

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

(A Thesis)

**By
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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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ABSTRACT

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

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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.

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THROUGH EXTENSIVE READING PROGRAM AT NINTH
GRADE OF SMPN 2 BANDAR LAMPUNG**

**By:
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A Thesis

Submitted in a partial fulfillment of
The requirements for S-2 Degree



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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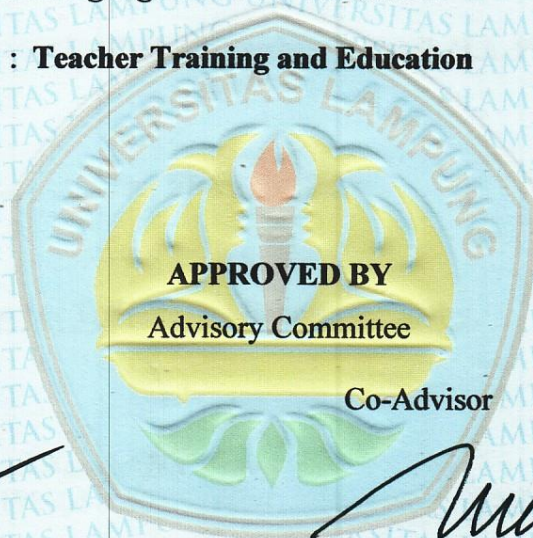
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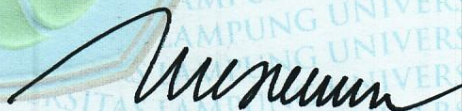
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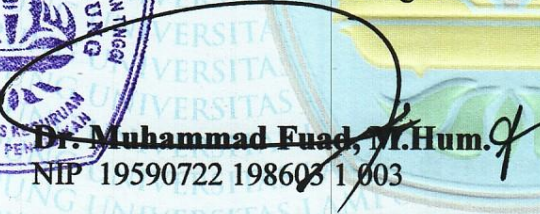
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LEMBAR PERNYATAAN

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Yang membuat pernyataan,



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CURRICULUM VITAE

The writer, Isna Yuningsih, was born on May 16th 1986 in Ketapang, Bandar Lampung. She is the first child from the lovely couple A. Busro Masace and Asnah Halimi. She started her study at State Elementary School 2 Way Lunik Panjang in 1992 and graduated in 1998. Thereafter, she was enrolled as a student of State Junior High School 23 Bandar Lampung and graduated in 2001. In the same year, she registered at State Senior High School 4 Bandar Lampung, she studied in Social Studies as her major and graduated in 2004.

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DEDICATION

This thesis would humbly be dedicated to:

My beloved parents: Mother and Father

My twins, my little sister and brother.

My beloved partners: Melina Sari, Iskadina, Uswatun Hasanah, Nurul Aulia, Ria Ayu

Pratiwi, Shirtha El Rusyda .

My comrades, the Third Batch of MPBI Unila 2015

My lecturers and my almamater, University of Lampung

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِنَّ رَبِّي قَرِيبٌ مُجِيبٌ
.....

(QS: Huud, 11: 61)

Indeed, Allah is near and responsive.

”... إِنَّ خَيْرَكُمْ أَحْسَنُكُمْ أَخْلَاقًا.”

The best among you are those who are the best in character with good manners.

(Prophet Muhammad (Peace Be Upon Him), Sahih Al-Bukhari 6035)

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It is important to be known that this thesis would never have come into existence without any supports, encouragements, and assistance by several gorgeous people. Here are the writer would like to address her gratitude and respect to:

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Hopefully, this thesis would give a positive contribution for educational development and for those who want to carry out further research.

Bandar Lampung, March 2018

The writer

Isna Yuningsih

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1. INTRODUCTION

This chapter is concerned with the background of the problems, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

Reading is one of the ways people around the world can increase their knowledge as well as get exposed to the experiences of other people (Ahmed and Rajab 2015). However, reading is believed to possibly be one of the most realistic communicative skills that occur in English as a foreign language (EFL) classroom (Mikulecky and Jeffries, 1986 cited in Ahmed and Rajab (2015). Nevertheless, Krashen (2004) as cited in Ahmed and Rajab (2015) asserts that reading is one of the most effective ways for L2 learners to acquire language skills in a context.

Meanwhile, as it is mentioned in the Standard of Curriculum 2013, the purpose of teaching reading at Junior High School grade ninth is to provide the students with the ability to understand English written texts. The main Competence and Basic Competence for Junior High School state that the students of grade ninth 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. To be able to understand those texts, the students must have good reading comprehension ability.

Nevertheless, according to Ahmed and Rajab (2015), reading as a language skill is considered both a complex and a difficult skill compared to the other main skills, such as listening, speaking, and writing since it is the skill that connects the other skills. Furthermore, most of Junior High School students still have problems in reading skills, i.e. they are less interested in reading books and feel difficult to understand meaning of unknown words from books. Moreover, the environment and school institution of the students does not serve enough variety of reading materials that can be read by students. Due to this problem, the teacher needs to pay attention to problems related to reading skills.

From the preliminary observation, it was found that the students at ninth grade of SMPN 2 Bandar Lampung found difficulties in comprehending English text. The difficulties were caused by several reasons. The first problem was related to the learning materials used by teacher. The teacher did not use various resources in the teaching and learning process. He used textbook as the main resources. He did not vary the materials or give the additional materials from other resources. Absolutely, this condition automatically made the students get bored and not interested in attending the class.

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

According to Meng (2009), many EFL students have difficulty to make sense of the texts they want to read, seem to read considerably more slowly than they read in their first language, and feel less confident about reading in English. Thus, EFL teachers of primary school students need to have the expertise and skills in order to be able to engage their students with fun and enjoyable experiences of learning a second language in general and reading in particular (Ahmed and Rajab, 2015). Based on the problems stated above, the researcher believed that the students needed to be facilitated to comprehend English texts well. Therefore, the researcher used extensive reading as an appropriate technique to improve the students' reading comprehension ability. Extensive Reading is reading for pleasure. Only when people enjoy reading, do they continue to read for its own reward (Yamashita, 2015).

Therefore, Yamashita (2008) cited in Rahmany, et al (2013) stress that extensive reading can play an important role in learners' language education and language proficiency. Extensive Reading seems to have outstanding effects on improving all four language learning skills (i.e., listening, speaking, reading and writing).

Nevertheless, Bamford and Day (2004:1) cited in Yamashita (2015) Extensive reading is an approach to language teaching in which learners' easy material in the new language.

In particular, Shang, et.al (2007) add that extensive reading is an efficient method to learn English for EFL students. Through extensive reading, students can build their interest and promote their motivation in learning English. Besides, extensive reading can help students memorize words, so that it can develop their vocabulary recognition and also enhance reading comprehension.

Integrating extensive reading in the curriculum is challenging and needs prior mapping in terms of time, goals and materials (Ouahiani, 2015). Simply put, if extensive reading is facilitated, it can ideally be an integral part of the curriculum, enhance the learners' reading ability and general English levels and have knock-on effects on their writing skills, spelling, grammar and speaking (Waring , 2009b cited in Ouahiani : 2015). In Indonesian context, curriculum 2013 which is used is based on problem solving

In Indonesian context, teachers use curriculum 2013. It is part of scientific approach. Furthermore, it concerns in problem solving. Related to extensive reading, Quahiani (2015) states that, extensive reading can indeed be blended into any EFL curriculum, regardless of that curriculum's methodology or approach. Therefore, in this case the researcher needed to incorporate the principles of extensive reading with curriculum 2013.

Based on those theories, the researcher integrated the principles of extensive reading in curriculum as a part of an existing reading course. They are based on theory of Day and Bamford (2002). In this case, the researcher applied the principles of extensive reading from theory of Day and Bamford (2002). They are a very good guide and inspiration of how to do extensive reading but each educator should look at his or her situation and adapt these principles necessary. The students' and the institution's needs and capabilities should be taken into account when deciding how to adjust the principles (Fuisting, 2014).

It means that this present study attempted to elaborate the principles of Extensive reading into reading activities in English language teaching in relation to K13 curriculum.

1.2. Identification of the Problems

Based on the pre-observation done by the researcher in the background stated before, there were four identifications of the problems and they were formulated as follows.

1. Most of the students lack of having reading materials.
2. Most of the students still had difficulties in comprehending the texts because they did not have sufficient background knowledge about the topic of the text they read.
3. The learning materials used by teacher were not interesting. The teacher only used the materials from the textbook and the students' worksheet.

