



# Increasing Students' Reading Comprehension by Using Extensive in Reading Recount

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## ABSTRACT

This research discussed about applying extensive reading in recount text for increasing students' reading comprehension at grade XI of SMA IT Darul Hasan Kota Padang Sidempuan. Actually students only used GTM (Grammar Translate Method) in learning process, lack motivation to read, poor sources, and limited time to read, as a result; students knew a few about the vocabulary, not increase reading comprehension. So, based on the Kemmis and McTaggart design was used by the researcher to perform classroom action research. The researcher employed two cycles in this study, with two encounters in each cycle. The information came from both quantitative (the average score on students' reading assessments) and qualitative sources (observation notes and interview). The result percentage in second test was better than first test. The end of this research after using extensive reading the result showed that students more interested in reading. Extensive reading gave improvement students' Reading comprehension at grade XI SMA IT Darul Hasan Padang Sidempuan. According to observation notes, the students appeared more engaged and eager to learn reading comprehension.

**Keywords:** *Reading comprehension, Extensive reading, Teaching reading, Recount text.*

## 1. INTRODUCTION

Reading can help students learn more and become knowledgeable. A student who can read well has a higher chance of succeeding academically and passing exam in the process of teaching and learning, so the teachers need to give variety of resources for reading. It relates with government policy that students should enjoy the reading moment (reading for pleasure) in group or individual time as much as possible [1] So, the student who can read well and enjoy the text has a better chance of doing well in school and passing a test.

Furthermore, reading comprehension is not easy thing. Especially in senior high school students. The researcher gets the information that the students, teachers, parents, even stakeholder have obstacles in teaching reading. In here, the teacher just focuses to the textbook from the school. This book just one that using in learning process. In that book only supply the little short text and exercises for students. Beside there is no longer time to enjoy the text, even less focus for each one students. And then in that school just 80 minutes a week for English class. It is so limit time to reading comprehension. And even if they want to reading a book or a text the class is so noisy and distracting from their friends. More than that they do not know how the way to improve reading comprehension each other.

Related to the problems above, one of the reading types in teaching reading is extensive reading. This is

the affective way to improve and increase students' reading comprehension, reading vocabulary, reading motivation, reading ability, and so on. These have been done by several researcher such as Abdurrahman Ahmad Endris [2] from the result study that students had significant improvement in reading comprehension. And then Sbramaniam and Zainal [3], Caroline [5], Porkaew [6], [7], Ateek [8], and Webb and Chang[9], They stated that the Extensive reading improve reading vocabulary and make students easy understand to the new term. Next, Jang, Kang, and Kim (2015), [10], [11], [12] [13], [14], [15], [16], [17] and Lake (2014) [18] stated that extensive reading also improves intrinsic reading motivation and improving the level reading proficiency. It encouraged in English language class cause of a wide variety reading materials and sources. Furthermore by Alzu'bi (2013)[19] and Alqadi (2013) [20], They gave similar conclusion that extensive reading gave positive impact toward growing grammatical skills of EFL. And then Thanh and Vie (2021) [21] and Yasamhita [22] in secondary school also Extensive Reading gives improvement students reading ability. And in Guo [23] extensive reading improved students' writing skill and oral communication.

Despite of it, there are few studies found inconsistent finding regarding extensive reading effectiveness on reading comprehension. Al-Homoud and Schmitt [24], in their research, the result is that the

reported extensive reading class was carried out in what could be considered challenging conditions. And then there is no significant improvement toward reading comprehension. It same with Eric in Jember University 2015-2016 [25] found that the students still get the lack reading motivation after using extensive reading.

In short that the gap in this research is about extensive reading can improve students reading, especially to comprehend the short essay text in recount text. Some previous researchers use extensive reading for teaching reading by audio book, book, novel, online text, e-book, blog. So the researcher here focused on the learning achievement from the education ministry in this country that is focus by using essay short texts that is recount text. It really relates with their background knowledge and their experience. According to the previous studies there is no researcher yet use this type text.

So, as the conclusion that researcher will analyze how the extensive reading gives improvement and increasing toward students' reading comprehension in recount text at Grade XI SMA IT Darul Hasan Kota Padang sidempuan.

