**CHAPTER IV**

**RESULT AND DISCUSSIONS**

1. **Description of Data**

In this chapter, the research will attempt to submit the data as outcomes of research that has hold in MTs Daarunnadwah Kramatwatu, this research is only directed to the students of XI grade.

As tested in this chapter, the writer took 60 (sixty) students as the sample from 70 students IX grade. The goal of the research is intented to find out the accurate data in accord with the research title. The quantitative data consist of two variables, are: the effectiveness of extensive reading activity in improving reading comprehension as variable X and teaching reading with another method as variable Y. The writer divided student into two groups. 30 (thirty) students of experimental class and 30 (thirty) of control class.

To get the data the writer used test as instrument, for this case pre test and post test is applied. The question for pre testconsist 20 items, number 1, 5, 9, 13 and 17 related to main idea aspect, number 2, 6, 10, 14 and 18 related to vocabulary aspect, number 3, 7, 11, 15 and 19 related to grammar aspect, number 4, 8, 12, 16 and 20 related to cohesive aspect. For the right answer got the result 5 each item and for the incorect answer got the zero result.

The result of pre test in experimet class showed that students got the low score, it can be described as follow:

**Table 4.1**

**The Student’s Score of Pre-test by Aspect at Experimental Class**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aspect** | **Score** | | | | | |
| **0** | **5** | **10** | **15** | **20** | **25** |
| Main idea | - | 3 | 13 | 10 | 4 | - |
| Vocabulary | - | 1 | 9 | 13 | 5 | 2 |
| Grammar | - | 2 | 9 | 16 | 3 | - |
| Cohesive | - | 9 | 13 | 5 | 3 | - |

Based on table above explain about students score in pre test at experiment class

1. In the main idea there are 3 students get 5 score, 13 students get 10 score, 10 student get 15 score and 4 students get 20 score.
2. In vocabulary there are 1 student get 5 score, 9 students get 10 score, 13 students get 15 score, 5 student get 20 score and 2 student get 25 score.
3. In grammar there are 2 students get 5 score, 9 students get 10 score, 16 students get 15 score and 3 students get 20 score.
4. In cohesive there are 9 students get 5 score, 13 students get 10 score, 5 students get 15 score and 3 student get 20 score.

Based on the explanation abve we could see that students got low score in main idea and cohesive aspect, it cause they got difficulties to guess which one is the main idea of its paragraph and how to get cohesive between sentences. The result of post test in experiment class, students get increase score and it can be described as follow:

**Table 4.2**

**The Student’s Score of Post-test by Aspect at Experimental Class**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aspect** | **Score** | | | | | |
| **0** | **5** | **10** | **15** | **20** | **25** |
| Main idea | - | 1 | 8 | 15 | 5 | 1 |
| Vocabulary | - | - | 5 | 11 | 10 | 4 |
| Grammar | - | - | 3 | 17 | 6 | 4 |
| Cohesive | - | - | 6 | 15 | 8 | 1 |

Based on table above explain about students score in pre test at experiment class

1. In the main idea there are 1 student get 5 score, 8 students get 10 score, 15 students get 15 score, 5 students get 20 score and 1 students get 20 score.
2. In vocabulary there are 5 students get 10 score, 11 students get 15 score, 10 students get 20 score and 4 student get 25 score.
3. In grammar 3 students get 10 score, 17 students get 15 score, 6 students get 20 score and 4 students get 25 score.
4. In cohesive 6 students get 10 score, 15 students get 15 score, 8 students get 20 score and 1 students get 20 score.

From the explanation above, it can be seen that student get increase score from pre tes to post test. Also for both main idea and choesive students got increase score, it means they get improvement for those aspect.