4. The teaching techniques in the teaching and learning process were monotonous.

1.3. Limitation of the Problems

After identifying the problems, the researcher limited the problems that would be analyzed. The researcher only focused on learning process, students' problem and reading aspects improved after being taught by extensive reading program

1.4. Formulation of the Research questions

Related to the background stated before, the researcher formulated the following research questions:

1. How is the learning process of extensive reading in the classroom?
2. What are the students' problems found in the implementation of Extensive Reading?
3. Which the aspects of reading comprehension that mostly improved after being taught by using extensive reading?

1.5. Objective of the Research

In accordance with the formulation of the research questions, the objectives of this research were as follows:

1. To find out the learning process of extensive reading in the classroom.
2. To find out the problems found in the implementation of extensive reading.
3. To investigate whether or not extensive reading is able to promote students' reading comprehension aspects.

1.6. Significance of the Research

The findings of this research might be useful both theoretically and practically.

1. Theoretically, the finding of this research might be useful for supporting the theory about reading comprehension.
2. Practically, the results of this research are expected to provide teachers with a new insight that might be taken as a guideline in teaching reading so that the students are able to comprehend English through extensive reading by having good comprehension.

1.7. Scope of the Research

This research was focused on Extensive Reading as the strategy or program to help the students able to comprehend that reading text better. The researcher conducted this research to the ninth grade students of SMPN 2 Bandar Lampung. The sample was ninth grade students which were selected by using simple random sampling. The researcher limited the ability of the reading comprehension aspects and they were identifying main idea, identifying detail, determining inference, references, and understanding vocabulary. The researcher focused on narrative text (short story) because it is one of the examples of essay text that comprised of identifying main idea, identifying detail, determining inference, references, and understanding vocabulary. Then, the materials were taken from short story from several publishers that the researcher had prepared.

1.8. Definition of Terms

There were several terms used in this research defined as follows:

1. Reading

Reading is a process of identifying letter in order to get information, knowledge and meaning from text.

2. Reading comprehension

Reading Comprehension is a process of comprehending meaning from text that includes prior knowledge and working memory.

3. Extensive Reading

Extensive reading is defined as a process of getting information implicitly from text without pressure.

That is the introduction of this research. Then the next chapter will discuss the theoretical framework of this research.

II. THEORETICAL FRAMEWORK

In this chapter, the researcher explains two major important parts which deal with review of related literature and review of previous related research. To support this research, the researcher provides explanation about the literature review which are related to this research, such as review of literature that deals with concept of reading, reading comprehension, extensive reading ,frame of thinking, and hyphotesis.

2.1. Review of Previous Research

In order to gain a clear perspective toward this research, it is necessary to review findings of previous related researches on, primarily, reading comprehension achievement, and aspects which might correlate with it. There has been a lot of extensive reading researches on reading comprehension conducted both in EFL and ESL setting.

The first was a research conducted by Yamashita (2013). This research was aimed to investigate the effect of extensive reading on reading attitudes in foreign language. The participants were 61 undergraduates learning English as a foreign language at a Japanese University. Five attitudinal variables were measured using a 22-item questionnaire scored on a Likert scale in the categories of *Comfort*,

Anxiety, Intellectual Value, Practical Value, and Linguistic Value. After the removal of Linguistic Value because of a ceiling effect, the result showed there was an increase in *Comfort and Intellectual Value* and a decrease in *Anxiety*, with no effect on *Practical Value*.

The second study was conducted by Eunsol (2014) on extensive reading and the English section of the Korea scholastic aptitude test: A diary study of Korean high school student. Consequently, an 8-week extensive reading individual case study was conducted with an 18-year-old high school student to assess how it could influence performance on the English section of the Korean Scholastic Aptitude Test (KSAT). During 8 weeks, a participant read 16 books according to his level and interest, and kept his reading journals. It was found that the volume of words was expanded, reading speed and comprehension were enhanced, and grades from mock tests were improved. The participant also expressed that he could overcome the fear to read books and solve questions from the English section of the KSAT and raise motivation to study English through the influence of extensive reading. These findings suggested that incorporating extensive reading into the existing English education system in Korea provided a viable mechanism through which to improve English language learning.

The third study was conducted by Rashidi and Piran (2011). This study investigated the effect of Extensive and Intensive Reading on Iranians' EFL learners' vocabulary size and depth. 120 participants studying English as a foreign language at Omid English Language Centre were chosen based on their Oxford

Quick Placement Test (2004) scores. They were divided into two groups, intermediate and advanced. Then the students in each group were randomly further divided into two groups, one receiving Intensive Reading treatment, while the others receiving Extensive Reading treatment. Two types of vocabulary test—Schmidt's Vocabulary Levels Test (2001) and Read's Word Associates Test (1998) were administered. Each test was run twice, once before the treatment (IR/ER) as a pretest and once after the treatment as a post-test to check the effects of the two treatments on vocabulary size and depth of the participants. Two-way ANOVA was used to analyze the data.

The results of the study showed that both IR and ER had an impact on learners' vocabulary size and depth significantly and the students' vocabulary knowledge in terms of size and depth had increased. Moreover, the students at the intermediate level took more advantage of IR than ER, but in the advanced group the students benefited more from ER than IR. Finally the study demonstrated that reading both intensively and extensively could lead to vocabulary development in a way that the number of vocabulary which each learner knew in terms of each word's synonym, antonym and collocation would be improved significantly.

The fourth research was conducted by Nakanishi (2011). This study was aimed to investigate the effects of extensive reading (ER) and shadowing on performance on reading comprehension tests. The participants in the study were 89 Japanese University students majoring in Human Science. Based on two experimental groups and two control groups, the relationships and interactions of the two

variables (ER and shadowing) over a one-year treatment (two semesters) were examined by using ANOVA. Three reading comprehension tests, a pretest, posttest 1 (after the first semester), and posttest 2 (after the one-year treatment), were administered. The results indicated that there was no statistically significant difference among groups, but a significant difference was found between the three test scores.

The fifth research was conducted by Shue (2004). This paper reported two studies on the effect of an extensive reading program (ERP) on the reading development and learning attitudes of Taiwanese 2nd-year junior high school students. In each study, two ERP groups using graded readers (GR) and books for native English speaking children (BNESC) respectively, and one control group receiving grammar-based instruction, were involved. The results showed that when the reading time was limited and only reading was involved in the experiment, the reading speed of the three groups improved, but they performed differently in the language tests after the experiment, and also their attitudes became negative to English learning and reading. When the time was doubled and collaborative activities were included, the two ERP groups came out as clearly better to the control group in all aspects of language development, and also developed positive attitudes. This suggested that the longer the learners were immersed in a pleasurable and meaningful environment, the bigger the benefits they would receive. Implications were deduced for language policy in input-poor settings, and for such concepts as the use of L1 materials and supportive activities in the organization of ER programs.

Based on the previous studies above, the researcher realized that the students needed to be taught with a good leading approach. The researcher also wanted to promote extensive reading on junior high school students to comprehend the English reading text and report its process. Besides two prior objectives, the researcher wanted to find students' problem during extensive reading after they were trained by the researcher. Here, the researcher wanted to bring the concept of Extensive Reading into classroom teaching learning process.

2.2. Concept of Reading Comprehension

Yang (2017), states that reading is a highly complicated human behavior. It is a thinking process that sets two people in interactivity together---an author and a reader. It is by no means an easy job to give a definition. English reading ability is the important part of English learning. English reading has been playing a more significant part in acquiring cultural, economic, scientific and technical knowledge, for collecting worldwide information and carrying out international exchange and cooperation. Hence, the importance of English reading is self-evident; it is the most important measure to absorb English language materials.

Reading skill is one of the key factors for EFL learners' success not only in educational area, but also in their social lives and it is also considered as the most essential skill in their academic life (Sajadi and Oghabi, 2011 cited in Nejadihassan and Arabmofrad, 2016). In addition, Chastain (1998: 216) as cited in (Nejadihassan and Arabmofrad, 2016) defines "reading is a process

involving the activation of relevant knowledge and related language skills to accomplish an exchange of information from one person to another. Reading requires that the reader focus attention on the reading materials and integrate previously acquired knowledge and skills to comprehend what someone else has written". As a matter of fact, reading can be seen as an interaction between the text and the reader or the reader and the writer.

