THE IMPACT OF *READING FOR PLEASURE* ON 10th GRADE SENIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION

Thesis

Submitted as Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

By

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF EDUCATIONAL SCIENCES

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MUHAMMADIYAH UNIVERSITY OF JAKARTA
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ENGLISH EDUCATION STUDY PROGRAM

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The Impact of *Reading for Pleasure* on 10th Grade Senior High School Students' Reading Comprehension

xvii + 57 pages, 9 tables, 3 diagrams, 10 appendices

ABSTRACT

The purpose of this research is to know the impact of reading comprehension through *Reading for Pleasure* method. This research used 36 of 10th grade students of SMA WASKITO as the research sample. The writer used the random sampling technique to choose the sample. The writer used quantitative research with quasi experimental using pre and post-test design. The mean of the students' pre-test is 66.64; and the mean of students' post-test, after the treatment is 73.73. The t_{test} result is -4.49 with the degree at significance of 5% (=2.0332). It means that *Reading for Pleasure* gives impact on the students' reading comprehension.

Keywords: reading, Reading for Pleasure, reading comprehension

References 22 (2004-2017)

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FAKULTAS ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Andi Christina (2014850003)

Dampak dari *Reading for Pleasure* pada Pemahaman Membaca Siswa Sekolah Menengah Atas Kelas 10

xix + 57 halaman, 9 tabel, 3 diagram, 10 lampiran

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui dampak dari pemahaman membaca melalui metode *Reading for Pleasure*. Penelitian ini mengambil sampel siswa SMA Waskito kelas 10, yang terdiri dari 36 siswa. Penulis menggunakan teknik *random sampling* untuk memilih sampel penelitian. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan desain quasi eksperimen dengan menggunakan pre-test dan post-test. Hasil penelitian ini menjelaskan bahwa nilai rata-rata pre-test adalah 66,64. Setelah tindakan, nilai rata-rata post-test siswa menjadi 73,73. Nilai yang diperoleh dari pre dan post-test siswa diuji melalui t_{test} sebesar -4,49 dengan tingkat signifikansi sebesar 5%=2,0332. Hal ini berarti metode *Reading for Pleasure* memberikan dampak terhadap pemahaman membaca siswa.

Kata kunci: membaca, Reading for Pleasure, pemahaman membaca

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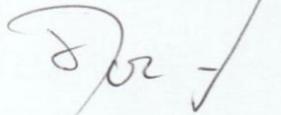
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BOARD OF EXAMINERS APPROVAL

Board of Examiners of Faculty of Educational Sciences certifies that thesis entitled "The Impact of *Reading for Pleasure* on 10th Grade Students' Reading Comprehension" written by Andi Christina student's registration number 2014850003 was examined by the committees on Friday, 10 August 2018. The thesis has been accepted and declared to have fulfilled one of the requirements for the Degree of "S.Pd" (S1) in English Education at Faculty of Educational Sciences, Muhammadiyah University of Jakarta.

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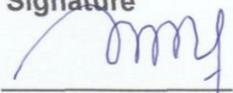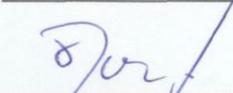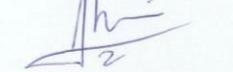
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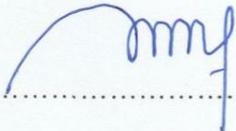
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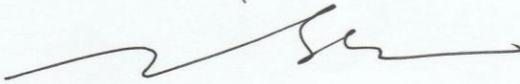
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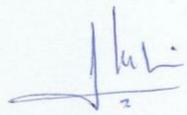
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DEDICATION

Papa, thank you for always trust and support me,

Mama, this is for you

I dedicated this thesis for everyone who support me to have this dream

MOTTO

"Love yourself first and you can spread the love for universe"

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Finally, I hope this research will be useful for to all readers; however, I realize that this thesis is still far from being perfect. Therefore, any criticism and corrections will be helpful in correcting this thesis.

Jakarta, August, 2018

The Writer,

Andi Christina
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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading can open the readers' broad view about world information. If they cannot read, they will miss much information, difficult to face the problem because of the low experience, and it will give effect to the social life.

School is the place to introduce reading. Started from kindergarten, and in elementary school, students will be able to read because they need it. Having the ability to read has potential to open doors for academic success and economic independence (Brunner, 1993). They can enlarge their knowledge, their experience from reading. Allah SWT also said in the holy Qur'an, in surah Al-Alaq, verse 1-5.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

"Read! In the name of your Lord who has created (all that exist), has created man from a clot (a piece of thick coagulated blood). Read! And

your Lord is the most generous who has taught (the writing) by the pen (the first person to write was Prophet Ideas (Enoch) has taught man that he not know".

This verse explains if *Rasul* has a command from Allah *subhanna wa ta'alla* to read; Rasulullah gets the information after he read the revelation. Without reading, Rasul cannot understand the revelation from Allah subhana wa ta'alla. That is why people need to read. Reading can increase people knowledge especially students who are still searching for knowledge. People who are smart and rich of knowledge will be able to face problems.

Reading comprehension is the process of making meaning from a text. The goal is to gain an overall understanding of what is described in the text. So with reading comprehension, students can understand more about the text. What is important is the realisation that reading comprehension outcomes may be affected by a combination of the lack of reader proficiency, problems within the text, and heavy task demands.

Senior High School student have problem in reading activity because they feel reading is easy so they do not need reading activity in the school because they are able to read. Some of these students do not care about the benefits of reading. Social media, entertainment, and games are their priority so they never think about the real knowledge from reading. Less motivation makes students deny their initiation to read. They

have not found the important in reading for their life except for entertainment. Lack of vocabulary is one of the factor or the impact. Some students who do not have rich vocabulary will avoid reading English text because they feel they cannot understand the meaning. Lack of vocabulary can impact students. Some of those factors make few students feel bored when the teacher gives reading activity. The teacher cannot stuck in that situation because, from reading, students can get many information, enlarge their vocabularies, open their mind, and add experience from authors' experience. Some of the students still want to read but with different theme. These students like to read about interesting texts, like fiction or romance.

There are many methods to increase Senior High School Students in reading comprehension. The teachers must be able to create strategies to the Senior High School students because Senior High School is the last level of basic education. after that, they will continue to university to develop their skills or get the job. So Senior High School is the important time to increase their ability. But, since they are not children, they are teenagers, teachers have challenge to build their motivation and their skills in the reading. Especially in first grade, the teacher can emphasize students' reading pleasure for the first step to attract students' interest in reading. So in this study the writer will discuss about the impact of Reading for Pleasure on Senior High School students reading comprehension.

Krashen (2004: 2) states that spending much time on reading is more fruitful and beneficial than the time spent on teaching vocabulary. With reading, students will learn more not only about vocabulary but also about all of the meaning of the text. Reading for Pleasure means any reading that is primarily for enjoyment but has benefits for the readers as students. They must enjoy but get some learning from the text. According to Dubin and Olstain (1977), the benefits of reading for pleasure as: students develop an ability to gain pleasure and also satisfaction from reading on their own in the language they are learning. They are open to the language in a more natural and less structured way. In other words, they get different unpressured feeling on the structure of the language since they read for pleasure, and not for a grade or any other assessment. Pleasure reading has also effect on other language skills such as writing and speaking. Reading for pleasure, will help the students comprehend more and also continue to use the language after the instruction. In order to get the information from the texts, the students must have motivation and the teacher must be creative to give method. Reading for pleasure can focus to students' interest in reading text and teacher can leads the students to choose what the suitable for them.

Learning English is a hard task for students because English is a foreign language in Indonesia. It is not be to develop the students' skill, but pleasure reading enables learners to be engaged in the learning process.

Students are engaged in reading not because they have to, but because they satisfy their need in getting information and simply in having a good time. Learners are supposed to read for general understanding of easy and enjoyable texts (such as, humorous and adventure stories, sports reports) so they do not feel being pushed to read. Senior High School is the important period for the students to increase their reading skill. Writer chose the 10th grade in Senior High School to see the impact of reading for pleasure to students reading comprehension. The writer hope reading for pleasure can help the students be more motivated and interested in reading, so they can increase their reading comprehension.

Ramazan (2016: 73) did the research with the title "The Impact of Reading for Pleasure on Georgian University EFL Students' Reading Comprehension (IBSU Case)". This study explores reading for pleasure. it is important and gives impact on reading comprehension because reading for pleasure helps the students to communicate, listen and express themselves freely and it also allows them to acquire specific language skills. This study gives better improvement of comprehension skills. The study demonstrated a measurable positive effect of reading for pleasure on students' language acquisition.

Others study by Christy Whitten, Sandra Labby, Sam L. Sullivan (2016: 48) investigated "The impact of Pleasure Reading on Academic Success". This investigation is to improve the student academic

performance. This research examined the reading habits of sixty-five high school junior. The authors concluded that students who read for pleasure got higher scores than their non-reading counterpart in the subject areas measure. There is link between pleasure reading and academic success.

From these two studies, it can be seen in general whether reading for pleasure is a good method to improve students reading comprehension. Based on the background above, the writer is interested in doing research entitled "**The Impact of Reading for Pleasure on Senior High School Students Reading Comprehension**".

B. Identification of the Problem

Based on the background, the writer identifies some problem as follows:

1. Most of the students feel unmotivated to read the text.
2. Most of the students have less motivation to know information.
3. Some students are lack of vocabularies.
4. Most students feel bored when reading activities.
5. Some teachers are not creative to create alternative method for reading activities.

C. Limitation of the Problem

The writer limits the study about "The Impact of Reading for Pleasure on Senior High School Students Reading Comprehension".

D. Problem of the Research

The writer formulates the research problem as: is there the impact of readings for pleasure on senior high school students' reading comprehension?

E. Objective of the Research

The objective of the researcher is to find out the impact of reading for pleasure on senior high school students' reading comprehension.

F. Significance of the Research

The writer hopes this research will give some significance for:

1. Students

   To increase students' motivation in reading and make them realize if reading is important skill that they need. If the students can realize they will use reading for pleasure as their habits.

2. Teachers

   To help teachers when they teach their students. So they can improve the students' ability in reading. The teachers can encourage the students to have motivation in the reading.

3. School

   To make the school personnel especially the headmaster to realize if the library must give the students pleasure in reading so they facilitate more the students to get the books easily.

4. Parents

   To make parents believe if they can improve their children to love reading without being forced and they can facilitate their children to get the great books to improve the reading skill.