1. **Analyzing of Data Research**

**Table 4.3**

**The Student’s Score of Pre-test at Experimental Class**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondents** | **Aspects** | | | | **Total score** |
| **Main idea** | **Vocabulary** | **Grammar** | **Cohesive** |
| 1 | Agung Wahyudi | 5 | 10 | 15 | 10 | 40 |
| 2 | Ani Sukmawati | 10 | 15 | 10 | 10 | 50 |
| 3 | Anisah | 15 | 20 | 15 | 15 | 65 |
| 4 | Anisah L | 10 | 10 | 15 | 10 | 45 |
| 5 | Babay Rohanah | 5 | 15 | 10 | 10 | 40 |
| 6 | Busrol hakim | 10 | 15 | 15 | 10 | 50 |
| 7 | Dani riayansyah | 15 | 15 | 15 | 5 | 50 |
| 8 | Endang S | 15 | 20 | 10 | 15 | 60 |
| 9 | Hadiri | 5 | 20 | 20 | 15 | 60 |
| 10 | Irma Rahmah S | 15 | 15 | 5 | 5 | 40 |
| 11 | Jidan Mahir | 10 | 10 | 15 | 5 | 40 |
| 12 | M. Dani F | 15 | 15 | 10 | 5 | 45 |
| 13 | Marhumah | 15 | 15 | 15 | 10 | 55 |
| 14 | M. Bagus | 15 | 10 | 15 | 20 | 60 |
| 15 | Maslahah | 20 | 10 | 15 | 5 | 50 |
| 16 | Masturiyah | 20 | 25 | 15 | 5 | 65 |
| 17 | Maslikah | 10 | 5 | 15 | 10 | 40 |
| 18 | Muharomah | 20 | 25 | 20 | 10 | 75 |
| 19 | Mulyasaroh | 10 | 20 | 20 | 10 | 60 |
| 20 | Nurul Hidayat | 10 | 15 | 10 | 10 | 45 |
| 21 | Puji Setia Ningsih | 10 | 15 | 15 | 15 | 55 |
| 22 | Riyan | 10 | 10 | 15 | 5 | 40 |
| 23 | Rohiyah | 15 | 15 | 15 | 20 | 65 |
| 24 | Shella Astuti | 20 | 10 | 10 | 20 | 60 |
| 25 | Septiani | 10 | 15 | 5 | 10 | 40 |
| 26 | Sofani | 10 | 15 | 10 | 10 | 45 |
| 27 | Sri Mulyasari | 15 | 20 | 10 | 5 | 50 |
| 28 | Tamami | 10 | 10 | 15 | 10 | 45 |
| 29 | Ulin Nuha | 15 | 15 | 10 | 15 | 55 |
| 30 | Yasir arafat | 10 | 10 | 15 | 5 | 40 |
|  |  | **Total score** | | | | 1530 |
|  |  | **Average** | | | | 51,00 |

The table above explains about students’ score based on its aspect of pre test at experimental class. Question number 1, 5, 9, 13 and 17 related to aspect of main idea, Question number 2, 6, 10 14 and 18 related to aspect of vocabulary, Question number 3, 7, 11, 15 and 19 related to aspect of grammar, Question number 4, 8, 12, 16, and 20 related to aspect cohesive, for the corect answer for each number is given 5 and the incorect answer is given 0. In this pretest student got low score because they have not been threatened, other students got difficulties in guessing main ideaand cohesive thus they got low score in its aspect. Student total score is 1 divided by amount of students, the average is 51,00 (1530 : 30 = 51,00).