According to Nuttal (1989: 2), in reading there are five aspects in reading which help the students to comprehend the text deeply, they are:

1. Identifying main idea

Sentence which states a main idea is called topic sentence. The main idea is not explicitly stated by anyone of the sentences. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

2. Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, example, facts, comparison, analogy, cause, and effect statistics, and quotation.

3. References

References are words or phrase which are used before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signal to the reader find the meaning elsewhere in the text. Besides, references can be used to make the text coherent.

4. Inference

An inference is guessing and predicting about something which is unknown based on available facts and information. It is the logical connection that the reader draws between the observation and something which is unknown.

5. Vocabulary

Vocabulary is strongly related to his comprehension. It makes the learner ease to read. Reading comprehension involves applying letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary.

In summary there are five aspects of reading i.e. identifying main idea, identifying detail, determining inference, references, and understanding vocabulary. This research used these aspects to measure the students' comprehension an English text. In short, aspects of reading that are important to be considered are identifying the idea, identifying detail, determining inference, understanding vocabulary and reference.

According to Yang (2016), reading is probably one of the most important means by which we require knowledge or information from the world around us. Thus, researchers and teachers have paid much attention to the product rather than the process of reading. That is to say, the attention has been almost exclusively paid to the language to be comprehended rather than to the comprehender. There are three elements of successful reading comprehension: conceptual

understanding, automated basic skills and strategies. Conceptual understanding includes knowledge of topics, text schemata and vocabulary. Automated basic skills include word decoding skills and the ability to construct propositions from strings of words. Strategies include varying one's approaches to reading depending upon one's goal and monitoring one's comprehension (Yang, 2016). The study also emphasized theories about reading process can be conventionally classified into three major groups: bottom-up, top-down, and interactive views of reading. In bottom-up theory, the emphasis is put on the linguistic aspects of the text, including words, phrases, sentences and syntactic structures of the text, the readers' comprehending simply means recognizing each word, phrase and sentence, finally arriving at the understanding of the written text. That's to say, what they should do is build up the small units to large ones, and reconstruct the meaning of text by recognizing the printed letters and words. The shortcoming of bottom-up theory is that if the reader can't understand the meaning of the text, he may not know the meaning of a word, a phrase, etc. In a word, the reader is passively led by the text. Then it comes the higher level of top-down theory. Top-down theory is the results of Goodman's famous comment: Reading is a psychological guessing game (Carrel, 1989 cited in Yang, 2016).

Reading is an active process of prediction, selection and confirmation basing on his own background knowledge and the information presented in the text, in other words, with more correct predictions the reader will require less visual perceptual information in the comprehension process, so top-down theory is criticized for causing an over-reliance on background knowledge and neglect of basic text

which requires the reader in comprehending. Finally, the interactive theory or schema theory is proposed to balance the above. It combines and expands upon the features of both bottom-up and top-down theory and does this within an information processing analysis of language comprehension.

Reading comprehension is assumed to be the ability to construct meaning before, after and during reading through linking reader`s background knowledge and the presented information by the author in the context. It is constructing an acceptable accurate meaning by making the connection between what has been read to what the readers already know and think about all of this information until it is recognized (Ahmadi Gilani, et.al, 2012 cited in Nejabati, 2015).

Generally there are two types of reading comprehension: intensive and extensive. These two types will be explained in the following section Nejabati (2015).

-Extensive reading: According to Hedge (2005), extensive reading is scanning and skimming activities and reading large quantity of materials. It is aimed at obtaining the gist to facilitate reading comprehension. According to Richards and Schmidt (2002), extensive reading is reading abundantly in order to reach to a general understanding of what i s read. Despite the variations available in the ways in which an extensive reading program is administered, it shares the fundamental assumption that students are expected to read a relatively large amount of text while enjoying reading.

Extensive reading aimed at developing good reading habits, building up knowledge of vocabulary and structure, and encouraging a desire for reading (Richards and Schmidt, 2002). Researches show that extensive reading is effective in increasing reading speed and comprehension. It is appears to lead to substantial vocabulary learning and learners show their development in spelling and vocabulary knowledge. It is also reported that extensive reading enhance students` affective domain such as motivation and attitude to read (Shen, 2008).

-Intensive reading: Intensive reading is reading in details to recognize and understand the meaning of the words and definition of passage. This kind of reading emphasizes the syntactic and semantic forms of the text, details within the structure, in order to understand the literal meaning and implications (Day, 2003). According to Hedge (2005), in intensive reading, students read the text to identify the writer`s objectives; it is as reading carefully and slowly to recognize the details. According to her, intensive reading activities in the classroom are intended to train students in the strategies needed for successful reading. They involve careful study of texts and familiarize students with features of written English.

Hafiz and Tudor (1989) considered that intensive reading generally contains a lower speed and supports a higher degree of understanding in order to improve and refine the skills for word study, enhance passive vocabulary, reinforce skills related to sentence structure, increase active vocabulary. The pedagogical value

of extensive reading is the assumption that exposing students to large quantities of meaningful and interacting second language materials in long term will produce beneficial effects on learners' command of the L2. In brief, the researcher focused on extensive reading

2.3. Extensive reading

The term extensive reading refers to reading books quickly while seeking the meaning instead of the language (Day & Bamford, 2009 cited in Touran and Vafa, 2013). Iwahori (2008) states that extensive reading (ER), an approach to second language (L2) reading instruction, aims to make covering large amounts of reading material enjoyable for students and ER is one way that L2 learners are exposed to English, especially in an environment of English as a foreign language (EFL). Moreover, Nwabudike, et.al (2013) see extensive reading as an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. They are encouraged to stop reading if the material is not interesting or if it is too difficult. They are also encouraged to expand their reading comfort zone

Nevertheless Meng (2009) argues that extensive reading is one of the effective methods to make up for some of the limitations of the reading done in class and to develop EFL students' reading abilities in university settings. Nwabudike, et al (2013) add that, extensive reading is reading a lot and for pleasure. It is reading

done at a comfortable “easy” level. The main goal is to read without having to reach for a dictionary after every sentence or every paragraph. The objective is to create fluency and enjoyment in the reading process. An Extensive reading programme comes under different names, such as Uninterrupted Sustained Silent Reading (USSR), Drop Everything and Read (DEAR), Silent Uninterrupted Reading for Fun (SURF) and the Book Flood Approach (Elley & Mangubhai, 1983 cited in Nwabudike, et, al, 2013). These all share a common goal: that learners read large quantities of books and other materials in an environment that encourages a life long reading habit. These programmes also share a common belief that the ability to read fluently is best achieved through an instructional programme that emphasizes reading extensively in the (target) language (Nwabudike, at al, 2013). Nation (2005) cited in Meng (2009) adds that, during extensive reading, students should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text.

Moreover, Ziahosseiny (2009) cited in Khansir and Dehghani (2015) argued that extensive reading can be made the basis for oral reports to the rest of the class, or full class discussions in later stages of language development. It can also be the source for written compositions in which students deal with specific issues arising from the material in the book.

2.3.1. Benefit of Extensive Reading

According to Extensive Reading Foundation (2011), there are some benefits of extensive reading, such as:

1. Allows students to meet the language in its natural context and see how it works in extended discourse beyond the language met in textbooks.
2. Builds vocabulary. When students read a lot, they need thousands of words and lexical (word) patterns time and time again which help them master them and predict what vocabulary and grammar may come next.
3. Helps students build reading speed and reading fluency which allows them to process the language more automatically leaving space in memory for other things.
4. Builds confidence, motivation, enjoyment and a love of reading which makes students more effective language users. It also helps lower any anxieties about language learning the students may have.
5. Allows students to read or listen to a lot of English at or about their own ability level so they can develop good reading and listening habits.
6. Helps students get a sense of how grammatical patterns work in context. Textbooks and other study materials introduce language patterns but typically they don't appear often enough in variety of contexts to facilitate a deep understanding of how the patterns work.

2.3.2 Principles of Extensive Reading

Day and Bamford (2002) propose the principles in conducting the extensive Reading Program. The points can be presented as follows:

1. *The reading material is easy.*

This clearly separates extensive reading from other approaches to teaching foreign language reading. For extensive reading to be possible and for it to have the desired results, texts must be well within the learners' reading competence in the foreign language. In helping beginning readers select texts that are well within their reading comfort zone, more than one or two unknown words per page might make the text too difficult for overall understanding. Intermediate learners might use the rule of hand -- no more than five difficult words per page.