### **1.1. Reading comprehension**

There are several experts have explained it such as , Sharon, and Boardman [26] stated that reading comprehension is reading for understanding, enjoyment, and get meaning. How the reader know the using of the passage and take the conclusion from the reading.

Next is Carnine [27] defined the reading comprehension is a process which involves many sub skills in searching of meaning in the text or sources. It is be a capacity to interact and participate with written language while trying to find out the meaning, constructing the meaning, developing that meaning, and examining its substance and its context. Robertson, (2017) also defined that the term reading comprehension as the process of inter-action in three elements: first is the reader, second is the the text, third is the activity or the objective of the meaning. He expalined that these elements interrelate in reading comprehension.

Through activities, reading comprehension can be taught. Nunan also stated that after reading the test, the teacher might demonstrate to the class how comprehension is attained as the students raise questions about the chapter in question. Making deductions from the passage is what the teacher instructs the class to do. The instructor next requests that the students state their inferences [23].

So, we can make a conclusion that reading comprehension is a process to understand the meaning and information from the text by using many sub skills to relate our background knowledge and the text.

### **1.2. Teaching Reading**

According to Kingner [26], there are some steps in teaching reading; first, start by question from the teacher or students; second, making conversation or discussion between teachers and students interactively;

third, regulating task difficulty and making scaffolding for instruction; fourth, clarification of procedures or methods and here teacher as model; fifth, teacher making a small group while teaching; and the last is using clue that can help students always remember what they have learned.

There are some principles in teaching reading comprehension. According to Brown that there are nine principles the teacher can apply in classroom [29]

1. Decide why you are reading the text in the first place.
2. Implement spelling guidelines and conventions for bottom-up decoding,
3. To ascertain the meaning of a word, perform lexical analysis (prefixes, roots, suffixes, etc.).
4. When in doubt, make an educated guess about the meaning of a word or an idiom.
5. Skim the text to identify the main ideas and the main points.
6. Look for specific details in the text.
7. For quick processing, use silent reading strategies.
8. To understand and retain information, make use of marginal notes, outlines, charts, or semantic maps.
9. Recognizing literal meaning versus implied meaning. Capitalize on discourse markers to process relationship.

Meanwhile, According to Lune [30]that reading comprehension have indicators, there are 5 indicators in reading comprehension.

1. Reader is able determine the conclusion or summary from the text
2. Reader is able to determine the vocabulary and background knowledge
3. Reader is able to determine the inference
4. Reader is able to determine the grammar corner of the text
5. Reader is able to determine the references or vocabulary in the text

So, in this research the researcher adopted from the Lune as the process in reading comprehension in classroom.

### **1.3. Extensive Reading**

According to Brown and Lee [31], there were two types of reading. They are oral and silent reading. In silent reading consist of two types; those are intensive reading and extensive reading. And more than that in intensive reading the reader focus on linguistic and content and in extensive reading the reader focus on skimming, scanning and global aspect.

Eextensive reading is reading in quantity in order to gain the general understanding from the text. It is to develop reading comprehension by making reading as a habit to bulid knowledge, vacabulary, and structure [32]

More than that Day, Richard and Bamford [33] and enclear Grabe and Anderson [35] said that extensive reading defined about a place for reading more by longer text. On the other hand, there is a place for extensive reading of longer texts by using little or

without conscious strategic intervention. For the academic it is a key for students gain in linguistic competence, reading ability, vocabulary, spelling and writing.

Extensive reading is to build habit for reading consistently, at less one book every one week or two week. According to Mikulucky extensive reading has the 3 important roles: first rule is “enjoy!”, second rule is “enjoy!” and the third rule is “enjoy!” [36]. The extensive reading can change the habit and attitude of student, they will more confident in English language text. Make the reader enjoy and give the positive circle to improve their comprehension

Extensive Reading is the major source of reading competence, vocabulary and ability to handle complex grammatical constructions [37]. This is that a lot of reading of interesting material will foster improved reading skills. Day, Richard and Bamford (2002) gave a number of traits common or basic to the extensive reading. Students read as much as possible.