CHAPTER II

LITERATURE REVIEW

A. Description of the Theories

   1. Reading

      a. Definition of Reading

         Humankind always makes effort to get their needs, to fulfil their needs; people must get information that always changes day by day. People need to study, to socialize, to face their challenge in their life, like with their boss or their assignment as students, to get a job and many more. This is can make people perceive if they need information, so one of the various ways is reading.

         Reading is one of the comprehensive skills in English language; and many students feel difficult to get the point from the text.

         "Reading is the ability to draw meaning from the printed page and interpret this information appropriately". from Grabe (2002: 3). Alyousef (2006) added that "reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency". According to Alderson (2000:28) "reading is for

many people, an enjoyable, intense, and private activity which much pleasure can be derived, and become totally absorbed". Furthermore, Grellet (1981:7) stated that "reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it". While Grabbe (1991 : 377) says if "reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently".

Ullah and Fatema (2013) add "it develops analytical competence as well as communication skill of students. It is natural that learners habituated to reading more gradually possess a good stock of vocabulary and better knowledge of sentence structures. Resultantly, they can cut a good figure in the exam and get an upper hand over the students who are not accustomed to reading". Furthermore, Krashen (2004: 2) states that "spending much time on reading is more fruitful and beneficial than the time spent on teaching vocabulary".

From the explanation above, it can be concluded that reading is a private and interactive activity between readers and the text. This activity can make the students practice to guess and string up their comprehension. It can create some good atmosphere like pleasure. Students must increase their interest so reading can be

automaticity to be enjoyed and make the reading activity more efficient. As teachers, they can create the atmosphere to make students interest with reading and make it to be their activity in their days. If it can be their intense activity that's means it can be their time to develop their analytical competence. They can be able to cut the good figure in the exam and enlarge their knowledge in socialize. Reading can make the learners think and imagine. Students will not only memorizing but they will make reflection based on what they read. The importance of reading in teenagers' world cannot be underestimated because they need more knowledge than children so they must love and be confident to read.

b. Reasons of Reading

According to Lee (2006) "There are various reasons for people to read, generally as follows: first, reading evokes curiosity and sensibility; next, reading helps the reader build good viewpoints and enhances personality; again, reading broadens the reader's experiences and strengthens the willingness to realize one's goals; fourth, reading makes the reader explore information and use it to create knowledge and finally, reading has therapeutic value". "People usually read because they want to obtain specific information about a specific subject", as Farhady (2005) asserted.

Savaşkan (2017) say if "Reading not only establishes a bridge between the past and present but also enables individuals to have a place for themselves in their social surrounding".

According to Grabe and Stoller (2013: 7-9), there are four purposes of reading:

1) Reading to search for simple information.

   Most people said that reading to search for simple information is a common reading ability and independent cognitive process. For example, when people are reading a brochure of school, they typically search the simple information like about quality and quantity those school.

2) Reading to learn from texts

   People need to learn a considerable amount of information from a text. For example, when people are reading a book and one text, they usually learn what those book or those text about.

3) Reading to integrate information, write and critique texts

   Additional decisions of importance of complementary is mutually supporting or conflicting information and restructuring of a rhetorical frame to accommodate information. For example, when people are reading a book or text, they use

their mind to critique the text about positive or negative contents from the text and they write them.

4) General reading comprehension is the most basic purpose for reading

Underlying and supporting most other purposes for reading. This purposes is usually used when people are reading, they ty to comprehend the text to get the information.

Eskey (2005) maintained that in the EFL setting, reading might be the most essential language skill to be learned, since most learners of English might not really need to talk or listen to the speakers of English in their day-to-day lives, but would definitely need to read in that language for different reasons.

Based on explanation, there are various reasons for people to read. People are commonly curious; with reading, they can satisfy themselves to get the information for their daily activities. Reading can increase people knowledge especially for students. They need more knowledge to enlarge their ability in education. Information and knowledge is the most important thing in reading, so people need to read. They can get different experience from reading materials. Students in common school, they do not always converge in English atmosphere, and it makes them difficult to practice or increase their English skill in daily activities. Reading should be available activity for

them. Students are like pure papers that need to be drew and coloured with experience, knowledge and skill. So, reading can be students' gun to draw and colour their pure paper with good information.

c. Type of Reading

From Department of research on Research Evidence on Reading for Pleasure (2012: 5), the types of reading are:

1) Text messages, magazines, websites and emails have been found to be the most common reading choices for young people. Fiction is read outside the class by two-fifths of young people (Clark and Douglas 2011).

2) Some evidence suggests that more young people from White backgrounds read magazines, text messages and messages on social networking sites and more young people form Black backgrounds read poems, eBooks and newspapers (Clark 2011).

3) Twist et al (2007) report a slight increase in the proportion of children who claim to be reading comics/comic books and newspapers at least once or twice a week in England.

4) There is mixed evidence on whether primary or secondary children read a greater variety of materials (Clark and Osborne, 2008; Clark and Foster, 2005).

5) Young people who receive free school meals (FSM) are less likely to read fiction outside of the classroom (Clark 2011).

6) Most young people read between one and three books in a month (Clark and Poulton 2011b).

From the texts above, young people actually need to read. They read magazine, email, websites, fiction book, or comics. Some of them feel entertained with kinds of these texts. They read without pressure.

2. Reading Comprehension

a. Definition of Reading Comprehension

"Reading comprehension means the ability to use context and knowledge to derive meaning from what is read like grammatical competence, knowledge of morphology, syntax, gaining meaning out of context, using schemata and metacognitive knowledge, recognizing text structure, and predicting what will come next in a text" (Hudson, 2007). Snow (2002) explain that "reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language".

According to May and Rizzardi (2002) explain "reading comprehension is about understanding the opinions or messages that the author wants to deliver intentionally". "Reading comprehension skills are those that individuals can not only use in their academic life, but also their whole life," (Papatga, Ersoy, 2016). Bunner says (2002) if "reading comprehension is the

capability to interact with words and ideas on the page in order to understand what the writer has to write".

McNeil (2011) believes that prior knowledge does not play effective role for reading comprehension. He did a study on 20 university- level English language learners, but his results showed only 1% variance in favour of prior knowledge. So researchers disagree on whether prior knowledge is an effective contributor to better reading comprehension or not.

Based on the statements above, reading comprehension is the ability that students must have to analyse the text about the grammar, knowledge about morphology and predicting what will come next in the text. So students can construct the mean or purpose from the text appropriately with the messages. Furthermore, reading comprehension is not only about students can read but how they can get the point and understand to get the knowledge or messages which they can do in their real life, because there are many lessons that they can get from the text. It is same like the students communicate with the author, because students get the meaning from the text. Students do not have to worry to start reading. Although they do not like reading before, they still can develop their reading comprehension as long they want to practice their reading activity. Students can start to put

their interest in reading, because prior knowledge is not a standard for every person. Reading for pleasure can be their first step to open their life.

b. The Component of Reading Comprehension

According to Perfetti, and Adlof (2012: 3-14) there are some processes and components which interesting to be analysed and assessed in comprehension skill. These components can be the criteria in reading comprehension assessment:

1) Word Identification

This is the lower level in the reading comprehension. In recent years, it has become clear that some children and adults display with specific problems in reading comprehension. Words reading become the difficult examination for the readers but it may not be sufficient for reading comprehension.

2) Higher-Level Components of Comprehension

a) Inferences

This component belongs to higher-level comprehension. Most important for routine comprehension are inferences that help the reader built a coherent mental representation of the text. Readers make inferences to support the coherent. One important aspect to make inferences is availability and accessibility of the background knowledge.

b) Comprehension Monitoring

After inferences the next of component in higher-level comprehension is comprehension monitoring. It allows the readers to verify their understanding and to repairs the understanding fails. This component is not simply in reading comprehension basic. It depends on the readers abilities to construct the accurate representation from the text. Some children are less knowledge from the text and less aware inconsistences in the text and they fail to understand.

c) Comprehension Strategies

Skilled readers have some strategies to do their comprehension. Example, readers can slow down to increase their understanding of a text or speed up to search information. They can consider on the adjustment to reading procedures that reflect the readers' goals, the difficulty of the text, or some combination of the two. The National Reading Panel (2000) identified seven strategies for sufficient evidence about direct instruction supported comprehension gain: 1) comprehension monitoring, 2) cooperative learning, 3) use of graphic and semantic organizers, 4) question answering, 5) question generation, 6) story structure and 7) summarization. These

strategies may be helpful to the reader in enhancing comprehension.

3) Word Meaning and Text Integration

    a) Vocabulary

    Vocabulary knowledge has strong relationship with reading comprehension in children and adults. The readers need to know the meaning of 90 percent of the individual words contained within a text in order to comprehend it. For example, some people have a richer representation of the meaning for the word "health" than for the related but less familiar word "salubrious". They may recall that salubrious is associated in some way with health, but they may not know whether it is associated with promoting good health or poor health. They may be able to understand a sentence containing either word but they may not feel comfortable using "salubrious" in their own sentence constructions.

4) Lexical Knowledge

An elaboration of lexical quality includes a core of semantic, syntactic and morphological attributes along with conditions that allow constrained flexibility of use.

5) Word to Text Integration

The word must be linked into a referent established in a previous sentences (thus, to word to text integration). For example, consider the text segment: after being dropped from the plane, the bomb hit the ground and blew up. The explosion …. The readers need to link the word *explosion* with an event established by the main clause of the first sentence. The paraphrase is easy integration but it's not about synonyms. In these integration studies represent a wide range of semantic relations.

Perfeti and Adolf (2012: 14) explained if the components of comprehension are the starting points to align the assessment in reading comprehension. Assessment is not only about identifying the component weaknesses but it can predict risk for reading comprehension difficulties. Assess with a modestly sample related components rather than a large number of highly related components. This increases the efficiency about understanding in assessment.

3. **Reading for Pleasure**

a. Definition of Reading for Pleasure

Reading is one of the four skills in English language. To improve reading skill, there are actually many methods. One of the interesting methods is reading for pleasure. From reading, learners

can get information because reading is one of source and never be outdated. Cremin (2007) explain that reading for pleasure is "oriented towards finding personal meaning and purpose and related to human need to make sense of the world, the desire to understand, to make things work, to make connections, engage emotionally and feel deeply.

Clark and Rumbold (2006: 6) explain if "Reading for pleasure refers to reading that we to do of our own free will anticipating the satisfaction those we will get from the act of reading". It also refers to reading that having begun at someone else's request we continue because we are interested in it. Clark and Rumbold (2006) state again that reading for pleasure was defined as "reading done in anticipation of the satisfaction, it would bring or continuing required reading because the reader found the subject matter interesting". Reading is a personal experience that reflect our choice that suit for the readers.

