

**THE EFFECT OF FREE VOLUNTARY READING (FVR) STRATEGY FOR  
BOOSTING STUDENTS' READING COMPREHENSION AT MTS MIFTAHUL ULUM  
KRADINAN DOLOPO**

**THESIS**



**By:**

**OTAVIA DAMAYANTI**

**NIM. 210917106**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE INSTITUTE OF ISLAMIC PONOROGO**

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## ABSTRACT

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**Keywords: Free Voluntary Reading Strategy, Reading, Reading Comprehensin**

Reading as one of four skills is a fluent process readers combine information from a text and their background knowledge to build meaning that the goal is comprehension. By reading, the students can boost their vocabulary, get information, enrich their knowledge, etc. These problems are related to the weak motivation of students to read and the monotonous learning strategy applied in the class. Therefore, to increase children's motivation, the teacher must have interesting and appropriate learning strategies. In this research, the researcher uses FVR Strategy for boosting students' reading comprehension.

The objective of this research was to determine the effect of Free Voluntary Reading (FVR) Straregy for boosting reading comprehension at the ninth grade og MTS Mifatahul Ulum Kradinan Dolopo 2020/2021. This research applied quantitative approach and used the quasi experimental design. This research, used two classes as experimental class and control class. The population of this research is 54 students, and the number of sample in this research were 29 students of experimental class and 28 students of control class. The technique of data collection were test. To analyze the data, the researcher used t-test formula to know whether there was significant different on students' reading comprehension skill who are taught by FVR Strategy and the students who aren't taught by FVR Strategy.

After getting the score of the test, the data were analyzed and processed using the T-test formula by using SPSS program 24 version. The result of the research shows that the value of t-test is 10.711. The result computation using t-test formula of 5% signification level is 2,00. It means that  $10.711 > 2,00$  (t-test > t-table). So that  $H_a$  is accepted and  $H_o$  rejected. Therefore, it can be concluded that there is a significant difference on students' scores in reading comprehension for the students those are taught by using FVR Strategy and those are not taught by using it.



## APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Otavia Damayanti  
Student Number : 210917106  
Faculty : Tarbiyah and Teachers Training  
Department : English Education  
Title : The Effect of Free Voluntary Reading Strategy for Boosting  
Students' Reading Comprehension at Ninth Grade of MIS  
Miftahul Ulum Kradinan Dolopo

has been approved by the advisor and is recommended for approval and acceptance.

Advisor



Dr. Tintin Susilowati, M.Pd

NIP. 197711162008012017

Ponorogo, 28 Oktober 2021

Acknowledged by  
Head of English Education Department of  
Tarbiyah and Teacher Training Faculty  
State Institute of Islamic Studies Ponorogo



Dr. Dhimak Puspita Kirana, M.Pd  
NIP. 198303272011012007



**MINISTRY OF RELIGIOUS AFFAIRS  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**RATIFICATION**

This is to certify that Sarjana's thesis of:

Name : Otavia Damayanti  
Students Number : 210917106  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : The Effect of Free Voluntary Reading Strategy for Boosting Students' Reading Comprehension at Mts Miftahul Ulum Kradinan Dolopo

Has been approved by the board of examiners on

Day : Friday  
Date : November, 19<sup>th</sup> 2021

and has been accepted as the requirement for the degree the *sarjana* in English Education on :

Day : Monday  
Date : November, 29<sup>th</sup> 2021

Ponorogo, November, 29<sup>th</sup> 2021

Certified by

Dean of Tarbiyah and Teacher Training

State Institute of Islamic Studies Ponorogo



**Moh. Munir, Lc., M.Ag.**  
NIP. 196807051999031001

**Board of Examiners**

1. Chairman : Dra. Dhinuk Puspita Kirana, M. Pd.
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3. Examiner II : Dr. Tintin Susilowati, M.Pd.

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Nama : Otavia Damayanti

NIM : 210917106

Fakultas : Tarbiyah Dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

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Penulis,



**Otavia Damayanti**  
NIM. 210917106

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Nama : Otavia Damayanti  
NIM : 210917106  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : The Effect of Free Voluntary Reading for Boosting Students' Reading Comprehension at Ninth Grade of MTS Miftahul Ulum Kradinan Dolopo

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# CHAPTER I

## INTRODUCTION

In this chapter, there are several explanations regarding background of the study, scope and limitation of the study, research questions, research objectives, significance of the study and organization of the study.

### A. BACKGROUND OF THE STUDY

In this increasingly advanced era, many foreign languages are studied in Indonesia, for example, English. This language has been taught at every level of education from elementary school to college. English is a language that is very important to learn and master, especially for the younger generation because English is an international language. English is recognized and used by various people throughout the world to communicate. In English, four skills must be mastered namely reading, writing, listening, and speaking. However, of the four skills, the most important to master is reading. Reading is not only important in English but also in all stages of education. This is because the learning process is mostly in the form of writing.

Reading as one of four skills is a fluent process of readers combine information from a text and their background knowledge to build meaning that the goal is comprehension.<sup>1</sup>Wixson, Peters, Weber, and Roeber argue that reading is the process of creating meaning that involves: the reader's existed knowledge, the text information, and the reading context.<sup>2</sup>By reading, the students can boost their vocabulary, get information, enrich their knowledge, etc. Reading an active, fluent process which involves the reader

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<sup>1</sup> David Nunan, *Practice English Language Teaching* (New York: Mcgraw Hill, 2003), 67.

<sup>2</sup>Wixson, Peters, Weber & Roeber, "New Direction in Statewide Reading Assessment". *The Reading Teacher*. Vol 40. No 8, 749.

and the reading material in building meaning.<sup>3</sup> Reading without understanding is useless. If the readers can read the words but do not understand what they have read, they are not really reading. Therefore, the special target in reading is to comprehend the content of what they read. It can be concluded that comprehension is the process of deriving meaning to gain understanding.

Before conducting this research, the researcher interviewed an English teacher Wilis Prihatni, S.S, M.Pd at Mts Miftahul Ulum. She stated that there are many students faced some problems dealing with reading. For example, lacking of vocabulary which make them difficult to understand the text. Moreover, the students know the meaning of the word, but they cannot understand the longer reading text included stories. And then, they just pronounce the sentence without getting the message of what they have read. The last, students are lazy to read the text of English that is too long with the vocabulary are difficult.<sup>4</sup> The researcher choose this school because in this pandemic era, the researcher are looking for schools that can be used as offline research subject. Then the researcher get several schools that can be observed offline, from some of these schools the researcher found several problems that are relevant with this thesis in Mts Miftahul Ulum Kradinan.

Based on the above explanation, the researcher is interested in introducing a strategy to boosting students' reading comprehension by using Free Voluntary Reading (FVR) Strategy to solve the problem in Mts Miftahul Ulum Kradinan. According to Drienne L. Herrell, Free Voluntary Reading is a system for encouraging silent, selected reading of enjoyable books written at the student's independent level it has been found to

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<sup>3</sup>Anderson nail, "Exploring Second Language Reading: Issues and Strategies, (Boston, MA: Heinle & Heinle, 1999), 1

<sup>4</sup>Observation in Mts Miftahul Ulum Kradinan with Wilis Prihatni, S.S, M.pd



supports reading comprehension, writing grammar, spelling, and vocabulary development even though the text read is written at an easy reading level.<sup>5</sup>

In this strategy, students can discuss with another student about what they are reading, and consequently developing their comprehension of informational text. This is a strategy to get students interested in the content, focus on what they are reading, and forces them to monitor their comprehension. Moreover, Free Voluntary Reading (FVR) Strategy will help the student to boost students' reading comprehension and help the students to get information from the text read what they have read. The goal of a free voluntary reading strategy is to help students to enjoy reading.

Based on ZuhaidAzmiAzhar in his thesis with an entitled “Improving Student’s Reading Comprehension by Using Free Voluntary Reading Strategy in VIIB at SMPN 19 Merangin Academic Year 2018/2019”. Several problems are faced by students. Firstly, the students difficult read the text. Second, they have a low capability in comprehending the English text. Third, they thought reading English was difficult activity, because they have a limited vocabulary, so it makes it difficult to read and comprehend the text. This research uses the FVR strategy to improve students' reading comprehension and the result of the research shows that students' reading comprehension could be improved. FVR Strategy has a positive impact on the students' reading comprehension.<sup>6</sup>Based on LailatunNajjah “Improving Reading Comprehension Ability by Using Free Voluntary Reading ( FVR) Strategy among the Tenth Grades at MA BaitussalamMiftahulJannahTerbanggiSubing Central Lampung in the Academic Year of

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<sup>5</sup>Drienne L. Herrell, *Fifty Strategies for Teaching English Language Learners* (California:state university Fresno 2009) p.58.

<sup>6</sup>Zuhaid Azmi Azam, “*Improving Student’s Reading Comprehension by Using Free Voluntary Reading Strategy in VIIB at SMPN 19 Merangin Academic Year 2018/2019*”, Vol. 1, No. 2, November (2019).



2019/2020". The researcher had limited the problems in this research that focused on students' insufficient reading comprehension ability. To improve students' reading comprehension ability, the researcher used FVR strategy. The result of this research proves that the use of the FVR strategy can improve the students' reading comprehension ability.<sup>7</sup>

On other hand, based on Mira Roza the result of her research entitled "The Effect of Using Free Voluntary Reading Strategy on Reading Comprehension of the Eleventh Grade Students at MAN Kampar Timur" is a significant effect of using Free Voluntary Reading Strategy on reading comprehension of the eleventh-grade students at MAN Kampar Timur.<sup>8</sup> Therefore, the researcher would like to apply Free Voluntary Reading (FVR) Strategy to boosting students' motivation in reading like as teacher ask the student to bring a narrative text that they like and divide them into groups. And then, they discuss the content of the text with their group and they can ask the teacher if there is vocabulary or sentences that are not understood. So, the students do not feel burdened by the text. After that, to find out the student's understanding of the text, the researcher gives some questions about the text to each group according to the text that they have chosen. It can be concluded that in this strategy the role of teacher and students are equally active. They work together so that the learning objective in the classroom especially reading runs smoothly. The students feel enjoy with the strategy given by the teacher while the teacher feels happy because students are more active and their learning motivation is increased.

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<sup>7</sup>Lailatun Najah, *'Improving Reading Comprehension Ability by Using Free Voluntary Reading (FVR) Strategy among the Tenth Grades at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung in the Academic Year of 2019/2020'*."

<sup>8</sup>Mira Rozza, *"The Efeect of Using Free Voluntary Reading Strategy on Reading Comprehension of the Eleventh Grade Students at MAN Kampar Timur"*, (2014).

Finally, the researcher has taken this research entitled “**The Effect of Free Voluntary Reading (FVR) to Boosting Students’ Reading Comprehension at Mts Miftahul Ulum Kradinan**”.

## **B. SCOPE AND LIMITATION OF THE STUDY**

To avoid a deviation of the discussion, the study is focused on some concerns identified as follows :

1. The subject of this study is the Ninth Grade Students at Mts Miftahul Ulum Kradinan in Academic Year 2020/2021.
2. The object of this study is the effect of Free Voluntary Reading (FVR) Strategy for students’ Reading Comprehension.
3. The material of this study in teaching reading is narrative text using Free Voluntary Reading (FVR) Strategy.

## **C. RESEARCH QUESTIONS**

Based on the background above, the problem formulation of this research is :

1. Is there any significant effect of using Free Voluntary Reading (FVR) Strategy for boosting students’ reading comprehension?

