

A DESCRIPTIVE ANALYSIS OF
STUDENTS' ABILITY IN READING
COMPREHENSION BY USING
EXTENSIVE READING STRATEGY
AT ELEVENTH GRADE OF SMA
NEGERI 1 LAHEWA IN
2021/2022
by Hendi Putra Baeha

Submission date: 25-Jan-2023 11:26PM (UTC-0700)

Submission ID: 1999691683

File name: HENDI_PUTRA_BAEHA.docx (139.69K)

Word count: 12715

Character count: 68681

12 CHAPTER I INTRODUCTION

A. The Background of the Research

Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. However, among all of the skills reading is considered as the most important skill. According to Snow (2013) reading is essential to success in our society. Reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but as a means of consolidating and extending one's knowledge of the language and its related aspects such as culture, civilization, and history. It can be said that reading is important for students to increase their knowledge, and a variety of strategies is a way to help the students reconstruct the meaning from the text.

15 Reading comprehension is the process of understanding and constructing meaning from the text. Ultimately, the goal of all reading instruction is helping a reader comprehend the text. As Sumartono et al (2019:82) point out that in reading comprehension students process the text, understand the meaning, and integrate with what they already know. Reading comprehension is the process of understanding and constructing meaning from the text and to integrate with what the readers already know from the reading text. So, it can be defined that the relationship between reading and reading comprehension is when students able to understand written text and it ultimately occurs when students translate written text into spoken text. This is a process that, combined with prior knowledge, allows them to identify simple facts, make judgments and connect the text being read to other written passages and situations. In other words, reading comprehension is necessary to achieve academic success and to continue a lifetime of learning.

Based on syllabus of 2013 curriculum of SMA Negeri 1 Lahewa, especially at the eleventh grade, Reading is one of the skills that should be taught to students. Core competence expects the students are capable of understanding, applying, analyzing, and evaluating factual, conceptual,

procedural, and metacognitive knowledge based on students' curiosity about the science of arts, and culture technology humanities with humanitarian, national, state, and civilization-related causes phenomenon and events, and applying the procedural knowledge to specific area of research in accordance with their talents and interests to solve the problem. Also, basic competence expects the students capable to applying social function, text structure, and linguistic elements of oral and written interaction text that involves the act of giving and requesting information regarding the circumstances of action/activity/genesis without the need to mention the perpetrator in the scientific text, according to the context of use (note published language elements). As well as related to the students' achievement in learning especially in English subject at eleventh grade of SMA Negeri 1 Lahewa, the school has determined the Minimum Competence Criterion (MCC) that should be reached by the students which is 65. The students should be able to pass on the MCC as the indicator of the students' success in learning.

Based on the preliminary data were gotten by the researcher after the researcher has conducted the interview activity with the English teacher of SMA Negeri 1 Lahewa on January 2022, the researcher found that the eleventh grade students have some problems in reading the English text. The students' problems such as the students have a difficulty in comprehending the English text, lack of students' vocabulary, and lack of students' interest in reading. Moreover, when the English teacher instructed the students to read in the classroom, most of students can not enjoy their reading activity well. This is seen when the teacher asked students to explain the outline of the text after the allotted time has finished, students could not explain it properly and precisely. In case, if the activity done in the class with the teacher, possible they could not enjoy their reading activity because it may press them. This phenomenon makes the students unable to understand, comprehend and unable to get the message conveyed by the author. So, to face this phenomenon and to develop students' habit in reading activity especially the eleventh grade students, reading extensively outside the classroom with fun and enjoy is the strategy used in the research to make the students can enjoy

their readings and get a lot of information as they need, even their language skills can be developed without underpressure of the teacher.

One of the strategies usually instructed to do by the English teacher is by using extensive reading strategy Desi (2019:3) defines that Extensive Reading Strategy provides the teacher to guide the students to think like good readers do anticipating, predicting, confirming, and then modifying their ideas with the text that they have read. Extensive reading strategy also can help to increase their reading comprehension but also their interesting thinking through reading.

Extensive reading is one of strategies in reading learning. Extensive reading strategy related to providing some large quantities of English books to students which are easily to comprehend thereby increasing the students' reading competency, while permit them to enjoy the process of learning. Extensive reading is considered as one of the strategies to develop students' competence in reading skill. According to Rasmin (2020:29) In extensive reading instruction, the students are asked to read the more and more and selected the materials text book which they enjoy to read it. Moreover Novia (2017:4) states that in Extensive Reading Strategy there are some activities, the reading is individualized, what means that students choose books they want to read, the students read it independently of the teacher and they are not required to do any tasks after reading. In Extensive Reading Strategy, the readers not only required to develop their skill in reading but also the students are required to develop their knowledge from what book they have read. Therefore, Extensive Reading Strategy usually is used to read the materials of reading in large amount in order to get good information and build up the reading skill especially in increasing students' reading comprehension.

From the description above, the researcher was interested in conducting the research activity by using Descriptive Qualitative Research to describe the students' ability in reading comprehension by using Extensive Reading Strategy of SMA Negeri 1 Lahewa especially at eleventh grade as it naturally happens without doing control over variables. Hossein (2015:129) states that descriptive research is used to describe a phenomenon and its characteristics.

This research is more concerned with what rather than how or why something has happened. Descriptive research is the research involves collecting data in order to answer questions about the current status of the subject or topic of research and it can also measure what already exist. Qualitative research is generally characterized by inductive approaches to knowledge building aimed at generating meaning (Leavy,2014). Moreover Leavy (2014) states that this approach used to explore; to robustly investigate and learn about social phenomenon; to unpack the meanings people ascribe to activities, situations, events, or artifacts; or to build a depth of understanding about some dimension of social life. The major advantage of this approach is the researcher will collect rich data with descriptions and examples, and the participants' language and concerns would be at the forefront. Thus, the descriptive qualitative research to describe, investigate and study cause-effect that emphasizes the data collected in natural setting and uses inductive thinking. Inductive thinking begins with specific details or facts and progresses to a general principle as conclusion.

The results of the research provided an overview of the situation that will occur in schools, especially in learning English. The researcher intends to provide insight to readers about students' ability in reading comprehension a narrative text. In this research, the researcher tries to describe some of the limitations experienced by the students, especially at the eleventh grade of SMA Negeri 1 Lahewa. To describe the students' ability in Reading Comprehension by using Extensive Reading Strategy.

Regarding to the explanation above, the researcher conducted the research activity at the eleventh grade of SMA Negeri 1 Lahewa to describe the students' ability in reading comprehension by using a descriptive analysis research technique entitled, "A Descriptive Analysis of Students' Ability in Reading Comprehension by Using Extensive Reading Strategy at Eleventh Grade of SMA Negeri 1 Lahewa in 2021/2022".

B. Focus of the Research

From the elaboration of the background above, the researcher identified the problems, namely:

1. The students' ability in gaining information and knowledge from the text they have read by using Extensive Reading Strategy
2. The students' level ability in reading comprehension?
3. The factor affecting the eleventh grade students' ability in reading comprehension by using Extensive Reading Strategy

C. Formulation of the Problem

Based on the focus of the research above, the researcher divides the formulation of the problem in three types, as follows:

1. Are the eleventh grade students able to gain information and knowledge from the text they have read by using Extensive Reading Strategy?
2. What is the students' level in reading comprehension?
3. Is there any factor affecting the eleventh grade students' ability in reading comprehension by using Extensive Reading Strategy?

D. The Purpose of the Research

The purposes of this research are presented as follows:

1. To describe the students' ability and the students' level in Reading Comprehension by using Extensive Reading Strategy.
2. To know the factors affecting the eleventh grade ability in reading comprehension activity by using Extensive Reading Strategy.

E. The Significances of the Research

The significance of the research is divided into two significances both theoretically and practically as follows:

1. Theoretically

- a. The result of this research provides the description of students' ability in reading comprehension by using Extensive Reading Strategy.
- b. This research will give contribution in theory of teaching-learning English in the class.

2. Practically

- a. For the future, as a reference for the researchers who want to conduct the similar research in field.
- b. For the English teachers, to give input to the English teachers to teach reading comprehension.
- c. For students, to help students in comprehending and understanding the message conveyed by the author by using Extensive Reading Strategy and become more interested in reading activity.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Descriptive Analysis

a. Definition of Descriptive Analysis

Descriptive analysis²⁰ research method used to describe the existing phenomena as accurately as possible. According to Brock (2017:2)

⁵ Descriptive analysis characterizes the world or a phenomenon; it identifies patterns in data to answer questions about who, what, where, when, and to what extent. Descriptive analyses are central to almost every research project. Whether the goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or simply describe samples in studies aimed at identifying causal effects, descriptive analyses are part of almost every empirical paper and report. Some studies provide excellent descriptive analyses that are clearly focused on relevant aspects of a phenomenon.