Mostly, extensive reading is done outside of a classroom. This is also known by free voluntary reading, self-selected reading, sustained silent reading and pleasure reading. [38] In extensive reading, students read a lot of straightforward content to develop their ability to read fluently, confidently, and happily.

So the researcher concludes that extensive reading is reading in capacity and students read a lot of easily understood material outside of the classroom. They are free to select any books they want to read.

**1.3.1. Teaching Extensive Reading**

Nation [39] stated that in extensive reading need to pay attention about some requirements, those are (1) Motivating students to read Extensive reading (ER) is about students reading in quantity and about them building the desire to make reading a lifelong habit, a habit that they value and enjoy. (2) Teachers as motivators (3) Peers as motivators (4) Materials as motivators (5) Rewards as motivators (6) Activities as motivators.

Implementing extensive reading in the teaching reading, the researcher adapts it from Beatrice. It needs commitment from teacher and students. Here were some steps of implementation of extensive reading strategies in classroom. (1) Form a group with about four students. (2) Take turns telling the other students in their group briefly about that text (not more than five minutes). (3) One student in the group should have time the student who is talking. (4), while each student is talking, the others should listen carefully, take brief notes, and ask questions afterward. (5) Follow the same procedure for each meeting of your group. [36]

From Beatrice also, the students were given the card of extensive reading for make easier to control the extensive reading process. (Look in Figure 1)

**1.3.2. Sources Text in Extensive Reading**

As the sources in extensive reading there was a not-for-profit organization called the Lengthy Reading

Foundation exists to encourage and support extensive reading [40]. Also there were two reading more resources the students’ easier in extensive reading the two best websites for extensive reading are: The Extensive Reading Foundation ([www.erfoundation.org](http://www.erfoundation.org)) and extensive reading central ([www.er-central.com](http://www.er-central.com)) [39]. It is a method of teaching reading in which students were provided with a substantial amount of easily understandable reading material in the target language.

The card model consists of a rounded rectangle containing the following fields:

- Name :
- Title :
- Start date:
- Finish date:

No	Time and date	Matter	Comment
1.			
2.			
3.			

Figure 1. The card model of Extensive reading

Besides, students can choose the reading material they use, and they can read it independently. If they find the content dull or too difficult, they should put the book down. To understand a larger text in its entirety such as from book, magazine, newspaper, journal, essay, article, novel, etc. [38]

**1.4. Recount text**

According to Knapp[41] recount text is the simplest text in the many types in genre text. The generic structure consists of two parts. They were just orientation and sequence a series of event. And with optional in the end that is evaluation stage [42]. Even though Fennica argued that there is no resolution or it is not important to make the evaluation or statement to make the clear conclusion.

A recount text is a text that tells the reader about historical events, typically in the order in which they occurred. It is mentioned that recount texts were a type of writing that educates the reader about the events and activities that happened to someone's experience in the past. It is clear from the explanation above that the recount text is a retelling of the past event that the writer experienced. Using a true chronological order, the events can be understood. For example recount text explained about background information that explains what, who, and where the event was happened. While, in event section explains about sequences what actually happens.[43]

Recount texts serve the objective of giving the reader a summary of what happened and when it happened. Argue that the purpose of a recount is to inform and amuse the reader. Recount texts simply

serve to relate historical events to readers or to amuse or entertain the readers. Wicaksana also said that that recount text's generic structure is the orientation, event, and re-orientation .[44]. Orientation presents the author's introduction to the activities to be told. The event is the series of events that tell past activities outlined in an organized way. Re-orientation is the closing of the events. While the language features of a recount text were simple past tense and conjunction like; after, before, first, next, later, when, then, etc.

So, recount text is a type of genre text that talk about real experience or history from the author to amuse the readers by using the particularly item start from orientation, series of event and the last is conclusion or re-orientation.

## 2. RESEARCH METHOD

This research would be designed in classroom action research or CAR. According to Anne Burn this research often uses in education. It is also known "reflective practice" or "the teacher as researcher". It is involved in self-reflective, exploring our teaching context regularly, and also making critical point about it[45]. Usually in classroom action research uses qualitative data, explanation and description data by the teacher. It is to give improvement in teaching practice.[46]

Researcher adopted the Kemmis form in conducting the data that is spiral self-reflection in terms. These were the step in each cycle. First step is making plan, second action and doing observation the process, the third reflection and then re planning, action and observation and reflection again [46].