## **D. RESEARCH OBJECTIVES**

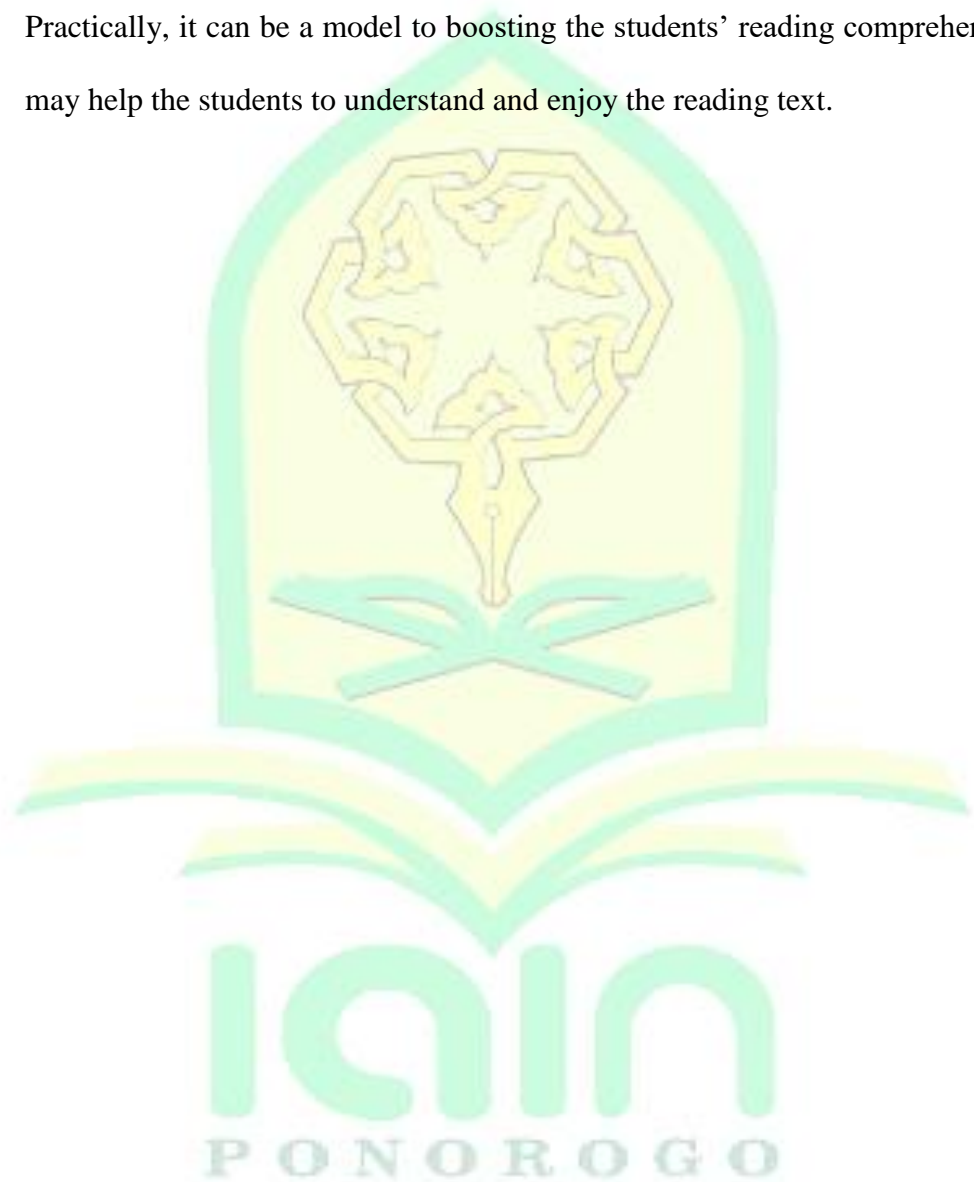
According to the research problem above, the objectives of this research is :

1. For determine the effect of Free Voluntary Reading (FVR) Strategy in students’ reading comprehension.

## E. SIGNIFICANCES OF STUDY

The significance of the study is as follow :

1. Academically, to help teachers/researchers to find out the alternative way of teaching reading to boost students' reading comprehension, to make students enjoy reading and the students can understand the content of reading.
2. Practically, it can be a model to boosting the students' reading comprehension and it may help the students to understand and enjoy the reading text.



## CHAPTER II

### PREVIOUS RESEARCH FINDINGS, THEORETICAL BACKGROUND, THEORITICAL FRAMEWORK AND HYPOTHESIS

In this chapter discusses previous research findings, theoretical background, theoretical framework, and hypothesis.

#### A. PREVIOUS RELATED STUDY

This research was conducted by considering several previous research related to teaching by using Free Voluntary Reading Strategy. The first prior research was conducted by Mira Roza. Problems experienced by students at MAN Kampar Timur in entitled “The Effect of Using Free Voluntary Reading Strategy on Reading Comprehension of the Eleventh Grade Students at MAN Kampar Timur”. The main focus of this research was to find out a significant effect of using the Free Voluntary Reading Strategy on the reading comprehension of the eleventh-grade students at MAN Kampar Timur. The result of this research is a significant effect of using the Free Voluntary Reading Strategy on the reading comprehension of the eleventh-grade students at MAN Kampar Timur.<sup>9</sup> While this research the researcher find out the problem in MTS Miftahul Ulum Kradinan Dolopo is entitled “ The Effect of Free Voluntary Reading Strategy for Boosting Students’ Motivation in Reading at Ninth Grade of Miftahul Ulum Kradinan Dolopo”. The main focus of this research is to find out whether students’ motivation in reading especially in the narrative text has increased after using FVR Strategy.

The second prior was conducted by Lailatun Najjah entitled “, Improving Reading Comprehension Ability by Using Free Voluntary Reading ( FVR) Strategy among the

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<sup>9</sup> Ibid Mira Roza

Tenth Grades at MA Baitussalam Miftahul Jannah Terbanggi Subing Central Lampung in the Academic Year of 2019/2020". The purpose of this research is to show that using *Free Voluntary Reading* (FVR) strategy can improve the students' reading comprehension ability and learning activity. The result of this research is that the use of the FVR strategy can improve students' reading comprehension ability and their learning activity.<sup>10</sup> While this research the researcher takes the title "The Effect of Free Voluntary Reading Strategy for Boosting Students' Motivation in Reading at Ninth Grade of Miftahul Ulum Kradinan Dolopo". The purpose of this research is to find out that using FVR strategy can improve the students' motivation in reading especially in narrative text.

The third research was conducted by Diana Carolina Duran Bautista, Mario Alberto Rendon Marulanda entitled "*Free Voluntary Reading: Promoting Vocabulary Learning and Self-Directedness*". This research focuses on measuring the impact of a Free Voluntary Reading Program on students' active vocabulary use and self-direction in language learning in two different programs of English as a foreign language. This research focuses on measuring the impact of a Free Voluntary Reading Program on students' active vocabulary use and self-direction in language learning in two different programs of English as a foreign language. The result of this study revealed that the implementation of a free voluntary reading study supported by vocabulary-learning strategy instruction was successful in improving active vocabulary retention.<sup>11</sup>

The fourth research was conducted by ZuhaidAzmiAzhar entitled "Improving Student's Reading Comprehension by Using Free Voluntary Reading Strategy in VIIB at SMPN 19 Merangin Academic Year 2018/2019 ". This research aims to know the

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<sup>10</sup>Ibid, Lailatun Najah

<sup>11</sup>Diana Carolina Duran Bautista, Mario Alberto Rendon Marulanda, *Free Voluntary Reading : Promoting Vocabulary Learning and Self-Directednes*, English Language Teaching, Vol. 1, No. 8 (2018)



improvement of reading comprehension. The result of the research show that students' reading comprehension could improve. FVR Strategy has a positive impact to the students' reading comprehension.<sup>12</sup> While this research aims to find out that using FVR strategy can improve the students' motivation in reading especially in narrative text.

The fifth prior was conducted by Hasan Basri entitled "Correlation between Voluntary Reading and students spelling ability in EFL context of fifth semester English department students of STAIN Palangkaraya". The purpose of the research is to look for the correlation between voluntary reading and students' spelling ability in the EFL context of fifth-semester students STAIN Palangka Raya. The result of the research is the correlation between voluntary reading and spelling ability of fifth-semester English department students of STAIN Palangka Raya was very weak yet insignificant.<sup>13</sup> While the purpose of this research for boosting students' motivation in reading especially in the narrative text at the ninth grade of Mts Kradinan Dolopo.

So, in this research, the researcher focuses on the use of free voluntary reading strategy can boosting students' motivation in reading especially narrative text at the ninth grade of MTS Miftahul Ulum Kradinan Dolopo.

## **B. THEORETICAL BACKGROUND**

### **1. Reading**

#### **a. Reading**

Reading is an activity that a person does so that they understand and get information from the text-based of the types of reading at the same levels. Anderson et al. state that reading is the process of making meaning from written

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<sup>12</sup>Ibid, Zuhaid Azmi Azam

<sup>13</sup>Hasan Basri, "correlation between Voluntary Reading and students spelling ability in EFL context of fifth semester English department students of STAIN Palangkaraya".



texts. It needs the harmony of a lot of related sources of information.<sup>14</sup> Colin Harrison and Terry Salinger stated that reading is a complex activity and accomplished readers operate at a number of levels simultaneously.<sup>15</sup> It means that reading is an activity carried out by capable readers by reading several types of reading at the same level. In other words, reading is not a simple activity because many steps should be done.

According to Jennifer Serravallo, reading is the process of thinking and understanding, and getting the meaning behind a text.<sup>16</sup> It means reading is the activity that the reader is done so they understand the contents of the text. The reader gets meaningful information from the text from the process of reading. Moreover Caroline T. Linsen states that reading is a set of abilities which involves deriving meanings and making sense from the written text. It means that the way to the meaningful information.<sup>17</sup>

Based on the statements, reading is a process carried out by the reader to get the message that the writer wants to convey through the medium of words or written language.

#### b. Kinds of Reading

There is kind of reading are extensive and intensive reading:

##### 1) Extensive Reading

Extensive reading is the learners reading for enjoyment and to develop general reading skills. There are different definitions for extensive reading.

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<sup>14</sup> Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. *Becoming a Nation of Readers*. Washington, D. C.: National Institute of Education, (1985).

<sup>15</sup> Colin Harrison and Terry Salinger, *ASSESSING READING 1: THEORY AND PRACTICE* (New York: Routledge, 1998), 89

<sup>16</sup> Jennifer Serravallo, *Teaching Reading in Small Group* (USA: Heinemann, 2010), 43.

<sup>17</sup> Caroline T. Linsen, *Practice English Language Teaching : Young Learners* (NY : The McGraw-Hill Companies, 2005), 69.

Hedge argues that extensive reading differs based on learners' motivation and School resources. A highly motivated and well-trained teacher can certainly select appropriate materials and activities for their learners. Hedge defined that because extensive reading assists in expanding learners' reading skills, it should be incorporated into the EFL/ESL programs provided that the chosen texts are valid and classified. In addition, extensive reading helps learners to gain their independency through reading either in class or at home. Hedge inform the benefits of extensive reading as follows: Students can make their language proficiency, advance in their reading skill, become more independent in their learning, learn cultural knowledge, and expand confidence and incentive to continue their own learning.<sup>18</sup>

Carrell and Eisterhold (1983 as cited in Alyousef 2005) argue that extensive reading activities can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners will be interested in what they are reading. The process of choosing reading texts will be done according to content, level of difficulty, and length.<sup>19</sup>

It can be concluded that extensive reading is reading the text quickly is also thoroughly to get the content or meaning of the text.

## 2) Intensive Reading

Intensive reading is the learners reading in detail with specific learning aims and task. Paran argues that teachers need intensive reading to increase the three phases of learning called pre, during, and post-reading for better

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<sup>18</sup>Hedge, T. (2003). *Teaching and learning in the language classroom*. UK: OUP.

<sup>19</sup>*Ibid*, Alyousef, H. S, 143-154

language readiness, retention, and activation strategies.<sup>20</sup> It means teachers should use intensive reading in learning because this method can improve students' reading comprehension.