²³ The phenomena observed in descriptive research are already available. Collecting the available data through the use of research instrument such as, a test, questionnaire, interview, or even observation technique is necessary for researcher to conduct the research. ²⁰ The main goal of descriptive research is to describe systematically the existing phenomena under the study Atmowardoyono (2018:198).

In conducting the research, the researcher used the descriptive research that ²⁵ aim to describe a certain situation systematically, accurately, and factually. While the purpose of this research is to describe the eleventh grade students' ability in reading comprehension by using Extensive Reading Strategy of SMA Negeri 1 Lahewa.

2. Reading

a. Definition of Reading¹⁷

Reading is a process of interaction between the reader and the material in which all the schematic knowledge being interacted with all the

reader's social and contextual factors. Gilakjani and Ahmadi (2011) defines that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive. It is also supported by Elita (2017:12) says that reading is one of the most complex skills in English and reading plays an important role in many aspects of life.

Reading is one of language skills that important to be learned, because reading activities people gain so many significant like knowledge, information, ideas, vocabulary etc. similarly, in Sangia (2014:2) defines that reading is one a very powerful tool for obtaining a wide of range of specific information. Moreover, Mikeladze (2014:15) adds that reading is an active skill which requires from the reader to go through various processes to get at meaning, interpret and extract information.

Based on the theories above it can be said that reading is the process of transmitting information by the author to the reader where the author tells the readers about his idea or message through reading material or printed page.

b. Types of Reading

Several types of reading may occur in teaching reading. One way in which these may be categorized, as suggested by Patel and Jain (2008: 117-123) in Safura and Helmanda (2020:174) can be outlined as follows:

1) Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

2) Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

3) Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the student.

4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on students selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the students' vocabulary.

Based on the theory above, the researcher aims to use the Extensive Reading Strategy as one of strategies in reading learning. As a result, it can be known how the students are able to gain information and knowledge, their level and what are factors affecting the eleventh grade students' ability in reading comprehension by using Extensive Reading Strategy.

3. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is reading the text to get the meaning and understanding of the text. Wolley (2011:15) explains that reading comprehension is the process of making meaning from the text. Moreover, Elita (2017:13) adds that reading comprehension is reading the text to get

the meaning and understanding of the text. It means that reading comprehension is an interactive process between reader and text to comprehend the writer's message.

Comprehending the text means that thinking while reading. Comprehending what readers read is more than just recognizing and understanding words. Safura and Helmanda (2020:171) indicate that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It supported by Hidayat and Rohati (2020:59) point out that reading comprehension is the process of making sense of words, sentences and connected text.

Based on the theories above it can be assumed that reading comprehension is the ability of interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. The essence of reading comprehension is to understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

b. Aspects of Reading Comprehension

According to McWhorter (2012:36) there are five aspects which help the students to comprehend the English text. It is clarifying to concern with reading comprehension, namely:

1) Main Idea

Main idea is called topic sentence. It tells the content of paragraph. In other words, the main ideas is the important ideas that are developed by the writer throughout the paragraphs and sometimes are available key words and explicit or implicit message.

2) Specific information

Specific information or supporting idea is develop from the main idea by giving the specific definitions such as example, facts, comparison, cause and effects that is related to the topic sentences.

3) Reference

Reference is word or phrases that are used either before or after the reference in the reading a text. They are used to avoid unnecessary repetition of word or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in text or sometimes is called pronoun.

4) Inference

When a reader adds information that he or she already knows what is stated, the reader is making inference. In other words, the readers can make conclusion after reading a text.

5) Vocabulary

Stock of words are used by a person, class of people, profession is called vocabulary. Concerning the statements indeed with vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

Reading comprehension is about the ability of understanding the meaning conveyed in a text or reading material. So the explanation above aims to help the readers in understanding the meaning it self, the readers should master the five aspects to make the readers easily get the information and knowledge from a text.

4. Extensive Reading Strategy

a. Definition of Extensive Reading Strategy

Extensive Reading (ER) is effective strategy in students' reading comprehension. According to Wijaya (2021:108) the utilization of an extensive reading strategy will potentially promote more striking influential impacts on EFL learners' target language proficiency, learning moods, behaviors, and engagement. In addition Ningsih (2019:12) suggests that extensive reading strategy can increase the students' motivations through positive affective benefits.

Extensive reading considered as one of the strategies to develop students' competence in reading skill. In extensive reading instruction, the students asked to read the more and more and selected the materials text book which they enjoy to read it. In extensive reading, the reader not only required to develop their skill in reading but also the students are required to develop their knowledge from what book they have read. It is supported by Rasmin (2020:29) extensive reading strategy usually uses to read the materials of reading in large amount in order to get good information and build up the reading skill. Moreover, In a similar vein, Salameh (2017) in Wijaya (2021:108) also believes that the appropriate implementations of extensive reading strategy invoke a substantiate number of impactful L2 learning effects for learners in terms of establishing more positive reading attitudes, enriching vocabulary knowledge, increasing learners' reading speed as well as accuracy, elevating the knowledge of the targeted particular specific fields, and ingraining more robust second language learning motivation.

Furthermore, Erfanpour (2013:12) concludes that through extensive reading students feel more autonomous over their learning, improve overall language competence, enhance their language acquisition and become more aware of what is available to them to read and how to find materials that expand their ability for reading comprehension. Therefore, extensive reading is the activity of reading a lot of materials for enjoyment, information and language improvement.

b. The Characteristics of Extensive Reading Strategy

There are ten characteristics or principles of extensive reading as an approach or a language teaching/learning procedure, which have been identified as key factors in successful extensive reading programs (Umam, 2013:12-15) as follows:

- 1) Students read as much as possible, perhaps in and definitely out of the classroom.

- 2) A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
- 3) Students select what they want to read and have the freedom to stop reading material that fails to interest them.
- 4) The purposes of reading are usually related to pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interests of the students.
- 5) Reading is its own reward.
- 6) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
- 7) Reading is individual and silent.
- 8) Reading speed is usually faster rather than slower.
- 9) Teachers orient students the goals of extensive reading, explain the methodology, keep track of what students read, and guide students in getting the most out of the program.
- 10) The teacher is a role model of reader for students.

The main goal of Extensive Reading Strategy is to enable students to enjoy reading in the foreign language, and to read independently unfamiliar authentic texts, at an appropriate speed, silently, and with adequate understanding. In addition that extensive reading improves reader's reading skills and if extensive reading is source of enjoyment; it is easy to teach people to read better.

c. The Benefits of Extensive Reading Strategy

There are many reasons why Extensive Reading is good for language development (Umam, 2013:9) as follows:

- 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 meet thousands of words and lexical (word) patterns time and time again which helps them master them and predict what vocabulary and grammar may come next.
- 3) Helps students to 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 a variety of contexts to facilitate a deep understanding of how the patterns work.

Based on the description above, it can be said that extensive reading is a strategy in reading activity to improve the students' ability in reading comprehension, vocabulary, reading speed, grammatical patterns; etc. In Extensive Reading students get a freedom to choose the book that they want to read, in this case the aims of this strategy are to make the students are enjoyable, and reading for pleasure.

d. Factors Affecting Reading Comprehension

Reading comprehension is a cognitive process that requires myriad skills and strategies. A students' reading comprehension can be affected by many factors including background knowledge, ability, home environment school experiences and interest level. According to Hart (2017) Reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading skills and critical thinking that must work together.

Moreover, Rob (2018) states:

Reading comprehension factors can be categorized as reader and text factors. Reader factors include the background knowledge that readers bring to the reading process as well as the strategies they use while reading and their motivation and engagement during reading. Text factors include the author's ideas, the words the author uses to express those ideas, and how the ideas are organized and presented.

From both of the theory above, the researcher also found that the most factors that affecting the students' reading comprehension was the background knowledge, vocabulary, interesting in reading, and the unfamiliar text.

e. Assessment of Students' Reading Comprehension

Reading comprehension assessment is the most common type of published reading test that is available. The most common reading comprehension assessment involves asking a student to read a passage of text that is leveled appropriately for the student, and then asking some explicit, detailed questions about the content of the text. According to Habis (2016) Assessment is the process of knowing about how students are progressing in their learning to make the right decision in designing and planning classroom instruction. Moreover Palomban and Banta in Habib (2016) defined Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development. It could be concluded that Assessment is the process of evaluating, marking and grading students' performance.

