

## **ABSTRACT**

### **PROMOTING STUDENTS' READING COMPREHENSION THROUGH EXTENSIVE READING PROGRAM AT NINTH GRADE OF SMPN 2 BANDAR LAMPUNG**

**ISNA YUNINGSIH**  
ningsih.isna16@gmail.com  
university of lampung

The objectives of the research are (1) to find out the learning process of teaching extensive reading program in the classroom of ninth grade students of SMPN 2 Bandar Lampung in the academic year of 2017/2018, (2) to explore students' problems found in the implementation of extensive reading, and (3) to investigate which aspect of reading comprehension that mostly improved after being taught by using extensive reading. The research was conducted in one class, namely experimental class which was taught using extensive reading program. The class was randomly selected. The subjects of the experimental class were 28 students. In this research, there were two types of data, i.e. qualitative data and quantitative data. The qualitative data consisted of field notes obtained from observations and interview transcripts obtained from interviews with the students. Meanwhile, the quantitative data in the forms of students' reading comprehension scores obtained from reading comprehension tests (a pre-test and post-test).

In line with the first research question, the result showed that the teaching and learning process through extensive reading program ran well as expected by the researcher. It was supported by field note arranged in the observation sheet. In addition the researcher conducted the following activities based on the principles of extensive reading program incorporated which scientific approach in curriculum 2013. Based on the interview and observation related to second research question, it could be seen that the students faced two problems in the implementation of extensive reading program. There were vocabulary difficulties and classroom atmosphere. It was also found that there was an increase of every aspect in reading comprehension from the pre-test and post-test, except vocabulary. Extensive reading program increased the students' reading comprehension achievement in four aspects, such as main idea (5.17), specific information (1.52), reference (0.98), and inference (5.27). Moreover, that kind of teaching mostly increased the students' reading comprehension in making inference, in which their ability in that aspect was (5.27) increased. Furthermore, the analysis result showed that  $p > 0.05$  and t-value was 6.91 meanwhile t-table was 1.70, which indicated that there was an improvement on students' reading comprehension in the experimental class taught by using extensive reading program. Therefore, it can be conclude that extensive reading is effective to improve students' reading comprehension.