It can be concluded that intensive reading is reading activities are carried out carefully on the text. Intensive reading is applied to find information in detail.

### c. Models of Reading

There are three models of reading process: the bottom-up model, the top-down model, and the interactive model. These models are explained in detail respectively.

#### 1) Bottom-up Model

Bottom up model is a process that involves the accuracy, detailing, and sequencing of perception and identification of letters, words, spelling patterns, and other language units. In this model, reading is considered to be a hard process of data-driven which dominated by using strategies like identifying the meaning of words, the structure of the sentences, even correspondence of the pronunciation and letters. In this model, the reader should be decoding the meaning from single elements like word or sentence.<sup>21</sup>

It can be concluded that bottom-up model means the reader must have skills related to the language symbols used in the text.

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<sup>20</sup>Paran, A. *Intensive Reading English Teaching Professional* (Cambridge: Cambridge University Press, 2003), 40.

<sup>21</sup> Stella Hurd and Tim Lewis, *Language Learning Strategies in Independent Settings* (England : Library of Congress Cataloging in Publication Data, 2008), 68-71.

## 2) Top-down Model

The top-down model is reading comprehension is based on the knowledge, experience, and intelligence of the reader. This model takes the opposite of the bottom-up model. In this model, the reader is the creator and the source of the meaning. The reader creates the meaning not becomes the translator or fixed word like bottom-up models. The reader takes an important role in concluding the meaning and comprehend the text. It can be concluded that in reading comprehension in this model, the reader guesses or guesses the meaning or intent of what is contained in the reading.

## 3) Interactive Model

An interactive model is a combination between bottom-up models and top-down models that complement each other. In this model the reader concern about how to construct and retrieve the meaning of the text from their prior experiences and knowledge. In other words, the messages from the text interact with the reader's perception to conduct the meaning.<sup>22</sup>

It can be concluded that the interactive model is a combination of the top-up and bottom-up models. In the interactive model, the reader uses a top-down model approach to predict meaning, then switches to a bottom-up model approach to test whether what the writer said. That is, the two models are used to obtaining new information.

## d. The Purpose of Reading

Read to searching simple information. Reading has many purposes. The researcher will write down some of the purposes of reading. There are some

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<sup>22</sup>Ibid, Stella Hurd and Tim Lewis.

purposes for reading, such as:<sup>23</sup>This is common for reading comprehension ability. It is often used in reading, people often read to find the specific keyword or specific information in the text.

1) Reading to learn from the text.

Reading to learn from the text means the reader reads the text to get some particular knowledge or information. Typically occurs in academic and professional contexts.

2) Reading to integrate information, write and critiques texts. This needs the critical evaluation from the text so the reader can integrate the information from the text that they needed.

3) Reading for general comprehension. This is the basic purpose of reading and is also more complex. This is needed the skilled and fluent reader, strong skill and good processing word skill.

The researcher takes the conclusion that the main purpose of reading is for someone to get the latest information from a text or news and to gain extensive knowledge.

e. Teaching Reading

Teaching is a complex process, it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. According to Jeremy Harmer, teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also

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<sup>23</sup> William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading 2n Edition*(Britain:Pearson Education Limited, 2011), 7-8.



be extremely enjoyable.<sup>24</sup> Regarding to some explanation of the teaching, the researcher concludes that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the first time. A second aspect of teaching refers teaching learners who already have reading skill in their first language.

In the classroom, reading is one of ways to make the students understand in teaching – learning process. Every student has different character, so the teacher is expected to present some ways to make the student interesting to conduct their lesson. The strategy of teaching reading which the teacher is present one of ways in the classroom. The first is summarizing. Summarizing is how we take largerselctions of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area. The second is questioning. Questioning is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what students know and understand, and it allows students to seek clarification and help. The third is skimming. Skimming is aimed at getting quickly the main ideas and the purposes

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<sup>24</sup>Harmer, Jeremy, *The Practice of English Language Teaching*, 3rd Ed, New York: Pearson Education Limited, 2001.



of reading selection.<sup>25</sup> The fourth is scanning. Scanning is quick reading to find the general idea, scanning is quick reading to locate specific information. From the statement above, it is clear that the strategies influence for the students' learning in reading comprehension. So, it can be concluded that strategies is important for students to learn Reading.

f. The Principles for Teaching Reading

As reading is an important skill in English development for non-native students, there must be principles to teach reading. These principles will help teachers to create appropriate activities to reach reading objectives for students. According to Harmer, there are six principles behind teaching reading.<sup>26</sup>

- 1) First, reading is an active skill, not passive. The students have to understand what the words mean to reach the success of reading. The more students read, the better. Everything we do should encourage them to read creatively.
- 2) Second, students need to be engaged with what they are reading. The teacher has to decide some interesting topic according to the students as the reading material.
- 3) Third, the students should be encouraged to respond to the content of a reading text, not just the language. It is important to study reading texts for the language features such as paragraph structure, grammar used, and vocabulary. But, the most important in teaching reading is helping the students to get the meaning or the message of the text.

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<sup>25</sup>Cahyono, *The Teaching Language Skill and English Language Components* Malang: State university of Malang Press, 2011.

<sup>26</sup> Jeremy Harmer, *The Practical English Language Teaching*, (London: Longman Publishing, 1991), 7

- 4) Fourth, prediction is a major factor in reading. Prediction will build the expectation that can be reached after reading. This expectation will set up and begin the active process of reading.
- 5) Fifth, match the task to the topic. Although the teacher should choose an interesting topic, it also has the purpose related to the task.
- 6) Last, good teachers exploit reading texts to the full. Reading text is full of sentences, word, ideas, and descriptions.

Based on points above the relationship between teachers and students in reading learning is very important to make students understand the text. As a facilitator the teacher must make reading lessons active. Discussing a topic needs to be related to the text. Therefore, the principles in teaching reading must be applied in teaching and learning activities.

## 2. Reading Comprehension

### a. Reading Comprehension

The ability to process the text, understand, and then be able to recall the content of the text. Jennifer Serravallo said that “Comprehension is at the heart of what it means to read”.<sup>27</sup> It means that comprehension is a reading process that is done seriously so that the readers get information or understanding the contents of the text.

Moreover, according to Jannete K Klingner that reading comprehension is the process of constructing meaning by coordinating several complex processes that include word reading, word, and word knowledge and fluency.<sup>28</sup> It means reading comprehension is a complex process used to improve the knowledge to getting information from the text through the process of reading.

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<sup>27</sup> Jennifer Serravallo, *Teaching Reading in Small Group*, (USA: Heinemann, 2010), .43.

<sup>28</sup> Janette K Klingner, et al. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford press, 2007), 2.

In addition, John T. Guthrie explained that Comprehension is the reader who has advanced in the capacity for gaining knowledge from the text”.<sup>29</sup> It means that user activities that aim to obtain information or knowledge from reading and add insight to the reader.

Based on the quotation above, the researcher takes the conclusion that reading comprehension is a process of reading which aims so that the reader can understand the meaning of the text and get information from the text. Reading is an important element in learning English because if they could read well then they will get a better understanding of English.

#### b. Strategies for Reading Comprehension Ability

Douglas H. Brown explained that ten strategies can that can be used in reading comprehension ability, as below<sup>30</sup> :

##### 1) Identify the purpose of reading

When we read something the question arises why we read and its purpose. While reading, people should know the exact reasons why they should read so that they know what they are discovering from what they read and can get the information they need from the text. So, it is important for teachers who teach English especially reading to make sure their students know the reason and purpose of reading so that they can find the specific information they need.

##### 2) Use Graphemic rules and patterns. ( especially for beginner learners )

Learning a foreign language is a difficult thing to do, especially for early-level students who are not familiar with foreign words and sentences. One of

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<sup>29</sup> John T. Guthrie, et al. *Motivating Reading Comprehension Concept-Oriented Reading Instruction*, (New Jersey: Lawrence Erlbaum Associates, 2004), 231.

<sup>30</sup> H. Douglas, Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy 2nd*, (Sanfrancisco: Longman, 2001), 306.

the difficulties that students face when learning to read in English is making correspondence between spoken and written English. In some cases, students are already familiar with the spoken language but have some difficulty in learning English spelling. They need an explanation of certain English peculiarities and orthographical rules.

### 3) Use efficient Silent Reading Techniques

This technique does not apply if we teach early-level students because they still have difficulty with limited vocabulary and grammatical patterns or structures. This technique is used in teaching an intermediate to advanced students. This technique helps them to become fast readers and increase their efficiency in reading.

### 4) Skimming

Skimming is a reading technique that uses rapid eye movements to move quickly and find keywords in a text. Skimming composed by seeing the whole text with one's eyes across to get the main idea of it. This strategy allows readers to predict the purpose of the text, the message, and the main ideas or topic without reading the whole text.

### 5) Scanning

A technique of reading quickly to find certain information or specific information. The purpose of this strategy is to get specific information by not reading the whole text. Scanning strategy is essential for academic English.

### 6) Use Semantic Mapping

Sometimes it is very hard and exhausted when readers should read the whole line of ideas and events contained in the passage. Making the semantic mapping and grouping the ideas of the text into meaningful clusters is very

helpful to provide the order of the confusion. Making these semantic maps can be done in a group or individually.

#### 7) Guessing

We can use compensation strategies where they fill the gaps in their reference by the intelligence attempts using in every clue that available for them. The nonlinguistic clues of the text come from the situation, content, etc while the language-based clues include word associations, analysis, and structure.

#### 8) Analyze the Vocabulary

When readers do not recognize a word immediately then the way that they can use is make guessing or analyze the word in terms that they know about. Some of the techniques they can use are looking for suffixes, prefixes, grammatical content, etc.

#### 9) Distinguish general and implied meanings

This strategy needed the application of top-down processing skills. Not all the language can be interpreted properly by present to its literal, syntactic structure makes demands on readers. The implied meanings sometimes has to be derived from pragmatic information.

#### 10) Capitalize on discourse markers

Discourse markers in English give a signal of relationships among the idea which expressed in phrases, clause, and the sentences. A clear comprehension of these markers can enhance student's reading efficiency.

Based on the quotation above, the researcher takes the conclusion that there are many strategies that can be used in reading comprehension as: Identify the purpose of reading, use graphemic rules and patterns, use efficient silent reading techniques, and etc.



### c. The Indicator of Reading Comprehension Ability

The indicator of reading comprehension ability is to know the achievement of reading comprehension ability. There are an indicator of reading comprehension ability according to H. Douglas Brown, as follows:<sup>31</sup>

- 1) Main idea (topic)
- 2) Expressions/ idiom/ phrase in context
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding fact not written (unstated details) Supporting idea(s)
- 7) Vocabulary in context

Based on the quotation above, the researcher takes the conclusion that the indicator of reading comprehension ability is existing structures in reading comprehension.

## 3. Narrative Text

### a. Narrative Text

Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and to entertain the readers. Narrative text review events that have happened. Usually the events are presented in the order in which they occurred.<sup>32</sup> The story is told, however, to make a point or to explain an idea. Narrative can be divided into two types :

1. Traditional fiction (folktales fables, pour quoi tales, legend, myth, andrealistic tales).

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<sup>31</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (USA: Longman, 2004),.206.

<sup>32</sup> Kathleen T. Mcwhorter. *Guide to College Reading*. (New York, 1985), 128



## 2. Modern fiction (science fiction, contemporary realistic fiction)

Narrative text is organized by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of the story containing the setting, the characters, and the characters' problem(s). A writer usually starts a story by introducing characters and problems that they face. The middle of narrative is organized around a plot. The plot is included a series of episodes that are written by the writer to hold reader's attention and build excitement as the story progresses. Commonly the generic structure of narrative text involves:

- a. Orientation: this sets the scene and introduces elements or the participants of the story such as the characters, time, and place.
- b. Complicated: Describing a problem or series of problems arise in the story.
- c. Resolution: the way of participants or character that finds out the solution of the problem happened.