Assessment is viewed as one of the vital pedagogical practices to both teaching and learning. It is a pedagogical and instructive activity needed to gather information about learners so as to properly identify their strengths and weaknesses. According to Habib (2016) assessment of reading comprehension is central to English language teaching as it provides teachers with essential information about students' weaknesses, needs, obstacles, and deficits. Thus, teachers can implement the

appropriate techniques and use the assessment results to amend their classroom instruction and enhance the learning abilities. Moreover Jones (2020) states that one simple way to assess reading comprehension is by asking students to retell what they read and/or asking a couple of questions and scoring their responses using rubric.

In other word, this research was focus to find the students' ability, and the factors affecting the students' ability in reading comprehension. In conducted this research the researcher assess the students' by conducted the test and used scoring rubric to identify the students' ability in comprehend the reading text that they have read such as summarizing comprehension, author's purpose comprehension and making connection comprehension.

f. The Relationship between Extensive Reading Strategy and Reading Comprehension

Extensive Reading is a strategy to language teaching in which learners read a lot of easy material in the new language. They read for general, overall meaning, and they read for information and enjoyment. Extensive Reading Strategy helps the students more enjoy in reading process because they read for pleasure then they read what they want. Hidayat & Rohati (2020:59) state that the teacher needs to create a good condition for learning to read as Extensive Reading is reading for pleasure. It means that Extensive Reading Strategy is a strategy that can help the students to understand and comprehend the reading text when they read extensively.

Based on the above explanation, the relationship between Extensive Reading Strategy and reading comprehension can be defined that Extensive Reading is a strategy to help students in comprehending the text by reading extensively. Strategy of Reading for pleasure and the students read what they want can help the students to increase their knowledge and the students' ability in reading comprehension.

B. The Latest Related Research

In conducting this research, the researcher was inspired by some of the earlier researches related to this research. Some of the relevant researches as in the following:

The first, Rasmin (2020), the researcher conducted a research about “The Effects of Extensive Reading Strategy to Improve Students’ Reading Comprehension”. The goals of the research was to identify that the extensive reading strategy improve the students’ reading comprehension at English Education Program of Dayanu Ikhsanuddin University Baubau or not and to find out the students’ perception toward the use of extensive reading strategy in teaching reading.

The second, Baradika (2021) entitled “An Analysis on Students’ Reading Comprehension of Narrative Text at Tenth Grade of SMA Negeri 2 Pangkalan Kerinci” This research was aimed to analyzed the students reading comprehension of narrative text by giving the students reading comprehension test of narrative text test.

The third, Efranpour (2013), searched about “The Effect of Intensive and Extensive Reading Strategies on Reading Comprehension: A Case of Iranian High School Students”. The research was an attempt to investigate the effect of intensive and extensive reading strategies on EFL learners' reading comprehension. To achieve this goal, seventy EFL learners were conveniently selected from two different high schools in Shiraz. All the participants in this study were third grade high school students and most of them were male. The researcher divides the students into two groups. As the result of this research found that the extensive group was strongly believed that this strategy maximized their knowledge of words. Moreover, the researcher suggest that English teachers in our country should not ignore the significant role of extensive reading in language teaching because the best final product of this strategy is nothing except motivation and confidence for our learners.

Based on the three related researches, the researcher was inspired to conduct the research about the descriptive analysis of students’ ability in reading comprehension by using Extensive Reading Strategy at the eleventh

grade of SMA Negeri 1 Lahewa in 2021/2022 which focuses on description the eleventh grade students' ability in gain information and knowledge from the text they have read by using Extensive Reading Strategy, and find out the factors affecting the eleventh grade students' ability in reading comprehension by using Extensive Reading Strategy.

C. Conceptual Framework

The researcher decided to conduct this research based on the wishes of the researcher who are influenced by the development of situations and conditions when making decisions. Based on the preliminary data, the researcher found that the eleventh grade have a problems in reading English text, and also students have a problems in comprehend the reading text especially in English reading text. This phenomenon makes students unable to understand and get the message conveyed by the author. So, the researcher is interested in conducting research on the students' ability in reading comprehension by using Extensive Reading Strategy

In this research, the test was used as the main data and interviews as secondary data. After all the data was collected, it was analyzed. Then, the results of the data analysis are described and reported as the result of the research. The description of the result of the research is a real condition and situation that the researcher meets and gets either directly or indirectly in the field.

The researcher conducted the research by using the following concept:

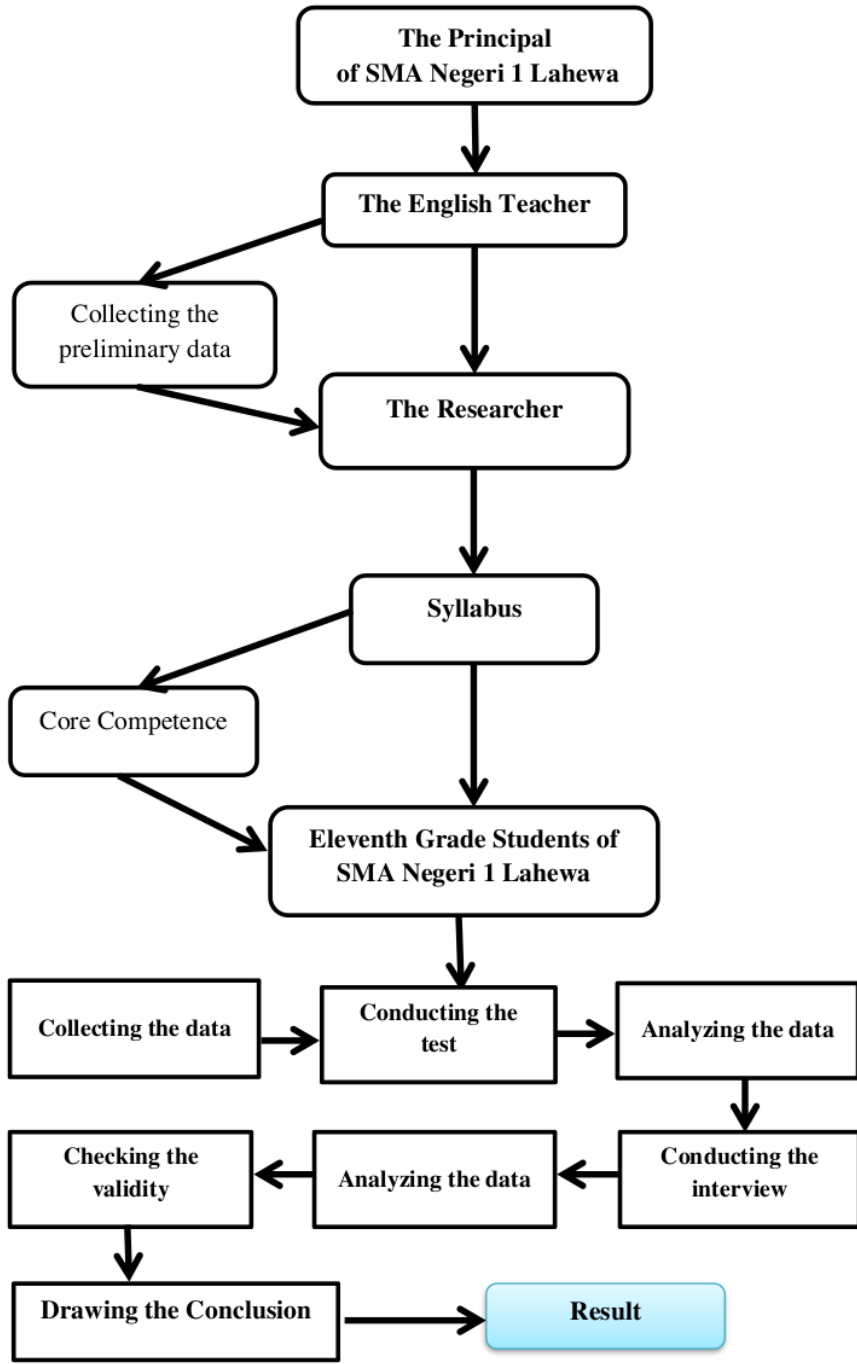


Figure 1.1 The Procedure of the Research

CHAPTER III

RESEARCH METHOD

To conduct the research, the researcher used the Descriptive Qualitative Technique. Lambert (2012:255) says:

Qualitative descriptive studies are the least “theoretical” of all of the qualitative approaches to research. In addition, qualitative descriptive studies are the least encumbered studies, compared to other qualitative approaches, by a pre-existing theoretical or philosophical commitment. For example, phenomenology, grounded theory, and ethnographic are based on specific methodological frameworks that emerged from specific disciplinary traditions.