2. *A variety of reading material on a wide range of topics must be available.*

The success of extensive reading depends largely on enticing students to read. To awaken or encourage a desire to read, the texts made available should ideally be as varied as the learners who read them and the purposes for which they want to read. Books, magazines, newspapers, fiction, non-fiction, texts that inform, texts that entertain, general, specialized, light, serious.

3. *Learners choose what they want to read.*

The principle of freedom of choice means that learners can select texts as they do in their own language, that is, they can choose texts they expect to understand, to enjoy or to learn from. Correlative to this principle, learners are also free, indeed encouraged, to stop reading anything they find to be too difficult, or that turns out not to be of interest.

4. *Learners read as much as possible.*

This is the "extensive" of extensive reading, made possible by the previous principles. The most critical element in learning to read is the amount of time spent actually reading. While most reading teachers agree with this, it may be the case that their students are not being given the opportunity or incentive to read, read, and read some more.

5. *The purpose of reading is usually related to pleasure, information and general understanding.*

In an extensive reading approach, learners are encouraged to read for the same kinds of reasons and in the same ways as the general population of first-language readers. This sets extensive reading apart from usual classroom practice on the one hand, and reading for academic purposes on the other. One hundred percent comprehension, indeed, any particular objective level of comprehension, is not a goal. In terms of reading outcomes, the focus shifts away from comprehension achieved or knowledge gained and towards the reader's personal experience.

6. *Reading is its own reward.*

The learners' experience of reading the text is at the center of the extensive reading experience, just as it is in reading in everyday life. For this reason, extensive reading is not usually followed by comprehension questions. It is an experience complete in itself.

7. *Reading speed is usually faster rather than slower.*

When learners are reading material that is well within their linguistic

ability, for personal interest, and for general rather than academic purposes, it is an incentive to reading fluency.

8. *Reading is individual and silent.*

Silent, individual extensive reading contrasts with the way classroom texts are used as vehicles for teaching language or reading strategies or (in traditional approaches) translated or read aloud. It allows students to discover that reading is a personal interaction with the text, and an experience that they have responsibility for.

9. *Teachers orient and guide their students.*

As an approach to teaching reading, extensive reading is very different from usual classroom practice. Students accustomed to wading through difficult foreign language texts might drown when suddenly plunged into a sea of simple and stimulating material.

10. *The teacher is a role model of a reader.*

Nuttall famously said, "reading is caught, not taught" (1996: 229). Maley explains the implications of this for teachers when he says, "We need to realize how much influence we have on our students. Students do not just (or even) learn the subject matter we teach them; they learn their teachers. Teacher attitude, more than technical expertise, is what they will recall when they leave us" (1999:7). In short, effective extensive reading teachers are themselves readers, teaching *by example* the attitudes and behaviors of a reader.

2.4. Curriculum in Indonesia

Indonesian government tended to use scientific based learning in all subjects in the curriculum of 2013 (Decree of Education and Cultural Ministry number 103: 2014). One of the scientific models of learning suggested by curriculum is scientific Approach; the curriculum suggests teaching that cover learners' aspects of attitude, knowledge and skills. It is regarded to be an effective way of learning as it applies series of scientific procedure. The procedure will facilitate learners to have creative and critical way of thinking, communicative and collaborative skills as well. As a guidance to apply scientific based learning, the goverment has described the principle of learning and procedure of Scientific Approach in the Decree of Education and Cultural Ministry number 103: 2014. The principles of learning are as follows:

1. The learnes are facilitated to discover.
2. The students learn from a variety of learning resources;
3. The process of learning implements scientific approach;
4. Competency-based learning;
5. Integrated learning;
6. Learning that emphasizes the divergent answers that have a multi-dimensional truth;
7. Applicative skills-basedlearning;
8. The increas in the balance, sustainability and linkagesamong the hard-skills and soft-skills;
9. Learning that promets habit and empoving learners are lifelong learners;

10. Learning that applies the values by giving exemplary (Ing Ngarso Sung Tulodo), encouraging willingness (Ing Madyo Mangun Karso), and developing the creativity of the learners in the learning process (Tut Wuri Handayani);
11. The learning that takes place at home, at school, and in community;
12. The use of information and communication technologies to improve the efficiency and effectiveness of learning;
13. The recognition of learners individual differences and cultural backgrounds; and
14. Fun and challenging learning environment.

The goverment also states that the objectives of implementing Scientific Approach will facilitate learners to develop their ability to be critical, collaborative, communicative, and creative (Kemdikbud, 2016). These skills are trusted to be characterics of 21st century skills.

These principles of learning and the objectives of implementing Scientific Approach must be considered critically to be revealed within Scientific Approach (Decree of Education and Cultural Ministry number 103: 2014). Here are the steps of Scientific Approach.

1. Observing

In the step, students are provided with objects, real objects, or phenomena. They observe with their senses (read, hear, listen, watch, and many more)

2. Questioning

The second step is questioning. Students are expected to make and ask questions, discuss about information they have not known, asking for additional information, or asking for clarification.

3. Collecting information/Experimenting

The third step requires students to explore the world around them, try, demonstrate, imitate, do experiment, read different resources, and collect information from different sources. The step is intended to develop various learning objectives, the attitudes, skills and knowledge.

4. Associating

This step leads the students to work on the information they have gathered, analyze, categorize, associate, and relate them to the related phenomenon/information in order to find pattern and draw conclusion.

5. Communicating/Networking

In this step, learners collaborate with their peers. They present report in form of chart, diagram, or table. Students are also required to make written report and present it orally.

In brief, those procedures above were expected to be able to encourage teachers to facilitate students in order to attain goal of curriculum well.

2.5. Justification for Incorporating Principles of Extensive Reading in Curriculum 2013

Teaching English has been defined by experts in language methodology by using different terms. There are mainly two terms: English as a foreign language (EFL) and English as second language (ESL). These terms have been defined based on the different students' reasons to learn a foreign language. Therefore, the knowledge of these reasons become the language teachers' goals in order to teach this language successfully (Archer, 2012). Furthermore, Extensive reading can indeed be blended into any EFL curriculum, regardless of that curriculum's methodology or approach: "There are many ways how to connect extensive reading with the general English language programme, for example to relate topics of the coursebook to a reader, to use a reader for listening work or intensive reading..." (Hedge, 1985:79). Extensive reading can thus be integrated into the foreign language curriculum in a variety of ways, from a stand alone course to an extracurricular club activity. Four broad ways of including extensive reading in a foreign language curriculum are:

1. As a separate, stand-alone course

This involves basically what the establishing of any other course does: a teacher, a syllabus, a classroom, materials, and a set slot. And just as with other courses, the amount of time devoted to the extensive reading course has to be calculated in relation to the overall goals of the entire foreign language curriculum. It could vary, such as from a single 50 minutes period once a week to five times a week for 50 minutes each meeting.

2. As part of an existing reading course

This involves building into an existing course a certain amount of extensive reading (such as the reading of a certain number of books per week or per semester, both in class and for homework). In addition to in-class reading, time is set aside in the reading class for extensive reading related activities, such as students' oral book reports (this was our choice to carry on the emperial phase).

3. As non-credit addition to an existing reading course

Students are encouraged to read according to their interests and for their own enjoyment. It is an optional assignment and not a formal part of the course. Exactly how much attention is given to extensive reading as an optional supplement depends on the attitude of the teacher. If a teacher is firmly committed to extensive reading and promotes it actively, then students generally catch the teacher's enthusiasm and are drawn to do it.

4. As an extracurricular activity.

Optional extensive reading can also take the form of an extracurricular reading club, not connected to required courses in the curriculum. Such an extensive reading club can be opened to anyone in the language programme, regardless of level, and all can be encouraged to join. Like other extracurricular activities, the extensive reading club meets after school. The teacher in charge treats it like any other after-school activity.

(Adapted from Day and Bamford, 1998: 40-42)

Related to the implementation of Extensive Reading, Waring (1997) cited in Archer (2012) claims that teachers can maintain Sustained Silent Reading sections in their classrooms where members of a class read self-selected material. This ensures that all students read individually at the same time, and gives the teacher time to speak with students about their reading, and to administrate the programme.

2.5.1. The Procedures of Extensive Reading Program in the Classroom

Integrating extensive reading in the curriculum is challenging and needs prior mapping in terms of time, goals and materials (Ouahiani, 2015). Simply put, if extensive reading is facilitated, it can ideally be an integral part of the curriculum, enhance the learners' reading ability and general English levels and have knock-on effects on their writing skills, spelling, grammar and speaking (Waring, 2009b) cited in Ouahiani (2015).