Narrative text has five common components. Most test questions refer to one of these five story elements (Narrative Text Strategies):

- 1 Setting : A story can be set in the present, past, or the future. Some stories are set in faraway lands or imaginary places, others set in familiar places. Authors may tell the reader the exact time or place of the story, but often these must be inferred by the reader.
- 2 Characters : People or animals in the stories.
- 3 Plot :The plot of the story is the sequence of events. The plot of the story takes the reader through events that build to a climax or turning point in the story. The author then brings the story to a resolution. At times, an author may allow the reader to draw his own conclusion about resolution.

- 4 Theme :The theme is the central idea of the story. A theme can be directly stated or through use of story elements.
- 5 Vocabulary : The author uses vocabulary to enhance the reader's understanding of characters and events in the story. The author's choice of vocabulary produces the mood and tone of the story.

These five components can be used as the indicators of reading narrative text. Because the students will be given several questions such as setting questions, character questions, plot questions, theme questions, and vocabulary questions.

#### b. Students' Reading Comprehension on Narrative Text

Students themselves are the readers. The reader actively interacts with the text. Thus, the students as the readers will absolutely interact with the text. While interacting with the text, the reader commonly uses some reading comprehension strategies. Narrative text is one of the texts that are taught in majority classroom context. Therefore, students must interact with this text genre.

There are many kinds of texts including narrative. Narrative text differs to other text genre in case of its story elements and text structure. In fact, comprehending narrative text will be directly connected to the comprehension of teaching narrative text. In the syllabus's perspective, the following indicators are expected to the students to master reading narrative text that students are able to:<sup>33</sup>

1. The students are able to identify main idea of the text.

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<sup>33</sup> Kartika Wati, *The Effect of Using Story Gloves Strategy Toward Students' Reading Comprehension on Narrative Text of The First grade Students at SMAN 2 Mandau*. (Unpublished: 2014), 21-24

Main idea is the writer wants to say about the subject. Main ideas are often stated in topic sentence. A sentence that expresses the main idea of a paragraph. Main idea can be found in a whole passage.

2. The students are able to identify the sequence of events of the text.

A story, especially narrative text is built based on several moments or events. The events usually occur in orientation, complication, series of events and resolutions.

3. The students are able to identify the characters from the text.

Characters in a story refer to the objects that play in a story. Characters can be like talking animal, human or human's imaginary creature.

4. The students are able to identify communicative purpose of the text.

A piece of writing has certain goal to be told to the reader. The purposes are what the author may convey to the reader. Narrative text is commonly written to entertain or amuse the reader. This will affect the emotional, psychological and esthetical feeling toward the reader.

5. The students are able to identify generic structure of the text.

Generic structure refers to text structure. Text structure refers to how different kind of writing can be organized. The particular text has its own generic structure. Narrative text consists of orientation, complication, series of events, resolutions and coda.

Students in teaching reading narrative text play a role as the active readers.

Active readers apply some reading comprehension strategies to comprehend

the text including narrative text. Brown maintained some principal strategies for reading comprehension as follows :<sup>34</sup>

- a. Identify the purpose in reading a text
- b. Apply spelling rules and conventions from bottom up decoding
- c. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning
- d. Guess at meaning (of words, idiom, etc) when the reader is not certain
- e. Skim the text for gist and for main ideas
- f. Scan the text for specific information (names, dates, key words)
- g. Use silent reading techniques for rapid processing
- h. Use marginal notes, outlines, or semantic maps for understanding and retain the information
- i. Distinguish between literal and implied meaning
- j. Capitalize on discourse markers to process relationship

Anderson et.al., in Nunan<sup>35</sup> argued that to achieve the desired results, students need to learn how to use a range of reading strategies that match to their purpose for reading. Teaching them how to do this should be a prime consideration in the reading classroom. The only purpose of reading is absolutely comprehension. Carrying out the same ideas, Hasibuan and Ansyari maintained that reading comprehension results when the reader knows which skills and strategies appropriate for the type of text and understand how to apply them to accomplish the reading purpose.<sup>15</sup> Enabling students to implement reading comprehension strategies and skill becomes the most important part in teaching reading comprehension. Teaching reading comprehension of narrative text is one of them.

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<sup>34</sup>Ibid, H. Douglas Brown 188-189

<sup>35</sup>David Nunan, *Practical English Language Teaching*. (Avenue of America, New York: McGraw-Hill Companies, Inc., 2003), 76

In the learning process, the role of teacher in teaching reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step to implement those strategies by the teacher will affect the students become easily to comprehend narrative text. This is not impossible to the literary in syllabus of teaching narrative text that will become easy if the teacher teaches the students to apply the reading comprehension strategies.

c. The Factors Influencing Students' Reading Comprehension on Narrative Text

As a kind of text, narrative will be the same as the other text genre. The comprehension occurrence, problem, and factors affecting comprehension and the failure to comprehend are absolutely the same as the other. Comprehension of a text will occur depend on the certain activity of the reader's self. Successful readers do the following activities consciously or unconsciously that enable them to comprehend the text well.<sup>36</sup>

1. Recognize word quickly
2. Use the text features (subheadings, transition, etc)
3. Use the title to infer what information might follow
4. Use the word knowledge
5. Analyze the unfamiliar words
6. Identify the grammatical functional of word
7. Read for meaning, concentrate on decoding meaning
8. Guess about the meaning of the text
9. Evaluate guesses and try new guesses if necessary
10. Monitor comprehension

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<sup>36</sup> Ibid, Kartika Wati 24



11. Keep the purpose for reading the text in mind
12. Adjust strategies to the purpose for reading text in mind
13. Identify or infer the main idea
14. Understand the relationship between the part of a text
15. Distinguish the main idea from minor ideas
16. Tolerate ambiguity in a text (at least temporarily)
17. Paraphrase
18. Use context to build meaning and aid comprehension
19. Continue reading even when unsuccessful, at least for a while.

To comprehend, reader must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page.<sup>37</sup> Efficient interpretation of the new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connection, questioning, inferring, and predicting

#### 4. Free Voluntary Reading Strategy

##### a. Free Voluntary Reading

Free Voluntary Reading is a strategy in which students are free to choose the text. Stephen D Krashen argues *Free Voluntary Reading* (FVR) is putting down a book you do not like and choosing another one instead. It means that *Free Voluntary Reading* (FVR) is a strategy where students are free to choose to read a book another one instead.

Furthermore, Stephen D Krashen argues that *Free Voluntary Reading* (FVR) is easily accessible and compelling: the reader simply chooses to read. It means that *Free Voluntary Reading* (FVR) is a strategy that makes the students easy in

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<sup>37</sup> Peter Westwood. What teacher Need to Know about Reading and Writing Difficulties. (Australia: Acer Press, 2008), 3

reading, so FVR strategy helps the students in the process of reading from the beginning until the end of the reading processing. Moreover, Stephen D Krashen defined that FVR is one of the most powerful tools we have in language education and the missing ingredient in first language “language arts” as well as intermediate second and foreign language instruction. It means Free Voluntary Reading (FVR) is a strategy in learning foreign languages in education. In this case, the FVR strategy can make it easier for teachers to teach English, especially reading.<sup>38</sup>

Based on the assumed above, the researcher takes the conclusion that *Free Voluntary Reading* (FVR) strategy is a strategy in language learning that can facilitate students because in this strategy students are given the freedom to choose reading sources one instead.

b. The Advantages and Disadvantages of *Free Voluntary Reading* (FVR) Strategy

Free Voluntary Reading has some advantages. Krashen Stephen D argues that the advantages of *Free Voluntary Reading* (FVR) are as follows:

1) Advantages

First, in-school free reading programs are consistently effective. In 51 out of 54 comparisons (94 percent), readers do as well as or better than students who were engaged in traditional programs. Students must be able to read in traditional programs which confirms that free reading result in literacy growth, an important theoretical. There is also strong evidence that free reading is extremely pleasant and result in superior general knowledge.

Second, studies that last longer show more consistently positive results.

One reason for this finding is apparent to teachers who have used free reading

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<sup>38</sup> Stephen D Krashen, *The Power of Reading (Insight From the Research 2Nd Ed* (United States of America: Libraries Unlimited, 2004), 1-5.

in their classroom. It takes a while for students to select a book. So, the suggests that programs that last longer than a year are consistently effective.<sup>39</sup>

## 2) Disadvantages

Besides have some advantages Free Voluntary Reading also have some disadvantages. According to Diana & Mario Alberto the disadvantages of the *Free Voluntary Reading* (FVR) strategy are as follows:

- a) All students had to complete the task in the given time by a teacher.
- b) The students could understand a text without the help of a teacher.<sup>40</sup>

Each methods used for learning has its advantages and disadvantages. It's just how a teacher maximizes the use of their methods in to minimize deficiencies.

## c. The Implementation of *Free Voluntary Reading* (FVR) Strategy in Teaching Reading

According to Sze in Stephen D. Krashen, the implementation of the *Free Voluntary Reading* (FVR) strategy in teaching reading is as follows:

- 1) All the students are given some reading sources.
- 2) Students have free choice in reading sources selection and have to answer comprehension questions; "question and answer cards" are provided with each reading source.
- 3) Teacher gives support through "awards" and "praise".

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<sup>39</sup>*Ibid*, Stephen D Khrasen.

<sup>40</sup>*Ibid*, Diana Carolina & Mario Alberto.

Besides that Elley and Mangubhai in Krashen Stephen D assume that to implementation of *Free Voluntary Reading* strategy in teaching reading is as follows:

- a) The students are divided into three groups in English class.
- b) One group “shared reading,” Shared reading “is a method of sharing a good book with a class, several times, in such a way that the students are read to by the teacher, as in a bedtime story. They then talk about the book, they read it together, they act out the story, they draw parts of it and write their caption, they rewrite the story with different characters or events”
- c) After that a free reading group and the shared reading group was far superior to the traditional group in tests of reading comprehension ability.<sup>41</sup>

Based on the assumed above, the researcher takes the conclusion that the implementation of the *Free Voluntary Reading* (FVR) strategy is as follows:

- a) The teacher asks the students to bring a narrative text that they like in the form of a book presentation.
- b) The students are divided into three groups.
- c) The teacher instructs about *Free Voluntary Reading* (FVR) Strategy.
- d) The students discuss choosing a text from one of the group’s friends.
- e) The students read the book presentation together in their group.
- f) The students discuss in their group.
- g) One of them shared a book presentation about the story, such as characters or events in a book presentation.

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<sup>41</sup>*Ibid*, Stephen D Khrasen.

- h) The teacher was given questions about the story for reading comprehension ability.
- i) The teacher gives support through “awards” and “praise”.
- j) The students act out in life based on the good message.

Based on the assumed above, the researcher takes the conclusion that the proper implementation of free voluntary reading is very important because it can influence affect or in affect in this strategy.

d. Free Voluntary Reading Strategy towards Students’ Reading Comprehension on narrative text

Free Voluntary Reading strategy is one of reading strategies which it has been provided, through many studies, to have been able to improve students’ reading comprehension. Free Voluntary Reading strategy is developed by Krashen to help students in comprehending text.<sup>42</sup> Free Voluntary Reading strategy has many advantages in teaching reading and learning. First, Free Voluntary Reading strategy can help to improve their reading comprehension, vocabulary, and grammar. Second, the strategy can encourage the students to be active readers. Third, it can activate the students’ prior knowledge. Then, the strategy can monitor students’ reading comprehension as they are reading. Finally, the strategy can enhance students’ curiosity about particular texts or text types. From the statement above, it is obvious that the Free Voluntary Reading strategy is effective to improve the students’ reading comprehension, so it is appropriate to be used by English teachers in teaching reading.