According to Leavy (2017:19) the major advantage of this approach is the researcher could collect rich data with descriptions and examples, and the participants’ language and concerns would be at the forefront.

Furthermore, Lambert (2012:255) states:

A qualitative descriptive study may have grounded theory overtones, because it used constant comparative analysis when examining the data. However, a qualitative descriptive study is not grounded theory, because it does not produce a theory from the data that were generated.

A. Research Approach and Type

In conducting this research, the researcher used an inductive approach with the aim of finding the meaning that originate the facts with an approach to make observation, record all facts holistically scientific with the observation problem. Inductive approach is a systematic procedure for analyzing qualitative data in which the analysis is likely to be guide by specific evaluation objectives. The primary purpose of inductive approach is to allow research finding to emerge from the frequent, dominant or significant themes inherent in raw data.

B. Variables of the Research

A variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among

individuals or organizations studied. Measurement means that the researcher records information from individuals by asking them to answer questions.

Creswell (2012:112) in Basir (2020:20) say that when variables range, it means that scores will assume different values depending on the type of the variable was being measured. In this research, the variables were used the dependent variable and the independent variable. An independent variable is an attribute or characteristic that influences an outcome or dependent variable. The independent variable is the cause of the other variable. Based on the definition above, the independent variable of this research was Reading Comprehension.

The dependent variable is an attribute or characteristic that depends on or is influenced by the independent variable. It is the effect of the independent variable. This variable was not manipulated by the researcher, but it was affected by the independent variable. The dependent variable of this research was students' Ability.

C. Setting and Schedule of the Research

The location of the research is SMA Negeri 1 Lahewa that is located in Desa Afia, Kecamatan Lahewa, Kabupaten Nias Utara. This school consisted of 56 teachers and 2 of them are English teachers. This school also consisted of 24 classes, which consisted of 700 students. This research was conducted on April 2022. The time allocation refers to the education calendar of SMA Negeri 1 Lahewa.

D. Source Data

The data of the research indicates the types of data that collected and analyzed by the researcher. Lambert (2012:256) says:

Data collection of qualitative descriptive studies focuses on discovering the nature of the specific events under study. Thus, data collection involves minimal to moderate, structured, open-ended, individual or focus group interviews. However, data collection also may include observations, and examination of records, reports, photographs, and documents. Data analysis of qualitative descriptive research, unlike other qualitative approaches, does not use a pre-

existing set of rules that have been generated from the philosophical or epistemological stance of the discipline that created the specific qualitative research approach. Rather, qualitative descriptive research is purely data-derived in that codes are generated from the data in the course of the study. Like other qualitative research approaches, qualitative descriptive studies generally are characterized by simultaneous data collection and analysis.

The research data are the quantitative data and qualitative data. The quantitative data source is the test and the test source is from the researcher. The source of qualitative data is the interview, the transcripts of interview from the students and also English teacher.

The test for students distributed as the Quantitative data source, and the transcripts structured of interview as the Qualitative data source. The researcher chooses 20 students of class XI MIA-1. The researcher chooses this class because based on the primary data that the researcher got from the English teacher that the level in reading comprehension in this class is low. It means that the selected data and informant are supposed to help the researcher to understand the problem and the research focuses that have been formulated.

E. Instrument of the Research

To identify the students' ability in reading comprehension by using Extensive Reading Strategy, the instrument used tests and interview. The test is a series of questions or other instruments, which are used to measure the individual, or group skill, knowledge, intelligence, capability, or talent. The students' test is about reading comprehension. The instrument in this research also used interview to the students and also to the English teacher. In this research, the researcher used a structured interview as a type of interview in which the interviewer asks a particular set of predetermined questions. The instrument used was to obtain data. The tool also was used to analyze the students' ability and factors in reading comprehension. So, there were 5 essay test items that students should answer.

Table 3.1
THE BLUE PRINT OF THE TEST

No	Topic	Generic Structure	Number Of Question
1	1) Folktale/folklore 2) Myth	Identifying summarizing of the text	1,3
2	3) Legend 4) Personal Experience	Identifying author's purpose	2,4
3		Making the connection	5

F. Data Collecting Technique

In this research, the researcher needs to collect the data from the participant of this research. Syed (2016:202) states:

Qualitative data collection methods play an important role in impact evaluation by providing information useful to understand the processes behind observed results and assess changes in people's perceptions of their well-being. Furthermore qualitative methods can be used to improve the quality of survey-based quantitative evaluations by helping generate evaluation hypothesis; strengthening the design of survey questionnaires and expanding or clarifying quantitative evaluation findings.

Moreover, the aims of the research are to describe the students' ability in reading comprehension by using Extensive Reading Strategy, the students' ability level and to know the factors affecting the students' ability.

a. Test

This instrument is a kind of instrument functioned to collect the data. According to Suryati (2017:31) test itself is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. It means that tests are used to measure attitudes, personality, self-perception, aptitude, and performance of research participant.

Based on the aim of this research is to describe the students' ability in reading comprehension by using Extensive Reading Strategy, then the researcher gave the freedom to the students to choose the book that they want to read. In this case the researcher gave the students choices

to choose the topic regarding of what they want to read and the topic such as folktale/folklore, myth, legend, and personal experience in narrative text. Furthermore, to collect the data the researcher prepared the test in the form of a written test and multiple choice test as many as 5 (five) questions that would be completed for 90 minutes. The researcher gave narrative text and asked the students to comprehend narrative text used generic structure such as identifying summarizing of the text, identifying Author's purpose, making connection.

Below is an example of question to conduct the test to students that has been analyzed and observed by the researcher, as seen in the table 3.1

Table 3.2

AN EXAMPLE OF TEST OF READING COMPREHENSION

NO	Question
1	What is the main idea of the passage?

b. Interview

Kabir (2016:211) defines:

Interviewing involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including: individual, face-to-face interviews and face-to-face group interviewing. The asking and answering of questions can be mediated by the telephone or other electronic devices.

Regarding the fact that qualitative part of any study can be invaluable dimension to the whole process of study, the researcher will gather qualitative data by conducting an interview with the English teacher, and also the students.

There are essentially three types of interview such as the structured interview, the open interview and the semi-structured interview. In this case the researcher will use structured interview. Nayeem (2017) says

“A structured approach means each interviewer is required to answer the same question in same sequence.

The following tables are an example of question to conduct interview with the students and the English teacher that have been analyzed and observed by the researcher.

Table 3.3
THE EXAMPLE OF STUDENTS' INTERVIEW SHEET

Interview Sheet
Name:- _____
1. <i>Bagaimana anda menemukan gagasan utama atau ide pokok terhadap buku yang telah anda abaca?</i>

Table 3.4
THE EXAMPLE OF ENGLISH TEACHERS' INTERVIEW SHEET

Interview Sheet
1. <i>Apa saja hambatan yang dialami siswa dalam membaca dan memahami sebuah bahan bacaan?</i>

Moreover, there were the indicators were used in the research which aimed to determine the success of students in reading comprehension by using Extensive Reading Strategy. The success indicators are divided into three types as follows:

- 1) Summarizing comprehension, it means the students are able to identifying important events in a text. Summarizing could involve a verbal or written summary of the main points. These Generic Structure aims to encourage students to recall critical parts of the text and as prompts for students who need more help remembering what they read.

- 2) Author's Purpose comprehension, it means the students are able to consider the author's purpose when reading to a story. They must see stories from an objective perspective, not just their own personal one.
- 3) Connection comprehension, it means the students are able to make connection and retelling stories in interesting and exciting ways.

G. Data Analyzing Technique

From all the data of test and transcript of interview, then the researcher would analyze the data. To analyze the data the researcher divides it in to two steps, as follows:

a. Analyzing Quantitative Data

Quantitative data must be analyzed to know the students' ability in reading comprehension by using Extensive Reading Strategy. The data is sourced from the students' test result. In this research, the researcher has used scoring rubric adopted from Harmer in Rauf (2012: 32).