Based on those theories, the researcher integrated the principles of extensive reading in curriculum as a part of an existing reading course. They are based on theory of Day and Bamford. In this case, the researcher applied the principles of extensive reading from theory of Day and Bamford. They are a very good guide and inspiration for how to do ER but each educator should look at his or her situation and adapt these principles necessary. The students' and the institution's needs and capabilities should be taken into account when deciding how to adjust the principles (Fuisting, 2014).

It means that this present study attempted to elaborate the principles of Extensive reading into reading activities in English language teaching in relation to K13 curriculum. To make it clear, here are the illustrations of extensive reading program in the teaching learning activities:

Table 2.1. The Illustration of extensive reading program in the teaching and learning activities

	Scientific Approach	Extensive Reading with Scientific Approach	The Principle of Extensive Reading	Extensive Reading Original Version	The Principle of Extensive Reading
Pre-Reading		<ul style="list-style-type: none"> - Topic is introduced. - The titles of short story books are selected. - Groups are formed by using the title of the short story. 	9	Students read books both in and outside of class.	4
While-Reading	Observing	<ul style="list-style-type: none"> - Groups are formed and the leader of each group is appointed. - The leaders of the group get instruction on how to lead the group to meet the target learning objectives. - Reading materials are provided for the students to be chosen/read and observed/discussed. - Each group has different title of short story book (Dribbling drew, Bertha the Blubberer, Nigel Nit-Boy, Grubby Gertrude, Brian Wong who has never wrong, Windy Mindy and Earnest Ernest). - Each Group member will have silent reading and observe the short story. 	1,2,3, and 7	Submitting a book report on each book they read was the requirement for credit. Book reports included information such as title, author, grade level, content outline, and the student's thoughts and feelings about the content, as well as an optional report on anything that they noticed about the use of the English language in the book.	6
	Questioning	<ul style="list-style-type: none"> - The teacher asks each student what story book about. - Each member of group is given chance to ask their questions/opinions related to the short story they 	5 and 10	The reports were presented uniformly on B5-size paper. In a survey conducted in previous classes, this	6

		observe/read.		length (i.e., space available for reporting) had been found appropriate (neither too short nor too demanding) for the students.	
	Collecting Information	-Each group makes notes (book report) on important information found in the story, such as difficult word, events, characters, opinion, thoughts, feelings and moral value.	8	The class was divided into two parts; the first 45 minutes were used for classroom administration, short lectures and various other activities, such as reading nondemanding short texts (e.g., jokes or proverbs) together, while the latter half of the class was devoted to free, voluntary reading.	8
	Associating	<ul style="list-style-type: none"> - Students' worksheet is given to each group. - Each group discusses and solve the problem presented in the worksheet. - Each group must be ensured that they can present the task they have done well when they present it in front of the class. 		The students read books silently at their own pace. They also returned finished books, borrowed new books, and wrote book reports.	8
	Communicating /Networking	<ul style="list-style-type: none"> - Every group has a chance to present the result of their discussion and give explanation to any comment or questions related to their short story book. Thus, they communicate their knowledge. - Each group has a opportunity to have discussion about their favourite parts that they had read. 	6	The teacher answered questions from the students individually and gave advice to facilitate and encourage reading.	10

		<ul style="list-style-type: none"> - Every group member works together to do the task in the last worksheet given by the teacher which contains the materials discussed in the group. Thus, they will make a network to work together in order to complete each other's knowledge. 			
Post-Reading		<ul style="list-style-type: none"> - Teacher leads the students to conclude the material. - Teacher gives the students chance to discuss their problems during the learning process. - Every group submit reading journal. - The teacher gives homework for the students to read and make a journal report of the short stories that had been provided. 	4	Students received a grade based on class participation and the amount of reading they accomplished—accompanied by the submission of book reports.	6

In Pre-Reading Activities, the short story book is introduced. Teacher asks the students to choose the short story books. Then, groups are formed. Students are grouped by using the title of the short story book. Each group consist of 4 (four) students. Next the leader of the group is appointed and instructed on how to lead the group.

In while- Reading Activities, the first step is observing. In this step, there are seven group based on the title of the short story books. The leader of the group gets instruction on how to lead the group to get the target learning objectives. Then, each group has different title of short story book (Dribbling drew, Bertha the Blubberer, Nigel Nit-Boy, Grubby Gertrude, Brian Wong who has never wrong, Windy Mindy and Earnest Ernest). Each Group member will have silent

reading and observe the short story. Thus, while they are observing the short story, they also lured to question about the story.

Then, in questioning step, teacher gives opportunity to the students to ask, discuss or give opinion on what they have read/observed.

Next is ollecting information step. Here, each group makes notes (book report) on important information found in the story, such as difficult word, events, characters, opinion, thoughts, feelings and moral value on the paper that has been prepared by the teacher.

In the associating step, the teacher gives a worksheet to each group. Here, each group will discuss, share ideas and solve the problem presented in the worksheet. Each group must be ensured that they can present the task they have done well when they present it in front of the class.

Communicating step is followed. Here, every group has a chance to present the result of their discussion and give explanation to any comment or questions related to their short story book. Thus, they communicate their knowledge. Every group member works together to do the task in the last worksheet given by the teacher which contains the materials discussed in the group. Thus, they make a network to work together in order to complete each other's knowledge. Then, every group submitted the reading journal.

In Post-Reading activities, the teacher leads the students to conclude the material. Then, teacher gives the students chance to discuss their problems during the learning process. In this activity, the teacher answered the questions from the students individually or group and give advice to facilitate and encourage reading.

2.5.2. Group Discussion in the Implementation of Extensive Reading Program

Rahaman (2014) states group reading instruction includes rich tasks which promote deep understanding; allows teachers to teach reading before and during the reading process, (not only after the reading process); and allows instructors to adjust teaching to meet the needs of all learners. In groups, everyone is engaged and everyone has a voice. Students can sometimes learn more from each other than they can from the teacher. Also, this mode of instruction involves the social context of learning.

Furthermore, Feng and Chen (2016) add in the group, children take turns by thinking aloud method to make their process of understanding and monitoring manifested. In particular, students tell others how they connect previous knowledge with the content and how they make summary. They describe the mental image appeared in their minds and how they predict the content. In this process, teachers and students will construct their own understanding respectively. They can communicate and discuss by brain storm.

According to Burke (2011), by understanding the benefits and potential pitfalls, a group can capitalize on the virtues of group work and minimize the obstacles that hinder success.

Advantages: There are six advantages to work in a group Burke (2011):

1. Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.
2. Groups stimulate creativity. In regard to problem solving, the old adage can be applied that “two heads are better than one.”
3. People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross and Major, 2005; Davis, 1993).
4. Decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved.
5. Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.

6. Team work is highly valued by employers. Well developed interpersonal skills were listed by employers among the top 10 skills sought after in university graduates Graduate Outlook Survey (2010).

2.5.3. The Differences of Procedures in the Previous Study (Yamashita, 2013) and the Current Study

Usually extensive reading is done outside the classroom, but here the researcher tried to do the extensive reading inside and outside the classroom. Tiryaki and Tutunis (2012) suggest that learning process should not be limited only to the classroom activities or main course books; on the contrary, students should be encouraged to read English texts or books outside the classroom. In the procedure of extensive reading in the classroom, the researcher added the discussion in the learning process as it is in line with study of Shang, et.al. they suggested that students ought to discuss with their teacher or classmates and share their opinions with classmate after reading, thus, extensive reading will become even more efficient.

Here are the illustrations of the procedure in the previous study Yamashita, (2013) and the current study which will be implemented in the language classroom:

The Previous Study (Yamashita, 2013)	The Current Study
Inside and outside of class.	Inside and outside the classroom
Submitting a book report.	Silent Reading
Silent Reding	Group Discussion Presenting the material
Feedback and Reflection	Submitting a book repot
	Feedback and Reflection

2.6. Narrative Text

According to Luardini and Asi (2014), Narrative texts are those which are organized according to time order or chronological order. Moreover, Schank and Abelson (1995) cited in Ahmadian and Pashangzadeh (2013) believe that all human knowledge is narrative-based.

