00 p.m. and we stright to move to the beach. At beach we just lied down there to stretch our muscle because of 5 hours riding. We also had a lunch there by eating some foods that we brought from Cirebon. That was very nice moment when we shared our own food to others.

After we had enough rest, we began to explore Pangandaran Beach. Started by exploring the beach, and the sea using rented boat. Then we went to dive by renting some diving equipment. We could see many coral there. We just had 2 hours to enjoy Pangandaran Beach because we had to come back to Cirebon.

We came back to Cirebon at 04.00 p.m. It was imposible to ride in the night, so we just decided to stay over in our friend house in Ciamis and we started to come back in the morning. That was very nice experience that I and my friends ever had. We would never forget that moment.

My Grandpa's Funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fi ne wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother,

and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there. The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.

My First Experience To Be An Alone Backpacker

I like to go out to find a new place. When I was in second semester, I went to Bekasi alone to visit my friend. I built my strenght to go there without knowing anything.

Firstly, I went to Terboyo to find Sinar Jaya bus to Bekasi. Unfortunately, there was no Sinar Jaya bus. A man in a locket told me to go to someone who could bring me to Bekasi. I felt so happy because my planning would be happen. I just payed money and got the bus. Everything was gonna be alright until the bus came to Tegal.

In Tegal bus station, a man in the bus asked me go out from the bus because that bus would bus come to Bandung, not Jakarta ones. I felt so confused because there were so many strange men around me. After they talked for several hours, i was brought to a new one. I tried to adapt in that bus. People around me said that was true bus to Bekasi. I could not guess what I felt. The bus walked so fast until in Cikampek. When the bus was in Cikampek subway, someone told me that the bus did not pass Cikarang, so when I wanted to go tehre, I had to take off in Lippo.

Fortunately, a man told me that he had the same destination with me. I felt so happy. I could not imagine if there was not that man.

A Study Tour To Bali

I was in senior high school when at the first time I went to Bali Island. I went there with my teachers and my friends. It was a study tour actually. My teacher, me class friends, and I were in the same bus. We left our school at 8 a.m.

The journey from Pati to Bali took a day. I was so exhausted because I had to sit along the journey. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But I felt that all of my tiredness gone all of sudden when we arrived at the Sanur Beach. It was still morning, I saw a sun rise which was so beautiful. Then we were drove to the hotel to take a rest and had meals. After that, we went to the Nusa Dua Beach. There were so many activities to do there. We could play parasailing, banana boat, and so on. But I chose to go to a little island which had a lot of reptile there. There were snake, turtles, etc. The scenery was so beautiful because I was in the middle of the sea! Next, we went to Garuda Wisnu Kencana (GWK). There were two statues which were so big. They were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I did not know the story on it. At last, we went to the Sosro Company. We learned a lot of things there from the first step till the end of making a tea. After that, we went back to Pati.

After a very long journey, through the land and the sea, I learned something about nature and human products. Although it took a lot of my energy, I felt so happy because I spent all of my time with my friends.

My Busy Holiday

On April 16th, 2010, I thought this would be a great holiday for me because that was the holy day for Hindhu people . I was so tired about the study, so I guessed this time I could get full refresh anyway. However, the fact said the other way.

First like an ordinary daughter, I had to get up early morning helping my mother, of course after I prayed. Then I did my chores, cleaned up my room, and spread out my bed under the sun ray. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. Second, my aunts called me in the afternoon. I did not meet them for a long time, that was the way I kept for hours to talk with them. After that, unpredictable my

neighbor visited me. She asked my help finishing her homework. At last, the time was running and I just remembered that I had a lot of homework. I got mad, confused and regretful why I did not check my homework before. Therefore, I did my homework until 2:00 a.m. the next morning.

I did not feel this was holiday instead of I had to work hard and got a long ship with my homework.

The Flood

One Christmas in 2007, I was joining a final test try out at school. It was held from 8 a.m. to 2 p.m. One of my schoolmates, Rini, asked me for accompanying her to the bus stop. When we arrived there, suddenly the heavy rain fell down from the sky. Rini suggested me to go home soon while she was entering the bus. It was still raining when I was home. The rain did not stop and became bigger when the night had come. People were standing in front of their house, hoping that the flood would not come. In the middle of the night, I got news that South Purwodadi had been drowned.