Michael Morpugo (2016) give his opinion if "tell the stories they love, tell them with a passion. However, we have to make this possible; we need to give them the time they need to enjoy stories". Wilhelm and Smith (2016) agree that "pleasure has enormous power in fostering reading engagement and development". The Department for Education report 'Reading: The

next steps', published in March 2015, states, "The best way to promote development (in reading) is by instilling in children a passion for reading. Children who love reading will read more and, over time, choose literature which is more demanding and suitably stretching. It creates a virtuous circle: as the amount a child reads increases, their reading attainment improves, which in turn encourages them to read more. All reading makes a difference, but evidence suggests that reading for pleasure makes the most".

Considering the statements above, to make students realize for reading, they must be facilitated with their own feel. Students must enjoy the reading without pushing or pressure. Reading for pleasure can be one of the interesting methods to increase students' interest in reading. Teacher cannot order the students to start reading. They must lead the students to know how reading will be important for them.

Students need to evolve their way to think. Reading for pleasure can increase their understanding about their reading material. Reading for pleasure focuses on students' interest. Students can choose their reading material and feel free to read. Based on students' pleasure, they can be more engaged with the message from the text, because they enjoy every paragraph and like to get the meaning. Students can increase their reading

comprehension if they practice their reading activity and continue their reading material. Reading for pleasure can help students to increase their interest in reading and help them to success in academic or non-academic life. Reading is an initiative activity, so students must be attracted to fall in love with reading. Reading for pleasure can be a method which introduces the students to have passion. If students can enjoy and meet the happiness of reading, they will continue their reading activity. For teachers or parents, they can make and lead the students to understand reading activity. They can control and make sure if the students get the right choice.

b. The Benefits of Reading for Pleasure

The decline to pleasure reading was counter-productive to student's success. In fact, "Acquiring the habit of turning to books for pleasure or to find out what you want to know does more for reading development than working on decoding words or trying to speed up fluency" (Strauss, 2014: 2).

Whitten, Labby, and Sullivan (2016: 58) interpret if "Reading helps students think critically and improves reading comprehension skills, which is beneficial in every subject area measured in this study. However, the benefits of pleasure reading do not end in the classroom. Students take the skills they have honed through

reading into adulthood and, in turn, into the workforce and society. Unfortunately, in spite of indications that pleasure reading is overwhelmingly beneficial to student progress".

According to Dubin and Olstain (1977), the benefits of reading for pleasure as:

1) Students develop an ability to gain pleasure and also satisfaction from reading on their own in the language they are learning.

2) They are open to the language in a more natural and less structured way. In other words, they get different unpressured feeling on the structure of the language since they read for pleasure, and not for a grade or any other assessment.

3) Pleasure reading has also effect on other language skills such as writing and speaking.

4) Reading for pleasure, will help the students comprehend more and also continue to use the language after the instruction.

Referring to the statement above, reading for pleasure has some benefits for the learners, because it can improve reading comprehension, vocabulary, writing and grammar. The learners will know new words and experience from their reading material. Because they choose their reading material that suitable with their characteristic, they will be more comfortable to show what they get

from their reading material. They can realize that read is important for them, so they will get their satisfaction or feedback. Reading for pleasure will increase their comprehension because they choose their reading material, they will more understand about their choice that they think it is comfortable and useful for them to read. If students read with pleasure, they will get more experience, not only in their academic life but also their non-academic life, because they read not for others but for theirself. When a person does something without pressure, she/he will enjoy and understand more about it. It can effect reading too; if students can do reading for pleasure, they will feel more satisfied

c. Reading for Pleasure among Students

Students' characteristics influence them to choose their reading material, and their attitude is important to engage them in reading for pleasure. McKenna (2001) revealed that "learners with positive reading attitude enjoy varied reading, and frequently participate in reading activities".

Sanacore and Palumbo (2009) notes that "when children read materials that interest them, they are more apt to read often; to increase their awareness of content-specific concepts, text structure, and general world knowledge; to improve their fluency, meaning-making, vocabulary, phonics, writing, grammar, and

spelling skills and strategies; to become competent and confident in reading more challenging materials, and to continue reading as a lifetime activity".

Edmunds and Bauserman (2006) suggest that "students learn more about various types of books (expository and narrative) because of library visits, which as a result, significantly increase student motivation to read.

So in reading for pleasure students must have motivation to choose their reading material. The interesting theme will add their motivation and awareness to increase general knowledge, to improve their fluency, meaning-making, vocabulary, writing and grammar and spelling skills. Reading for pleasure is near to students, and teacher must lead to make their reading material useful for students.

d. Procedure in Teaching Reading for Pleasure

According to Ramazan (2016) if "Both extensive reading and intensive reading are developing the language skills. The difference is how they do it. Reading for pleasure aims to develop reading fluency rather than detailed comprehension. Let the learners enjoy the process of reading instead of turning it into a hard job. Learners are supposed to read for general understanding, thus easy and enjoyable texts (such as humorous

and adventure stories, sports reports, etc.) are preferred in extensive reading".

The researcher uses extensive reading approach to implement reading for pleasure. One of the extensive reading aims is reading should be a pleasurable activity for the student, promoted as much as possible by the teacher. Reading for pleasure becomes extensive reading approach character because the students choose their reading material by theirself suitable to their level.

From Research Evidence on Reading for Pleasure (2012), there are some strategies to promote reading for pleasure to the students. They are:

1) Improve Independent reading

   Book can give impact for the childrens' interest. Parents and home environment are important to grow the students' interest in reading. Realtionships between teachers, children and families can influence the reading for pleasure

2) Online reading habits

   There is little research that has been conducted specifically looking at online reading habits; the existing evidence has mixed results.

3) Library use and reading for pleasure

Research reports a link between library use and reading for pleasure; young people that use their public library are nearly twice as likely to be reading outside of class every day (Clark and Hawkins, 2011).

e. Reading for Pleasure's Materials for students

According to Clark and Douglas (2011), young people like to read text messages, articles in magazines and websites and email. Some of them choose fictions to entertain theirself in out of the class. Based on National Reading Campaign (2013), these are the percentage about reading material that readers like;

Diagram 2.1 Reading Materials

Prefered Reading Materials Format

Category	
Books (net)	
Fiction	
Non-fiction	
Magazines	
Newspapers	
Social media sites/ blogs	
technical reports	
Other types of materials	
Enjoy all types	
Don't Enjoy Reading anything	

0%   20%   40%   60%   80%

■ Series 1
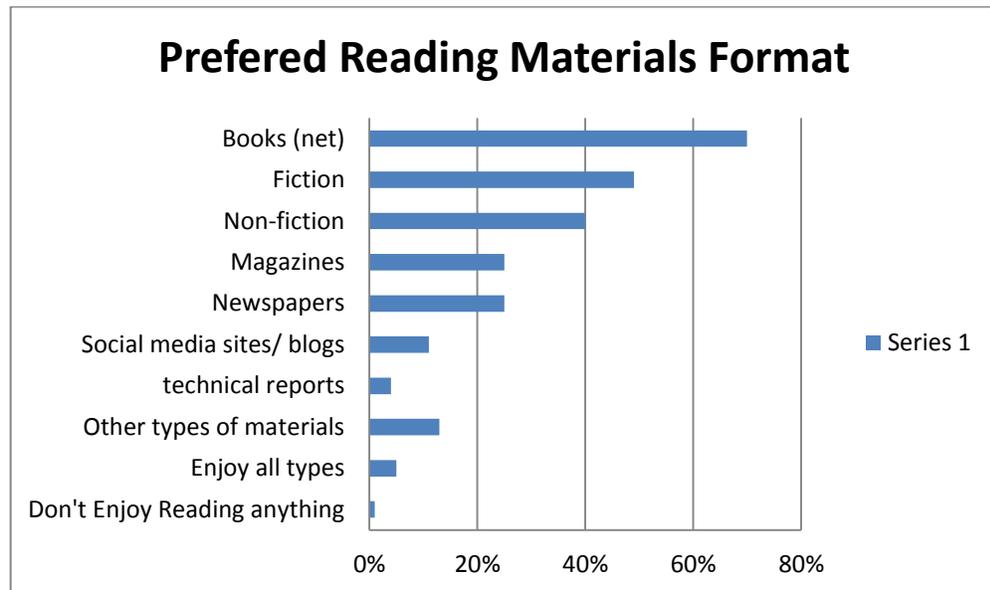
Books in print or electronic are the top response_ which has 70%. Fiction is in the second place with 49% and non-fiction with 40% and it followed by the other sources.

From the text above, students can be a reader if they are interested with the reading material. Some recourse can attract the students' attention to spend their time in reading activities.

B. Theoretical Framework

Senior High School students are the last level in Indonesia to prepare real life. Some of them choose to go to college to prepare their future more. There are many other students choose to face the real life and get a job. Students need to V more serious and enlarge their knowledge, increase their ability and skill. in fact, Senior High School is important time to do serious thing. Many students choose their activity without thinking

about their future. Some of them do not care about information and knowledge. They think, as long as they can be happy, they will more interest of it.

Many adults feel pity about the students' motivation especially in reading. Reading is a private and interactive activity between readers and the text. This activity can make the students practice to guess and string up their comprehension. there are various reasons for people to read. People are commonly curious; with reading, they can satisfy themselves to get the information for their daily activities. Reading can increase people knowledge especially for students. They need more knowledge to enlarge their ability in education. Information and knowledge is the most important thing in reading, so people need to read.

Reading is a boring skill for some students but actually reading has many benefits for their academic life or non-academic life. Students' curiosity actually can be the first thing that move them to feel need with reading. As teachers they must be able to create the good atmosphere for students to open their mind in reading. Young people prefer to read magazine, email, websites, fiction book, or comics. Some of them feel entertained with kinds of these texts. They read without pressure.

Reading comprehension is the ability that students must have to analyse the text about the grammar, knowledge about morphology and predicting what will come next in the text. If they read some texts but they

can't get the meaning of the text it will be useless. Students can construct the meaning with reading comprehension. Reading comprehension is the important thing in reading skill. Reading has benefits if students can understand the whole text.

Students need different way to reading. Reading for pleasure is a good method that can be applied. They can choose their reading material with controlled by the teachers. There are many materials, such as: books, fiction and non-fiction, articles in online website or magazines or report. Reading for pleasure focuses in students' interest. Students can't be forced to do something that they think bored. Create the good atmosphere which increases their motivation and interest, it will give more affect. So reading for pleasure can be a right choice to make students realize how important reading for their life.

C. Hypothesis

H_1 : reading for pleasure gives impact on 10th grade students reading comprehension.

H_0 : reading for pleasure doesn't give impact on 10th grade students reading comprehension.