According to Ahmadian and Pashangzadeh (2013), narrative texts have always been considered as working and insightful sources of materials for language teaching and learning, since they show high potentials in a vast and broad variety of language use in authentic contexts. Narratives are used in both L2 contexts and in L1 contexts. As Barthes (1977: 79) cited in Ahmadian and Pashangzadeh (2013) argues, "Narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, cinema, comics, news item and conversation". Accordingly, a vast variety of narratives can be seen in all aspects of life and society; it appears that narratives do exist with the history of human race and there is no place with people lacking narratives.

According to Zaida (2014: 98), narrative is mainly used to entertain. A narrative consists of several parts:

1. Orientation

This part introduces characters and/or sets the scene (when/where)

2. Complication (s)

In this part, the main character faces a problem.

3. Resolution (s)

This part tells how the problem is resolved, for a better or worse situation.

An example of a narrative:

The Ant and the Dove

Orientation: Introduces the characters and sets the scene

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

Complication (1): The main character faces a problem

To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

Resolution (1): Tells how the problem is resolved

She could have drowned if a dove on a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Complication (2): The main character faces a problem

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it.

Resolution (2) : Tells How the problem is resolved

Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flew away safely.

In brief, narrative text is a sequence of events, which is based on life experiences and person-oriented using dialogue and familiar language. It is intended to amuse the readers/ listeners. It consists of orientation, complication, resolution, and re-orientation.

2.6. Theoretical Assumption

The literature reviewed above have made the researcher predicted that there would be a significant improvement on the students' reading comprehension aspects before and after being taught by Extensive reading program. This was because by giving extensive reading, students could get more opportunities including time to read by comfort situation. In addition, extensive reading is expected to encourage students' reading motivation. As a result, they could improve their comprehension too.

2.7. Hypothesis

Based on the frame of thinking above, the researcher would like to propose the hypotheses as follows:

H₀ (Null hypothesis) : Inference does not increase better rather than any other aspects of reading comprehension after being taught by using extensive reading program

H_a (Alternative Hypothesis): Inference increases better than any other aspects of reading comprehension after being taught by using extensive reading program.

That is the theoretical framework of this research. Then, the next chapter will deal with the methods of this research.

III. RESEARCH METHODS

This chapter deals with the research design, population and sample, variables, data collecting techniques, try out of the instruments, results of the try-out test, research procedures, scoring system, data analysis, and hypothesis testing.

3.1. Research Design

The present study used quantitative and qualitative approaches. That was because both approaches were appropriate to answer the stated research questions in the first chapter. To answer the third research question, this research used the quantitative one because its aim was to investigate and support or reject a theory (Setiyadi ,2006: 5).

In an attempt to answer the third research question, the researcher applied *One Group Pretest-Posttest Design*, a research design in which one group of participants is pretested and then posttested after the treatments have been administered (Hatch and Farhady ,1982: 20). The pretest was given to the students in order to measure the students' entry point before they were given the treatments

and the posttest was given to measure how far the students' achievement was after they got the treatments. The research design was presented as follows:

T1 X T2

Notes:

T1 : pretest

T2 : posttest

X : treatments (teaching extensive reading program)

(Hatch and Farhady, 1982: 20)

Then, to answer the first and second research question, this research used the qualitative one because its aim was to find out the learning process of teaching and to find out the problems faced by the students in the extensive reading program. To find out those problems, the researcher conducted an observation and interview to the students.

In line with the third research question, this research employed a quantitative approach with *One Group Pretest-Posttest Design*. There had to be a difference between the pretest and the posttest scores since the posttest was administered to measure how far the students' achievement was after they were given the treatments. When there was a significant improvement, it could be revealed whether or not there was a positive effect of teaching extensive reading program on the students' reading comprehension aspects.

3.2. Population and Sample

The population of this research was the ninth grade of junior high school students at SMPN 2 Bandar Lampung in 2017/2018 academic year. There were 9 classes consisting of 25 to 28 students in each class at the ninth grade. The sample of this research was one class taken by the researcher as the experimental class, that was 9.2. That class consisted of 28 students. In this current study, the researcher took 9.2 as the subject of the research by using purposive random sampling.

3.3. Variables

According to, Hatch and Farhady (1982: 12) variable is an attribute of a person or of an object which varies from person to person or from object to object. Beside that, in order to assess the effect of the treatments in the research, the researcher employed two variables, namely: dependent variables and independent variables. They stated that independent variable is the major variable that a researcher expects to investigate and dependent variable is variable that the researcher observes and measures to determine the effect of the independent variable. This research consisted of the following variables:

1. Teaching Extensive Reading was as independent variable (X) because this variable could affect or had effect on a dependent variable.
2. Students' reading comprehension aspects was as dependent variable (Y) because this variable was observed and measured to determine the effect of the independent variable.

(Hatch and Farhady, 1982: 15)

3.4. Data Collecting Techniques

To collect the data, the researcher used test and non-test data collecting techniques. The first data collecting technique was used in order to answer the third research question whether or not there was a improvement on the students' reading comprehension aspects before and after being taught through extensive reading program. For the test, there was reading comprehension test as follows:

3.4.1. Reading Comprehension Test

This test was also divided into two sections as follows.

a. Pretest

The pretest was administered in order to find out the student's reading comprehension aspects entry point before the treatments in the experimental class. In this test, the students were given multiple choice test from narative texts in 60 minutes. The test items in the pretest were identical with the posttest.

b. Posttest

The aim of this test was to measure the students' reading comprehension aspects after the treatments. In this test, the students were also given multiple choice test from narrative texts in 60 minutes.

Meanwhile, non-test data collecting technique was used in order to answer the first and second research question, those are, what the procedure of extensive reading program and what the problems faced by the students were in extensive reading program. It consisted of observation and interview as follows:

3.4.2. Observation

Observation was used in this research to find out the qualitative data, those are what are the procedure of extensive reading program and what the problems faced by students were in Extensive reading program. On the one hand, the researcher had observed the teaching-learning process concerning with the students' interest, participation, and obstacle during the treatments to find out the possible problems while implementing extensive reading program.

In addition, she also involved another observer to validate the data collected, that was postgraduate students of MPBI 2015. Most of that teacher's time was as non-participant observer (75% : 25%). That was caused she did not join the class activities and observed the whole activities of the treatments conducted by the researcher.

3.4.3. Interview

The interview was also used in this research to find out the problems faced by students in extensive reading program. The researcher employed the interview to some of the students in the experimental class as the representatives. In conducting the interview, the researcher used structured interview (Setiyadi 2006: 244). In structured interview, the researcher had set a list of the questions based on the ten principles of extensive reading program to the students to find out what the problems faced by the students in extensive reading program. The researcher recorded and noted down the students' responses and it was done informally to get the authentic answers.

Furthermore, that interview not only was aimed at getting an accurate data not only from the researcher's and observer's own observation but also from the students' opinion about teaching and learning process about extensive reading program. By analyzing the students' responses and considering the observation result, the researcher was be able to answer the third research question.

Given the data collecting techniques mentioned, consequently, there were three research instruments as follows.

- Test items of reading comprehension test
- Observation Guide
- Interview Guide

Each research instrument could be seen in Appendices.

3.5. Try Out of the Research Instruments

The try-out was done to prove whether or not the test had good quality or not. There were four criteria of good test, namely: validity, reliability, level of difficulty, and discrimination power. The try-out of the instrument was reading comprehension test. Theoretically, to determine the quality of the tests, the researcher analyzed four criteria of good test as follows.

a. Validity

Validity refers to the extent to which the test measures what is intended to measure. A test can be said valid if the test measures the object to be measured

and suitable for the criteria (Hatch and Farhady 1982: 251-252). In general, there are four kinds of validity as follows:

- Face validity, concerns with the lay out of the test;
- Content validity, depends on a careful analysis of the language being stated;
- Construct validity, measures certain specific characteristic in accordance with a theory of language learning;
- Criterion-related validity, concerns with measuring the success in the future as in replacement test.

In this study, the researcher used content validity and construct validity. Content validity emphasizes on the equivalent between the material that given and the items tested. Simply, the items in the test must represent the material that had been taught. To get the content validity of reading comprehension test, the researcher tried to arrange the materials based on the basic competence in syllabus taken from Curriculum 2013 for ninth grade of junior high school students. Then, the objectives were modified that the students were able to determine main idea, identify specific information, finding reference, finding inference, and understand vocabulary. Moreover, the researcher also made a table of specification in order to judge whether the content validity was good or not.