The next day, Purwodadi had become a flood area. All activities were paralyzed. No one went for work or school because the land had been covered by flood. However, I thank God for not allowing the flood entered my house. Even my house had been changed into an emergency kitchen. It was so crowded there. I and my father took a walk around the center market and Central Purwodadi. All that we could see was water and water. At night, the flood looked like a beautiful ocean with the moonlight on it. I felt as if I was one of the passengers of Titanic who was sailing on the sea.

Finally, the flood was starting to decrease in the next morning. I and my family cleaned our front yard together. That was the greatest flood that I had ever experienced in my hometown.

My Vacation With My Beloved Sister And Boyfriend

One day, my sister said to me that she really wanted to go to the beach. So I promised her that the next day we would go to Maron beach in Semarang.

The next day, we prepared many things in the morning. We brought some foods and beverages, such as fried rice, chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask my boyfriend, Kiki, to join us going to the beach. He agreed to join and he came to my house. After that, we went to the beach. We went there by motorbike. It took 25 minutes to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, my boyfriend and I created a very big sand castle, while my sister continued swimming. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a Javanese restaurant to eat something. I ordered gudeg, while my boyfriend and my sister ordered rames rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 6 o'clock and we were absolutely exhausted.

That was a very exhausting day, but I felt so happy that I could have a vacation with my sister and my boyfriend.

My Busy Day

Last Monday was a busy day for me. I spent my time to do a lot of activities from college to my home.

First, at the morning, I did my presentation's assignment with my partner, she was Nurhidayah. It took 3 hours. And then we went to the campus for joining lecture. But, the lecturer said that our presentation would be started next week. It made us disappointed. The class was finished at 12.30.

After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So, it was a must for me to back home at that time. When I got there, there were so many members of my family. There were about 10 people. My aunt, my niece, my uncle and some of my cousins. We all hoped that our grandmother would get better soon. Those activities made my day busy.

My Unfortunates

Last weekend was my luckiest day ever. Many good things were coming toward me.

When the morning broke in Sunday morning, I woke up and planned to jog around the neighborhood. So I changed my clothes and went to the bathroom to wash my sleepy face. As I stepped in the bathroom, I landed my foot on a soap in the floor and feel down. A perfect morning hi for me. Next, I began my jogging and saw my gorgeous neighbor, jogging to. I though it was a good fortune to omit the gap between us. So I jogged to him and say hello. But, how poor of me, it was not him. It just someone I never met before who looked like to him. I was going home with people laugh at me along side of the street.

When I got home, the breakfast already settled and I immediately spooned a big portion of rice and ate. After I have done my breakfast my mother came up and said that the meal have not ready yet and she said that I may have a stomachache if I ate it. It was proven, I had a stomachache for the next three days.

I past my weekend lie down on me bed and be served as a queen. That was not really bad, wasn't it.

A Page from A Girl's Diary

Tuesday, September 30th, 2008It was takbiran night. It was also my birthday, and nothing happened. Or I had thought nothing would happen, but I was wrong.

That night, I was watching television with my family when I heard someone lit fireworks in my front yard. I peeped trough my window glass but could see nothing. It was very dark outside. Then I thought it had to be my cousins who lit the fireworks. Then I plopped down on my sofa again and tried to concentrate on the television since my mind raced with disappointment that no one gave something special on my birthday. I shrugged, it was almost the end of the day and I became pessimist. Five minutes later my mobile beeped. It was a text from my friend asking me to come out. Wondering what was going on, I grabbed my jacket and hurried to the front door. I was surprised to see her bring a bag full of firework and fire drills. Next I was surprised to see my other friend come out from the darkness. She brought a beautiful birthday cake on her hands. Oh my God! I shrieked. Then they gave the cake to me who was too stunned to say anything. I realized I was blushing furiously because my whole family was watching. Not to mention my neighbors too!

A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. I didn't even know how to describe what I felt. Happy was the simplest word.

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was " Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride " Honda 75 ". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. " Yes, I can ".

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I must passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There werw many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunc, we decided to go home.

For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.