CHAPTER III

METHODS AND PROCEDURES

A. Place and Time of the Study

1. Place

   The writer conducted the research on 10th grade students of WASKITO Senior High School. The school is located on Jl. Raya Pamulang Permai II, Number 75, Serua, Ciputat, Tangerang Selatan. The research was conducted in eight meetings including pre-test, treatment and post-test.

2. Time

   The research was conducted in the second semester of 2017/2018 and academic year starting from December 2017 – May 2018, and the timing refers to academic calendar of WASKITO Senior High School.

B. Method of the Study

In this research, the writer used quantitative research as the method with quasi experimental design. According to Mujis (2011: 1) "quantitative research is explaining phenomena by collecting numerical

data that are analysed using mathematically based methods (in particular statistics)". In quantitative research, the writer collected numerical data from the sample.

The writer used quasi experimental design in this research with one group pre-test and post-test design. Arifin (2011: 74) said that "quasi experimental is often used in the educational research because there are some variables that cannot be observed one by one", He designs one group pre-test and post-test, like:

Table 3.1 one group design

$$O1 \quad X \quad O2$$
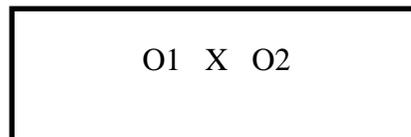
X is the treatment that the writer gave in this research. O1 is a test before the treatment (pre-test). O2 is the test after treatment (post-test). The influence of X can be known by comparing the result between O1 and O2 in the controlled situation.

C. Operational Definition of Variables

This research entitled "The Impact of Reading for Pleasure on Senior High School Students Reading Comprehension". The variables of this research are:

1. Reading for Pleasure as Independent Variable X

2. Reading comprehension as dependent variable Y

D. Population and Sample

1. Population

The population in this research is the ten grade of SMA Waskito. There are two types of the class, Social class and Science class; there are 4 classes for all the types. Each class consisted of 36 students.

Table 3.2
Population of the Study

NO	CLASS	NUMBER OF THE STUDENTS
1.	10. MIPA 1	35
2.	10. MIPA 2	36
3.	10. IPS 1	36
4.	10. IPS 2	35
	Total	142

2. Sample

A sample is selected from population. Because there are many populations, the writer used random sampling technique. The writer took one class for sampling: 10th grade of MIPA 1. The class consisted of 36 students.

E. Techniques of Collecting the Data

The researcher used pre-test and post-test as the techniques of collecting data. The researcher used the rubric to get the score for the test.

1. Pre-Test

   The writer used pre-test to know the students' reading comprehension before treatment. The test consists of one non-fiction text with 10 questions. The pre-test adopted from English Language Book for Senior High School grade X, published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

2. Post-Test

   After the writer gave the treatment for students about reading for pleasure, the writer gave the post test to know the progress of the students' reading comprehension. The non-fiction reading text with 10 questions adopted from the same book, like the pre-test.

   Since the test adopted from English guide-book, the writer did not do any validity and reliability test.

3. Rubric

According to Blachowigz and Ogle (2008: 88), "Rubric is structured format for evaluating some performances, rubrics assist teacher to looking at students' talking about or writing about reading". The writer used this rubric to assess the pre-test and post-test (Groeber, 2007: 30)

Table 3.3

NONFICTION FOR INTERMEDIATE RUBRIC

Task: Students will read and respond to a nonfiction text

Goal/standard: Demonstrate understanding through verbal, visual or written response.

Criteria	4	3	2	1	Total points
Purpose : **- Identifies topic** **- understand author's purpose** **- recognizes significance of topic**	3 complete elements present	2 complete elements present	1 complete element present	Evidence of 2+ incomplete elements	___ x 3 = ___ points

Format:	3	2	1	Evidence	___ x 3 =
- **identifies text structure** - **understands graphic organizers that display data** - **can convert information on charts and graphs to paragraph form**	complete elements present	complete elements present	complete element present	of 2+ incomplete elements	___ points

Table 3.3

NONFICTION FOR INTERMEDIATE RUBRIC (Cont.)

Criteria	4	3	2	1	Total points
Content: - **uses context clues to learn specialized vocabulary** - **understands link between pictures and text** - **can compare text information with prior knowledge of topic**	3 complete elements present	2 complete elements present	1 complete element present	Evidence of 2+ incomplete elements	___ x 3 = ___ points

Total points = _____ x 3 = ___ / 120

To get the score from the points that writer get from the rubrics, the writer use this formula:

$$\frac{\text{Total Points} \quad X \quad 100}{120} = \text{Score}$$

F. Techniques of Analysing the Data

After the writer got the data, the writer analysed it. The writer compared the data between pre- and post-test to determine the progress of students' reading comprehension after the treatment. The writer used T-test to know the result in this research. In order to find out the impact of reading for pleasure on senior high school students' reading comprehension, the writer used statistical analysis of T-test with the formula as follows (Gay, Mills, and Airasian, 2012):

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1}\right) + \left(\frac{1}{n_2}\right)}}$$

Remark:

t   = t test

$\overline{X}$ = The mean or arithmetic average of the scores by gained of X_1 variable and X_2 variable scores which are calculated with the formula

38

$$\overline{X} \quad = \frac{\sum X}{N}$$

$\sum x$ = The sum of X_1 variable and X_2 variable scores

The formula for the Standard deviation is:

$$SD \quad = \sqrt{\frac{SS}{N-1}}$$

$$SS \quad = \sum x^2 - \left(\frac{\sum x}{N}\right)^2$$

N = Number of cases

df = Degree of freedom with formula N – 1

CHAPTER IV

FINDINGS AND INTERPRETATION

A. The Description of the Data

In this chapter, the findings and interpretation of the data are presented. Since the writer used both pre-test and post-test and using one class only in collecting the data, the results of the analysis can be seen in the following sections:

1. The Results of Students' Pre-Test

The students' pre-test scores of reading comprehension are presented in the following table 4.1.

Table 4.1
The Students' Pre-test Scores

No.	Students	Score
1	Alfando Hikam R.	75
2	Alvia Ananda	60
3	Astri Valerie Putri N.	45
4	Chika Aprilia	50
5	Cindy Intan Miranda	50
6	Danny Darmawan	65
7	Denarisa Rahmadina	65

8	Diva Annisa Elvina	40
9	Divany Caiya Tabina	75

Table 4.1
The Students' Pre-test Scores (Cont.)

No.	Students	Score
10	Erlangga Ananda Seto	67.5
11	Fadiah Putri Karamina	87.5
12	Fahreza Saputra	70
13	Farhan Aditya	80
14	Gabriel Alexander Mituduan	55
15	Hanif Setiawan	70
16	Jawza Humania B.	67.5
17	Jemima Odelia S.	57.5
18	Julianus Dana Pranoto	47.5
19	Luthfiyah Susanti	55
20	M. Rafa Al Falaqi	55
21	M. Rizaldi M.	30
22	Maharani Shina Dewi	77.5
23	Muhammad Arsya Al Faji	72.5
24	Muhammad Rafiy	80

No.	Students	Score
25	Nadia Maharani Ardianti	77.5
26	Nazwa Debbia Q. P.	90
27	Nissa Marini Fauziyah	85
28	Raihan Maulana	82.5
29	Riky Starki Kranes	85

Table 4.1
The Students' Pre-test Scores (Cont.)

No.	Students	Score
31	Salabyla Putri S.	75
32	Satrio Adrian	55
33	Widiastuti	77.5
34	Zanuba Fatiha Sari	67.5
35	Zevan Adhyasta	72.5
N = 35	TOTAL	2332.5
	Mean	66.64

The table above shows that the total score is 2332.5 with the mean of pre test scores for 10th grade of Waskito Senior High School for their reading comprehension is 66.64 with the lowest score is 30 and the highest score is 90.

The following table 4.2 presents the distribution frequency of pre-test:

Table 4.2
The Distribution Frequency of Pre-test Scores

No	Class Interval	Frequency	
		Absolute	**Relative %**
1	30 – 39	1	2.86%
2	40 – 49	3	8.57%
3	50 – 59	7	20%
4	60 – 69	7	20%
5	70 – 79	10	28.57%
6	80 – 89	6	17.14%
7	90 – 99	1	2.86%
Total		35	100%

The following diagram 4.1 presents students' pre-test scores:

Diagram 4.1 Students' Pre – Test Scores

Diagram of Frequency Distribution of Pre-Test
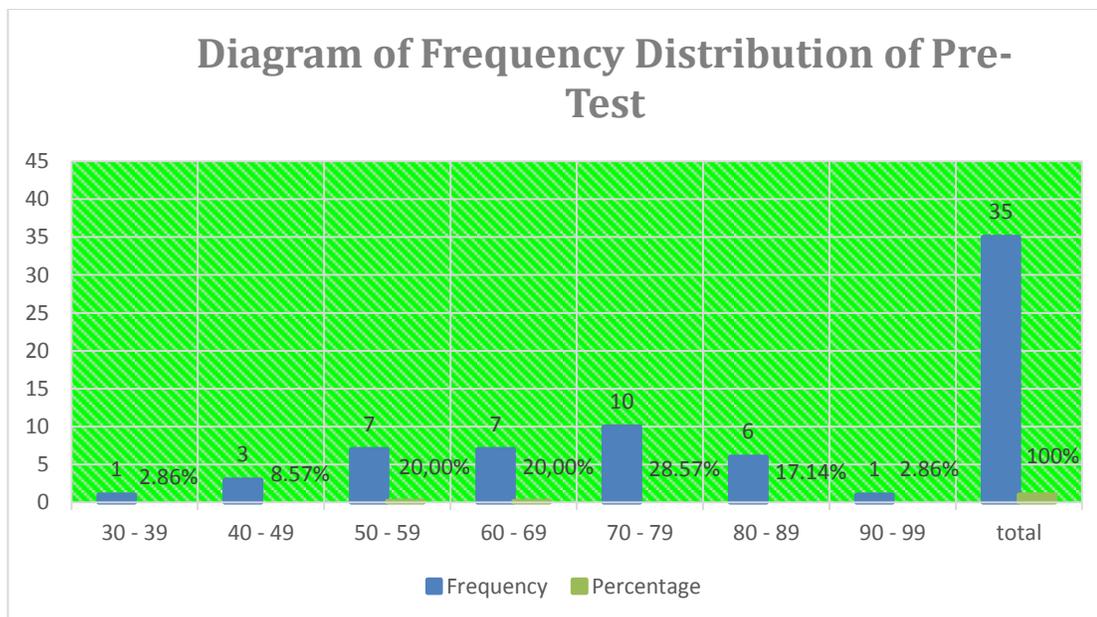
It can be seen from the diagram above that 1 student (2.86%) got between 30 – 39 in, 3 students (8.57%) got between 40 – 49, 7 students (20%) got between 50 – 59, 7 students (20%) got between 60 – 69, 10 students (28.57%) got between 70 – 79, 6 students (17.14%) got between 80 – 89, and 1 student (2.86%) got between 90 – 99 for their reading comprehension scores.