Table 3.1 Table Specification of Reading Comprehension Try-out Test

No	Reading Comprehension Test	Item Number	Total Items
1.	Determining main idea	2,3,6,12,32,,35,40,45,51,55,56,59	12
2.	Identifying specific Information	1, 5, 13, 15, 19, 22, 26,28,36,42,46,50	12
3.	Reference words	4,9,14,16,24,27,31,39,41,49,52,57	12
4.	Inference words	7,10,18,21,23,25,29,33,38,43,47,54	12
5.	Vocabulary	8,11,17,20,30,34,44,48,53,58,60	12
	Total		60

Furthermore, construct validity was used as the measurement which had some indicators in measuring a certain aspect or the construction of the theory of the instruments developed in the story (Setiyadi, 2006:25). To make sure the test reflected the theory in reading comprehension, the researcher examined whether or not the test questions actually reflected the means of reading comprehension or not.

b. Reliability

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady 1982: 244). Then, to find out the reliability of reading comprehension test, the researcher used ITEMAN. Based on the result of ITEMAN analysis, it was found that the reliability (Alpha) was 0.875 (see Appendix 6), indicating that it had high reliability because it lied between 0.701-1.000.

c. Level of Difficulty

Level of difficulty relates to how easy or difficult the item taken from the point of view of the students who take the test. Then, to find out the level of difficulty of reading comprehension test, the researcher used ITEMAN.

The result of difficulty level in the try-out test consisted of 1 very difficult items (37), 13 difficult items (9, 13,18, 24, 29, 30, 32, 38, 40, 41, 44, 51, and 59) which lied between 0.100-0.299 and showed that the items were difficult for the students; 8 easy items (7, 14, 19, 22, 31, 47, 52 and 53) which lied between 0.701-0.900 and showed that the items were easy for the students; and 38 average items (1, 2, 3, 5, 6, 8, 10, 11, 12, 15, 16, 17, 20, 21, 23, 25, 26, 27, 28, 33, 34, 35, 36, 39, 42, 43, 45, 46, 48, 49, 50, 54, 55, 56, 57, 58 and 60) which lied between 0.300–0.700 and showed that the items were good for the students. The examples of very difficult, difficult, and easy items were presented as follows.

Here is the example of very difficult test item:

37. "... Lody, the youngest cloud child, looked impatient." (paragraph 1)
 The synonym of the underlined word is...
- A. imprisoned
 - B. exhausted
 - C. annoyed
 - D. impolited

That test item was on number 37 in reading comprehension try-out test. Its difficulty level was 0.08, indicating that it was very difficult for the students.

Here is the example of the difficult test item:

18. What can we learn from the story?
- A. Do not be careless
 - B. Be careful in any situation
 - C. It's good to help each other
 - D. Being in a group is better than being alone

That test item was on number 18 in reading comprehension try-out test. Its difficulty level showed 0.19, indicating that it was difficult for the students.

The following is the example of easy test item:

52. "... the turtle asked them..." (paragraph 2)
The underlined word refers to ...
- A. the children
 - B. the man
 - C. people
 - D. the birds

That test item was on number 52 in reading comprehension try-out test. Its difficulty level was 0.81, indicating that it was very easy for the students.

d. Discrimination Power

Discrimination power refers to the extent to which the items are able to differentiate between high and low level students on that test. Practically, the researcher was used ITEMAN to determine the quality of reading comprehension test items to make it easier and more practical.

For the result of discrimination power in the try-out test, there were 17 very low items (3, 6, 13, 18, 24, 25, 30, 31, 32, 34, 37, 38, 41, 44, 47, 51, and 56) which lied 0.199 and showed the items were very low to discriminate

between high and low level students; 6 low items (2, 4, 11, 12, 16, and 58) which lied between 0.200–0.299 and showed that the items were low and still could not discriminate between high and low level students; 7 quite average items (5, 8, 9, 17, 36, 40, and 48) which lied between 0.300–0.399; and 30 high items (1, 7, 10, 14, 15, 19, 20, 21, 22, 23, 26, 27, 28, 29, 33, 35, 39, 42, 43, 45, 46, 49, 50, 52, 53, 54, 55, 57, 59, and 60) which lied 0.400 and showed the items were very good to dicriminate between high and low level students. The examples of very low and low test items were presented as follows.

Here is the example of very low test item:

56. What is the story about?
- A. A parrot and a cat
 - B. A parrot and a chicken
 - C. A parrot and the owner
 - D. A parrot, the owner and chicken

The test item was on number 56 in reading comprehension try-out test. Its discrimination power was -0.13, indicating that it was very low to discriminate between high and low level students.

The following is the example of low test item:

16. He ordered the birds to lay still. (paragraph 2).

The underlined word refers to...

- A. The hunter
- B. The king parakeet
- C. The bird
- D. The man

That test item was on number 16 in reading comprehension try-out test. Its discrimination power was 0.24, indicating that it was low to discriminate between high and low level students.

3.6. Results of the Try-out Test

The try-out test was conducted on August 30th, 2017 in class 9.2. The test was administered to determine the quality of the instruments used in the research and also to decide which item should be dropped and revised for the pretest and posttest. In the try-out test, the students were given 60 items of multiple choice reading comprehension test with four optional alternative answers (A, B, C and D), one is the correct answer and the others are the distracters. The test had been conducted in in 60 minutes. The result of the try out test was elaborated as follows.

1. Result of Reading Comprehension Try-out Test

After analyzing the result of reading comprehension try-out test, the researcher found that there were 20 items which had to be dropped (3, 7, 13, 18, 19, 22, 24, 25, 30, 31, 32, 34, 37, 38, 41, 44, 47, 51, 52, and 56) and 40 items could be administered for the pretest and posttest with 38 good items (1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 15, 16, 17, 20, 21, 23, 26, 27, 28, 29, 33, 35, 36, 39, 40, 42, 43, 45, 48, 49, 50, 53, 54, 55, 53, 57, 59 and 60) and 2 revised items (14 and 58).

Based on the result of the try-out test, there were 40 items with 38 good items and 2 revised items in which five items from understanding reading

comprehension aspect were revised to know whether or not the students were able to overcome those questions by extensive reading. Hence, 38 items were administered for reading comprehension pretest and posttest. The same items were given in the pretest and the posttest. Those 38 good items had 'good' difficulty level and 'quite average'/'high' discrimination power. On the other hand, there were 20 items that had to be dropped because the difficulty level showed difficult/very easy/easy and simultaneously the discrimination power was very low/low. Then, the researcher had decided there were 2 revised items. Generally, they were revised because either difficulty level or discrimination power showed average/satisfactory/good result. The elaboration of those revised items were presented as follows.

The first revised item was number 14, making a reference aspect. It was revised because it had 'easy' difficulty level (0.73) and 'high' discrimination power (0.49) and that indicated the item needed revising. Seeing that, the researcher revised that item by changing the word *He* into the word *It*. Therefore, the researcher changed the alternative answers based on the statements stated on the text. However, the students had to read the text carefully and considered one thing that could be true for all the things and in all cases as the answer of the reference aspect.

The second revised item was number 58, understanding vocabulary aspect. This item had 'average' difficulty level (0.50) and 'low' discrimination power (0.29) and that indicated the item needed revising. Therefore, the researcher

changed the word 'smart' into a word "screaming". When the students had known that word related to the word *scream*, they might have been able to predict the antonym of that word. The researcher also changed the alternative answers . They were *shouting, crying, whispering, and yelling*.

3.7. Research Procedures

The researcher used the following procedures in order to collect the data:

1. Determining the research problem

The main problem of this research was whether or not extensive reading program would give a positive effect on the students' reading comprehension achievement or not.

2. Determining population and sample

The population of this research was the ninth grade of SMPN 2 Bandar Lampung students in 2017/2018 academic year and the sample was chosen randomly. The researcher took one class.

3. Selecting the material

The material of this research was Narrative text based on Curriculum 2013 for junior high school students at the ninth grade.

4. Administering the try-out test

This test was conducted before the pretest was administered and was intended to determine the quality of the test used as the instrument of the research and to determine which item should have been revised or dropped for the pretest and the posttest. This test consisted of 60 items of multiple choices with four options and one of them was as the correct answer.

5. Administering the pretest

The pretest was administered in order to find out reading comprehension aspects entry point before they were given the treatments in the experimental class. This test also consisted of reading comprehension of multiple choice test taken from Narrative text. Each test item could be determined after the try-out test had been administered. From that try-out test, the researcher could know which items of the test should be taken, revised, and dropped for the pretest. Reading comprehension pretest had been conducted in 60 minutes.

