

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

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Abstract

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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. The method used in the research was descriptive qualitative research. The focuses of the research were to find out the students' ability gaining information and knowledge from the text that they have read by using Extensive Reading Strategy, the students' level ability in reading comprehension and factors that affected the students' ability. The purposes of the research were to describe the students' ability and the students' level in Reading Comprehension by using Extensive Reading Strategy and factors that affected the students' ability. The total number of the sample was 20 students. The instrument used to get the data was a test and interview. Based on the results, it was found that 14 students who achieved good score, meanwhile 6 students who achieved a low score in reading comprehension. The most factors that affect the students' ability in reading comprehension was caused by lack of grammar, lack of vocabulary, lack of reading and also because of students' background knowledge. Then, the students got the difficulty when they faced new reading texts/new topics. Finally, based on the findings, it is concluded that students of the eleventh grade of SMA Negeri 1 Lahewa were able to gain information and knowledge from the text that they have read by using Extensive Reading Strategy.

Keywords: Reading Comprehension, Extensive Reading Strategy, Descriptive Research.

1. INTRODUCTION

Reading is one of the four language skills taught in English learning, along with listening, speaking and writing. But of all skills, reading is considered 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 fun activity, but also as a means of consolidating and expanding knowledge about languages, cultures, civilizations, history and other related aspects. It is said that reading is important for students to increase their knowledge, and different strategies are ways to help students reconstruct the meaning of the text.

Reading comprehension is the process of understanding and constructing meaning from text as well as integrating it with what the reader already knows from 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. Therefore, the relationship between reading and comprehension is defined as occurring when a student is able to comprehend a sentence and ultimately when the student translates the sentence into spoken language. It is the process of recognizing simple facts, making judgments, and making it possible to relate the text to other written passages and situations. In other words, reading comprehension is necessary to achieve academic success and to continue a lifetime of learning.



In syllabus of SMA Negeri 1 Lahewa in 2013 curriculum, especially Class XI in 2013 curriculum, reading is one of the skills that is taught to students. Core competency expects students to be able to understand, apply, analyze and evaluate factual, conceptual, procedural and metacognitive knowledge based on their curiosity about art, technology, culture and humanities. Humanities, nationalities, nations, civilizations understand the causes of phenomena and apply procedural knowledge in specific areas of study according to their aptitude and interest in solving problems. In addition, basic competency includes social functions, text structure, and language from oral and written dialogue texts, given information about the state of behavior/activity/event, and requested without naming the perpetrator. It is expected the elements to be available to students in a scientific text (note published language elements), depending on the context of use. 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 is reached by the students which is 65. The students pass on the MCC as the indicator of the students' success in learning.

Based on the preliminary data were gotten by the researchers after the researchers have conducted the interview activity with the English teacher of SMA Negeri 1 Lahewa on January 2022, the researchers found that the eleventh-grade students have some problems in reading English texts. The students' problems are difficulty in comprehending the English text, lack of students' vocabulary, and lack of students' reading interest. Moreover, when the English teacher instructed the students to read texts in the classroom, most of students can not enjoy their reading activity well. This is seen when the teacher asked the students to explain the outline of the text after the allotted time has finished, the students could not explain it properly and precisely. In case, they could not enjoy their reading activity because it pressed them. This phenomenon makes the students unable to 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 enjoy their readings and get a lot of information as they need, even their language skills can be developed without under pressure of the teacher.

One of the strategies instructed to do by the English teacher is by using Extensive Reading Strategy. According to Desi (2019:3), 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 helps to increase their reading comprehension but also their interesting thinking through reading. Extensive reading is a strategy for learning to read. A comprehensive reading strategy is to provide students with a large number of easy-to-understand English books to enhance their reading literacy while enjoying the learning process. Extensive reading is considered one of the strategies for improving students' reading comprehension. 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. In Extensive Reading Strategy some activities are done such as individualized reading, which is meant that the students choose books they want to read, the students read it independently and are not required to do any tasks after reading (Novia, 2017:4). 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 the 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. The strategy supports Ministry of Education and Culture - Law No. 3/2017 on the Book System, in article 4-point c, states that the purpose of organizing the book system is to foster a culture of literacy for all Indonesian citizens.