However, many students get difficulties in comprehending reading text. The lacking of reading comprehension on the students is caused by some reasons:

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<sup>42</sup>Ibid, Drienne L Herrell 56



- 1) The lack of interest and concentration in reading,
- 2) Failure to understand words and sentences in a text,
- 3) Insufficient knowledge background on the students about the topic of text.

So, the use of Free Voluntary Reading strategy can solve the problems. It can be used to improve the students' reading comprehension.

### C. CONCEPTUAL FRAMEWORK

The research was conducted to find out whether *Free Voluntary Reading* (FVR) Strategy for boosting students' reading comprehension. The writer was interested in testing out this strategy because the writer found several students lack the motivation to read, feel bored, are lazy to read, getting a great pressure, and do not understand what they have read when they are asked to read a text. Therefore, the writer assumes that it is necessary to know whether *Free Voluntary Reading* (FVR) will help students understand a text, especially narrative text. It is more interesting and they are freer to choose reading according to the language elements that they think are easier so that they are happier reading and easier to understand the contents of the text. In short, the advantages of FVR will solve students' problems in learning English, especially reading.

### D. HYPOTHESIS

The hypothesis of this research paper is formulated into two:

1. Ha: there is an effect between the students' reading comprehension by using *Free Voluntary Reading* (FVR) and without using *Free Voluntary Reading* (FVR) at MtsMiftahulUlumKradinan.

2. Ho: there is no effect between the students' reading comprehension *Free Voluntary Reading* (FVR) by and without using *Free Voluntary Reading* (FVR) at MtsMiftahulUlumKradinan.

### **CHAPTER III**

#### **RESEARCH METHODS**

This chapter provides the research methodology with a purpose to guide the research to work systematically. It consists of research design, population, sample, the research instrument, the data collection technique, and the data analysis technique.

#### **A. RESEARCH DESIGN**

This study uses an experimental research design that uses quantitative research. Quantitative research is research whose data are numbers. Meanwhile, quantitative research is a systematic collection of data that results in quantifications of characteristics of participants in the study.<sup>43</sup> The method used quasi-experimental research that was pre-test and post-test non-equivalent control group design. Quasi-experimental is the type of research design that has a control group and an experimental group is not chosen randomly. Johnson and Christensen state that quasi-experimental research design is an experimental research design that does not provide for full control of potential confounding variables.<sup>44</sup> Quasi – experimental consist of some type, such as

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<sup>43</sup>Donna M. Metens & John A. McLaughlin, *Research and Evaluation Methods in Special Education* (California : Corwin Press, 2004), 52.

<sup>44</sup>Johnson, R, Burkhe, and Christensen Larry, *Educational Research: Quantitative, qualitative and mixed approach*, (USA: SAGE Publications, 2014).

non-equivalent (pre-test and post-test) control group design, single-group interrupted time series design, and control group interrupted time series design.

This research consists of two variables, those variable were :

- a. Independent variable (X): Free Voluntary Reading Strategy
- b. Dependent variable (Y): Students' Comprehension

In this research, there are two classes chosen, the first class is experimental class and the second is the control class. The experimental class means the students whom we are given the treatment by using Free Voluntary reading Strategy, while the control class was not given Free Voluntary Reading Strategy. The research design can be seen in the table below :<sup>45</sup>

**Table 33** Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	Test 1	√	Test 2
Control	Test 1	X	Test 2

Notes :

E: Experimental Group

C : Control Group

T1: Pre – Test to experimental Group and Control Group

X : Receive the treatment using outlining strategy

T2: Post – Test to Experimental and Control Group

The first is the experimental class. It means that the students were taught using FVR Strategy. Meanwhile, the second group is the control class. It means that the students were taught without using FVR Strategy.

In this research, the researcher was conducted in three steps, they are :

1. Pre research steps

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<sup>45</sup>Ibid, John W Creswell, p.314.

The first is preparation. The researcher was determined the experimental and control class. And then, the researcher prepared of lesson plan and instrument to get the data.

## 2. Research steps

The second was acting. The researcher applied the treatment in the experimental class. The researcher taught the class by using FVR Strategy.

## 3. Data Analysis steps

The third is collecting. The collected data were analyzed. The steps were as below:

- a. Collect the post-test score from the experimental and control class.
- b. Test the data using T-test

## **B. POPULATION AND SAMPLE**

In this research, the researcher used population and sample to research as follow:

### 1. Population

The population is the total number of people to be investigated. Arikunto assumed that population is the entire group of entities or persons to whom the results of a study are intended to apply.<sup>46</sup> The population of this research was all students of ninth- grade students who study at MtsMiftahulUlumKradinan. The population of this research was about 56 students who were composed of two classes; class IX A and IX B.

### 2. Sample

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<sup>46</sup>Arikunto, *Prosedurpenelitian: SuatuPendekatanPraktik*(Jakarta: AhdiMahasatya 2006).

The sample is the part of small groups from the population. Sugiyono stated that sample is a small proportion segment of quantity and characteristics of the population.<sup>47</sup> Clustered sampling technique involves the random selection of the group that already exists.<sup>48</sup> In this research, the researcher was selected randomly sampling. The researcher took classes IX A and IX B as the sample of the research to analyze. Class IX A consists of 29 students, with male 19 students and female 10 students. While, class IX B consists of 27 students, with male 14 students and female 13 students.

### C. INSTRUMENT OF DATA COLLECTION

Creswell states that, an instrument is a tool for measuring, observing, or documentation quantitative data. Identified before the researchers collect the data, the instrument may be in form a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument.<sup>49</sup> The instrument of this research is test. The test will be divided into pre-test and post-test. The test consist of 20 multiple choice questions about narrative text. Pre-test is given to know students' achievement before students getting the treatment. Post-test is given to know students' achievement after getting the treatment by using Free Voluntary Reading Strategy.

#### 1. Test

The researcher uses pre-test and post-test to see the difference before and after used the Free Voluntary Reading strategy and not used it.

##### a. Pre-test

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<sup>47</sup>Sugiyono, *Metode penelitian pendidikan (Edisike 21)* (Bandung: CV. Alfabeta, 2015).

<sup>48</sup>Latief, M.A, 2015, P. 186.

<sup>49</sup> John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition. (Boston: Pearson Education, Inc., 2012), 15



A pre-test was conducted before treatment. The pre-test is used to find out how far the students' comprehension in reading before applying FVR Strategy. By the pre-test, differences between before and after the treatment are known. The researcher used a pre-test for both experimental and control classes. The type of test is multiple choice. It consists of 20 items and students must answer those questions.

b. Post-test

The researcher giving a post-test if the pre-test and treatment were done. The function of the post-test is used to know how far the students' comprehension in reading after applying FVR Strategy. The researcher created a post-test for both the experimental class and control class. The researcher applied a instrument is a multiple choice test.

The scoring of the students' work is as follow:

1. The 1 to answer the question correctly.
2. The 0 to answer the question incorrectly.

The instruments of data collection can shows as the table below:

**Table 3.2 Instruments of Data Collection**

No.	Indicator	Know	Comp	App	An	Syn	Eva	Total
1.	Finding of main idea				3			1
2.	Finding the topic		8,12					2
3.	Identify main point/ important information		2	1,20				3
4.	Deducing	19	10,11			14		4

	unfamiliar lex. Item							
5.	Making inferences	4						1
6.	Understanding references		17,18					2
7.	Critical reading		6,7,15					2
8.	Summarizing				13			1
9.	The writer's purpose				9			1
10.	Solving the problem		5				16	3
Total		2	12	2	2	1	1	20

In the quantitative research, a good instrument has two criteria, there are validity and reliability.

a. Validity

Validity is test to know the data was valid. Gronlund in Brown assume as quoted by Isnawati argues that a test that has an important criterion of language testing is validity.<sup>50</sup> By doing validity the researcher can understand correctly that the data are valid. The valid data are derived from valid instruments.

In this research to getting the data validity, the researcher took data from MtsN Lembeyan because in Mts Miftahul Ulum Kradinan there are only 2 classes. The researcher conducted the test of validity to know whether the instrument of reading comprehension is valid. The researcher counted the validity of the reading skill test with SPSS 24 to measure the validity used

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<sup>50</sup>Isnawati, Ida.2014. *Instructional Evaluation 1*. IAIN Tulungagung

product-moment. With df or db was  $n-r$  in 5% significance the  $r$  index. It means that the item is said to be a valid instrument if the coefficient of correlation was more than  $r$  index.

To measure the validity of instrument of research, the researcher put the total sample of 28 respondents. The researcher gave 20 multiple choice questions. So, the researcher calculated the validity test from the result of multiple choice questions.

Based on the table, the item said valid if the  $r$ -value is higher than the  $r$ -table. When the  $r$ -value is lower from  $r$ -table it could be concluded that the item of the instrument was not valid. With df or db was  $n-r$   $28-2 = 26$  in 5% significance the  $r$  index was 0,374.

The result calculation item validity instrument could be shown in Table 3.3 as follow:

**Table 3.2 The Result of Validity Calculation**

Items	"r" calculated	"r" index	Criteria
1.	0,821	0,374	Valid
2.	0,716	0,374	Valid
3.	0,678	0,374	Valid
4.	0,494	0,374	Valid
5.	0,558	0,374	Valid
6.	0,681	0,374	Valid
7.	0,558	0,374	Valid
8.	0,821	0,374	Valid
9.	0,559	0,374	Valid
10.	0,821	0,374	Valid
11.	0,672	0,374	Valid
12.	0,494	0,374	Valid
13.	0,672	0,374	Valid
14.	0,716	0,374	Valid
15.	0,687	0,374	Valid
16.	0,821	0,374	Valid
17.	0,583	0,374	Valid

18.	0,821	0,374	Valid
19.	0,583	0,374	Valid
20.	0,559	0,374	Valid

#### b. Reliability

Reliability is an instrument to get data collection. Arikunto assumes reliability proves that the instrument can be used to get and data collect.<sup>51</sup> Reliability proves that the instrument can be trusted to collect and get data because the instrument has a very good quality in data collection. The instruments reliable if alpha is more than r table, if alpha is under the r table the instruments is unreliable.<sup>52</sup> It can be concluded that reliability is used to measure an instrument of the test from the research whether consistent if the instrument is used repeatedly.

In this research, the researcher was used SPSS 24 which is used to analyze reliability.

**Table 3.4**The result of Reliability Statistics

#### Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded <sup>a</sup>	0	.0
	Total	28	100.00

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

<sup>51</sup>Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 2010).

<sup>52</sup>Daniel, Mujis. *Doing Quantitative Research in Education with SPSS* ( California: Sage Publication, 2004), 85

Cronbach's Alpha	N of items
.912	20

**Table 3.5 Test Items Reliable**

"r" Alpha	"r" Table	Explanation
0,912	0,374	Reliable

From the calculated table 3.5, the result of reliability was the value of students' reliability instrument of multiple-choice is 0.374. So that, the value of reliability is consulted with r-table on the significance level of 5%. The value of the r-table is 0.374 because of the value of r-index reliability of multiple choice ( $0.912 > r\text{-table } (0.374)$ ) so, the test is reliable.

#### **D. DATA ANALYSIS TECHNIQUE**

The data has been collected by using research instruments. To know the effectiveness of FVR Strategy in reading comprehension at MTS Mifatahul Ulum Kradinan Dolopo, the researcher counts the data by using SPSS. Before testing the hypothesis, the data must fulfill the assumption test. There are normality and homogeneity test. It is calculated by SPSS 24.

##### **1. Assumption Test**

After pre-test and post-test were given to the students then the results of the test was be analyzed with the assumption test. There is a test of normality and homogeneity test.

##### **a. Normality**

A normality test is a test that measures whether the data have normal distribution or not. A normality test is used to know whether the data from both



group samples examined were normality or distributed or not. <sup>53</sup>To know the results of the calculation are normal or not, it can be corrected with a Kolmogorov Smirnov t-table at 5% significance level. If the highest output value is lower than the value of the table for a 5% of significance level, it can be concluded that the data are distributed normally. But, if the highest output value is higher than the value of the t-table for 5% of significance level, it can be concluded that the data are distributed abnormally. The value of Kolmogorov Smirnov table for  $N-r = 29 - 2 = 27$  at 5% level significance is 0.27.