**Table 4.4**

**The Students’ Score of Post Test at Experimental Class**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondents** | **Aspects** | | | | **Total score** |
| **Main idea** | **Vocabulary** | **Grammar** | **Cohesive** |
| 1 | Agung Wahyudi | 15 | 10 | 15 | 10 | 50 |
| 2 | Ani Sukmawati | 10 | 15 | 15 | 10 | 55 |
| 3 | Anisah | 15 | 25 | 25 | 15 | 80 |
| 4 | Anisah L | 15 | 15 | 20 | 15 | 65 |
| 5 | Babay Rohanah | 15 | 20 | 15 | 10 | 60 |
| 6 | Busrol hakim | 10 | 20 | 15 | 20 | 65 |
| 7 | Dani riayansyah | 10 | 20 | 20 | 20 | 70 |
| 8 | Endang S | 15 | 20 | 20 | 15 | 70 |
| 9 | Hadiri | 5 | 20 | 20 | 15 | 60 |
| 10 | Irma Rahmah S | 15 | 15 | 15 | 10 | 55 |
| 11 | Jidan Mahir | 10 | 15 | 15 | 15 | 55 |
| 12 | M. Dani F | 15 | 15 | 10 | 15 | 55 |
| 13 | Marhumah | 15 | 15 | 25 | 10 | 65 |
| 14 | M. Bagus | 15 | 10 | 15 | 20 | 60 |
| 15 | Maslahah | 20 | 20 | 15 | 15 | 70 |
| 16 | Masturiyah | 20 | 25 | 15 | 15 | 75 |
| 17 | Maslikah | 10 | 15 | 15 | 15 | 55 |
| 18 | Muharomah | 20 | 25 | 20 | 20 | 85 |
| 19 | Mulyasaroh | 10 | 20 | 20 | 20 | 70 |
| 20 | Nurul Hidayat | 10 | 20 | 15 | 20 | 65 |
| 21 | Puji Setia Ningsih | 20 | 15 | 15 | 15 | 75 |
| 22 | Riyan | 15 | 10 | 15 | 15 | 55 |
| 23 | Rohiyah | 15 | 15 | 15 | 20 | 65 |
| 24 | Shella Astuti | 25 | 10 | 25 | 20 | 80 |
| 25 | Septiani | 15 | 15 | 25 | 15 | 70 |
| 26 | Sofani | 10 | 15 | 10 | 10 | 45 |
| 27 | Sri Mulyasari | 20 | 20 | 15 | 15 | 70 |
| 28 | Tamami | 15 | 20 | 15 | 15 | 65 |
| 29 | Ulin Nuha | 15 | 25 | 10 | 25 | 75 |
| 30 | Yasir arafat | 15 | 10 | 15 | 15 | 65 |
|  |  | Total score | | | | 1930 |
|  |  | Average | | | | 64,34 |

The table above explains about students’ score based on its aspect of post test at experimental class. Question number 1, 5, 9, 13 and 17 related to aspect of main idea, Question number 2, 6, 10 14 and 18 related to aspect of vocabulary, Question number 3, 7, 11, 15 and 19 related to aspect of grammar, Question number 4, 8, 12, 16, and 20 related to aspect cohesive, for the corect answer for each number is given 5 and the incorect answer is given 0. In this post test students got increase score because they had been threatened or taught using extensive reading program, some of them got high score in grammar and vocabulary because they were interested in these aspect. And for both main idea and cohesive they got better than pre test score because they had been taught how to guess main idea. Students total score is 1930, then divided by total of students, and the average is 64,34 (1800 : 30 = 64,34)