Table 3.5
SCORING RUBRIC OF MAIN IDEA

No.	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	4
2	The answer states or implies the main idea from the story	3
3	Indicator inaccurate or incomplete understanding of main idea	2
4	The answer include minimal or no understanding of main idea	1
5	No answer	0

Table 3.6
SCORING STUDENT'S ANSWER FOR COMPREHENSION SEPSIFIC INFORMATION

NO	Criteria	Score
1	Students locates and uses all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	4

2	Students locates and uses most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	3
3	Students locates and uses some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	2
4	Students locates and uses little or no relevant information stated directly in the text to answer questions, complete tasks, otherwise demonstrate clear understanding.	1

Quantitative data would be collected and analyzed by calculating reading comprehension test scores by using formula as suggested by Purwanto (2014:103) as follows:

$$\text{Students' Value} = \frac{\text{Obtained score}}{\text{Maximal Score}} \times 100$$

Before conducting the reading activity, the researcher would ask the students to show the topic and also the book that they want to read. In this case the researcher aimed to get the information of the book itself before the researcher evaluates the students' ability in reading comprehension. After the students have already done the reading activity, the researcher gave the students time to do the test, and the test have been analyzed and observed by the researcher. And to decide the students' ability level, the researcher would obtain it from the students' scores from Haris in Baradika (2021:23) as follows:

Table 3.7

THE CLASSIFICATION OF SCORING IN READING COMPREHENSION

No	Score Range	Category
1	81-100	Excellent
2	61-80	Good
3	41-60	Fair
4	21-40	Poor
5	0-20	Very Poor

To complete the data collection, the researcher gave a chance to the students to choose the topic that they wanted to read. Below there is several topics to choose by the students in form of narrative text.

Table 3.8
THE TOPIC THAT THE RESEARCHER OFFERS TO STUDENTS

NO	Topics
1	Folktale/folklore
2	Myth
3	Legend
4	Personal Experience

Above were several of topics that researcher offers to the student, every student had a freedom to choose one of the topics. Then, the students also had a freedom to conduct the reading activity both of out of class or even in the classroom. The reading activity conducted in one day.

b. Analyzing Qualitative Data

After the quantitative data analyze, the researcher continued to analyze the qualitative data source from the transcripts of interviews. Gay et al (2012:467) state that one way to proceed with analysis is to follow three iterative, or repeating, steps: reading/memoing, describing what is going on in the setting, and classifying research data.

1) Reading and Memoing

This step focuses on becoming familiar with the data and identifying potential themes. The researcher will read and write memos about observation sheets and the transcripts of interviews to get an initial sense of the data and identifying the themes.

2) Describing

This step focuses on examining the data deeply to provide detailed descriptions of the setting, participants, and activity. In this step, the researcher will analyze comprehensive descriptions of the participants,

the setting, and the phenomenon studied to convey the rich complexity of the research. The aim of this step is to provide a narrative picture of the setting and events that take place in it.

3) Classifying

This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher categorized all of the collected data into some classifications or categories. The researcher examined and compared all data, one to another to categorize them.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Setting

The research was conducted at SMA Negeri 1 Lahewa. It is located in Desa Afia, Kecamatan Lahewa, Kabupaten Nias Utara. This school consisted of 56 teachers and 2 of them are English teachers. This school also consisted of 24 classes, which consisted of 700 students. SMA Negeri 1 Lahewa placed very strategic, and located far enough from the roadway, it had the fresh air with nature environment.

Furthermore, the researcher took the eleventh grade as the subject, with total students were 40 students. The researcher particularly agreed with XI MIA 1, which were consisted of 20 students, 12 girls and 8 boys. The researcher chose the eleventh grade because mostly the students were low of reading comprehension.

The research was begun on June 2022 and done on July 2022, by firstly asking the permission and agreement from the headmaster of SMA Negeri 1 Lahewa.

Based on the research design, this research described the students' ability in reading comprehension by using Extensive Reading Strategy. Based on the instruments of this research it was test and interview, so this research was focused to describe the students' ability in comprehending the text that they have read by using Extensive Reading Strategy in form of narrative text. The data source was the students' worksheet, students' interview sheet and also from the teacher interview sheet. And after that the researcher made the results of the research based on the factual data in the field.

1. The Result of the Test

In this research, the researcher gave a test to get the data at the eleventh grade of students of SMA Negeri 1 Lahewa. The test item related to the

students' reading comprehension of narrative text they are: The chosen topic, the book title, summarizing, author's purpose and making connection. The researcher took 20 students at SMA Negeri 1 Lahewa as respondent. After collects the data, the researcher calculated the data based on the students' worksheet.

Based on the research design, the researcher conducted the test to the students in answering the first focus of the research. Before the researcher went to the school to give the test to the students, the researcher validated the test with one of the researcher's lecturer as internal validator and one English teachers as external validators. They are considered as the experienced validators because they teach English frequently. After the validators agreed the test, the researcher came to the field and took the data from the informants. The researcher asked the students to select the given topics and find the book, after that the students conduct the reading activity.

In doing the test, the researcher collaborated with the English teacher of that school, to give the test to the students. The test was done at home by the students and collected on Saturday, 20 Juli 2022. After collecting the students' worksheets, the researcher conducted a scoring of the students' reading comprehension by using scoring rubric from Harmer in Rauf (2012: 32) as follows;

Table 4.1
THE STUDENTS' SCORE IN READING COMPREHENSION

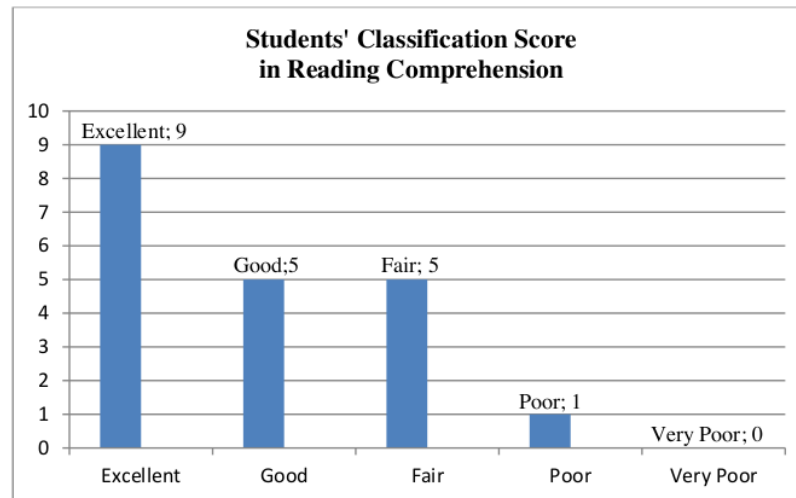
NO	Name	Criteria			score	category
		Summa-rizing	Author's Purpose	Connec-tion		
1	Arifianto Lahagu	4	4	4	12	Fair
2	Candra Putra Hia	8	8	4	20	Excellent
3	Cantika Rahmah Baeha	4	8	4	16	Good
4	Dianna Paranita Purba	4	8	4	16	Good
5	Excellensi Christianti Waruwu	8	8	4	20	Excellent
6	Faomasi Waruwu	6	7	4	17	Excellent
7	Ferdi Zalukhu	5	8	4	17	Excellent
8	Irina Novelya Hulu	4	6	3	13	Good
9	Matias	8	8	4	20	Excellent
10	Nisfy Rizqa S. Tel	8	8	4	20	Excellent
11	Nugroho Yaso Era era Zalukhu	2	4	2	8	Poor
12	Nur Asna Zalukhu	8	6	4	18	Excellent
13	Petra Astrid Nauli Zalukhu	7	5	3	15	Good
14	Relawati Lase	6	5	4	15	Good
15	Rian Gunawan Waruwu	8	8	2	18	Excellent
16	Rif Atun Jazlla Rahmah Caniago	6	4	2	12	Fair
17	Sepniskar Zalukhu	5	5	2	12	Fair
18	Vincentia Lovablegod Laoli	7	7	4	18	Excellent
19	Westiani Nazara	4	4	2	10	Fair
20	Yoan Abdi Setia Gea	4	2	4	10	Fair

The table above shows the data about students' score in reading comprehension by using Extensive Reading Strategy in narrative text form.