It can know symmetrical and one cluster of the data in the middle. In this normality test, the researcher use SPSS 24. The steps to find out the normality of the test such as:

- a. Open the SPSS program
- b. Input the data into the data view by first fill the variable view with write down the name of the class.
- c. Click of analyzing – nonparametric – sample K-S.
- d. Drag the data into the test variable.
- e. Click ok

After calculation, it determines the following criteria:

- 1) If the value was under than t table ( $t\text{-value} < t\text{-table}$ ), it means that  $H_0$  is accepted and  $H_a$  is rejected
- 2) If value was higher than t-table ( $t\text{-value} > t\text{-table}$ ). It means that  $H_0$  is rejected and  $H_a$  is accepted.

That is the hypothesis of data:

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<sup>53</sup>James Dean Brown, *Testing Language Programs: A Comprehensive Guide To English Language Assesement*, ( New York: Mc Graw Hill, 2005)

Ho: data is not normally distributed

Ha: data is normally distributed

b. Homogeneity

Homogeneity is a test conducted to determine that the sample data group comes from a population that has the same (homogeneous) variance. The homogeneity test is used to know before it is compared some with of groups. The homogeneity of variance used SPSS program. The steps are as follows:

- 1) Open the SPSS program
- 2) Input the data into data view by first fill the variable view with write down X as the score of post- test class and Y as the kind of class.
- 3) Click analyze – compare means – one way ANOVA.
- 4) Click options – checklist Homogeneity of variance – click Ok.

2. Testing Hypothesis

After testing the normality and homogeneity of the data, the researcher continued to analyze the data by using a t-test. The researcher analyzed the data by comparing the score between the experimental class and control class in the post-test. The criteria of the hypothesis, as follows:

- a. Ha: there is an effect between the students' reading comprehension by using *Free Voluntary Reading* (FVR) and without using *Free Voluntary Reading* (FVR) at Mts Miftahul Ulum Kradinan .
- b. Ho: there is no effect between the students' reading comprehension *Free Voluntary Reading* (FVR) by and without using *Free Voluntary Reading* (FVR) at Mts Miftahul Ulum Kradinan.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher discusses the general findings, data description, data analysis, and discussion.

#### **A. General Findings**

##### **1. The Geographical Location of MTS Miftahul Ulum Kradinan Dolopo**

The location of MTS Miftahul Ulum Kradinan is located on Ds. Kradinan, Kec. Dolopo, Kab. Madiun which borders Kec. Jenangan, Kab. Ponorogo.

##### **2. Vision, Mission of MTS Miftahul Ulum Kradinan Dolopo**

###### **a. Vision**

The vision of MTS Miftahul Ulum Kradinan is “toward human achievement based on faith and piety”

###### **b. Mission**

To realize the vision above, MTS Miftahul Ulum Kradinan has the following mission :

- 1) Develop Islamic attitudes and behavior.
- 2) Improve teaching and learning activities/KBM optimally with their potential.

- 3) Foster the spirit of co-curricular and extra-curricular achievement.
- 4) Apply participation management properly.
- 5) Strive for a healthy, clean, and beautiful environment with Islamic nuances.
- 6) Improve human resources in the field of science and technology.

## B. Data of Students at MTS Miftahul Ulum Kradinan Dolopo

The students on MTS Miftahul Ulum Kradinan as researchers conducted in 2019/2020 amounted to 154. The details of students are as follows:

**Table 4.1 Data of Students at MTS Miftahul Ulum Kradinan( Past 3 Years )**

Tahun Pelajaran	Kelas VII		Kelas VIII		Kelas IX		Kelas VI+VII+IX	
	Jml Siswa	Jml Rombel	Jml Siswa	Jml Rombel	Jml Siswa	Jml Rombel	Jml Siswa	Jml Rombel
	2017/2018	52	2	55	2	49	2	156
2018/2019	62	2	55	2	55	2	172	6
2019/2020	42	2	58	2	54	2	154	6

## C. Data Description

The researcher used a quasi-experimental design. The population of this study was the ninth grade students MTS Miftahul Ulum Kradinan Dolopo in the academic year 2019/2020. The researcher took the sample from two classes randomly in this study. These classes are IX A for the experimental class and IX B for the control class. Total students of experimental and control class were 57 students with each class has about 28 students.

In the experimental class, the students were taught by using FVR Strategies. Then, in the control class, the researcher was taught the students without a strategy ( teachers' lecturing as normally ). Before and after giving the treatments of FVR Strategies, the researcher gave pre-test before treatments and post-test after treatments to experimental and control classes to get data from students. At the end of the research, the researcher compares the score on students' reading comprehension by using FVR Strategies and score students' reading comprehension without a strategy (teachers' lecturing normally).

### 1. The Schedules of Research

The schedule of the experimental class and control class. The researcher has required four meetings for experimental and control classes. The first meeting was pre-test (experiment class and control class ), the second and fourth meeting was treatment by using FVR Strategy in IX A ( experimental class ) then, third, and fifth meeting without a strategy in IX B ( control class ) and the sixth meeting was post-test IX ( experimental and control class ) and questionnaire distribution especially experiment class. The schedule of experimental and control classes can be seen the Table 4.2 and 4.3.

**Table 4.2 Experiment Class ( IXA ) Schedules**

<b>Date</b>	<b>Activities</b>
March, 23 <sup>th</sup> 2021	Pre-test
March, 25 <sup>th</sup> 2021	First treatment
March, 30 <sup>th</sup> 2021	Second treatment
April, 1 <sup>st</sup> 2021	Post-test

**Table 4.3 Control Class (IXB) Schedules**

<b>Date</b>	<b>Activities</b>
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March, 23 <sup>th</sup> 2021	Pre-test
March, 26 <sup>th</sup> 2021	First treatment
March, 30 <sup>th</sup> 2021	Second treatment
April, 2 <sup>st</sup> 2021	Post-test

## 2. The Procedures of the Research in Experimental and Control Class

In the experimental class (IXA), the teacher taught the students FVR strategies. Before students do FVR strategies activities, the teacher explains in advance the steps of the FVR strategies, because at the time of activity the teacher only acts as a facilitator. The first step of FVR Strategies for the teacher to ask the students to bring a narrative text that they like in the form of a book presentation. The second is the students divided into five groups.

The third is the students discuss to choosing a text from one of the group's friends, this step only takes 1 minute. The fourth is the students read the book presentation together in their group, this step only takes 1-2 minutes. The fifth is the students discuss in their group, this step takes 5-10 minutes. The sixth is each group presents the result of the discussion about text , such as characters or events in book presentation, this step takes 20-25 minutes, they convey the contents of the reading while the other groups listen and are allowed to ask ifthere is something they don't understand with the content of the reading.

Before the teacher conducted the treatment for the experimental class, the teacher give a pre-test to know the students' condition before the researcher applying the treatment. This pre-test was consists of 20 items of multiple choice. After the conducted pre-test, the teacher was applying the treatments. The treatment's material was focus on the narrative text. After the treatments have done, the students were given a post-test to know the aim of the treatment of FVR strategies for students. Meanwhile, in the control class (IXB), the researcher taught students by using lecturing strategy like normally or using teacher's method. The materials in the experimental class (IXA) were the same as the control class (IXB), but the differences between both classes were a strategy used in the reading process. After the treatments have done, the students were given a post-test.

### 3. Students' Reading Comprehension Score of Experimental Class (IXA)

Table 4.4 below, shows the results of the score of reading students who are taught by using FVR strategies. This table showed pre and post-test scores for the experimental class (IXA).

**Table 4.4 The Students' Score of Experimental class**

Score	Frequency of Pre-Test	Frequency of Post-Test
30-40	3	-
41-50	8	-
51-60	13	2
61-70	3	6
71-80	2	15
81-90	-	6

From Table 4.4, can be seen the highest pre-test score of the experimental class was 75 while the lowest pre-test score is 30. While the highest post-test score of the experimental class was 90 while the lowest post-test score of the experimental class is

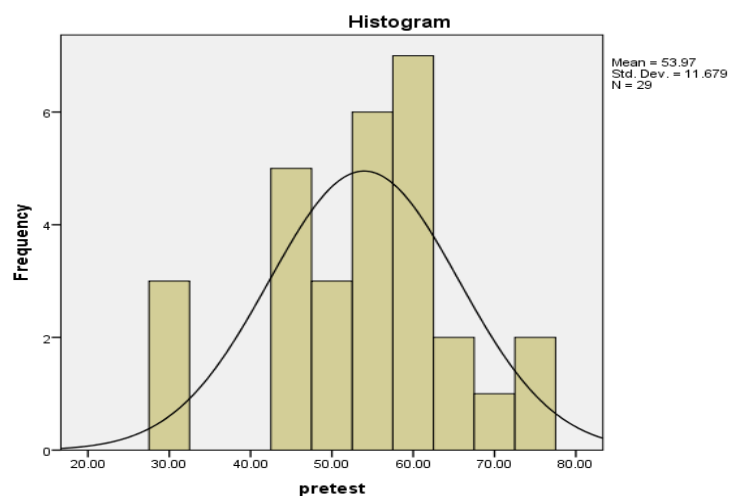
60. Then, the mean score of the pre-test was 53.96, and the post-test was 76.72. The result of students' scores in the experimental class can be seen in Table 4.5.

**Table 4.5** Frequency Distribution of Pre-test in Experiment Class

		Frequency	Percent	Valid Prcent	Cumulative Percent
Valid	30	3	10.3	10.3	10.3
	45	5	17.2	17.2	27.6
	50	3	10.3	10.3	37.9
	55	6	20.7	20.7	58.6
	60	7	24.1	24.1	82.8
	65	2	6.9	6.9	89.7
	70	1	3.4	3.4	93.1
	75	2	6.9	6.9	100
	Total	29	100	100	

From the table 4.5, it can be seen that there are various score of the students' reading comprehension. There was 10.3% or 3 students got pre-test score 30, 17.2% or 5 students got pre-test score 45, 10.3% or 3 student got pretest score 50, 20.7% or 6 student got pre-test score 55, 24.1% or 7 students got pre-test score 60, 6.9% or 2 students got pre-test score 65, 3.4% or 1 students got pre-test score 70, 6.9 % or 2 students got pre-test score 75.

Based on the Table above, the histogram can be realized like :



**Figure 4. 1**

### Histogram for Pre-Test in Experiment

From Figure 4.1, it can be seen that  $M = 53.97$  and  $SD = 11.679$ . To determine the category of students' reading comprehension was good, medium, or low, the researcher made some score group using the standard as follows:

- 1) Pre-test score less than  $M - 1. SD$  ( $53.97 - 11.679 = 42.291$ ) for category low.
- 2) Pre-test score between  $M - 1. SD$  ( $53.97 - 11.679 = 42.291$ ) to  $M + 1. SD$  ( $53.97 + 11.679 = 65.649$ ) for category medium.
- 3) Pre-test score more than  $M + 1. SD$  ( $53.97 + 11.679 = 65.649$ ) for category good.

From the results, it can be seen the categorized are the pre-test core which is less than 42.291 is categorized low, the pre-test score which is between 42.291 to 65.649 is categorized into medium, the pre-test score which is more 65.649 is categorized good. The categories score from the explanation above can be seen clearly with table 4.6 below:

**Table 4.6 The Categorization of Students' Pre-test in Experimental Class**

No	Score	Frequency	Percentage	Category
1	Less than 42	3	10.3 %	Low
2	Between than 42-65	23	79.2 %	Medium
3	More than 65	3	10.3 %	Good
Total		29	100 %	

Based on Table 4.6, can be seen that the pre-test score students' of reading comprehension in the experimental class was in the percentage of 10.3 % is category low, in the percentage of 79.2 % is category medium, while in the percentage of 10.3 % is category good.