2. The Result of Students' Post-Test

Students' post-test scores of narrative writing skill are presented in the table 4.3.

Table 4.3
The Students' Post-test Scores

No.	Students	Score
1	Alfando Hikam R.	85
2	Alvia Ananda	70
3	Astri Valerie Putri N.	67,5
4	Chika Aprilia	72,5
5	Cindy Intan Miranda	60
6	Danny Darmawan	78
7	Denarisa Rahmadina	70
8	Diva Annisa Elvina	65
9	Divany Caiya Tabina	80

Table 4.3
The Students' Post-test Scores (Cont.)

No.	Students	Score
10	Erlangga Ananda Seto	77,5
11	Fadiah Putri Karamina	90
12	Fahreza Saputra	67,5
13	Farhan Aditya	60
14	Gabriel Alexander Mituduan	77,5
15	Hanif Setiawan	57,5
16	Jawza Humania B.	82,5

No.	Students	Score
17	Jemima Odelia S.	80
18	Julianus Dana Pranoto	55
19	Luthfiyah Susanti	77,5
20	M. Rafa Al Falaqi	70
21	M. Rizaldi M.	62,5
22	Maharani Shina Dewi	75
23	Muhammad Arsya Al Faji	80
24	Muhammad Rafiy	72,5
25	Nadia Maharani Ardianti	80
26	Nazwa Debbia Q. P.	70
27	Nissa Marini Fauziyah	70

Table 4.3
The Students' Post-test Scores (Cont.)

No.	Students	Score
28	Raihan Maulana	70
29	Riky Starki Kranes	82,5
30	Salma Tiara	65
31	Salabyla Putri S.	90
32	Satrio Adrian	75

33	Widiastuti	87.5
34	Zanuba Fatiha Sari	72.5
35	Zevan Adhyasta	85
N = 35	**TOTAL**	**2580.5**
	Mean	**73.73**

The table above shows that the total scores are 2580.5. The mean of post test score of 10th grade students in Waskito senior high school is 73.73, with the lowest score is 60 and the highest score is 90.

The following table 4.4 presents the distribution frequency of the post-test:

Table 4.4
The Distribution Frequency of Post-test Scores

No	Class Interval	Frequency	
		Absolute	Relative %
1	55 – 60	4	11.43%

2	61 – 66	3	8.57%
3	67 – 72	11	31.43%
4	73 – 78	6	17.14%
5	79 – 84	6	17.14%
6	85 – 90	5	14.29%
	Total	35	100%

The following diagram 4.2 presents of frequency

distribution of students' post-test scores:

Diagram 4.2 Students' Post – Test Scores
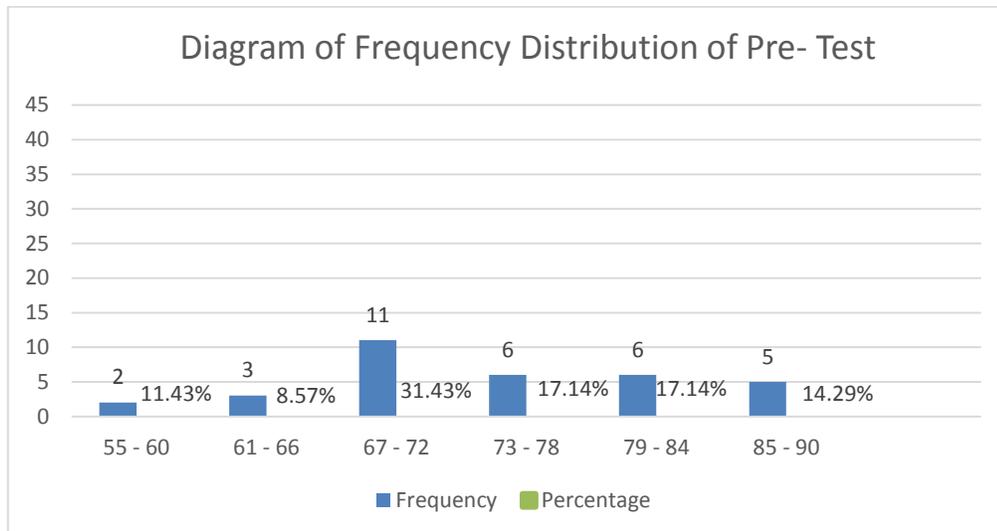
It can be seen from the diagram above that 2 students

(11.43%) got between 55 – 60, 3 students (8.57%) got

between 61 – 66, 11 student (31.43%) got between 67 – 72, 6

students (17.14%) got between 73 – 78, 6students (17.14%)

got between 79 – 84, and 6 students (14.29%) got between 85

– 90 for their reading comprehension scores.

B. The Analysis of the Data

1. Pre-Test Analysis

Table 4.5
Pre-Test Analysis

No.	Students	X_1	X_1^2
1	Alfando Hikam R.	75	5625
2	Alvia Ananda	60	3600
3	Astri Valerie Putri N.	45	2025
4	Chika Aprilia	50	2500
5	Cindy Intan Miranda	50	2500
6	Danny Darmawan	65	4225
7	Denarisa Rahmadina	65	4225
8	Diva Annisa Elvina	40	1600
9	Divany Caiya Tabina	75	5625
10	Erlangga Ananda Seto	67.5	4556.25

Table 4.5
Pre-Test Analysis (Cont.)

No.	Students	X_1	X_1^2
11	Fadiah Putri Karamina	87.5	7656.25
12	Fahreza Saputra	70	4900
13	Farhan Aditya	80	6400
14	Gabriel Alexander Mituduan	55	3025
15	Hanif Setiawan	70	4900
16	Jawza Humania B.	67.5	4556.25
17	Jemima Odelia S.	57.5	3306.25
18	Julianus Dana Pranoto	47.5	2256.25
19	Luthfiyah Susanti	55	3025
20	M. Rafa Al Falaqi	55	3025
21	M. Rizaldi M.	30	900
22	Maharani Shina Dewi	77.5	6006.25
23	Muhammad Arsya Al Faji	72.5	5256.25
24	Muhammad Rafiy	80	6400
25	Nadia Maharani Ardianti	77.5	6006.25
26	Nazwa Debbia Q. P.	90	8100
27	Nissa Marini Fauziyah	85	7225
28	Raihan Maulana	82.5	6806.25
29	Riky Starki Kranes	85	7225

Table 4.5
Pre-Test Analysis (Cont.)

No.	Students	X_1	$X_1{}^2$
30	Salma Tiara	67.5	4556.25
31	Salabyla Putri S.	75	5625
32	Satrio Adrian	55	3025
33	Widiastuti	77.5	6006.25
34	Zanuba Fatiha Sari	67.5	4556.25
35	Zevan Adhyasta	72.5	5256.25
N = 35	Total	$\sum X_1 =$ 2332.5	$\sum X_1^2 =$ 162481.25

Table 4.5 above shows that the result of $\sum X_1$ = 2332.5 and

$\sum X_1^2$ = 162481.25.

The analysis of the pre-test (X_1) variable is as follows:

a. Determining mean of X_1 variables

- $\overline{x_1} = \frac{\sum x_1}{n_1}$

$\overline{x_1} = \frac{2332.5}{35}$

$\overline{x_1} = 66.64$

b. Determining standard deviation score of X_1 variables

- $SD_1 = \sqrt{\dfrac{SS_1}{n_1-1}}$

- $SS_1 = \sum x_1^2 - \left(\dfrac{\sum x_1}{n_1}\right)^2$

  $SS_1 = 162481.25 - \left(\dfrac{2332.5}{35}\right)^2$

  $SS_1 = 162481.25 - \dfrac{5440556.25}{35}$

  $SS_1 = 162481.25 - 155444.46$

  $SS_1 = 7036.79$

- $SD_1 = \sqrt{\dfrac{SS_1}{n_1-1}}$

  $SD_1 = \sqrt{\dfrac{7036.79}{35-1}}$

  $SD_1 = \sqrt{\dfrac{7036.79}{34}}$

  $SD_1 = \sqrt{206.96}$

  $SD_1 = 14.39$

2. Post Test Analysis

Table 4.6
Post-Test Analysis

No.	Students	X_2	X_2^2
1	Alfando Hikam R.	85	7225
2	Alvia Ananda	70	4900
3	Astri Valerie Putri N.	67,5	4556,25

Table 4.6
Post-Test Analysis (Cont.)

No.	Students	X_2	X_2^2
4	Chika Aprilia	72,5	5256,25
5	Cindy Intan Miranda	60	3600
6	Danny Darmawan	78	6084
7	Denarisa Rahmadina	70	4900
8	Diva Annisa Elvina	65	4225
9	Divany Caiya Tabina	80	6400
10	Erlangga Ananda Seto	77,5	6006,25
11	Fadiah Putri Karamina	80	6400
12	Fahreza Saputra	67,5	4556,25
13	Farhan Aditya	60	3600
14	Gabriel Alexander Mituduan	77,5	6006,25

No.	Students	X₂	X₂²
15	Hanif Setiawan	57,5	3306,25
16	Jawza Humania B.	82,5	6806,25
17	Jemima Odelia S.	80	6400
18	Julianus Dana Pranoto	55	3025
19	Luthfiyah Susanti	77,5	6006,25
20	M. Rafa Al Falaqi	70	4900
21	M. Rizaldi M.	62,5	3906,25
22	Maharani Shina Dewi	75	5625

Table 4.6
Post-Test Analysis (Cont.)