My experience met with taufik hidayat

Orientation:

Last sunday, there was Thomas cup badminton championship between Indonesia and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my Brother, Andi.

Events:

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because He was my old friend when I was senior high school, he was Andre. After that, he let me in, finally i could meet Taufik Hidayat and got his signature.

Reorientation:

Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporter was very crowded. They shouted "IN-DO-NE-SI-A" during the match.

Very Tired Day

Last tuesday was a busy day for me. I spent my time to do a lot of activities from my senior high school to my home. I had no time to take a rest.

First, at the morning, I went jogging. After that I went to school to study until 3.00 pm. fom my school , I went to sanggarian sport hall to practice badminton until 8.00 pm.

I practiced hard because that I felt very tired. After that, I went home. But when I would sleep, I remembered there was some homeworks that I had to do. I did my homeworks untill 11.40 pm. And finally I could take a rest in my bed.

Those activities made my day busy and I felt very tired.

Came Late to school

Last wednesday, I came late to my school because I played playstation untill 2.00 am in the night. Because that I woke up late.

I woke up about 6.30 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that. I always went to school by my moyorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

It was my bad experience and I hoped I would not do that again.

My First Experience to Drive a car

Last year, when I was twenty years old, my oldest brother bought a car. That was Honda jazz RS. I wanted to know how to drive it. I persuaded my oldest brother to teach me to drive the car. But, my brother refused my request. He promised that he would teach me to drive the car about three or four years later, but I still whimpered. Finally, my brother accepted my request and he wanted to teach me to drive a car.

Three days later, my brother and i went to the field to teach me how to drive a car. My brother was very patient to give me some directions. I was very nervous because that was my first time to drive a car . One week later, my family visited my grandmother in Bandung, about 4 hours from my home. Because that, I was alone at home. So, I had a opportunity to drive a car alone. I drove about 6 km but after that I got nervous and I lost my control because the street was narrow and I crashed the wall. After that I called my brother by phone to tell him about the accident.

I imagined my brother would be angry. But the reality was exactly on the contrary, my brother was not angry. He just gave me some advices and since that accident, I promised I would always ask my brothre's permission to drive him car.

Travel on the train for the First Time

Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. . . I lived with my family in Cirebon during eighteen years So, I would live alone there and it was new experience for me.

I went to yogyakarta by train, Before I came to the train station, I did not know how to check-in. All procedures were so new to me. Fotunately, a security guard helped me and gave me some directions to check-in. After that I entered to the train and sat on the chair.I listened to the song and I was Really enjoy when I was in the train. After 5 hours in the train , finally I arrived in Yogyakarta. I would start my new life in yogyakarta. I was really excited to start my new adventure my new city.

Holiday In Malaysia

Last holiday, My family was on vacation. we went to Malaysia. We used travel agent to manage our holiday . We had booked two days tour in Malaysia.

We went malaysia by plane. The travel agent had booked ticket for us. The flight was only one hour from Jakarta. On the plane the cabin crews were very friendly and they were very handsome and beautiful. They gave us some directions before the flight. Our plane, garuda Indonesia had very complete fasilities to accompany passanger during the journey, such as movies player, music player, newspaper, magazine, etc. We had a very pleasant flight. On arrival at Kuala Lumpur, we had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. After that, the travel agent brought us to Petronas Tower and took some photos there.In the afternoon, we went to hotel to take a rest. The hotel was a well-known five-star hotel. The room had perfect view of city. On the third floor, there was a restaurant serving American, african, Asian European food. They had variety of food.In the next day, we went to Sepang circuit to watch MotoGP race. I wanted to watch directly my idol Valentino Rossi and took photos with him. During the race, I was surprised because that was my first time I saw motorcycles ran fast up to 300 km/hour in front of my eyes. In the ending of the race, Rossi was the first rider who touched the finish line. I was so happy because he won.The two days in Malaysia went by fast. At the end of the second day, we were quite tired but we felt very happy.

Study Tour To Bogor and Bandung

I went to Bogor with my teachers and my friends. It was a study tour actually. Study tour was held when I was junior high school. That was my first time I went to Puncak, Bogor. My teacher, my class friends, and I were in the same bus.