6. Conducting treatments

In this research, the treatments were conducted in four meetings which took 2 x 40 minutes for every meeting in the experimental class. There were two lesson plans for each meeting. For the first meeting, the researcher prepared seven titles of the short story and it was a Narrative text to the students. Then, the researcher asked the students to choose the title based on their interest. The researcher asked the students about their opinion after selecting the book after that she put them into group of four or five. Each member of group has same title of short story book. Then she asked the students to have silent reading. Then, the researcher assigned the students to analyze about the story and describe the generic structures, events, characters, difficult word, and moral values in their story. She asked the students to discuss about the story they had already read. She asked the students to share their ideas to the teacher and ask the students to present and share their story that they had been discussed in group. The researcher gave worksheet for each group containing reading comprehension test on the material that had been discussed in form of

essay and multiple choice. Each group works together to do the comprehension test.

7. Conducting observation

Observation was done simultaneously while the researcher was conducting the treatments. The researcher observed the students' interest in teaching learning activity while conducting extensive reading, the way of the students participated in that activity, and the obstacles faced by them. Observation sheet, in the form of a check list, was used to observe those things. Definitely its purpose was to find out what the problems faced by students were in extensive reading program.

8. Administering posttest

This test was conducted in order to find out the students' reading comprehension aspects after they had some treatments. That test consisted of reading comprehension of multiple choice test taken from narrative text. Each test item could be determined after the try-out test had been administered. From that try-out test, the researcher could know which items of the test should have been taken, revised, and dropped for the posttest. Reading comprehension posttest had been administered in 60 minutes.

9. Administering Interview

The researcher interviewed some of the students as the representatives in the experimental class after doing the posttest. The purpose of the interview was to get an accurate data not only from the researcher's and observer's own observation but also from the students' opinion about teaching and learning process about extensive reading program. That was done to decide what the

problems faced by the students in the implementation of extensive reading program.

10. Analyzing the data

The last but not least step of the research was analyzing the data. In this step, the researcher drew conclusion from the tabulated results of the pretest and the posttest that had been administered.

Those ten things, starting from determining the research problem until analyzing the data, were the whole procedures in administering this research.

3.8. Scoring System

There was one test in this research. The test belonged to objective test because there was only one single correct answer for every test item. To get the score of the students' reading comprehension result of the test, the researcher also employed Hennings's formula cited in Mahdalena (2015). The ideal highest score is 100. Each score of the pretest and the posttest were calculated by using the following formula:

$$PS = \frac{R}{N} \times 100$$

Notes:

PS : Percentage Score

R : the total of right answer

N : total item

(Henning, 1987 cited in Mahdalena, 2015)

3.9. Data Analysis

As the data collected in this study were quantitative and qualitative, the researcher analyzed the data into statistical analysis and qualitative way of data analysis. To answer the third research question concerning with whether there is a improvement on reading comprehension aspects before and after being taught through extensive reading or whether teaching extensive reading resulted in the positive effect on the students' reading comprehension the researcher analyzed the statistical analysis by doing the following steps:

1. Scoring the pretest and posttest

The pretests and posttests in this study consisted of reading comprehension test. Each score of the pretest and posttest were calculated.

2. Tabulating the result of the test and calculating the mean of the pretest and posttest.

There was only one test in this research, that was, reading comprehension test. The means of reading comprehension pretest and posttest were also calculated.

3. Calculating the significant difference of the test by comparing the means of the pretest and posttest.

To know whether or not teaching extensive reading could result in the positive effect on the students' reading comprehension aspects, the researcher analyzed the difference of the reading comprehension test from the pretest to the posttest.

After doing those steps, the significant difference of reading comprehension test was revealed. It could be seen from the mean score in the posttest which was higher than the pretest. That meant there was a significant progress of the students' reading comprehension aspects. The researcher used that progress as a proof that there had been Extensive reading program teaching to the students and that kind of teaching had affected the students' reading comprehension aspects. Practically, the researcher used *one group pretest-posttest design* computed through SPSS version 21.0 to analyze the data.

4. Drawing conclusion from the data

To make a conclusion of whether or not extensive reading affected in the positive effect on the students' reading comprehension aspects, the researcher analyzed the difference of the students' reading comprehension aspects before or after treatment. If both of them showed any progress that meant extensive reading had affected the students' reading comprehension aspects positively. On the contrary, if there is no difference and progress on extensive reading, that extensive reading did not affect the students' reading comprehension aspects.

To answer the first and second research questions, the researcher used descriptive analysis. It was used to describe the learning process of teaching and the problems faced by the students in extensive reading program. It was done by analysing the researcher's and observer's observation and also the students' responses in the interview that have been conducted. The researcher provided an analysis of the data by using the steps proposed by Setiyadi (2006: 237) as follows:

1. Making abstraction of the collected data to be treated in one unit. The researcher interpreted all data available by selecting them into an abstraction.
2. Identifying the data based on the research question.
3. Categorizing the data based on the research question.
4. Interpreting the data which belong to the problems faced by the students in extensive reading.

3.10. Hypothesis Testing

The pretest and the posttest results of reading comprehension test was compared in order to know the gain. The researcher used *one group pretest-posttest design* computed through SPSS version 21.0 towards the average scores of the pretest and posttest. Moreover, the result of t-test was used to investigate the improvement on the students' reading comprehension aspects before and after the treatments and to prove whether or not the proposed hypotheses were accepted or rejected. The researcher used significant level of 0.05 in which that the probability of error in the hypothesis was only about 5%.

Concerning with the third research question, the hypothesis was drawn as follows:

H₀: There is no significant improvement on the students' reading comprehension aspects before and after being taught through extensive reading.

H₁: There is a significant improvement on the students' reading comprehension aspects before and after being taught through extensive reading.

(Hatch and Farhady, 1982)

The criteria for accepting the hypotheses are as follows:

1. H_0 is accepted if the t-value is lower than T-table.
2. H_1 is accepted if the t-value is higher than T-table.

Since an effect was indicated with a improvement in the result of teaching extensive reading on the students' reading comprehension aspects before and after the treatments and the posttest score was better than the pretest one, therefore, in accordance with the hypotheses above, if H_{02} is accepted, it means the following H_{03} is also accepted.

H_{03} : There is no effect of teaching extensive reading on the students' reading Comprehension aspects' achievement.

In contrast, if H_2 is accepted, the following H_3 is also accepted.

H_3 : There is a positive effect of teaching extensive reading on the students' reading comprehension aspects' achievement.

This is the end of the discussion in this chapter. The research methods of this research, starting from research design until hypothesis testing, have been all discussed. Then, the next chapter will discuss the results of the data analysis and discussions.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results in the research and also several suggestions which are elaborated in the following sections.

5.1. Conclusions

In line with the results of the data analysis and discussion which have elaborated the answers to three research questions presented in the first chapter, the researcher draws the conclusions in two major parts as follows.

1. Incorporating procedures extensive reading program in teaching reading promotes students to be actively participated in ten principles of extensive reading collaborated with five principles of curriculum 2013 which resulted in improvement of students' reading comprehension achievement.
2. In this study the students faced the problems of lack of vocabulary in which the students got some obstacles during process of extensive reading implementation. It was difficult for them to understand the meaning of words. In addition, the situation in the classroom that was noisy also influenced their concentration in analysing text.
3. Extensive reading program could give benefits for students. It is effective for increasing students' English reading comprehension especially in making inference.

5.2. Suggestions

By considering the conclusions above, the researcher proposed some suggestions which were divided into two sections as follows:

1. For English Teachers

The findings of the research showed that extensive reading program was found to be beneficial in improving the students' reading skills especially in term of inference. Extensive reading program is a teaching strategy that allows the guides students through the process of making predictions based on the information that the text has provided them. English teachers should apply extensive reading program not only within a group, but also in pairs considering the students' English proficiency.

2. For further researchers

This study only gives an emphasis on the use of extensive reading program to improve the reading skill, it is also suggested that other researchers conduct a study on the use of extensive reading to improve another receptive skill, which is the listening skill. Moreover, the researcher also suggests to conduct this program with long term to make the program more beneficial for the students.

In addition, it will be favorable to include other variable that might possibly contribute to reading skill, such as motivation, language proficiency, perception, and many more. Beside that, other studies should be conducted with learners from the higher level of education that is in senior high school.

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