**Table 4.5**

**The Score of Individual Students at Experimental Class**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Name of subject** | **Pre test** | **Post test** | **D=(X-Y)** | **D2(X-Y)2** |
| 1 | Agung Wahyudi | 40 | 50 | -10 | 100 |
| 2 | Ani Sukmawati | 50 | 55 | -5 | 25 |
| 3 | Anisah | 65 | 80 | -15 | 225 |
| 4 | Anisah L | 45 | 65 | -20 | 400 |
| 5 | Babay Rohanah | 40 | 60 | -20 | 400 |
| 6 | Busrol hakim | 50 | 65 | -15 | 225 |
| 7 | Dani riayansyah | 50 | 70 | -20 | 400 |
| 8 | Endang S | 60 | 70 | -10 | 100 |
| 9 | Hadiri | 60 | 60 | 0 | 0 |
| 10 | Irma Rahmah S | 40 | 55 | -15 | 225 |
| 11 | Jidan Mahir | 40 | 55 | -15 | 225 |
| 12 | M. Dani F | 45 | 55 | -10 | 100 |
| 13 | Marhumah | 55 | 65 | -10 | 100 |
| 14 | M. Bagus | 60 | 60 | 0 | 0 |
| 15 | Maslahah | 50 | 70 | -20 | 400 |
| 16 | Masturiyah | 65 | 75 | -10 | 100 |
| 17 | Maslikah | 40 | 55 | -15 | 225 |
| 18 | Muharomah | 75 | 85 | -10 | 100 |
| 19 | Mulyasaroh | 60 | 70 | -10 | 100 |
| 20 | Nurul Hidayat | 45 | 65 | -20 | 400 |
| 21 | Puji Setia Ningsih | 55 | 75 | -20 | 400 |
| 22 | Riyan | 40 | 55 | -15 | 225 |
| 23 | Rohiyah | 65 | 65 | 0 | 0 |
| 24 | Shella Astuti | 60 | 80 | -20 | 400 |
| 25 | Septiani | 40 | 70 | -30 | 900 |
| 26 | Sofani | 45 | 45 | 0 | 0 |
| 27 | Sri Mulyasari | 50 | 70 | -20 | 400 |
| 28 | Tamami | 45 | 65 | -20 | 400 |
| 29 | Ulin Nuha | 55 | 75 | -20 | 400 |
| 30 | Yasir arafat | 40 | 65 | -20 | 400 |
|  |  |  |  | ∑D=-415 | ∑D2=7375 |

The table tells us about the difference score of pre test and post test . ∑D is the result of post test minus pre test, result ∑D2 is quad rated of ∑D, then the result of each is calculated. The writer found that. ∑D = -415 and ∑D2 = 7375

N = Amount of students given the test

D = Difference between score of variable X and variable Y

D2 = D ifference between score of variable X and Y have quad rated

∑D = Amount difference (D) between score varaiable X and Y

∑D2 = Amount difference (D) between score variable Xand Y have quated rated

**Table 4.6**

**The Students’ Score of Pre Test at Control Class**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondents** | **Aspects** | | | | **Total score** |
| **Main idea** | **Vocabulary** | **Grammar** | **cohesive** |
| 1 | Adi Nugraha | 10 | 5 | 15 | 10 | 40 |
| 2 | Amar Ma’ruf NM | 10 | 15 | 10 | 10 | 50 |
| 3 | Arina Dinanda | 15 | 20 | 15 | 15 | 65 |
| 4 | Amay Lina | 10 | 10 | 15 | 10 | 45 |
| 5 | Daruji | 5 | 15 | 10 | 10 | 40 |
| 6 | Eneng Kurniawati | 10 | 15 | 15 | 10 | 50 |
| 7 | Firmanda A | 15 | 15 | 15 | 5 | 50 |
| 8 | Ika Santika | 15 | 20 | 10 | 10 | 55 |
| 9 | Imron Rosadi | 5 | 20 | 20 | 15 | 60 |
| 10 | Jandawati | 15 | 15 | 5 | 5 | 40 |
| 11 | M. Rais Ramadhan | 10 | 10 | 15 | 5 | 40 |
| 12 | Mastaria | 15 | 15 | 10 | 5 | 45 |
| 13 | M. Rizky Fajar | 15 | 15 | 15 | 10 | 55 |
| 14 | Mulyani Fitri S | 20 | 25 | 20 | 10 | 75 |
| 15 | Musyarofa | 20 | 10 | 15 | 5 | 50 |
| 16 | M. Zakaria | 10 | 10 | 15 | 5 | 40 |
| 17 | Munawaroh | 10 | 5 | 15 | 10 | 40 |
| 18 | Nova Elina | 20 | 10 | 10 | 10 | 50 |
| 19 | Nurlela | 10 | 20 | 20 | 10 | 60 |
| 20 | Rizky Maulana | 10 | 15 | 10 | 10 | 45 |
| 21 | Rohilah | 10 | 15 | 15 | 15 | 55 |
| 22 | Rohanah | 10 | 10 | 15 | 5 | 40 |
| 23 | Raudotun Nadifah | 15 | 15 | 15 | 20 | 65 |
| 24 | Salbiyah | 20 | 10 | 10 | 15 | 55 |
| 25 | Sarifudin | 20 | 10 | 10 | 20 | 60 |
| 26 | Solehudin | 10 | 15 | 10 | 10 | 45 |
| 27 | Suhendar | 15 | 20 | 10 | 5 | 50 |
| 28 | Siti Jamilah | 10 | 10 | 15 | 10 | 45 |
| 29 | Susilawati | 15 | 15 | 10 | 10 | 50 |
| 30 | Tati Intan Nuraeni | 10 | 15 | 15 | 15 | 55 |
|  |  | **Total score** | | | | 1520 |
|  |  | **Average** | | | | 50,67 |