No.	Students	X_2	X_2^2
23	Muhammad Arsya Al Faji	80	6400
24	Muhammad Rafiy	72,5	5256,25
25	Nadia Maharani Ardianti	80	6400
26	Nazwa Debbia Q. P.	70	4900
27	Nissa Marini Fauziyah	70	4900
28	Raihan Maulana	70	4900
29	Riky Starki Kranes	82,5	6806,25
30	Salma Tiara	65	4225
31	Salabyla Putri S.	90	8100

32	Satrio Adrian	75	5625
33	Widiastuti	87,5	7656,25
34	Zanuba Fatiha Sari	72,5	5256,25
35	Zevan Adhyasta	85	7225
N = 35	**Total**	**$\sum X_2=$ 2580,5**	**$\sum X_2^2 =$ 191340,25**

Table 4.6 above shows that the result of $\sum X_2$ = 2580.5 and

$\sum X_2^2$ = 191340.25

The analysis of the post-test (X_2) variable as follows:

a. Determining mean of X_2 variables

- $\overline{x_2} = \frac{\sum x_2}{n_2}$

- $\overline{x_2} = \frac{2580,5}{35}$

- $\overline{x_2} = 73,73$

b. Determining of standard deviation score of X_2 variables

- $SD_2 = \sqrt{\frac{SS_2}{n_2-1}}$

- $SS_2 = \sum x_2^2 - \left(\frac{\sum x_2}{n_2}\right)^2$

  $SS_2 = 191340,25 - \left(\frac{2580,5}{35}\right)^2$

$$SS_2 = 191340{,}25 - \left(\frac{6658980{,}25}{35}\right)$$

$$SS_2 = 191340{,}25 - 190256{,}58$$

$$SS_2 = 1083{,}67$$

- $SD_2 = \sqrt{\dfrac{SS_2}{n_2-1}}$

$$SD_2 = \sqrt{\frac{1018.57}{35-1}}$$

$$SD_2 = \sqrt{\frac{1083{,}67}{34}}$$

$$SD_2 = \sqrt{31{,}88}$$

$$SD_2 = 5.64$$

3. Determining t-Test

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{66.64 - 73{,}73}{\sqrt{\left(\frac{7036.79 + 1083{,}67}{35 + 35 - 2}\right)\left(\frac{1}{35} + \frac{1}{35}\right)}}$$

$$= \frac{-7{,}09}{\sqrt{\left(\frac{8120{,}46}{68}\right)\left(\frac{2}{35}\right)}}$$

$$t = \frac{-7{,}09}{\sqrt{(119{,}42)(0.057)}}$$

$$t = \frac{-7{,}09}{\sqrt{6.80}}$$

$$t = \frac{-7{,}09}{2.60}$$

$$t = -4{,}49$$

The result of T-test is -4.49, it means there are a difference of degree as much as -4.49.

4. Determining degrees of freedom

   $df = $ n$-$ 1

   df= 35 $-$ 1

   df= 34

5. t $-$ table degree $\longrightarrow$ at significance 5% $=$ 2.0322

   The result is 4.49 > 2.0322

C. Interpretation of the Data

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Based on the result of the data calculation above that the mean of pre-test and post-test, the t-observation (t_o) obtained is 4.49 then the t-table (t_t) of df is 34 (35–1 = 34) in significance 5% is 2.0322. That is means t-observation (t_o) higher than t-table (t_t). The alternative hypothesis (H_1) is accepted and the null hypothesis (Ho) is rejected because $t_o > t_t$ (4.49> 2.0322). So, there is a significant difference between students' scores using reading for pleasure and students' scores without using the impact of reading for pleasure on 10th grade students' reading comprehension in SMA Waskito.

The mean of pre-test before using reading for pleasure on 10th students reading comprehension is 66.64, with the lowest score of pre-test is 30 and the highest score of pre-test is 90. Then, the mean of post-test after giving the treatment using reading for pleasure on 10th students reading comprehension is 73.73 with the lowest score of post-test is 60 and the highest score of post-test is 90. Their scores show increase using reading for pleasure between pre-test and post test scores. It can be concluded that the method is effective.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This research conducted to observe the impact of reading for pleasure on 10th grade senior high school students' reading comprehension. The writer used pre-test and post-test to collect the data.

A. **Conclusion**

From the research, it can be concluded that reading for pleasure gives impact to students' reading comprehension. There is significant difference between the pre- and post-test reading comprehension, after the writer gave the treatment of reading for pleasure to 10th grade senior high school students. It is showed by the result of dependent t-test in pre- and post-test. The t-observation (t_o) obtained is 4.49 then the t-table (t_t) of df is 34 (35–1 = 34) in significance 5% is 2.0322. It means t-observation (t_o) is higher than t-table (t_t). The alternative hypothesis (H_1), Reading for pleasure gives impact on 10th grade senior high school students, is accepted

B. **Suggestions**

Based on the conclusion above, the writer would like to give some suggestions as follows:

1. For English Teacher

Teachers should not give up to always remembering the student if reading is the important activity. They can use interesting method and technique to enlarge students mind about reading activity. Reading for pleasure is good to start students habit in reading and it can give impact in reading comprehension.

2. For School

The school must support students in reading, such as to complete the library books and make the reading environment in the school. It can be more effective if the school can make reading club to get students' interest.

3. For students

Students must increase their mindset about reading. They may not have negative thinking if reading is boring activity. Students must be more active and should have motivation in reading, especially reading English texts, because it can help them in comprehension and conversation.

4. For Further Researcher

This research hopefully can be useful for other researchers as a reference or to expand the discussion about reading for pleasure in reading comprehension, especially in English subject.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   **: SMA WASKITO**
Mata Pelajaran   **: Bahasa Inggris**
Kelas/Semester   **: VIII/2**
Alokasi Waktu   **: 2 x 45 menit**
Topik Pembelajaran : Reading for Pleasure
Skill   **: Reading**

A. Standar Kompetensi

12.1 Memahami makna dalam teks tulis dan esai pendek sederhana berbentuk non-fiction teks atau fiction teks sesuai dengan pilihan siswa.

B. Kompetensi Dasar

12.2 merespon makna dan unsur bacaan dalam teks bacaan berbentuk non-fiction atau fiction.

C. Indikator Pencapain Kompetensi

12.2.1

- Mengidentifikasi berbagai informasi dalam teks non-fiction/fiction.
- Mengidentifikasi berbagai makna didalam teks non-fiction/fiction.
- menjawab pertanyaan sesuai dengan pemahaman mereka akan teks non-fiction yang diberikan.
- siswa dapat menceritakan kembali melalui lisan mengenai teks fiction yang mereka pilih

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

12.2.1.1

- Siswa mampu memahami setiap kalimat didalam teks yang sudah dibaca.
- siswa mampu menceritakan kembali teks yang sudah dibaca dalam bentuk review di akhir pembelajaran.

- siswa mampu menjawab pertanyaan komprehensi mengenai teks bacaan.
- siswa mampu mengetahui jenis teks bacaan yang mereka pilih.

- **Karakter siswa yang diharapkan :** Dapat dipercaya *(trustworthines)*

  Rasa hormat dan perhatian *(respect)*

  Tekun *(diligence)*

  Rendah hati (down to earth)

E. Materi Pokok

Materi pokok yang akan digunakan dalam pembelajaran adalah:

- Non-fiction text is a type or genre of writing based on facts and real life. It explain or describe a place or something to attract the readers.

- There are a range of forms for non-fiction including:
  - Information leaflets
  - Newspaper or magazine articles
  - Travel writing
  - Biographies
  - Company websites
  - Advertisements and advertorials
  - Film and book reviews

- Siswa diminta untuk menentukan tema bacaan apa yang akan mereka sepakati untuk menjadi dasar dalam pemilihan teks bacaan mereka dalam waktu satu minggu.

- Siswa harus membawa masing-masing satu teks bacaan sesuai dengan tema pilihan mereka untuk dibaca diluar maupun ketika di sekolah dalam waktu satu minggu lalu akan dibahas setiap minggunya dengan tema bacaan yang berbeda-beda.

  - Pertemuan pertama (pre-test)

    TANJUNG PUTTING NATIONAL PARK

    Tanjung Putting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central

Kalimantan peninsula. Visitors from foreign countries come to this park becase of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! it is a real jungle, which is home to the most interesting animal in the world: orangutans.

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean he man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Putting National Park, Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here Visitors can see daily feedings to orangutans at Jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer River. The boat is popularity called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on you way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front

of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Putting National Park. What about you?

- Pertemuan terakhir (Post-test)

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls.

There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is *Cave of the Winds*. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is *Maid of the Mist Boat Tour.* It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is *Niagara Adventure Theater*. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the priviledge to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is *Niagara's Wax Museum of History*. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy *Rainbow Air Helicopter Tours* above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

F. Media atau Alat Pembelajaran

Media:

Papan tulis, Spidol, kertas.

G. Metode: *Three-phase technique* (awal, inti, akhir), Reading for Pleasure.

H. Kegiatan Pembelajaran

Pertemuan ke-1

NO	LANGKAH PEMBELAJARAN	NILAI	WAKTU
1	Kegiatan awal • Sapa, salam, doa, pengkondisian (administrasi kelas). • Pemanasan.	➢ Keagamaan ➢ Bersahabat	15 Menit
2	Kegiatan inti -Eksplorasi • Tanya jawab tentangsejauh mana kegemaran membaca siswa	➢ Tanggung jawab ➢ Berani ➢ Komunikatif ➢ Jujur ➢ Peduli	60 Menit

	dan bacaan jenis apa yang siswa gemari. • Guru menanyakan *tenses* apa yang mereka ketahui -Elaborasi • Guru menjelaskan *Reading for Pleasure* secara keseluruhan dan juga manfaat dari *Reading for Pleasure*Guru memberikan *pre-test* yang merupakan teks non-fiction beserta pertanyaan mengenai pemahaman membaca teks yang berjudul Tanjung Putting National Park -Konfirmasi • Guru mengulas penjelasan tentang *narrative text* dan *past tense* dengan memilih beberapa siswa di kelas. • Guru mengulas isi dan penyusunan cerita *Cinderella*.			
3	Kegiatan akhir • Guru menyimpulkan materi yang telah disampaikan secara singkat.	➢ Rasa ingin tahu ➢ Komunikatif ➢ Bersahabat ➢ Toleransi	15 Menit	

Pertemuan ke-2.