The research was conducted at SMA IT Darul Hasan Padang Sidempuan the first meeting was done 80 minutes. Along the time, researcher explained about extensive reading, asked students to tell about their background knowledge that it will become their own reading material. This is the description for each meeting, as follow: First meeting has done August 19 th; second meeting was 24th August; it was 2x80 minutes so this meeting was 160 minutes long.

## 3. RESULT AND DISCUSSION

### 3.1. Result

It was possible to infer from the student scores that 13 students, or a score of 78, had met the Minimum Mastery Criteria (KKM). The rest, meanwhile, failed the KKM. 23 students scored beneath the under 75 per cent. Sixteen students were placed in the high category, five were placed in the enough level, and eight were placed in the very high category. The figure 2 represents how the scores of the students were categorized.

The researcher obtained the result of extensive reading text from the first cycle of students and found that the students' score was placed in the good category. The test's failure rate of 24 students, however, made it unacceptable. It means that the first cycle was not

completed. As a result, children's reading comprehension still needs to be improved in the second cycle.

As a further outcome, the researcher created data that may demonstrate students' challenges in extracting the text's conclusion. It was based on the test results from the first cycle of data indicators for achievement:

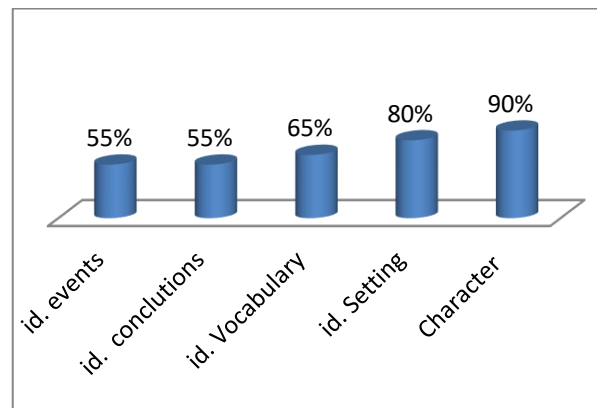


Figure 2. Students' Score in First Cycle 1

From the result that there were two factors that make students have significant different. After doing the interview and observation in first cycle, students had 2 factors, that internal and external factor. Based on the indicators, the researcher would identify students' events. Therefore, the indicators were used by the researcher as an internal element in this study. Students struggled to identify characters, settings, events, conclusions, and vocabulary language in the context of the recount text.

Despite being an external component, motivation had an impact on students' reading and comprehension of recount texts. In the first cycle, motivation was one of the external elements. 21 students showed motivation throughout the study process. 5 students (A7, A12, A21, and A26) lacked interest to read recount texts. The reason was that they were uninterested in the text English lessons and they were just get limited time to read the text. Furthermore, because they did not comprehend English, they did not know how to interpret recount material. The students were then perceived as being passive in class.

The second cycle have done in two meetings also. This cycle's activities took place on August 25 and 31. They were 160 minutes in twice meetings. To start in second cycle, researcher re plan the lesson plan, improve the action and make discuss more with teacher, stake holder there and students. After made the discussion, the researcher made the conclusion below.