The table above explains about students’ score based on its aspect 0f pre test at control class. Question number 1, 5, 9, 13 and 17 related to aspect of main idea, Question number 2, 6, 10 14 and 18 related to aspect of vocabulary, Question number 3, 7, 11, 15 and 19 related to aspect of grammar, Question number 4, 8, 12, 16, and 20 related to aspect cohesive, for the corect answer for each number is given 5 and the incorect answer is given 0. In this pre test students got the low score they had not been threatened like experiment, they also get difficulties in guessing main idea and cohesive. The total score of pre test is 1520, divided by the total students, then theaverage is 50,67 (1520 : 30 = 50,67).

**Table 4.7**

**The Students’ Score of Post Test at Control Class**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondents** | **Aspects** | | | | **Total score** |
| **Main idea** | **Vocabulary** | **Grammar** | **Cohesive** |
| 1 | Adi Nugraha | 10 | 10 | 15 | 10 | 45 |
| 2 | Amar Ma’ruf NM | 10 | 10 | 10 | 10 | 40 |
| 3 | Arina Dinanda | 15 | 20 | 20 | 15 | 70 |
| 4 | Amay Lina | 10 | 10 | 15 | 15 | 50 |
| 5 | Daruji | 5 | 15 | 10 | 5 | 35 |
| 6 | Eneng Kurniawati | 15 | 15 | 15 | 10 | 55 |
| 7 | Firmanda A | 15 | 10 | 15 | 5 | 45 |
| 8 | Ika Santika | 15 | 20 | 10 | 15 | 55 |
| 9 | Imron Rosadi | 5 | 20 | 20 | 15 | 55 |
| 10 | Jandawati | 15 | 15 | 5 | 5 | 45 |
| 11 | M. Rais Ramadhan | 10 | 10 | 15 | 5 | 35 |
| 12 | Mastaria | 15 | 15 | 10 | 5 | 50 |
| 13 | M. Rizky Fajar | 15 | 15 | 15 | 10 | 55 |
| 14 | Mulyani Fitri S | 20 | 25 | 20 | 10 | 80 |
| 15 | Musyarofa | 20 | 10 | 15 | 5 | 50 |
| 16 | M. Zakaria | 10 | 5 | 15 | 10 | 35 |
| 17 | Munawaroh | 10 | 15 | 10 | 10 | 45 |
| 18 | Nova Elina | 20 | 10 | 10 | 10 | 50 |
| 19 | Nurlela | 10 | 20 | 20 | 10 | 60 |
| 20 | Rizky Maulana | 5 | 15 | 10 | 10 | 40 |
| 21 | Rohilah | 10 | 15 | 15 | 10 | 50 |
| 22 | Rohanah | 15 | 15 | 15 | 5 | 50 |
| 23 | Raudotun Nadifah | 15 | 15 | 20 | 20 | 70 |
| 24 | Salbiyah | 20 | 10 | 10 | 10 | 50 |
| 25 | Sarifudin | 20 | 10 | 10 | 10 | 50 |
| 26 | Solehudin | 10 | 15 | 10 | 15 | 50 |
| 27 | Suhendar | 15 | 15 | 10 | 0 | 40 |
| 28 | Siti Jamilah | 10 | 10 | 15 | 15 | 50 |
| 29 | Susilawati | 15 | 15 | 10 | 10 | 50 |
| 30 | Tati Intan Nuraeni | 10 | 15 | 15 | 15 | 55 |
|  |  | **Total score** | | | | 1510 |
|  |  | **Average** | | | | 50,33 |