From the data above, it is seen that there are 4 students with a score of (100), 3 students with a score of (90), 2 student with a score of (85), 2 students with a score (80), 2 students with a score of (75), 1 student with a score of (65), 3 students with a score of (60), 2 students with a score of (50) and 1 student with a score of (40).

The result of the students' score also can be seen in the following chart;

Figure 4.1
STUDENTS CLASSIFICATION SCORE



So, after the researcher presented the students' classification in the chart above, then the researcher categorizes the student scores based on the scoring rubric in reading comprehension, in the following;

Table 4.2
The Classification of Students' Score in Reading Comprehension

No	Classification		Frequency (person)	Percentage (%)
	Score Range	Category		
1	81-100	Excellent	9	45%
2	61-80	Good	5	25%
3	41-60	Fair	5	25%
4	21-40	Poor	1	5%
5	0-20	Very Poor	0	0%
Total			20	100%

Based on scoring rubric of students classification in reading comprehension by using Extensive Reading Strategy in narrative text form

above can be explained that 9 students got Excellent category, 5 students got Good category, 5 students got Fair category and 1 student got Poor category.

Moreover, from the data above it can be seen that 45% students achieved excellent category, 25% students achieved Good category, 25% students achieved Fair category and 5% students achieved Poor category. It can be concluded that students' reading comprehension by Using Extensive Reading Strategy in excellent category.

Furthermore, based on the explanation above, the researcher concluded that students are able to comprehend the text that they have read based on their test results or scores. There were 14 students who achieved high score, it means excellent and good classifications, while there were 6 students who achieved low score it means fair and poor classifications.

Regarding to the explanation data of students' scores in reading comprehension by using Extensive Reading Strategy above, it is explained as follows.

a. Summarizing

Based on the table above, the researcher found that percentage of the students achieved a high score to identify summarizing of the text. There were 2 questions that described about this Generic Structure which are question number 1 and question number 3 it means Q1 described about main idea while Q3 described about the most important part of the text or the story. There were 11 students (55%) achieving score 3 to 4 which means that they were in a good score because they were able to identify the summary of the text.

In another hand, there were 9 students (45%) achieving score 1 to 2 which means that they were in a bad score because of some errors meaning and structure or even the meaning and the structure are incorrect. Nugroho was the only student who achieved the lowest score in comprehending the summarizing of the text.

b. Author's Purpose

Based on the table above, the researcher found that most of the students achieved a high score in identify the author's purpose. There were 2 questions

that described about this Generic Structure which are question number 2 and question number 4. It means Q2 described about the author's purpose in writing the passage while Q3 described about the moral message conveyed by the author. There were 13 students (65%) achieving score 3 to 4 which means that they were in a good score because they able to identify the author's purpose from the text.

In another hand, there were 7 students (35%) achieved score 1 to 2 which means that they were in a bad score because of some errors meaning and structure or even the meaning and the structure are incorrect. Yoan was the only student who achieved the lowest score in comprehending the author's purpose.

c. Connection

Based on the table above, the researcher found that most of the students achieved a high score in identify connection of the text. There was 1 question that described about this Generic Structure which is question number 5. It means Q5 described about the connection from the text, means the student were able to connect the most important information to their daily life. There were 15 students (75%) achieving scores 3 to 4 which means that they are in a good score because they were able to make the connection.

In another hand, there were 5 students (25%) achieving score 1 to 2 which means that they were in a bad score because of some errors meaning and structure or even the meaning and the structure were incorrect.

Based on the data presented in Table 4.1, there was only 4 students achieving the best score in total score and also in each Generic Structure. The student's name was Candra, Excell, Matias, and Nisfy. And in other hand, there was the students achieved the lowest score in total score and also in all Generic Structure, they were Yoan and Nugroho.

2. The Result of Interview

a. The Students' Interview

The interview to the students was conducted on Thursday, 18 August 2022 after the researcher did the test. The researcher interviewed the students

of eleventh grade to find out what were the causes/factors of the students' ability in comprehending the reading text at the eleventh grade of SMA Negeri 1 Lahewa, to answer the second focus of the research.

From the 20 students who were interviewed by the researcher, most of students liked to learn English, but they were not able to understand directly because lack of grammar, lack of vocabulary, lack of interest in reading and also because of students' background knowledge. This was admitted by the students, that they had difficulty in understanding the reading text. It was difficult when they found the new text that they never read in advance or even they never know the storyline. Then, they were confused when the teacher asked them to understand and comprehend the text.

The researcher also got the data from the students by conducting an interview with them. Based on the interview with Excellensi Christianti Waruwu, Faomasi Waruwu, Nisfy Rizqa S. Tel, Rian Gunawan Waruwu and Nur Asna Zalukhu the eleventh grade students from MIA-1 said: mostly of them had difficulty to comprehend the reading text because lack of vocabulary, lack of grammar and these problems seen when the teacher asked them to read and understand the reading text while the text was a new text to them that they have never found before.

Moreover from the result of students' test above, the researcher found that the most factors that affect the students' ability in reading comprehension was because lack of grammar, lack of vocabulary, lack of interest in reading and also because of students background knowledge while the students got the difficulty when they faced by a new reading text or even a new topics. Then, the result of students' test above shown that 75% of them have the ability in making the connection from the reading text to applied in their daily life by retelling stories in interesting and exciting ways.

Secondly, in another hand 65% of students also have the ability to identify the author's purpose, the students were able to consider the author's purpose from the reading text. The students identified the reading text by comprehending the text in objective perspective and not just their own personal one.

Thirdly, from the result of students' test above, 55% students were able to identify the summary or the main point. It means mostly of students were able to comprehend the main point or the important events and the important information from the text.

Finally, after the researcher conducted the interview activity to the eleventh grade students of XI-MIA 1, the researcher found that the most students were able to comprehend the reading text based on the three generic structure that the researcher has analyzed namely, summarizing comprehension, authors' purpose comprehension and connection comprehension. In detailed can be seen from the achieved percentage as following,

- 1) Summarizing comprehension was (55%) students,
- 2) Author's purpose comprehension was (65%) and,
- 3) Connection comprehension (75%).

From the interview activity that the researcher has been conducted to the students, the researcher also concluded that the students have a problem that affected the students in comprehending the reading text it was lack of vocabulary, lack of structure and it was difficult for them.

b. The Teachers' Interview

The researcher conducted the interview to the English teacher by using the structured interview questions on Thursday, 24 January 2022. The interview aimed to find out the students' ability in comprehend the text, to find out the students' problem in comprehend the text, to find out the teacher strategy in teaching reading especially in reading comprehension and to find out what factors were affecting their reading comprehension to answering the second focus of the research.

From the interview activity with the English Teacher, the English teacher said that some of the students were able in reading English text, while a number of students were able to comprehend the text that they have read. Moreover the English teacher also explained that the general difficulties that faced by the students were in reading the English text and to comprehend the

text. The English teacher said that the students of XI-MIA 1 was lack of vocabulary, lack of grammar and lack of student interest in reading activity. And the last, he said that the most factor affected the students' ability in reading and in comprehending the text was the students lack of interest in reading because the students spend more of their time on mobile phones, using gadgets, and these factors were affected the students interest in reading. Apart from a lack of interest in reading and a lack of vocabulary, students also faced the problems when they were given reading material that they were not familiar with the text before.

Based on the teacher's statement, it is concluded the main things of the problems and the factors that affect the students' ability was the students' lack of vocabulary, the students lack of grammar, the students lack of interest in reading and unfamiliar text

B. Discussion

1. The Analysis and Interpretation of the Research Findings

a. The Description of Students' Ability in Reading Comprehension

Based on the data presented in the previous tables (table 4.1, 4.2 and 4.3) as well as the explanation of the research findings, 11 students (55%) which achieved good score in summarizing comprehension, it showed some of students were able to answer the question that described about summarizing comprehension. It can be concluded that some of students had a good ability in comprehending or understanding the summarizing of the text or identified the main point or the important information from the text that they have read. The result of another generic structure showed more students (13 students, 65%) achieved good score in Author's purpose comprehension. It showed more students were understood author's purpose better than summarizing comprehension, more students were able identified the purpose of written text and the message of written text in objective perspective and not just their own personal one. The last generic structure showed 15 students (76%) achieving good score. This score showed that a large of students had the ability in identifying the connection comprehension of the text, which

means a large of students were able to make connection and retell stories in interesting and exciting ways.