NO	LANGKAH PEMBELAJARAN	NILAI	WAKTU
1	Kegiatan awal: • Sapa, salam, doa, pengkondisian (administrasi kelas. • Pemanasan.	➢ Keagamaan ➢ Lebih percaya diri ➢ Bersahabat	15 menit
2	Kegiatan inti: -Eksplorasi • Guru mengulas materi yang telah disampaikan sebelumnya. • Guru bertanya tentang bacaan apa yang siswa gemari dan sudah sampai mana membacanya -Elaborasi • Guru meminta siswa memulai kembali membaca dan memahami *Short story* tentang *Romance*yang sudah mereka pilih sebelumnya. • Guru memberikan soal essay sederhana tentang teks bacaan mereka secara umum.	➢ Tanggung jawab ➢ Berani ➢ Komunikatif ➢ Jujur ➢ Peduli	60 menit
3	Kegiatan akhir • Guru menyimpulkan materi yang telah dipelajari. • Guru memberikan nasihat dan kata mutiara sesuai dengan tema bacaan.	➢ Rasa ingin tahu ➢ Komunikatif ➢ Bersahabat ➢ Toleransi ➢ Cinta	15 menit

Pertemuan ke-3

NO	LANGKAH PEMBELAJARAN	NILAI	WAKTU
1	Kegiatan awal: • Sapa, salam, doa, pengkondisian (administrasi kelas. • Pemanasan.	➤ Keagamaan ➤ Lebih percaya diri ➤ Bersahabat	15 menit
2	Kegiatan inti: -Eksplorasi • Guru mengulas materi yang telah disampaikan sebelumnya. • Guru bertanya adakah kesulitan bagi siswa dalam mencari teks bacaan -Elaborasi • Guru meminta siswa memulai kembali membaca dan memahami *article* tentang *review movie, entertainment, news* yang sudah mereka pilih sebelumnya. • Guru meminta siswa menuliskan rangkuman dan pendapat siswa tentang teks yang mereka baca.	➤ Tanggung jawab ➤ Berani ➤ Komunikatif ➤ Jujur ➤ Peduli	60 menit
3	Kegiatan akhir • Guru menyimpulkan materi yang telah dipelajari. • Guru dan siswa berdiskusi tentang tema bacaan selanjutnya. • Guru memberikan nasihat dan kata mutiara sesuai dengan tema bacaan.	➤ Rasa ingin tahu ➤ Komunikatif ➤ Bersahabat ➤ Toleransi ➤ Cinta	15 menit

Pertemuan ke-4

NO	LANGKAH PEMBELAJARAN	NILAI	WAKTU
1	Kegiatan awal:	➤ Keagamaan	15 menit

NO	LANGKAH PEMBELAJARAN	NILAI	WAKTU
	• Sapa, salam, doa, pengkondisian (administrasi kelas. • Pemanasan.	➢ Lebih percaya diri ➢ Bersahabat	
2	Kegiatan inti: -Eksplorasi • Guru mengulas materi yang telah disampaikan sebelumnya. • Guru bertanya makanan apa yang siswa gemari di negara-negara lain. -Elaborasi • Guru meminta siswa memulai kembali membaca dan memahami *descriptive text* tentang *delicious food in a country* yang sudah mereka pilih sebelumnya. • Guru meminta siswa menuliskan rangkuman dan pendapat siswa tentang teks yang mereka baca.	➢ Tanggung jawab ➢ Berani ➢ Komunikatif ➢ Jujur ➢ Peduli	60 menit
3	Kegiatan akhir • Guru menyimpulkan materi yang telah dipelajari. • Guru dan siswa berdiskusi tentang tema bacaan selanjutnya. • Guru memberikan nasihat dan kata mutiara sesuai dengan tema bacaan.	➢ Rasa ingin tahu ➢ Komunikatif ➢ Bersahabat ➢ Toleransi ➢ Cinta	15 menit

Pertemuan ke-5

NO	LANGKAH PEMBELAJARAN	NILAI	WAKTU
1	Kegiatan awal: • Sapa, salam, doa, pengkondisian (administrasi kelas. • Pemanasan.	➢ Keagamaan ➢ Lebih percaya diri ➢ Bersahabat	15 menit
2	Kegiatan inti:	➢ Tanggung	60 menit

	-Eksplorasi • Guru mengulas materi yang telah disampaikan sebelumnya. • Guru bertanya tentang sosok favorite bagi siswa. -Elaborasi • Guru meminta siswa memulai kembali membaca dan memahami *biography text* tentang sosok yang mereka kagumiyang sudah mereka pilih sebelumnya. • Guru meminta siswa menuliskan rangkuman dan pendapat siswa tentang teks yang mereka baca.	jawab ➢ Berani ➢ Komunikatif ➢ Jujur ➢ Peduli	
3	Kegiatan akhir • Guru menyimpulkan materi yang telah dipelajari. • Guru dan siswa berdiskusi tentang tema bacaan selanjutnya. • Guru memberikan nasihat dan kata mutiara sesuai dengan tema bacaan.	➢ Rasa ingin tahu ➢ Komunikatif ➢ Bersahabat ➢ Toleransi ➢ Cinta	15 menit

Pertemuan ke-6

NO	LANGKAH PEMBELAJARAN	NILAI	WAKTU
1	Kegiatan awal: • Sapa, salam, doa, pengkondisian (administrasi kelas. • Pemanasan.	➢ Keagamaan ➢ Lebih percaya diri ➢ Bersahabat	15 menit
2	Kegiatan inti: -Eksplorasi • Guru mengulas materi yang telah disampaikan sebelumnya. • Guru bertanya hobi dan tempat apa di Indonesia yang ingin mereka kunjungi. -Elaborasi • Guru meminta siswa memulai kembali membaca dan memahami *descriptive text or review* tentang *interesting place in Indonesia* yang sudah mereka pilih sebelumnya. • Guru memberikan esai sederhana mengenai teks bacaan secara umum	➢ Tanggung jawab ➢ Berani ➢ Komunikatif ➢ Jujur ➢ Peduli	60 menit
3	Kegiatan akhir • Guru menyimpulkan materi yang telah dipelajari. • Guru dan siswa berdiskusi tentang tema bacaan selanjutnya. • Guru memberikan nasihat dan kata mutiara sesuai dengan tema bacaan.	➢ Rasa ingin tahu ➢ Komunikatif ➢ Bersahabat ➢ Toleransi ➢ Cinta	15 menit

Pertemuan ke-7

NO	LANGKAH PEMBELAJARAN	NILAI	WAKTU
1	Kegiatan awal: • Sapa, salam, doa, pengkondisian (administrasi kelas. • Pemanasan.	➢ Keagamaan ➢ Lebih percaya diri ➢ Bersahabat	15 menit
2	Kegiatan inti: -Eksplorasi • Guru mengulas materi yang telah disampaikan sebelumnya. -Elaborasi • Guru meminta siswa memulai kembali membaca dan memahami *short story* yang sudah mereka pilih sebelumnya. • Guru meminta siswa menuliskan rangkuman dan pendapat siswa tentang teks yang mereka baca.	➢ Tanggung jawab ➢ Berani ➢ Komunikatif ➢ Jujur ➢ Peduli	60 menit
3	Kegiatan akhir • Guru menyimpulkan materi yang telah dipelajari. • Guru dan siswa berdiskusi tentang tema bacaan selanjutnya. • Guru memberikan nasihat dan kata mutiara sesuai dengan tema bacaan.	➢ Rasa ingin tahu ➢ Komunikatif ➢ Bersahabat ➢ Toleransi ➢ Cinta	15 menit

Pertemuan ke-8

NO	LANGKAH PEMBELAJARAN	NILAI	WAKTU
1	Kegiatan awal: • Sapa, salam, doa, pengkondisian (administrasi kelas. • Pemanasan.	➢ Keagamaan ➢ Lebih percaya diri ➢ Bersahabat	15 menit
2	Kegiatan inti: -Eksplorasi	➢ Tanggung jawab	60 menit

NO	LANGKAH PEMBELAJARAN	NILAI	WAKTU
	• Guru mengulas materi yang telah disampaikan sebelumnya. -Elaborasi • Guru meminta siswa memulai kembali membaca dan memahami *Short story*tentang misteriyang sudah mereka pilih sebelumnya. • Guru meminta siswa menuliskan rangkuman dan pendapat siswa tentang teks yang mereka baca.	➢ Berani ➢ Komunikatif ➢ Jujur ➢ Peduli	
3	Kegiatan akhir • Guru menyimpulkan materi yang telah dipelajari. • Guru dan siswa berdiskusi tentang tema bacaan selanjutnya. • Guru memberikan nasihat dan kata mutiara sesuai dengan tema bacaan.	➢ Rasa ingin tahu ➢ Komunikatif ➢ Bersahabat ➢ Toleransi ➢ Cinta	15 menit

Pertemuan ke-9

NO	LANGKAH PEMBELAJARAN	NILAI	WAKTU
1	Kegiatan awal: • Sapa, salam, doa, pengkondisian (administrasi kelas. • Pemanasan.	➢ Keagamaan ➢ Lebih percaya diri ➢ Bersahabat	15 menit
2	Kegiatan inti: -Eksplorasi • Guru mengulas materi yang telah disampaikan sebelumnya. -Elaborasi • Guru meminta siswa memulai kembali membaca dan memahami *short story*	➢ Tanggung jawab ➢ Berani ➢ Komunikatif ➢ Jujur ➢ Peduli	60 menit

NO	LANGKAH PEMBELAJARAN	NILAI	WAKTU
	yang sudah mereka pilih sebelumnya. • Guru meminta siswa menuliskan rangkuman dan pendapat siswa tentang teks yang mereka baca.		
3	Kegiatan akhir • Guru menyimpulkan materi yang telah dipelajari. • Guru memberikan nasihat dan kata mutiara sesuai dengan tema bacaan.	➤ Rasa ingin tahu ➤ Komunikatif ➤ Bersahabat ➤ Toleransi ➤ Cinta	15 menit

Pertemuan ke-10

NO	LANGKAH PEMBELAJARAN	NILAI	WAKTU
1	Kegiatan awal: • Sapa, salam, doa, pengkondisian (administrasi kelas. • Pemanasan.	➤ Keagamaan ➤ Lebih percaya diri ➤ Bersahabat	15 menit
2	Kegiatan inti: -Eksplorasi • Guru mengulas materi yang telah disampaikan sebelumnya. • Guru menjelaskan mengenai non-fiction teks. -Elaborasi • Guru memberikan post-test kepada siswa berupa teks non-fiksi dengan 10 pertanyaan mengenai pemahaman akan teks tersebut	➤ Tanggung jawab ➤ Berani ➤ Komunikatif ➤ Jujur ➤ Peduli	60 menit
3	Kegiatan akhir • Guru menyimpulkan materi yang telah dipelajari. • Guru memberikan nasihat dan kata mutiara sesuai dengan tema bacaan.	➤ Rasa ingin tahu ➤ Komunikatif ➤ Bersahabat ➤ Toleransi ➤ Cinta	15 menit

NONFICTION FOR INTERMEDIATE RUBRIC

Task: Students will read and respond to a nonfiction text

Goal/standard: Demonstrate understanding through verbal , visual or written response.