We left our school at 10 p.m. trip to Puncak from Cirebon was about 7 hours. After 7 hours on the way, finally we arrived in Bogor. It was about 5.00 Am. We stopped in a mosque to pray first. Some of my friends took a bath in the mosque. But, I just brushed my teeth and washed my face because there was so cold. It made me lazy to touch the water. After that, we went to a restaurant to have a breakfast. I was so hungry. Then, we went to Taman safari Bogor. We saw animal collection there. The animal collection was very complete. In taman safari, every Sunday there was an animal circus and fortunately we visited Taman safari on Sunday. So, we could watch the animal circus there. The animal circus was very funny and made us entertained. After watched the animal circus we went back to the bus and we went to the villa to take a rest. In villa I and my friends swam together.

In the next day, we left Bogor to visit Bandung. The journey from Bogor to Bandung was about 3 hours. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But I felt that all of my tiredness gone all of sudden when we arrived at Bandung.

In Bandung, we visited Cihampelas. Cihampelas was a very busy street. There were so many factory outlet there. We used that moment to buy some clothes and souvenirs there. After From Cihampelas. We went home to our city. Study tour made me very tired, but I was very happy because I could spend many time with my friends.

My Holiday In Bandung

Orientation Last holiday, I went to Bandung with my friends, Asep. we spent our holiday there. we went to Bandung by bus. The bus schedule from Indramayu was at 07.00 AM and arrived in Bandung at 11.30 AM

Events In the first day, we went to Bandung zoo. The ticket price was only Rp 30.000. The animals collection there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made us understood about geology. we saw rocks

collection there. After that, I went to Bandung bus station because we had to go home to Indaramayu.

ReorientationMy holiday in Bandung was only two days but It made me happy.

My Holiday at home

Last holiday was my worst holiday because I did not go anywhere. I just stayed in my home. In the morning, I woke up and had a breakfast. After that, I played with my cat. In the afternoon, I had a lunch and after that I took a nap. In the evening, I watched until I felt boring. My daily activities were like that during the holiday. So, I was sure last holiday was my worst holiday.

A Beautiful Day at Jakarta

Last month, my family went to Jakarta. We visited many places there.

First, we visited we visited Ragunan Zoo. We saw many kinds of animals there such as lion, birds collection, butterfly collections, etc. We looked around in that Zoo, and also took pictures of those animals. Second, we visited Ancol Beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a good moment because I could spend my time with my family. We really enjoyed it.

Went Camping

Last Sunday, my friends and I went camping on the mountain. We went to Palutungan, Kuningan. The spot was near from our town. It was about one hour to get there. We choose Palutungan because it was not too far from our home.

We prepared everything before went to Palutungan. We brought cooking utensils and the food from home, clothes, camera, guitar, etc. We went there by motorcycles.

On the first day, we sat up the tent on the camping area. The air was so fresh there. We took a bath on the waterfall. The waterfall was called curug Putri. After played at waterfall, we felt hungry. Then, we cooked the food for the lunch and had lunch together.

The first night of our camping, the air was so cold, we made a campfire, sang songs together and after we slept. We used sleeping bag when we slept to make our body still in warm condition.

On the second day, we had some activities. We, tried to go fishing in the river near the waterfall but we got a shoe. After that, we packed everything we bought. we cleaned the area.

We made a memory by taking photos together in front of a waterfall and then went home happily. We felt very tired.

Experience inforgettable

Be the winner in English Contest everyone would have the experience unforgettable . and I also have it .

one day I joined an English story telling contest like a competition at school , and I was the winner. Then the next day, me and two of my friends who as the winners were chosen to joined the competition at the district level. I felt very happy when I was chosen.

I had to memorize the story one day . Then, I went to school with impassioned for exercise with two of my friends , we were given advice from our teachers about pronunciation , facial expression , gestures , and appreciation . And one day before performing my friends and I were busy prepared props and costumes for tomorrow . That made me sad , I strange why two of my friends rented a costume to the salon by my teacher , but my teacher told me to borrowed the costume to my teacher another. My two friends had a beautiful costumes and luxurious props. But I just wore a simple while costume loan and props. But never mind , with this simplicity I was promise to be the best .