Table 1. Re-plan and solutions' internal factor in second cycle

No.	Internal factors	Students' problem	Re plan and solution
1.	Character	<p>a. When addressing the questions, they were pressed for time. They feared wasting time on only the straightforward and uncomplicated questions. So they reasoned that it was merely a little issue.</p> <p>b. The kids were unaware of the purpose of the training.</p>	<p>a. provided a second explanation of the character. And show them more example</p> <p>b. Students who were motivated to evaluate the character attentively and not just focus on unimportant details.</p> <p>c. depending on the indicator provided a description of the question. Then requested that they bring a dictionary.</p>
2.	Setting	<p>a. Students did not thoroughly read the entire text. They just read it in once. Recount texts frequently require students to read the entire text in order to fully comprehend the text since there were numerous settings (names of the region, place, or time) because they contain events.</p> <p>b. They just read in first line and the end of text, they did not familiar about the term, country or story in the text</p>	<p>a. Students were instructed to read a work in its entirety after identifying the location in order to comprehend what transpired. In order for students to understand where or when it occurred, the researcher instructed them to read both the complete text and the question.</p> <p>b. The researcher made it clear to the students those other paragraphs besides the first one contained information on setting.</p>
3.	Event	<p>a. They were lacked the ability to distinguish among the sequences events. Students just realized when the author used the direct words, such as first event, second event, or last event. If the author used words like after, after that, then, and so on, the readers would become confused.</p> <p>b. They were not interested about the events in the text, and they did not it seriously</p>	<p>a. The researcher suggested that students learn the meaning of each word in the text and commit it to memory. Read more the another text again to get more the new vocabulary</p> <p>b. Assisted students in reading the text clearly by providing inspiration.</p>
4.	Conclusion	<p>a. To choose solutions that were similar was confusing to them. They were instructed to read only the primary title of the text and concentrate on the conclusion to the passage. While doing that didn't matter in some situations, it didn't work that way in others. Students must once again think about that.</p> <p>b. Some students still struggled with language, making it impossible for them to comprehend the text's answer. For instance, the definition of interesting, unpleasant, or memorable.</p>	<p>a. Gave more information about the conclusion. Then presented an illustration of a conclusion.</p> <p>b. Presented the motivation for the conclusion, explaining that it would be discovered if students could recognize the writer's impression or comment.</p> <p>c. Instructed students to bring their own dictionaries.</p>
5.	Context vocabularies	<p>a. Students had not known the story come from. They did not understand about the terms.</p>	<p>b. Researcher and teacher give them more text related with their context. .</p>

Table 2. Re-plan and solutions' external factor in second cycle

Num.	External factors	Problem in first cycle	Re plan and solution in second cycle
1.	Motivation	<p>a. Mostly the students were unmotivated to learn reading comprehension</p> <p>b. The subject matter was uninteresting.</p>	<p>a. Inspired them to read with enthusiasm or to participate actively in reading comprehension by employing language-extensive reading</p> <p>b. Extensive reading for learning that is</p>

Num.	External factors	Problem in first cycle	Re plan and solution in second cycle
			enjoyable
2.	Disturbance	a. Three students caused a disturbance because they were unsure about the question's response. They thus consulted their other friends. b. A21, in general, disliked English.	a. Put them in the proper order for the teacher's explanation. b. Encouraged A21 to learn English thoroughly by offering guidance and support.
3.	Asking permission	a. There were 2 students often bother the teaching process and asking permission to the bathroom.	a. Show them and share them more text English. And give them reward or appreciation when they finish the text.
4.	Sleeping in classroom	a. Three students in classroom were always sleepy.	a. Instructed students to wash their faces and perform a ritual ablution, advised them not to repeat the mistake, and encouraged them to return to class with clean faces.

Table 3. Presentation of students' reading result in cycle 2

No	Presentation	Level	Students' total	Total
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	-	-
3	41% - 60%	Enough	-	-
4	61% - 80%	High	25 students	69.44%
5	81% - 100%	Very High	11 students	30.56%
Total	100%			

The outcomes of the first test's evaluation, the findings from the observation, and the results of the student interview were all addressed by the researcher and co-teacher. We continued to talk after that while we reflected. In reality, researchers ought to make improvements in the subsequent cycle. The answer would be provided by the researcher in the cycle 2. Based on the outcome of the initial test, the researcher changed the previous lesson plan. Additionally, she had extra materials ready.

The researcher gave the group a prayer before they started learning. The researcher then greeted them and asked them how they were doing, hoping to improve their interest in learning and, in particular, and reading recount materials through extensive reading. The researcher remembered to inquire about their issues because of the first cycle's interview and observation.