Groeber (2007)

Criteria	4	3	2	1	Total points
Purpose : - Identifies topic - understand author's purpose - recognizes significance of topic	3 complete elements present	2 complete elements present	1 complete element present	Evidence of 2+ incomplete elements	___ x 3 = ___ points
Format: - identifies text structure - understands graphic organizers that display data - can convert information on charts and graphs to paragraph form	3 complete elements present	2 complete elements present	1 complete element present	Evidence of 2+ incomplete elements	___ x 3 = ___ points

Content: - uses context clues to learn specialized vocabulary - understands link between pictures and text - can compare text information with prior knowledge of topic	3 complete elements present	2 complete elements present	1 complete element present	Evidence of 2+ incomplete elements	___ x 3 = ___ points

Total points = _____ x 3 = ___ / 120

$$\frac{\text{Total Points} \quad X \quad 100}{120} = \text{Score}$$

Mengetahui,

Guru Mapel Bahasa Inggris,   Peneliti

(Dhanu Risputra, SS)   (Andi Christina)

Appendix 2

RESEARCH SCHEDULE IN SMA WASKITO

Day/Date	Meeting	Class	Time	Material
Tuesday, February 6th, 2018.	1	X MIPA 1/Experiment Class	08.30 – 10.00	Self-Introduction and pre-test
Tuesday, February 6th, 2018.	2	X MIPA 1/Experiment Class	08.30 – 10.00	Reading class with theme romance
Tuesday, February 13th, 2018	3	X MIPA 1 /Experiment Class	08.30 – 10.00	Reading class about article review movie/ entertainmen t/ news
Tuesday, February 20th, 2018.	4	X MIPA 1 /Experiment Class	08.30 – 10.00	Reading class about descriptive text with material about delicious food in each country
Wednesday, February 21th, 2018.	5	X MIPA 1 /Experiment Class	11.00 – 12.30	Reading class about biography with theme of Inspire people for students
Tuesday, February 27th, 2018.	6	X MIPA 1 / Experiment Class	08.30 – 10,00	Reading class about descriptive text or review about interesting place in Indonesia

Day/Date	Meeting	Class	Time	Material
Wednesday, February 28, 2018.	7	X MIPA 1 /Experiment Class	11.00 – 12.30	Reading class about short story with free theme
Tuesday, March 13th, 2018.	8	X MIPA 1 / Experiment Class	08.00 – 10.00	Reading class with theme mystery short story
Tuesday, March 20th, 2018.	9	X MIPA 1 /Experiment Class	08.00 – 10.00	Reading class about story with free theme
Tuesday, March 27th, 2018	10	X MIPA 1 / Experiment Class	08.00 – 10.00	Post test

Appendix 3

Pre-test Text and Question

TANJUNG PUTTING NATIONAL PARK

Tanjung Putting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park becase of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! it is a real jungle, which is home to the most interesting animal in the world: orangutans.

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean he man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Putting National Park, Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here Visitors can see daily feedings to orangutans at Jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer River. The boat is popularity called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on you way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that theboat's

engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Putting National Park. What about you?

Question:

Test 1

1. Based on the text, can you guess what ecotourism is? Give some examples of other ecotourism destinations.
2. As one of ecotourism destinations, what does Tanjung Putting National Park offer to tourists?
3. How is the park different from the parks in cities?
4. How is Camp Leakey related to Tanjung Puting National park?
5. What does the word ex-captive tell you about orangutans in Camp Leakey, which is a rehabilitation site for orangutans?
6. How can people reach Camp Leakey?
7. What is special about means of transportation to Camp Leakey?
8. What can tourist enjoy during their trip to Camp Leakey?
9. What do you think is the most interesting scene in Tanjung Puting National park?
10. How important is the research by Dr.Birute Galdikas?

Appendix 4

Post-test Text and Question

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls.

There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is *Cave of the Winds*. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is *Maid of the Mist Boat Tour.* It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is *Niagara Adventure Theater*. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the priviledge to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is *Niagara's Wax Museum of History*. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy *Rainbow Air Helicopter Tours* above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

Answer the following questions by referring to the text 'Visiting Niagara Falls.'

1. Where is Niagara Falls located?
2. Mention the three waterfalls that form the Niagara Falls.
3. What can people enjoy in the Cave of the Winds?
4. Can people ride on the Maid of the Mist Boat Tour in January?
5. Where can people watch a film of the thundering falls with completely different background?
6. Can the tourists enjoy the film in their own language?
7. What is kept in Niagara Science Museum?
8. What is shown in Niagara's Wax Museum of History?
9. Where can people see the story of how electricity was made?
10. Is it possible for people to have Rainbow Air Helicopter Tours at night?

Appendix 5

Surat Izin Penelitian

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fipumj.ac.id, Email:fip_umj@yahoo.co.id

Nomor : 27/F.8-UMJ/I/2018   25 Januari 2018
Lamp   : -
Perihal : Permohonan Penelitian

Kepada Yth.,
Bapak/Ibu Kepala
SMA Waskito
di
Tangerang Selatan

Assalamu'alaikum wr. Wb.

Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama :

Nama   : Andi Christina
Nomor Pokok   : 2014850003
Program Studi   . : PBI

saat ini sedang melaksanakan penelitian dalam rangka penulisan tugas akhir (skripsi) dengan judul

" *The Impact of Reading for Pleasure on Senior High School Students Reading Comperhension*"

Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

Wabillahitaufiq walhidayah
Wassalamu'alaikum wr.wb.

..., M.Si

Appendix 6

Surat Keterangan Selesai Penelitian

YAYASAN PENDIDIKAN WASKITO

Jl. Raya Pamulang Permai II No.75 Serua, Kec. Ciputat, Tangsel - Banten
Telp. (021) 74634107, Fax. 74633044

Telah Riset

Guna Penyusunan Tugas Akhir (Skripsi)

Di Yayasan Pendidikan Waskito

Tangerang Selatan, 4 Juni 2018

No   : 120/Y.WAS/I/VI/2018
Hal   : Surat Keterangan
Lamp   : -

Kepada Yth,
Universitas Muhammadiyah Jakarta
Ahmad Dahlan Jakarta
Di Tempat

Dengan hormat,

Dengan ini kami Yayasan Pendidikan Waskito menerima pengajuan penelitaan dan telah selesainya riset dengan baik, atas nama Mahasiswa / Mahasiswi , berikut :

NAMA   : Andi Christina
NIM   : 2014850003
TEMPAT/TGL LAHIR : Jakarta, 27 September 1996
PROGRAM STUDI   : BPI
NO TELP/HP   : 0897.109.1435

Kami sangat berharap agar kiranya kerjasama ini dapat dijaga sebaik mungkin.

Hormat Kami,

0 5 JUN 2018
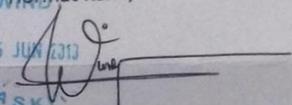
Windy Kartika, SE
Kepala Administrasi

Appendix 7

Kartu Konsultasi Bimbingan Skripsi

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama / No.Pokok   : Andi Christina / 2014850003
Masa Bimbingan   : 18 DESEMBER 2017- 18 JUNI 2018
Program Studi   : PBI
Judul Skripsi   : *The Impact of Reading for Pleasure on Senior High School Students Reading Comprehension*
Pembimbing   : Mutiarani, M.Pd

No	TANGGAL	URAIAN	PARAF PEMBIMBING
1	18/12 2017	Revisi bab I ACC Judul	
2	26/12 2017	Revisi Bab I	
3	27/12 2017	Revisi chapter I	
4	28/12 2017	Revisi chapter I	
5	29/12 2017	Revisi Chapter I & II	
6	01/02 2017	Revisi chapter II	
7	02/01 2018	Revisi Chapter II - III	
8	15/01 2018	Rubric for assessing Reading Comprehension.	
9	25/1 2018	Acc Bab 1-3. Mohon Surat penelitian Lapangan. SMA WASKITO	
10	14/05 2018	Revisi chapter IV	
11	21/05 2018	Revisi chapter IV & V.	
12	31/05 2018	It has been revised chapter V and Abstrak.	

88

No	Tanggal	Uraian	Paraf Pembimbing
		Acc for chapter. 1-5 and abstract.	M.d.

Mengetahui :
Ketua Program Studi

Zaitun, M.Pd.

Pembimbing
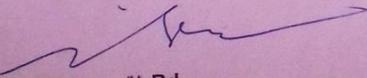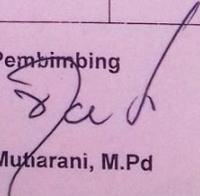
Muharani, M.Pd

Appendix 8

Kartu Menyaksikan Ujian Skripsi

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
Jl. KH. Ahmad Dahlan Cirendeu – Ciputat, 15419. Telp. 7442028 Fax. 7442330
Website: http://www.fipumj.ac.id Email: fip_umj@yahoo.co.id

KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama : ANDI CHRISTINA

NIM : 2014850003

Prodi : bahasa inggris

No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripi	Paraf Ketua Sidang
1	selasa 15/08/2017	Retno Wardani	Students Team Achievement Division (STAD) in Teaching Speaking	
2	selasa 15/08/2017	Riry Hurriyah	The Effectiveness of Dictogloss Method toward Students' Listening Skill	
3	selasa 15/08/2017	Rifqi Mandi Saindra	Using Graphic Organizer to improve Student's speaking skill	
4	rabu 16/08/2017	Vivid Surya A	Developing Students speaking skills through talking stick model	
5	rabu 16/08/2017	Milla Virgina H	The Effectiveness of Memrise app is Enchancing the Students Vocabulary Mastery	
6	—"—	Zaiefatun M.	The use of snakes and ladders game in Teaching Vocabulary	
7	—"—	Nurul Asriyah	Podcast in Teaching Listening Comprehension	
8	friday 18-08-2017	Opia Monica	The Influence of Top Down Listening Strategy Toward Student's Listening Skill	
9	—"—	Siti Aenul Nardiyah	Indirect feedback technique of Simple present tense to improve students writing quality	
10	—"—	Shabrina Qisthi D.	Enchancing Students English Pronunciation through "Rachel's English" youtube channel.	

Mengetahui,
Ka. Prodi,

(Zaitun , M.Pd)

Appendix 9

## Photos of the Class

Appendix 10

CURICULUM VITAE

Name	: Andi Christina
Date and Place of Birth	: Jakarta, 27 September 1996
Address	: Jl. Diponegoro C 32 no 15, RT 003/ RW 004, Gama Setia, kel. Benda Baru, Kec. Pamulang, Tangerang Selatan
Phone Number	: 08971091435

Family Profile

Father	: Andi Amiruddin, SE.
Mother	: Iyus Agustina

Education

1. (2001-2007) SDN Benda Baru III
2. (2007-2010) SMP DWI PUTRA
3. (2010-2013) SMAN 6 Tangerang Selatan.

Qualification : Computer Literate

Could be work in team, discipline, and responsible

On Time, honest and friendly

Job Experience : English teacher in BBM Education in Bintaro