The competition started, the three of us busy to prepared make up and costume in our home. We prayed along the way. I got serial number to 29, it means I will perform on 2 p.m afternoon. While my friends got serial 5 and 10. one by one participant called and my heart was pounding because I saw other participant from favorite junior high school had a luxurious

costumes and beautiful make up, but I just more a costumes loan, props loan and simple make too. Then after I waited a long time a master ceremony called me with the serial number 29, I was nervous and I showed my best performance on stage. Lots of people were took photos and videos to me, it makes the atmosphere more tense.

Finally, anxiety was gone because I had finished performing and then the announcement of winners that made three of us very unesy. And the jury announced the results, eng eng engg suddenly jury said "the third winner of story telling English competition are non Rianty with with sequence number 29 from 1 Limbangan junior high school, give applause and please to the stage "we all do not believe me, my teachers, my friends and I cried because I became a winner, while two of my friends were not. I went to the stage and al the judges congratulated me and gave a plaque, trophy and money. I was very happy and proud to myself can made fragrant my school with my talent.

That was my experience unforgettable, that I joined the competition and became a third winner on the English contest, through I wore a costumes loan, props loans and make up by my mother. The key of the winner were we must to fight and have courage. I promised to provide in senior high school now.

My amazing vacation

I had amazing vacation, I went to the Dunia Fntasi Ancol with my big family. I felt very happy because it's the first vacation I went to Dufan.

I saw many games there like roller coaster, bianglala, hysteria carrosal and many more. I took roller coaster with a clown, the clown is very cute, but my nephew cried because he scaried to clown. I tried some games like bianglala, carrosal, and went to ghost tunnel. Then my sisters and I tried cable car, I saw a beautiful scenery and overall vehicle can looked in here on the cable car, of course my sisters and I took picture too.

Then we played around in the beach for saw a sunset. I looked the sunset there, it's the first moment that I can saw a sunset with my big family in the ancول beach, a sunset was very beautiful. Then I had dinner in a small restaurant in foreshore we ate fried fish, grilled crab and a delicious cake for dissert.

Finally, we came to home on midnight and arrived at home on morning, I felt very tired but it's fun. It's my experience unforgettable in my life. I was very satisfied had vacation to the Fantasi Ancol.

BEING LATE

Last morning, Dinar, my roommate woke up late and she had to go to campus. When she wanted to take her motorcycle, in fact she couldn't move it because there were some motorcycles that blocked up her motorcycle.

She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But she couldn't do it.

Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to campus.

Holiday in Pasir Kencana Beach

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there.

After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach.

Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind.

When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

Holiday in Semirang Waterfall

On Sunday, I and my best friend, Sari, visited Semirang Waterfall in Ungaran. It was the first time for me to visit the waterfall.

When we arrived at the hill, I felt so fresh and I could enjoy the scene. The air was so pure and all I could see only green and green.

In Ungaran, we took a little bit trekking to find Semirang Waterfall. It was too bad for me because the distance to see the waterfall was too far.

After taking so far distance, we found Semirang Waterfall. What a beautiful waterfall. We enjoyed the nice water in the rain forest surrounding the waterfall.

Hearing the sound of falling water made me peace and relax. It was also excellent drowning out background sound. Playing with the water made me feel so happy.

Finally, the time was over. It was time for us to go home. It was an unforgettable moment. I really enjoyed it.

MY VERY BUSY DAY

Last Monday was a busy day for me. I spent my time to do a lot of activities from college to my home.

First, at the morning, I did my presentation's assignment with my partner, she was Nurhidayah. It took 3 hours. And then we went to the campus for joining lecture. But, the lecturer said that our presentation would be started next week. It made us disappointed. The class was finished at 12.30.

After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So, it was a must for me to back home at that time. When I got there, there were so many members of my family. There were about 10 people. My aunt, my niece, my uncle and some of my cousins. We all hoped that our grandmother would get better soon.

Those activities made my day busy.

MY VACATION WITH MY BELOVED PERSONS

One day, my sister said to me that she really wanted to go to the beach. So I promised her that the next day we would go to Maron beach in Semarang.