The table above explains about students’ score based on its aspect of post testat control class. Question number 1, 5, 9, 13 and 17 related to aspect of main idea, Question number 2, 6, 10 14 and 18 related to aspect of vocabulary, Question number 3, 7, 11, 15 and 19 related to aspect of grammar, Question number 4, 8, 12, 16, and 20 related to aspect cohesive, for the corect answer for each number is given 5 and the incorect answer is given 0. For main idea aspect student get low score because they got difficulties in guessing it. Wether vocabulary or grammar was low because based on interview some of them were not interested to read kind of book. Total score is 1510 divided by total students, adn average is 50,33.

**Table 4.8**

**The Score of Individual Students at Control Class**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Name of subject** | **Pre test** | **Post test** | **D=(X-Y)** | **D2(X-Y)2** |
| 1 | Adi Nugraha | 40 | 45 | -5 | 25 |
| 2 | Amar Ma’ruf NM | 50 | 40 | -10 | 100 |
| 3 | Arina Dinanda | 65 | 70 | -5 | 25 |
| 4 | Amay Lina | 45 | 50 | -5 | 25 |
| 5 | Daruji | 40 | 35 | 5 | 25 |
| 6 | Eneng Kurniawati | 50 | 55 | -5 | 25 |
| 7 | Firmanda A | 50 | 45 | 5 | 25 |
| 8 | Ika Santika | 60 | 55 | 5 | 25 |
| 9 | Imron Rosadi | 60 | 55 | 5 | 25 |
| 10 | Jandawati | 40 | 45 | 5 | 25 |
| 11 | M. Rais Ramadhan | 40 | 35 | 5 | 25 |
| 12 | Mastaria | 45 | 50 | -5 | 25 |
| 13 | M. Rizky Fajar | 55 | 55 | 0 | 0 |
| 14 | Mulyani Fitri S | 75 | 80 | -5 | 25 |
| 15 | Musyarofa | 50 | 50 | 0 | 0 |
| 16 | M. Zakaria | 40 | 35 | 5 | 25 |
| 17 | Munawaroh | 40 | 45 | -5 | 25 |
| 18 | Nova Elina | 50 | 50 | 0 | 0 |
| 19 | Nurlela | 60 | 60 | 0 | 0 |
| 20 | Rizky Maulana | 45 | 40 | -5 | 25 |
| 21 | Rohilah | 55 | 50 | 5 | 25 |
| 22 | Rohanah | 40 | 50 | -10 | 100 |
| 23 | Raudotun Nadifah | 65 | 70 | -5 | 25 |
| 24 | Salbiyah | 55 | 50 | 5 | 25 |
| 25 | Sarifudin | 60 | 50 | 10 | 100 |
| 26 | Solehudin | 45 | 50 | -5 | 25 |
| 27 | Suhendar | 50 | 40 | 10 | 100 |
| 28 | Siti Jamilah | 45 | 50 | -5 | 25 |
| 29 | Susilawati | 50 | 50 | 0 | 0 |
| 30 | Tati Intan Nuraeni | 55 | 55 | -10 | 100 |
|  |  |  |  | ∑D=-20 | ∑D2=1000 |

The table above tells us about the difference score of pre test students get increase score it will be minus, and it will be plus if the score is decreased. Because ∑D is the result of pre test minus post test, the result of ∑D2 is quad rated of ∑D, then the result of each is calculated. The writer found that, ∑D = -20 and ∑D2 = 1000.