Based on the analysis above, it is stated that most of the students were able to comprehend the reading text. It is concluded that the Extensive Reading Strategy was a strategy one that helps the students in understood the reading text that they have read. It means in applying this strategy the students did not feel underpressure when they faced the new material that was not familiar with them. However, in Extensive Reading Strategy the students got the freedom in choosing the reading text, and the reading text was conducted out of the class.

b. Factors Affecting the Students' Ability in Reading Comprehension

1) Factors Affecting the Students' Ability in Reading Comprehension Based on the Results of Interview

To get the information about the factors that affected the students' ability in reading comprehension especially in using Extensive Reading Strategy, the researcher conducted the interview to the English teacher and also to the eleventh grade of XI-MIA 1. Based on the data the researcher got from the interviewed activity, the researcher found that there were factors that affected the students' ability in reading comprehension. After the researcher conducted the interview to the English teacher, the English teacher said that the most factors that affected the students' ability in reading comprehension was lack of vocabulary, lack of grammar and lack of interest in reading. In another hand, the English teacher also said the students spendt their time by using mobile phone like playing a game, playing gadgets and chatting by using social media application (facebook, whatsapp, instagram, etc).

Moreover, based on the result of students' interview, the researcher found that the factors that affected the students' ability in reading comprehension was when the students faced by the new topic or the new material that they never know before, or not familiar with them. They were feel underpressure when the teacher asked them to read the text and comprehend the text directly. It means that the strategy of Extensive Reading

could help the students when the teacher asked them to read or even to comprehend the text that had been familiar with them.

2) Factors Affecting the Students' Ability in Reading Comprehension Based on the Results of the Test

Based on the students' score in reading comprehension presented in Table 4.3, there were some reasons that affecting their score in summarizing comprehension. Some students who achieved score 3 to 4 said that to find the main point or main idea of the text they only read repeatedly and carefully until they find the answer. While the students who achieved score 1 to 2 said that they only read the most important information of the text and then they wrote it to their worksheet without known whether it was the main point or not.

Second, Based on the students' score in reading comprehension presented in Table 4.3, there were some reasons that affecting their score in Author's purpose comprehension. One students who achieved score 3 to 4 namely Excellensi Waruwu said that "I'm trying to find out if there is a message from the author that is explained directly in the text, if there is not, then i trying to comprehend the important information from the text such as the characters of the figures, the end of the story and what lesson can be learned". While the students who achieved score 1 to 2 said that they only read the most important information of the text and then they wrote it to their worksheet without known whether it was the author's purpose or not.

Finally, Based on the students' score in reading comprehension presented in Table 4.3, there were some reasons that affecting their score in making connection comprehension. In another hand, this generic structure was the better then another generic structure, most student were achieved good score from this comprehension generic structure. The students who achieved score 3 to 4 said that we have to apply the events that occur in a story to our selves, in addition to adding insight as well as being used as lesson in everyday life.

In the previous chapter the researcher has been explained the latest theory about the factors affecting the students' ability in reading comprehension, it was Hart (2017) Reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading skills and critical thinking that must work together. And the second Rob (2018) states Reading comprehension factors can be categorized as reader and text factors. From the two researches above, the researcher found that the most factors affect the students' ability in reading comprehension was students' background knowledge, vocabulary, interesting in reading and unfamiliar text.

2. The Research Findings Versus the Latest Related Researchers

In the previous chapter, researcher stated there were three latest related researches. The first related research from Rasmin (2020), entitled "The Effects of Extensive Reading Strategy to Improve Students' Reading Comprehension". It was to identify that the extensive reading strategy improve the students' reading comprehension at English Education Program or not and to find out the students' perception toward the use of extensive reading strategy in teaching reading. Based on the data analysis, it showed that the use of extensive reading strategy has effect to improve the students' reading comprehension. Besides, the students' perception towards the extensive reading activity was positive. Therefore, it could be concluded that the using of Extensive Reading Strategy could help the students in reading comprehension.

The second, Baradika (2021) entitled "An Analysis on Students' Reading Comprehension of Narrative Text at Tenth Grade of SMA Negeri 2 Pangkalan Kerinci" This research was aimed to analyzed the students reading comprehension of narrative text by giving the students reading comprehension test of narrative text test. Based on the data analysis the researcher found that there were 72.2% achieved a good score, while 27.78% students had difficulties in recognized the type of generic structure of narrative text. In another hand, it could be concluded that the material given

of narrative text form could help students in reading comprehension.

The third research done by Efranpour (2013), entitled “The Effect of Intensive and Extensive Reading Strategies on Reading Comprehension” The research was an attempt to investigate the effect of intensive and extensive reading strategies on EFL learners' reading comprehension. All the participants in this study were third grade high school students and most of them were male. The researcher divides the students into two groups. As the result of this research found that the extensive group was strongly believed that this strategy maximized their knowledge of words. It means that the using of Extensive Reading Strategy could help the students in reading comprehension.

From the three researches above, it shows that the using of Extensive Reading strategy could help the students in comprehending the text. It is concluded that the three of research findings above have a similar data analysis which showed that most of students were able to comprehend the reading text that they have read by using Extensive Reading Strategy.

In conducting this research, the research found that there were 9 students got Excellent category, 5 students got Good category, 5 students got Fair category and 1 students got Poor category. From the classifications above it is concluded that there were 14 students who achieved high score, it means excellent and good classifications, while there were 6 students who achieved low score it means fair and poor classifications.

3. The Research Findings Versus Theories

After getting the result of the research, the researcher compared it with the theory of the research. The research was focused on finding out the students' ability in reading comprehension by using Extensive Reading Strategy and factors affecting their ability. As Sumartono et al (2019:82) point out that in reading comprehension students process the text, understand the meaning, and integrate with what they already know. Moreover, Desi (2019:3) defines that Extensive Reading Strategy provides the teacher to guide the students to think like good readers do anticipating, predicting, confirming, and then modifying their ideas with the text that they have read.

Because the researcher wanted to describe the students' ability, the researcher conducted a descriptive qualitative research. Hossein (2015:129) states that descriptive research is used to describe a phenomenon and its characteristics. Descriptive research is the research involves collecting data in order to answer questions about the current status of the subject or topic of study and it can also measure what already exists.

In the result of the research, it had been found that most of the students' were able to comprehend the reading text by using Extensive Reading Strategy. Undoubtedly, there would be some factors affecting the result. Based on the students' and teacher's interview sheets, it was found that the students' ability in reading comprehension was effected by their background knowledge about the topic, the level of understanding about the reading text such as lack of vocabulary, lack of text structure/grammar and lack of interest in reading activity.

4. The Research Findings Implication

The research findings showed that descriptive analysis has the significant towards the analysis of the students' ability in reading comprehension by using Extensive Reading Strategy and factors affecting it. For the students, by conducting the research, it shows the students about the level of their ability and understanding about reading comprehension. This enables the students to know the level of their ability and lead them to increase their ability in learning Extensive Reading Strategy.

Also for the English teacher, the research has some implication. The research findings show the students' progress in learning as well as the level of their ability and the factors that affecting it. It will improve and encourage the teachers' ability and knowledge for looking the best and suitable components of teaching reading comprehension in the class such as strategy, material, topic, media etc.

5. The Research Findings Limitation

In conducting the research, the researcher had some limitations that the research findings as follows :

- a. The researcher as a beginner realized that there were many weaknesses in conducted the research, so the researcher could not do the research perfectly.
- b. The researcher had limited references and better knowledge of handling a qualitative analysis, as well as having limited experiences in dealing with the material.
- c. Lack of students' vocabulary, which showed that they were not able to construct their understanding of the reading text that they have read.
- d. Lack of students' motivation in learned foreign language, because in their perception the English language is the difficult subject, which showed that they do not have much knowledge about reading activity even to comprehending and understanding what they have read.
- e. The researcher had limited sources of literature about descriptive qualitative research that make the researcher can not produce the perfect research.
- f. The limitation of the instruments used to collect the data made the obtained data was still not perfect.
- g. The limited experince of the researcher about research, the students' reading comprehension could not be analyzed perfectly.

CHAPTER IV

CONCLUSIONS AND SUGGESTION

A. Conclusion

After the research findings have been discussed, some conclusions and suggestions are written as follows.