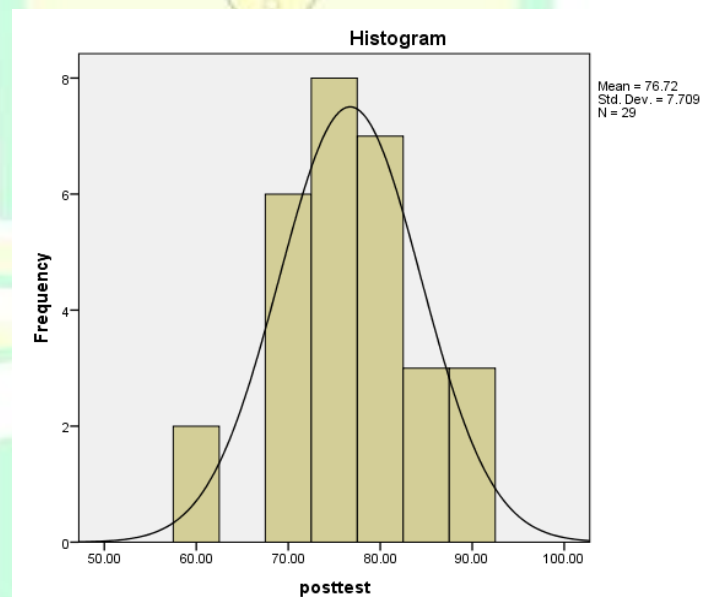
**Table 4.7 Frequency Distribution of Post-test in Experimental Class**

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	60	2	6.9	6.9	6.9
	70	6	20.7	20.7	27.6
	75	8	27.6	27.6	55.2
	80	7	24.1	24.1	79.3
	85	3	10.3	10.3	89.7
	90	3	10.3	10.3	100
	Total	29	100	100	

From Table 4.7, can be seen that there is the various score of student's reading comprehension. There were 6.9% or 2 students got score 60, 20.7% or 6 students got score 70, 27.6% or 8 student got score 75, 24.1% or 7 student got score 80, 10.3% or 3 students got score 85, 10.3 or 3 students got score 90.

From Table 4.6, the histogram figure can be seen as follow below :



**Figure 4.2**

### **Histogram Figure for Post-test in Experimental Class**

From Figure 4.2, it can be seen that  $M = 76.72$  and  $SD = 7.709$ . To determine the category of students' reading comprehension was good, medium, or low, the researcher made some score group using the standard as follows:



- 1) Less than Mean – 1. Standard Deviation ( $76.72 - 7.709 = 69.011$ ) is categorized low.
- 2) Pre-test score between  $M - 1. SD$  ( $76.72 - 7.709 = 69.011$ )  $M + 1. SD$  ( $76.72 + 7.709 = 84.429$ ) for category medium.
- 3) Pre-test score more than  $M + 1. SD$  ( $76.72 + 7.709 = 84.429$ ) for category good.

From the results, it can be seen the categorized are the score which is less than 69.011 is categorized low, the score which is between 69.011 to 84.429 is categorized medium, the score which is more 84.429 is categorized well. The categories score from the explanation above can be define clearly with table 4.8 below:

**Table 4.8 The Categorization of Students' Post-test in Experimental Class**

No	Score	Frequency	Percentage	Category
1	Less than 69	2	6.9 %	Low
2	Between than 69-84	21	72.4 %	Medium
3	More than 84	6	20.6 %	Good
Total		29	100	

Based on Table 4.8, can be seen that the students' score of pretest reading comprehension in the experimental class was in the percentage of 6.9 % is category low, in the percentage of 72.4 % is category medium, while in the percentage of 20.6 % is category good.

#### 4. Students' Reading Comprehension Score of Control Class (9B)

Table 4.9 shows the results of the value of reading students who are not taught by using FVR Strategies, in this class was using lecturing strategy. This table, showed pre and post-test scores for the control class.

**Table 4.9 The Students' Score of Control Class**

Score	Frequency of Pre-Test	Frequency of Post-Test
25-35	8	1
36-45	6	5
46-55	11	12
56-65	3	10

**Table 4.10** Frequency of Pre-Test in Control Class

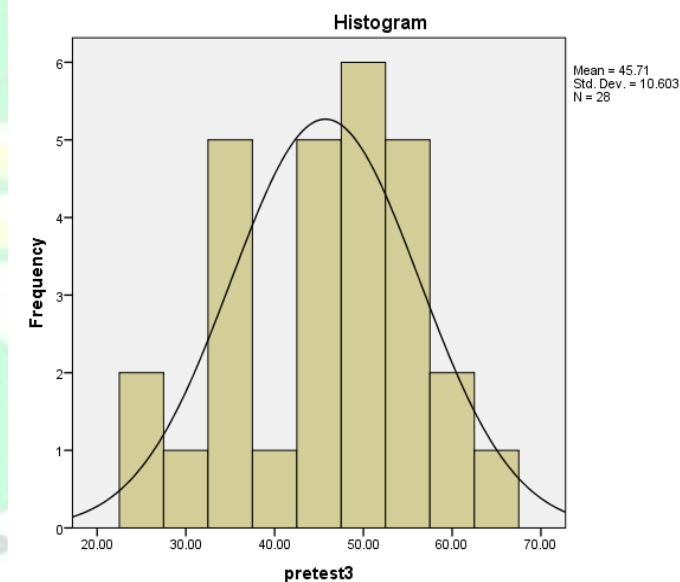
		Frequency	Percent	Valid Prcnt	Cumulative Percent
Valid	25	2	7.1	7.1	7.1
	30	1	3.6	3.6	10.7
	35	5	17.9	17.9	28.6
	40	1	3.6	3.6	32.1
	45	5	17.9	17.9	50.0
	50	6	21.4	21.4	71.4
	55	5	17.9	17.9	89.3
	60	2	7.1	7.1	96.4
	65	1	3.6	3.6	100
	Total	28	100	100	

From Table 4.9, can be seen the highest pre-test score of the control class was 65 then the lowest pre-test score was 25. While the highest post-test score of the control class was 65 while the lowest post-test score was 35. Then, the mean of the pre-test

score was 45.71, and the post-test score was 53.21. The result of students' pre-test scores in the control class can be seen in the table 4.10 below :

Based on Table 4.10, it can be seen that there is the various score of students' reading comprehension. There were 7.1% or 2 student got pre-test score 25, 3.6% or 1 student got pre-test score 30, 17.9% or 5 students got pretest score 35, 3.6% or 1 students got pre-test score 40, 17.9% or 5 students got pre-test score 45. 21.4% or 6 students got pre-test score 50.17.9% or 5 students got pre-test score 55. 7.1% or 2 students got pre-test score of 60. 3.6% or 1 students got pre-test score of 65.

Based on Table 4.10, the histogram figure can be seen as below:



**Figure 4.3**

**Histogram for Pre- Test in Control Class**

Based on the histogram , could be seen that Mean= 45.71 and Std.Dev = 10.603 . To determine the category of students' reading Comprehension was good, medium, or low, the researcher divided the grouped scores using the standard as follows :

- 1) Less than Mean – 1. Std.Dev ( $45.71 - 10.603 = 35.107$ ) is categorized low.
- 2) Between Mean – 1. Std.Dev ( $45.71 - 10.603 = 35.107$ ) to  $M + 1. \text{Std.Dev}(45.71 + 10.603 = 56.313)$  is categorized medium.
- 3) More than Mean + 1. Std.Dev ( $45.71 + 10.603 = 56.313$ ) is categorized good.

Based on the results, can be seen the category of the score which is less than 35.107 is categorized low, the pre-test score which is between 35.107 to 56.313 is categorized medium, the pre-test score which is more 56.313 is categorized well. The categories pre-test score from the explanation above it could be seen with table 4.11 as follow:

**Table 4.11 The Categorization of Students' Pre-Test in Control Class**

No	Score	Frequency	Percentage	Category
1	Less than 35	3	10.7 %	Low
2	Between than 35-56	22	78.7 %	Medium
3	More than 56	3	10.7 %	Good
Total		28	100 %	

**Table 4.12 Frequency Distribution of Post- Test in Control Class**

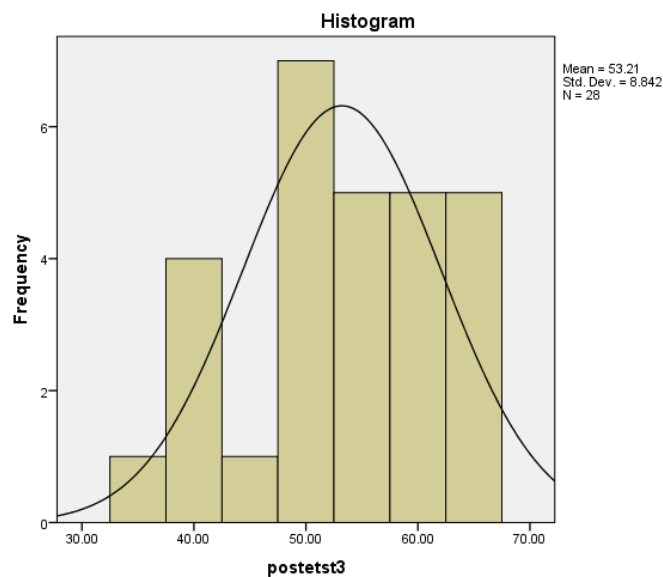
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	3.6	3.6	3.6
	40	4	14.3	14.3	17.9
	45	1	3.6	3.6	21.4
	50	7	25.0	25.0	46.4
	55	5	17.9	17.9	64.3

	60	5	17.9	17.9	82.1
	65	5	17.9	17.9	100
	Total	28	100	100	

Based on the Table 4.11, it can be seen that the pre-test score of students' reading comprehension in the control class was in the percentage of 10.7 % is in category low, in the percentage of 78.7% is in category medium, while in the percentage of 10.7 % is in category good.

Based on the Table 4.12 , it can be seen that there is a various of students' reading comprehension score. There was 3.6% or 1 student got post-test score 35, 14.3% or 4 student got post-test score 40, 3.6% or 1 students got post-test score 45. 25.0 % or 7 student got post test score 50, 17.9% or 5 students got post-test score 55, 17.9% or 5 students got post-test score 60. 17.9% or 5 students got post-test score 65.

From Table 4.11 above, the histogram figure can be like below :



**Figure 4.4**

**Histogram for Post-Test in Control Class**



Based on the histogram , it can be seen that Mean = 53.21 and Std.Dev = 8.842. To determine the category of students' readingcomprehension was good, medium or low, the researcher divided thegrouped scores using the standard as follows:

- 1) Less than Mean – 1. Std.Dev ( $53.21 - 8.842 = 44.368$ ) is categorized low
- 2) Between Mean – 1. Std.Dev ( $53.21 - 8.842 = 44.368$ ) to M + 1. SD ( $53.21 + 8.842 = 62.052$ ) is categorized medium.
- 3) More than Mean + 1. Std.Dev ( $53.21 + 8.842 = 62.052$ ) is categorized good.

From the results, it can be seen the categorized are the pre-test score which is less than 44.368 is categorized low, the pre-test score which is between 44.368 to 62.052 is categorized medium, the pre-test score which is more 62.052. is categorized well. The categories pre-test score from the explanation above can be seen clearly with table 4.13 as follow :

**Table 4.13 The Categorization of Students' Post- Test in Control Class**

No	Score	Frequency	Percentage	Category
1	Less than 44	5	17.9 %	Low
2	Between than 44-62	18	64.4 %	Medium
3	More than 62	5	17.9 %	Good
Total		28	100 %	

Based on the Table 4.13, can be seen that the students' reading comprehension score of post-test in the control class was in the percentage of 17.9% is categorized low, the percentage of 64.4 % is categorized medium, while in the percentage of 17.9 % is categorized good.