The goal and benefits of extended reading to read recount texts were then once again discussed by the researcher during implementation. Students were requested to describe their interests and prior knowledge in a recount text while also displaying the book to the researcher. Students were required to read the recount text aloud and in-depth by the researcher the researcher saw a student who was having issues while they were collaborating on their discussion and presentation. The researcher never got tired of offering a solution as inspiration. The researchers claimed that they would benefit from considerable reading. They were able to build anything by drawing on their prior knowledge or experience, respectively. They now only need to remember and refresh. It might make reading less monotonous. The researcher next went over how to use

and practice extensive reading while looking for signs like character, setting, event conclusion, and language in a scenario similar to the in the first cycle.

As long as the students were participating in discussions, the researcher could gather reflections from the surroundings through their actions. The researcher was also positive about how things had improved overall. They better than before.

In the most recent meeting, the researchers concentrated on getting better and more serious so that the test would be superior to the first. This conference was held on August 31, 2022, on a Thursday. The meeting lasted for 4x40 minutes. Based on the findings of the first test, the researcher altered the prior lecture plan. Furthermore, she created additional materials, an observation sheet, and an interview set.

Before beginning the learning process, the researcher instructed the class to pray. In order to get the students interested in studying, especially reading recount texts through extensive reading, the researcher then greeted them and inquired about their health. The goal and benefits of extensive reading to read recount texts were then once again discussed by the researcher during implementation. Students were requested to describe their interests and prior knowledge in a recount text while also displaying the book to the researcher. Students were required to read the recount text aloud and in-depth by the researcher.

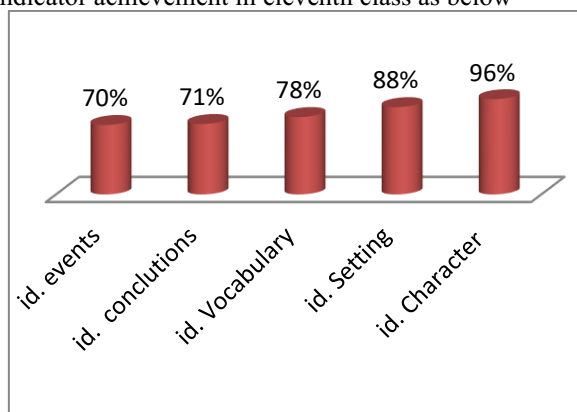
After that, the researcher distributed the cards to test them and instructed them on how to proceed. The researcher saw a student who was having issues as they were presenting and taking the test together. The researcher never lost motivation in providing it. The

researchers claimed that they would benefit from considerable reading.

The researcher was extremely appreciative that the students participated enthusiastically in the test because this was the final meeting and testing. They were incredibly at ease, happy, and enjoying the moment. The reading material will be chosen to pique students' interest in reading because it is based on their own prior knowledge and enjoyment of the book. Students were asked to display the book by the researcher. As a result, students would be more motivated to apply in-depth reading to the materials since they would simply read and report on it. They would find it simpler to mention or explain the sentences that would be included in the manuscript.

Students in the second reading comprehension test were able to identify character, setting, events, conclusion and vocabulary in the context of a story. The score of students' reading comprehension would be seen in appendix. Researchers had known the result of the first test, but did not know how good students' text comprehension was

. From that table, researcher had figured out the indicator achievement in eleventh class as below



**Figure 3. The test results from second cycle**

According to the students' performance on the second test, 1 student received a score of 65, 2 received scores of 70, 14 received scores of 75, 8 received scores of 80, 6 received scores of 85, 2 received scores of 90, 2 received scores of 95, and 1 received a score of 100.

It was possible to infer from the students' grades that 33 students had achieved the Minimum Mastery Criteria (KKM), which is a score of 75. The rest, meanwhile, failed the KKM. Three students received scores lower than the 75th percentile. A total of fifteen students fell into the high group, while 19 were placed in the extremely high category. Additionally, the student's ability to recognize the conclusion from the test. So, there have improved student's comprehension in reading. The classification of students' scores would describe as the table 3.

The researcher discovered that the students' achievement was put into the high group after receiving the reading scores from the students in the second cycle. The second cycle's student performance was not only excellent but also satisfied.