N = Amount of students given the test

D = Difference between score of variable X and Y

D2 = Difference between score of variable X and Y have quated rated

∑D = Amount difference (D) between score variable X and Y

∑D2 = Amount difference (D) between score variable X and Y have quad rated

**Table 4.9**

**Table Comparison Between Experimental and Control Class Score**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Experiment class** | | | | **Control class** | | | |
| **Pre test** | **Post test** | **D=(X-Y)** | **D2** | **Pre test** | **Post test** | **D=(X-Y)** | **D2** |
| 1 | 40 | 50 | -10 | 100 | 40 | 45 | -5 | 25 |
| 2 | 50 | 55 | -5 | 25 | 50 | 40 | -10 | 100 |
| 3 | 65 | 80 | -15 | 225 | 65 | 70 | -5 | 25 |
| 4 | 45 | 65 | -20 | 400 | 45 | 50 | -5 | 25 |
| 5 | 40 | 60 | -20 | 400 | 40 | 35 | 5 | 25 |
| 6 | 50 | 65 | -15 | 225 | 50 | 55 | -5 | 25 |
| 7 | 50 | 70 | -20 | 400 | 50 | 45 | 5 | 25 |
| 8 | 60 | 70 | -10 | 100 | 60 | 55 | 5 | 25 |
| 9 | 60 | 60 | 0 | 0 | 60 | 55 | 5 | 25 |
| 10 | 40 | 55 | -15 | 225 | 40 | 45 | 5 | 25 |
| 11 | 40 | 55 | -15 | 225 | 40 | 35 | 5 | 25 |
| 12 | 45 | 55 | -10 | 100 | 45 | 50 | -5 | 25 |
| 13 | 55 | 65 | -10 | 100 | 55 | 55 | 0 | 0 |
| 14 | 60 | 60 | 0 | 0 | 75 | 80 | -5 | 25 |
| 15 | 50 | 70 | -20 | 400 | 50 | 50 | 0 | 0 |
| 16 | 65 | 75 | -10 | 100 | 40 | 35 | 5 | 25 |
| 17 | 40 | 55 | -15 | 225 | 40 | 45 | -5 | 25 |
| 18 | 75 | 85 | -10 | 100 | 50 | 50 | 0 | 0 |
| 19 | 60 | 70 | -10 | 100 | 60 | 60 | 0 | 0 |
| 20 | 45 | 65 | -20 | 400 | 45 | 40 | -5 | 25 |
| 21 | 55 | 75 | -20 | 400 | 55 | 50 | 5 | 25 |
| 22 | 40 | 55 | -15 | 225 | 40 | 50 | -10 | 100 |
| 23 | 65 | 65 | 0 | 0 | 65 | 70 | -5 | 25 |
| 24 | 60 | 80 | -20 | 400 | 55 | 50 | 5 | 25 |
| 25 | 40 | 70 | -30 | 900 | 60 | 50 | 10 | 100 |
| 26 | 45 | 45 | 0 | 0 | 45 | 50 | -5 | 25 |
| 27 | 50 | 70 | -20 | 400 | 50 | 40 | 10 | 100 |
| 28 | 45 | 65 | -20 | 400 | 45 | 50 | -5 | 25 |
| 29 | 55 | 75 | -20 | 400 | 50 | 50 | 0 | 0 |
| 30 | 40 | 65 | -20 | 400 | 55 | 65 | -10 | 100 |
| **N=30** | **∑X1=1530** | **∑X2=1950** | **∑D=-415** | **∑D2=7375** | **∑Y1=1520** | **∑Y2=1510** | **∑D=-20** | **∑D2=1000** |

N = Amount of students given the test

∑X1 **=** Result pre test of experiment class

∑X2 = Result post test of experiment class

∑Y1 = Result pre test of control class

∑Y2 = Result post test of control class

∑D = Amoount difference (D) between score variable X and Y

∑D 2 = Amoount difference (D) between score variable X and Y have quad rated

**Analysis variable X**

Now we can know the standard deviation score between variable at the experimental class, following:

1. From the result ∑D and ∑D2 it means we know standard difference of score between X1 and X2

SDD = -

= -

= – 191,27

=

= 7,38

1. Score of SDD is = 7,38, to calculate of SEMD, determining the mean of the differences (SEMD) between X variable and Y variable :