Regarding to the explanation above, the researchers conducted the research activity at eleventh grade of SMA Negeri 1 Lahewa to describe the students' ability and their level in reading comprehension after the implementation of Extensive Reading Strategy through descriptive qualitative research 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".

2. METHOD

To conduct the research, the researchers used the Descriptive Qualitative Research. 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.

In conducting this research, the researchers 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.

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.

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

The test distributed for the students as the quantitative data source, and the transcripts structured of interview as the qualitative data source. The researchers chose 20 students of class XI MIA-1. The researchers chose this class because based on the primary data that the researchers 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 researchers to understand the problem and the research focuses that have been formulated.

To identify the students’ ability in reading comprehension by using Extensive Reading Strategy, the instruments used were test 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 researchers used a structured interview as a type of interview in which the interviewer asked a particular set of predetermined questions. The instruments used were 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 the students should answer.

Table 1. The Blue Print of the Test

	Topic	Generic Structure	Number Of Question
1)	Folktale/folklore	Identifying summarizing of the text	1,3
2)	Myth/ Legend	Identifying author’s purpose	2,4
3)	Personal Experience	Making the connection	5

In collecting the data, the researchers did techniques as in the following.

a. Test

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 researchers gave the freedom to the students to choose the book that they want to read. In this case the researchers 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 researchers 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 researchers 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, and making connection.

Below is an example of question to conduct the test to students that has been analyzed and observed by the researchers, as seen in Table 2.2.

Table 2. An Example of Test of Reading Comprehension

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

b. Interview

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

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 researchers.

Table 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 baca?</i>

Table 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>

In analyzing the data, the researchers 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 researchers used scoring rubric adopted from Harmer in Rauf (2012: 32) as they are written below.

Table 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 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:

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

Then it is classified in the following score range.

Table 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

Haris in Baradika (2021:23)

To complete the data collection, the researchers 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 8. The Topic That The Researchers Offers To Students

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

b. Analyzing Qualitative Data

After the quantitative data analyze, the researchers 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 researchers 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 researchers 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 researchers categorized all of the collected data into some classifications or categories. The researchers examined and compared all data, one to another to categorize them.

3. RESULT AND DISCUSSION

A. The Result of the Test

Table 9. 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 result of the students' score also can be seen in the following chart;

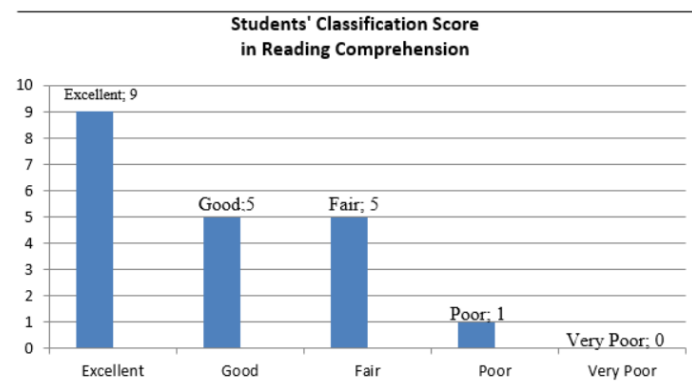


Figure 1. Students Classification Score

So, after the researchers presented the students' classification in the chart above, then the researchers categorize the students' scores based on the scoring rubric in reading comprehension, such as in the following.

Table 10. 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 is concluded that students' reading comprehension by Using Extensive Reading Strategy is mostly in excellent category.

Furthermore, based on the explanation above, the researchers 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 researchers 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 researchers 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 researchers 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 3.2, 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.

B. The Result of Interview

a. Students' Interview

The interview to the students was conducted on Thursday, 18 August 2022 after the researchers did the test. The researchers 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 researchers, 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 researchers 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 researchers 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 researchers conducted the interview activity to the eleventh grade students of XI-MIA 1, the researchers found that the most students were able to comprehend the reading text based on the three generic structure that the researchers 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 researchers has been conducted to the students, the researchers 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 Teacher's Interview

The researchers 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

4. CONCLUSION

The use of extensive reading could help the students to gain information and knowledge from the text they have read and the use of extensive reading Strategy could help the students to improve and develop their comprehension ability. Extensive Reading Strategy is useful and positive to improve comprehension ability, vocabulary and students' mind concept. 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. 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. The students' ability in reading comprehension was effect 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. 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.

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