The next day, we prepared many things in the morning. We brought some foods and beverages, such as fried rice, chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask my boyfriend, Kiki, to join us going to the beach. He agreed to join and he came to my house. After that, we went to the beach. We went there by motorbike. It took 25 minutes to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, my boyfriend and I created a very big sand castle, while my sister continued swimming. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a Javanese restaurant to eat something. I ordered gudeg, while my boyfriend and my sister ordered rames rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 6 o'clock and we were absolutely exhausted.

That was a very exhausting day, but I felt so happy that I could have a vacation with my sister and my boyfriend.

THE FLOOD

One Christmas in 2007, I was joining a final test try out at school. It was held from 8 a.m. to 2 p.m. One of my schoolmates, Rini, asked me for accompanying her to the bus stop. When we arrived there, suddenly the heavy rain fell down from the sky. Rini suggested me to go home soon while she was entering the bus.

It was still raining when I was home. The rain did not stop and became bigger when the night had come. People were standing in front of their house, hoping that the flood would not come. In the middle of the night, I got news that South Purwodadi had been drowned.

The next day, Purwodadi had become a flood area. All activities were paralyzed. No one went for work or school because the land had been covered by flood. However, I thank God

for not allowing the flood entered my house. Even my house had been changed into an emergency kitchen. It was so crowded there. I and my father took a walk around the center market and Central Purwodadi. All that we could see was water and water. At night, the flood looked like a beautiful ocean with the moonlight on it. I felt as if I was one of the passengers of Titanic who was sailing on the sea.

Finally, the flood was starting to decrease in the next morning. I and my family cleaned our front yard together. That was the greatest flood that I had ever experienced in my hometown.

MY BUSY HOLIDAY

On April 16th, 2010, I thought this would be a great holiday for me because that was the holy day for Hindhu people . I was so tired about the study, so I guessed this time I could get full refresh anyway. However, the fact said the other way.

First like an ordinary daughter, I had to get up early morning helping my mother, of course after I prayed. Then I did my chores, cleaned up my room, and spread out my bed under the sun ray. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. Second, my aunts called me in the afternoon. I did not meet them for a long time, that was the way I kept for hours to talk with them.

After that, unpredictable my neighbor visited me. She asked my help finishing her homework. At last, the time was running and I just remembered that I had a lot of homework. I got mad, confused and regretful why I did not check my homework before. Therefore, I did my homework until 2:00 a.m. the next morning.

I did not feel this was holiday instead of I had to work hard and got a long ship with my homework.

A Trip to Tanjung Setia Beach

Last year, at the end of the year, my wife and I decided to spend our holiday at Tanjung Setia beach, which located around 234 kilometers from Bandarlampung.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there were not many people there. We thought that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.

After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bikes down the beach for a while, on the hard, damp part of the sand. The next day we visited Labuan Jukung beach. There, we were amazed to see the high wave owned by this beach. Because it was so high that no body was brave enough to surf on it that time.

The third day there, we decided to go home when we finally made it back home, we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach Lampung province has.

Visiting Way Kambas

Yesterday I and my family went to Way Kambas national park to see the elephants and rhinos conserved there. Way Kambas National Park is a national park which is used as elephant and rhino sanctuary located in Labuhan Ratu District, East Lampung, Lampung, Indonesia

When we got to there, we saw some elephant performances such as playing football, sitting, greeting the visitors, and other entertaining performances. Unfortunately, we could not see the Sumatran rhinoceros because visitors must have a special permit in advance to see them. Visitors or ordinary tourists cannot see the Sumatran rhino's natural breeding. In the afternoon we saw some animals which were being fed.

When we returned home we were tired but we were happy because we had so much fun in Way Kambas.

A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

e felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

Holiday in Lembah Pelangi Waterfall

Last holiday, I and my beloved wife, visited Lembah Pelangi Waterfall in Ngarip District, Tanggamus Regency, Lampung Province, Indonesia. It was the first time for me to visit such a wonderful waterfall.

To reach the waterfall location, we should go on foot after having around three hours trip riding a motorcycle from Bandarlampung, the capital city of Lampung. When we arrived there, I was amazed by the beautiful scenery of the waterfall. The air was so fresh at that time and I could not bear to jump into the water immediately. It is quite windy there and all I could see only green, green, and green. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxing.

Finally, the day was getting dark and it was time for us to go home. It was such an unforgettable experience for me. I really enjoyed it.