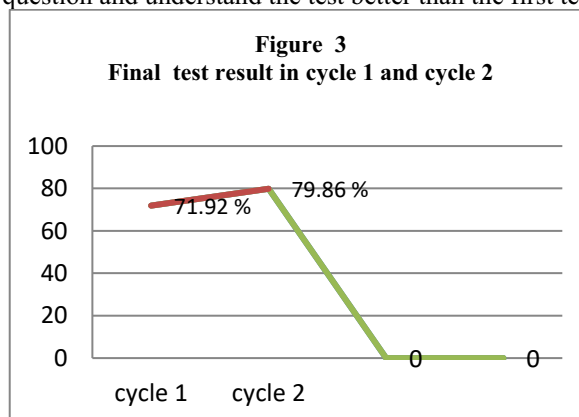
Additionally, only 3 out of the 36 students in the eleventh grade failed to reach the minimum mastery requirement (KKM). One student received a score of 65, while two others received scores of 70. It indicates that 33 students did well on the test. The students' achievement in comprehending recount texts in eleventh grade dramatically increased by using extended reading. The score of students who achieved the score target got the improvement in cycle 2. In the formula below is to find out the test result presentation in second cycle and determining the difference with cycle 1:

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

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

$$p = 91,67\%$$

Figure below showed that extensive reading gave improvement toward reading comprehension. These scores were gotten after interviewing and observing the students in cycle 1 and cycle 2. While taking test for 1 hour long the students can enjoy the question and understand the test better than the first test.



**Figure 4. The final test reading result in cycle 1 and cycle 2 by using extensive reading program**

It is clear from the aforementioned chart 1 that the researcher's hypothesis was correct. At SMA IT Darul Hasan Padang Sidempuan, students in grade eleven could benefit from extensive reading.

Students' reading recount text comprehension is calculated. It will demonstrate the advancement between the first and second cycles. Finally, the intensive reading could enhance the eleventh class's reading comprehension. Students were interested in reading narrative texts. The children became more attentive and engaged in class as a result. Students found it fascinating to learn about the vocabulary used in the context of the recount text as well as the character, setting, and events. The students' scores significantly improving led one to draw this conclusion. In the first cycle, it was 36.11% at 71.92 and 91.67% at 79.67 in the second cycle.

### 3.2. Discussion

Rate of reading and comprehension this review of the literature covers both ER research and background research on reading theory. Researcher aware that an ideal evaluation would only take into account intermediate learners, as participants in the current study were intermediate learners. However, this is a difficult possibility because the published works on comprehension and reading rate advancements can be divided into three groups.

When the teacher and a colleague conducted the research, the data description in this study described everything that was discovered in the class. Every cycle of the learning process produced data that could be found. It was based on the testing, interviewing, and observational tools. That was discussed by the researcher in cycles 1 and 2.

### 4. CONCLUSION

Extensive reading program gave positive impact and increasing students' reading comprehension at eleventh grade SMA IT Darul Hasan Kota Padang Sidempuan. Based on the result in test, observation, and interview extensive reading increased in second cycle than first cycle. Score in first cycle was 71.92 or 46.15% and in second cycle were 80.96 or 88.46%. even though it get improve for 17 % that can conclude that It is possible to accept external variables like inspiration, disruption, asking permission to the restroom, and napping in class.

In fact that extensive reading program appeared the interested feeling and good mood for students. While they were enjoying the text it was more convenient and discussing each other among them about those text. The students also became more engaged, amused, and enthusiastic about their topic using this method. This method increased reading comprehension, especially at grade eleventh SMA IT Darul Hasan Kota Padang Sidempuan,

### AUTHOR CONTRIBUTION

Mr. Edi Trisno suggested me about the references and sources the book in the manuscript, Mrs. Yunita had given me the suggestion about the data, validator and revising the instrument when I was doing the observation and interview, Mrs. Evi and Mrs. Laila also had given me many times to do the observation and discussion as well. They helped me in contributing the nice atmosphere when was doing the extensive reading for students. Mrs. Asma had helped me and gave the permission while I need the data in this manuscript. Even she was contribution in making corner reading (*sudut baca*) in each class there. Mr. Feri had helped me taking test and analyzed all of the data. SMA IT Darul Hasan Kota Padang Sidempuan had been the place to do this research.

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