#### **D. DATA ANALYSIS**

Before the researcher testing hypothesis, the data must meet the assumption test meanwhile the data must be normal and homogeneity.

## 1. Assumption Test

Before testing the hypothesis, the data must fulfill the assumption in which the data must be distributed normally and homogenous.

### a. Normality Test

Normality test is a test measure whether our data will have normality distribution or not. There are three kinds to the calculation of the normality test, such as Kolmogorov-Smirnov, Lilieforsc, and Chi-Square. This research, the researcher using Kolmogorov-Smirnov of the SPSS program Version-24. To know the results of the calculation are normal or not, it can be corrected with a Kolmogorov Smirnov t-table at 5% significance level. If the highest output value is lower than the value of the table for a 5% of significance level, it can be concluded that the data are distributed normally. But, if the highest output value is higher than the value of the t-table for 5% of significance level, it can be concluded that the data are distributed abnormally. The value of Kolmogorov Smirnov table for  $N-r = 29 - 2 = 27$  at 5% level significance is 0.27.

The data calculation of the normality test by using Kolmogorov- Smirnov of SPSS program Version-24 can be seen in the following table 4.14 below :

#### 1) Experimental Class Normality Testing

**Table 4.14** Experimental Class Normality Testing  
One – Sample *Kolmogorov-Smirnov* Test

		Unstandardized Residual
N		29
Normal Parameters <sup>a,b</sup>	Mean	76.7241
	Std . Deviation	7.70851
Most Extreme Differences	Absolute	.140
	Positive	.140
	Negative	-.136

Test Statistic	.140
Asym. Sig. ( 2-tailed)	.151 <sup>c</sup>

Based on the Table calculation, it shows the output value of Significance (2-tailed) was 0.151, it was smaller than the value of table Kolmogorov Smirnov ( $0.151 < 0.27$ ). It can be concluded that the data of the experimental class was distributed normally.

## 2) Class Normality Testing

**Table 4.15 Control Class Normality Testing  
One – Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		28
Normal Parameters <sup>a,b</sup>	Mean	53.2143
	Std . Deviation	8.84164
Most Extreme Differences	Absolute	.144
	Positive	.111
	Negative	-.144
Test Statistic		.144
Asym. Sig. ( 2-tailed)		.144 <sup>c</sup>

Based on the calculation Table 4.15, shows the output value of Significance (2-tailed) is 0.144, it was smaller than the value table of Kolmogorov Smirnov ( $0.144 < 0.27$ ). It can be concluded that the data of the experimental class was distributed normally.

### b. Homogeneity

Test homogeneity is a test conducted to determine that the sample data group comes from a population that has the same (homogeneous) variance. The homogeneity test was testing the equal or no variances of two or more groups. This calculation by using SPSS program version 24.

**Table 4.16 Test Homogeneity Of Variances**

Levene	df1	df2	Sig.
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Statistic			
.959	1	55	.332

Based on Table 4.16, it can be seen that the output value of significance was 0.332. It means that the value significance was higher than  $\alpha$  ( $0.332 > 0.05$ ). It can be the data were homogenous.

## 2. Testing Hypothesis

When the researcher was done testing the normality and homogeneity data, then the researcher was test their hypothesis by comparing the output value of the post-test experimental class (IXA) and post-test control class (IXB). The researcher has used the T-test to analyzed the data by using SPSS program version 24. The result of the data calculation as Table 4.17 :

**Table 4.17 Mean Score of Experimental and Control Class**

	Class	N	Mean	Std. Devition	Std. Error Mean
Result of Study	Experimental Class (9A)	29	76.72	7.708	1.431
	Control Class (9B)	28	53.21	8.841	1.670

Based on Table 4.17, the result of the table shows that the mean score of students' experimental class (who taught by FVR Strategies) was 76.72. Then the students' mean score of control class (who are not taught by using FVR Strategies ) was 53.21.

**Table 4.18 The Calculating of T-Test Independent Sample Test**

	Levene's	t-test for Equality of Means
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		Test for Equality Variance								
		F	Sig	T	df	Sig (2-tailed)	Mean Differences	Std. Error Differences	95% Confidence Interval of the Difference	
									Lower	Upper
The Result of Study	Equal variances assumed	.959	.332	10.711	55	.000	23.509	2.194	19.111	27.908
	Equal variances not assumed			10.685	53.425	.000	23.509	2.200	19.097	27.922

From Table 4.18, it can be seen the result of the t-test was 10.711, and then the degree of freedom is 55. The output value of sig. 5% of t-table of degree of freedom = 55 is 2.00. To define the data above, the researcher made the test of the hypothesis as below:

- a)  $H_a$ : there is an effect between the students' reading comprehension by using *Free Voluntary Reading* (FVR) and without using *Free Voluntary Reading* (FVR) at Mts Miftahul Ulum Kradinan
- b)  $H_o$ : there is no effect between the students' reading comprehension *Free Voluntary Reading* (FVR) by and without using *Free Voluntary Reading* (FVR) at Mts Miftahul Ulum Kradinan.

The result of the research showed that the t-test was 10.711 and the value of t-table of db = 55 is 2.00. It means that the value of the t-test was higher than t-table (10.711 > 2.00). Therefore  $H_o$  was rejected and  $H_a$  was accepted. It can be concluded



that there was a significant difference in score in reading comprehension for the students who are taught by using FVR Strategies and who are not taught by using FVR Strategies.

### E. Discussion and Interpretation

In this chapter, the researcher tried to answer the hypothesis that FVR Strategies is effective for teaching reading comprehension at the ninth-grade students at MTS Miftahul Ulum Kradinan Dolopo in the academic year 2020/ 2021. In this interpretation, the researcher compared the result of the data t-test with the t-table. If the t-test is higher than the t-table, it means  $H_0$  is rejected and  $H_a$  is accepted. There are two hypotheses of this research:

$H_a$ : there is an effect between the students' reading comprehension by using *Free Voluntary Reading* (FVR) and without using *Free Voluntary Reading* (FVR) at Mts Miftahul Ulum Kradinan .

$H_0$ : there is no effect between the students' reading comprehension *Free Voluntary Reading* (FVR) by and without using *Free Voluntary Reading* (FVR) at Mts Miftahul Ulum Kradinan.

Stephen D Khrasen argues that *Free Voluntary Reading* (FVR) is easily accessible and compelling: the reader simply chooses to read.<sup>54</sup> It means that *Free Voluntary Reading* (FVR) is a strategy that makes the students easy in reading, so FVR strategy helps the students in the process of reading from the beginning until the end of the reading processing. In this strategy, the students can discuss with another so that they can develop an understanding of information from the text. In addition, the teacher helps the students to find the vocabulary or sentences that they do not understand during the discussion. The goal of a Free Voluntary Reading Strategy is to motivate students to like reading and feel enjoy with the text that they choose.

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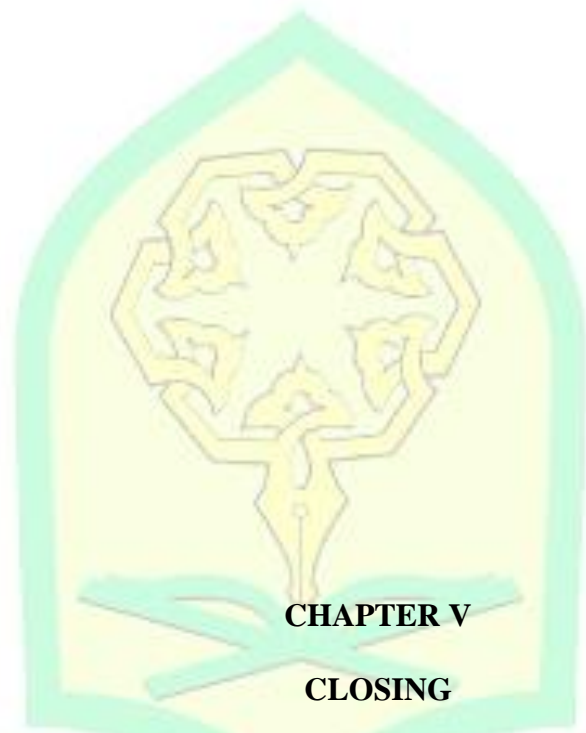
<sup>54</sup>*Ibid*, Stephen D Khrasen

The implementation of FVR according to Stephen D. Khrasen as follows: first, All of the students are given some reading sources. Second, Students have free choice in reading sources selection and have to answer comprehension questions; “question and answer cards” are provided with each reading source. The third, teacher gives support through “awards” and “praise”.<sup>55</sup> Meanwhile, the researcher takes the conclusion that the implementation of *Free Voluntary Reading* (FVR) strategy like as teacher as the students to bring a narrative text that they like and divide them into groups and they can ask the teacher if there is vocabulary or sentences that are not understood. So, the students do not feel burdened by the text. After that, to find out the student's understanding of the text, the researcher gives some questions about the text to each group according to the text that they have chosen. It can be concluded that in this strategy the role of teacher and students are equally active. They work together so that the learning objective in the classroom especially reading runs smoothly. The students feel enjoy with the strategy given by the teacher while the teacher feels happy because students are more active and their learning motivation is increased.

From the calculation above, the result of this research shows that the t-test was 10.711 and the value of the t-table of the degree of freedom = 55 is 2.00. It means that the output value of the t-test was higher than the t-table ( $10.711 > 2.00$ ). Therefore,  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that there was a significant difference on students' scores in reading comprehension for the students those are taught by using FVR Strategies and those are not taught by using it.

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<sup>55</sup>*Ibid*, Stephen D Khrasen



## CHAPTER V

### CLOSING

This chapter discusses the conclusion and recommendations of the research.

#### A. Conclusion

Based on the research, the data description, and the data analysis, it can be found that the students' reading comprehension using Free Voluntary Reading Strategy has a significant increase rather than in class without Free Voluntary Reading Comprehension. It was because there is a significant score on students' reading comprehension who are taught by using FVR Strategies and score students who are not taught by using FVR Strategies of the ninth-grade students MTS Miftahul Ulum Kradinan Dolopo in the academic year 2020 / 2021. The teacher should provide the right strategy for students so that the teaching-learning system in the classroom becomes effective and makes students'

learning motivation increase, especially in reading. One of the effective strategies used to increase students' motivation in reading comprehension is FVR Strategy because in this strategy students are free to choose reading books according to their wishes so that they become more enjoy and can also adjust their level of reading ability. The result of the value T-test showed that the value of the T-test is 10.711. This score is higher than t-table ( $10.711 > 2.00$ ) insignificant 5% with  $db = 55$ . So, it can be concluded students who are taught by using FVR Strategies has a higher score than students who are not taught by using FVR Strategies of the ninth-grade students at MTS Miftahul Ulum Kradinan Dolopo in the academic year 2020 / 2021. Based on the table above, the item said valid if the r-value is higher than the r-table. When the r-value is lower from r-table it could be concluded that the item of the instrument was not valid. With df or DB was  $n-r 28-2 = 26$  in 5% significance the r index was 0,374.

## B. Recommendations

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Based on the result above, the researcher gives some recommendation as follow:

### 1. For the English Teacher

The teachers should use creative strategy for teaching English to the students. So that, the students enjoy their learning. Teachers can provide FVR Strategies to students because these strategies allow students to think creatively, give opinions to groups, and make students more independent.

### 2. For the Students

The researcher hopes that the students ask the teacher if they have still don't understand the procedures of FVR Strategies. The researcher hopes the students will have the motivation to improve their reading skills.

### 3. For the readers

The result of this study can be used as a reference or basic information to do further investigation for those who are interested to conduct further study related to this research. They should explore their knowledge to enlarge their understanding about how to improve reading comprehension and search other references.



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