1. There were 14 students who achieved high score, it means excellent and good classifications, while there were 6 students who achieved low score it means fair and poor classifications.
2. The strategy of making connection was a best then summary and author's purpose comprehension. Based on the explained data 75% of students were able to answer the question of making connection, 65% students were able to answer the question of author's purpose comprehension while 45% students were able to answer the question of summary comprehension.
3. The use of extensive reading Strategy could help the students to improves and develops their comprehension ability.
4. Extensive Reading Strategy is useful and positive to improve comprehension ability, vocabulary and students' mind concept.
5. Extensive Reading Strategy is done with comprehension ability such as the students were able to identify the main point or idea, the students were able to identify the author's purpose of written text and the students were able to make connection between the story and their daily life.

B. Suggestion

There are some suggestions from the researcher after doing this research as follows:

1. The researcher suggests all the students to interest in reading activity, because reading is a good way to increase our knowledge, to increase vocabulary and to get the information about the important events from the reading text.

2. The researcher suggests the English teachers in teaching English especially in reading comprehension better if applying the Extensive Reading Strategy to help the students to improve their ability in comprehending the reading text.
3. Finally, the researcher suggests the future researchers to explore about reading comprehension by using Extensive Reading Strategy to increase the students' ability in comprehend the reading text.

BIBLIOGRAPHY

- Aliponga, Jonathan. 2013. *Its Benefits for Extensive Reading*. Vol. 3, no. 2, June 2013. Japan: Kansai University of International Studies.
- Baradika, M. Bayu 2021. *An Analysis on Students' Reading Comprehension of Narrative Text at Tenth Grade of SMA Negeri 2 Pangkalan Kerinci*. Pekanbaru: Universitas Islam Riau.
- Bojovic, Milevica. 2010. *Reading Skills and Reading Comprehension in English for Specific Purposes*. Serbia: University of Kragujevac, Faculty of Agronomy Cacak.
- Buku Pedoman Penulisan Karya Tulis Ilmiah, 2022, UNIVERSITAS NIAS.
- Choi, Jeongim. 2016. *Extensive Reading Strategies in EFL Classrooms: A Practical Overview for Enhancing Reading Comprehension*. Volume 29, No. 1, pp. 174–17, April 2017. United States: Columbia University.
- Habib, Madani. 2016. *The Assessment of Reading Comprehension*. Volume 8, Issue 1, June, pp. 125-147. Romania: Lumen Publishing House.
- Hosseini, Nasaji. 2015. *Qualitative and Descriptive Research: Data Type Versus Data analysis*. Canada: University of Victoria.
- Jones, Joeann. 2020. *The Critical Components of Reading and How to Assess Student Progress*. Atlanta: Cox Campus.
- Korstjens, I. & Moser, A. 2018. *European Journal of general series practice: Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing*. VOL. 24, NO. 1, 120–124. Informa UK Limited, trading as Taylor & Francis Group.
- Lambert, F. & Lambert. C. 2012. *Qualitative Descriptive Research: An Acceptable Design*. Pacific Rim International Journal of Nursing Research.
- Leavy, Patricia. 2017. *Research Design*. New York: The Guildford Press.
- Mahmood, Masya A. 2021. *Types of Reading and Skilled ESL Reading Comprehension*. Erbil: Cihan University.
- Miftah, M. Zaini. 2013. *Journal on English as a Foreign Language: Implementation of Intensive-Extensive Reading Strategy to improve reading comprehension*. Vol. 3, no. 1, March 2013. Palangka Raya: Institute Agama Islam Negeri Palangka Raya Indonesia.

- Mikeladze, Tamar. 2014. *Extensive Reading*. Georgia: Telavi Iakob Gogebashvili State University.
- Nicholas, Walliman. 2011. *Research Methods: The Basics*. USA: Routledge.
- Rasmin, L.O. 2020. *The Effects of Extensive Reading Strategy to Improve Students' Reading Comprehension*. Vol. 17, no. 1, 2020. Baubau: Lembaga Penelitian dan Pengabdian pada Masyarakat Universitas Dayanu Ikhsanuddin.
- Rohati, Hidayat. 2020. *The Effect of Extensive Reading on Students' Reading Comprehension*. Vol. 12, no. 1, March 2020. Jakarta: Universitas Bina Sarana Informatika.
- Sumartono, Aflahatun, Cahyani. 2019. *Developing Students' Reading Ability by Using Extensive Reading*. Vol. 2, no. 2, 2019. Tegal: Universitas Pancasakti Tegal.
- Syed, Muhammad. 2016. *Methods of Data Collection*. Australia: Curtin University.
- Umam, Chotibul. 2013. *Extensive Reading: What, Why, and How?*. pp. 39-50. Indonesia: Jurnal Al Hikmah.
- Waring, Rob. 2011. *Extensive Reading in English Language Teaching*. Japan: Notre Dame University.
- Wijaya, Kristian F. 2021. *Acuity: Journal of English Language Pedagogy, Literature, and Culture: The Important Role of Extensive Reading Strategy in Indonesian EFL Learning Contexts*. Vol. 6, no. 2, 2021. Indonesia: Sanata Dharma University.
- Yulia, Made F. 2018. *Extensive Reading for Indonesian University Students: An Alternative Framework for Implementation*. Vol. 21, no. 2, October 2018. Yogyakarta: Sanata Dharma University.

A DESCRIPTIVE ANALYSIS OF STUDENTS' ABILITY IN READING COMPREHENSION BY USING EXTENSIVE READING STRATEGY AT ELEVENTH GRADE OF SMA NEGERI 1 LAHEWA IN 2021/2022

ORIGINALITY REPORT

61 %
SIMILARITY INDEX

59 %
INTERNET SOURCES

24 %
PUBLICATIONS

41 %
STUDENT PAPERS

PRIMARY SOURCES

1	pdfcoffee.com Internet Source	10 %
2	repository.umsu.ac.id Internet Source	5 %
3	ejournal.lppmunidayan.ac.id Internet Source	5 %
4	repository.radenfatah.ac.id Internet Source	4 %
5	archive.org Internet Source	3 %
6	Submitted to Universitas Negeri Surabaya The State University of Surabaya Student Paper	3 %
7	repository.radenintan.ac.id Internet Source	2 %
8	eprints.radenfatah.ac.id Internet Source	2 %

9	digilibadmin.unismuh.ac.id Internet Source	2%
10	Submitted to University of Johannesburg Student Paper	2%
11	jurnal.fs.umi.ac.id Internet Source	2%
12	e-campus.iainbukittinggi.ac.id Internet Source	2%
13	rdoc.univ-sba.dz Internet Source	2%
14	Submitted to UIN Sunan Gunung Djati Bandung Student Paper	1%
15	download.garuda.kemdikbud.go.id Internet Source	1%
16	iris.peabody.vanderbilt.edu Internet Source	1%
17	www.stkipgribl.ac.id Internet Source	1%
18	ejournal.unitaspalembang.ac.id Internet Source	1%
19	eprints.iain-surakarta.ac.id Internet Source	1%
20	www.academypublication.com	

Internet Source

1 %

21

www.researchgate.net

Internet Source

1 %

22

Submitted to Andrews University

Student Paper

1 %

23

Submitted to Higher Education Commission
Pakistan

Student Paper

1 %

24

www.yumpu.com

Internet Source

1 %

25

Hanoi University

Publication

1 %

26

jurnal.unej.ac.id

Internet Source

1 %

27

digilib.unila.ac.id

Internet Source

1 %

28

eprints.ums.ac.id

Internet Source

1 %

29

repository.uin-suska.ac.id

Internet Source

1 %

30

Submitted to Universitas Pamulang

Student Paper

1 %

31

ejournal.unkhair.ac.id

Internet Source

1 %

32

etd.iain-padangsidimpuan.ac.id

Internet Source

1 %

33

Submitted to Mid-America Christian
University

Student Paper

1 %

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On

A DESCRIPTIVE ANALYSIS OF STUDENTS' ABILITY IN READING COMPREHENSION BY USING EXTENSIVE READING STRATEGY AT ELEVENTH GRADE OF SMA NEGERI 1 LAHEWA IN 2021/2022

GRADEMARK REPORT

FINAL GRADE

/1

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17

PAGE 18

PAGE 19

PAGE 20

PAGE 21

PAGE 22

PAGE 23

PAGE 24

PAGE 25

PAGE 26

PAGE 27

PAGE 28

PAGE 29

PAGE 30

PAGE 31

PAGE 32

PAGE 33

PAGE 34

PAGE 35

PAGE 36

PAGE 37

PAGE 38

PAGE 39

PAGE 40

PAGE 41

PAGE 42

PAGE 43

PAGE 44

PAGE 45

PAGE 46

PAGE 47

PAGE 48