SEMD =

=

=

=

= 1,37

1. Determining the mean of differences to get the result of the pre-test and post-test :

*MD* =

=

= -13,76

1. Score of SEMD is 1,37 and the last procedure of the calculation is determining the result of *to* , by formula :

*to* =

=

= -9,75

1. Amount t-test, before we calculate degree of freedom (df)

df = N – 1

= 30 – 1

= 29

The result of df is calculated to t –table of 5% and 1%, tt 5% = 2,04 and tt 1% = 2,76. Compare to and t-table (tt) with formula :

tt 5% < to > tt 1%

the result is 2,04 < 9,75 > 2,76

to > tt = it means there is significant difference between pre test and post test in experiment class.

**Analysis variable Y**

Now, we can know the standard deviation score between variable X1 and Y2 at control class following:

1. From the result ∑D and ∑∑2 it means we know standard difference of score between X and Y variable, determining standard deviation

SDD = -

= -

= – (0,67)2

= – 0,45

=

= 5,37

1. Score of SDD is = 5,37. To calculate of SEMD, determining the mean of the differences (SEMD) between X and Y :

SEMD =

=

=

=

= 0,97

1. Determining the mean of difference to get the result of the pre-test and post-test

MD =

=

= -0,67

1. Score of SEMD is 0,97 and the last procedure of the calculationis determining the result of *t*o, by formula :

*to* =

=

= - 0,69

1. Acount t-test, before we calculate degree of freedom (df)

df = N – 1

= 30 – 1

= 29

The result of df is calculated to t-table of 5% and 1%, tt 5% = 2,04 and tt 1% = 2,76 compare to and t-table (tt) with formula:

tt 5% < 0,69 > tt 1%

the result is 2,04 < 0,69 > 2,76

to < tt it means there is no significant difference between pre test and post test in control class.

**Graphic 4.1**

**Graphic of Students’ Result Pre-test and Post-test Score at Experiment Class**

The table above explain the students’ result of pre test and post test in the experiment class. We can see fro the example of student no 1 which has 40 score in pre test before giving treatment and 50 score after giving treatment . it means he has incrased 10 in the last test of reading comprehension.

**Graphic 4.2**

**Graphic Analysis Pre-test and Post-test Score at Control Class**

The table above explained the students’ result of pre test and post test in the experiment class, we can see from the example of student number 30 which has 55 in pre test and 50 score in post test. It means, she has no increase score in the last test.

1. **Interpretation of Data**

This analysis is aimed for knowing how far the effectiveness of extensive reading activity in improving reading comprehension. We have already known that the average score of experiment class is 51,00 in reading pre test and 64,34 in reading post test. But the average of control class is 50,67 in reading pre test and 50,37 in reading post test. Seeing the calculation above, the experiment class gets increase on 13,34. But in the control class students not gets increase score.

Before deciding the result of hypothesis, the writer proposed interpretation toward to (t-observation) with procedure as follows:

Ha : There is significant influence after using extensive reading acticity in improving reading comprehension. It means that students who learn reading using extensive reading activity get more significant increase in average score than the students taught by usual method.

Ho : There is no significant influence after using extensive reading activity in improving reading comprehension. It is means, the students that learn extensive reading activity not get increase average score.

Furthermore, the last assumption from writer is:

If the result of calculation to (t-observation) is bigger than tt (t-table) : to > tt so the null (Ho) is rejected and alternative hypothesis (Ha) is acceptes. But if the result of calculation to is smaller than tt : to < tt so the null hypothesis (Ho) is accepted and alternative hipothesis (Ha) is rejected.

According to the data, the value of to (t-observation) is bogger than tt (t-table) 2,04 < 9,75 > 2,76. So, the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

From the result above, the writer gives the last opinion that, the effectiveness of extensive reading activity in improving reaading comprehension has big influence on students’ reading comprehension and it’s quite effectine in teaching english than the students taught using by usual method.