My vocation with my beloved persons

One day, my sister named Putri said to me that she really wanted to go to the beach. So I promised her that the next week we would go to Mutnun beach in Lampung

The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I asked our brother, Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought.

Next, three of us created a very big sand castle, while my parents were enjoying the scenery there. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at the restaurant to have dinner. I ordered sruit, Lampungnese traditional foods, while my brother, my sister and my parents ordered fried rice.

After finished eating, we paid our bills. Then we went home. We arrived at home at 9 o'clock. we were tired but we were absolutely happy.

My busy holiday

On February 8th, 2016, I thought this would be a great holiday for me because that was Chinese new year holiday. I didn't celebrate the Chinese new year as I'm not Chinese, but I guessed that it was a good time for me to get full refreshing. I was so tired to studying. However, the unpredictable fact broke everything up.

First like an ordinary, I had to get up early morning to help my mother, of course after I prayed. Then I did the dishes, cleaned up my room and did my bed. I was really in danger if my mom knew that my room was messy. So I made it as soon as possible. After finishing everything, my aunt called me in the afternoon. I did not meet them for long time so we kept for hours to talk about some up to date gossips. Not long after that, my neighbor who is also my schoolmate visited me. She asked my help to finish her homework.

At last the time was running and the homework was successfully finished. An unpredictable moment happened after that. To my surprised I just remembered that I had a lot of homework too. I got confused and regretful why I did not check it. As the consequence,

I did my homework until late night and it hardly finished. Since then, I always check my home work before having a holiday.

I did not feel this was holiday instead of I had to work hard and got along ship with my home works.

STUDENTS' TEST PROCESSING





DISCUSS AND EXTENSIVE READING PROCESS





DISCUSS AND EXTENSIVE READING PROCESS







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Hal : Izin Penelitian
Penyelesaian Skripsi.

12 Januari 2017

Yth. Kepala SMK N 1 Padangsidempuan
Kabupaten Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Fatma Muhriza
NIM : 133400085
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sihitang Komplek Perumahan Indah Lestari

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Reading Comprehension Through Extensive Reading Approach at X Grade of SMK N 1 Padangsidempuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si.
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SURAT KETERANGAN

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Yang bertanda tangan di bawah ini :

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Pangkat/Gol.Ruang : **Pembina Tk. I : IV/b**
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Unit Kerja : **SMK Negeri 1 Padangsidimpuan**

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Nama : **FATMA MUHRIZA**
NPM : **133400085**
Fakultas/Jurusan : **Tarbiyah dan Ilmu Keguruan/TBI**
Alamat : **Sihitang Komplek Perumahan Indah Lestari**

benar telah selesai mengadakan **Penelitian** di SMK Negeri 1 Padangsidimpuan tanggal, 16 Januari s.d 16 Februari 2017, Guna untuk penyelesaian Skripsi dengan Judul :

" Improving Students' Reading Comperhension Through Extensive Reading Approach at X Grade of SMK N 1 Padangsidimpuan."

Sesuai Surat a.n. Dekan Wakil Dekan Bidang Akademik B-51/In.14/E.4c/TL.00/01/2017, 12 Januari 2017
Sebagai guru Pembimbing : Enni Sahroni Siregar, S.Pd NIP. 19710801 200502 2 001

Demikian Surat Keterangan ini dikeluarkan agar dapat dipergunakan seperlunya.



Padangsidimpuan, 16 Februari 2017
Kepala Sekolah

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Nomor : /In.14/E.6a/PP.00.9/09/2016 Padangsidempuan, Agustus 2016
Sifat : Biasa
Lampiran : -
Perihal : *Pengesahan Judul dan Pembimbing Skripsi*

Kepada Yth Bapak/Ibu;

1. **Rayendriani Fahmei Lubis, M.Ag. (Pembimbing I)**
2. **Fitri Rayani Siregar, M.Hum. (Pembimbing II)**

di-

Padangsidempuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Fatma Muhriza
Nim : 13340 0085
Fak/Jurusan : Tarbiyah Dan Ilmu Keguruan/TBI
JudulSkripsi : **Improving Students' Reading Comprehension by Using Extensive Reading Approach at Grade X SMK N 1 Padangsidempuan.**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

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