
**THE IMPLEMENTATION OF EXTENSIVE READING TO IMPROVE
STUDENT'S READING SKILLS (Experimental Study on Class X
Students of SMA Negeri 5 Simeulue Barat)**

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ABSTRACT

This research aims to determine significant differences in improving reading skills between students who are taught using extensive reading compared to students who do not use extensive reading in Class X SMA Negeri 5 West Simeulue. This type of research uses a quantitative approach, with The total population is 46 students who will be the sample consisting of 22 students of class and the independent variable (X) is The Implementation of Extensive Reading to improve students' reading skills. The data collection technique in this research is in the form of Pre-test and Posttest and analyzing the data using the T-score formula. The results of this research show the average value of students Class After the author provided treatment, the average score of students in the experimental group was 88.17. It can be concluded that the students' reading skills before being given treatment were 37.79 and were still in the low category. Class X students at SMA Negeri 5 West Simeulue are interested in Implementation extensive reading. Students use the time to do extensive reading. It was proven that their ability in reading skills increased by 50.38 points. So there has been an increase in the reading ability of Class X SMA Negeri 5 Simeulue students. and There is a significant difference in improving reading skills among Class This is proven by the results of the research where the post test t score for both groups was 68.21. Meanwhile, the t table for degrees of freedom $48-2= 46$ is 2.00. Thus, the t-score (68.21) is higher than the t-table (2.00).

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INTRODUCTION

In this era of globalization, competition in all fields is getting tighter. The main provision for us to face this era is the ability to absorb various information, in which most of the texts or readings are still presented in English. Therefore it is highly demanded to have good reading skills and understand English texts well, especially for students who wish to continue their higher education majoring in English. Reading is an important ability for students in learning a foreign language. Reading can improve their vocabulary and reading skills for the better. As stated by Yopp (Yopp, 2001:10)

that reading can develop students' abilities to learn through texts, to expand and be critical about ideas in texts.

Regarding the types of reading, in terms of whether the reader speaks or not when reading, it can be divided into two, namely reading aloud and reading silently. Harras (2009: 5) argues that judging from the scope of reading material that is read, in general we can distinguish two types of reading activities, namely extensive reading and intensive reading.

Extensive reading is reading widely. the object covers as much as possible in the shortest possible time. (Tarigan, 2008: 31), extensive reading is a reading process that is carried out widely. breadth means (1) various reading materials and many varieties; (2) the time used is fast and short. The purpose of extensive reading is simply to understand the important content of reading material quickly and in a short time.

Extensive reading skills are not directly possessed by students. students can have extensive reading skills well through learning and lots of practice as well as habituation in learning to read extensively, educators or teachers have a very important role. Teachers in learning to read have many tasks, including helping students understand, interpret, assess, and enjoy writing and students can read quickly. In addition, the teacher must also be able to foster attention and attention in learning to read.

Extensive reading is reading widely, the object is through as much text as possible in the shortest possible time, and the goal demands of extensive reading activities are to understand important content quickly. Extensive reading is also known as skimming or shallow reading. In certain conditions (e.g. exams), we are required to be able to understand the contents of the paragraph and find the main idea of the paragraph. In a very limited time, of course reading word by word is not the right choice, therefore we can read widely, looking from point to point the object of the reading. However, there are still some students who think that it is not necessary to read relatively quickly to understand the contents of the reading. Even though they read slowly and take a relatively long time, as long as they can understand the contents of the reading, that's good. Such circumstances indicate that most students do not have the interest and motivation to have extensive reading skills. Whereas in reading a text through extensive reading activities, students cannot do reading activities just like that.

To be able to read extensively requires a lot of knowledge, such as increasing vocabulary, spelling, and being able to connect one sentence to another, and being able to determine the right reading speed in order to understand the entire content of the reading.

In general, learning to read at a glance really requires extensive knowledge, especially in finding main ideas with speed reading techniques to the maximum, if teachers and students can work together in the learning process. Teachers are expected to be able to use appropriate learning strategies in teaching and learning activities such as methods, media, techniques, and learning process approaches so that they can support objectives in teaching and learning activities.

Dalman (2014: 5) states that teachers should teach students good reading strategies, methods and techniques so that students are able to understand the contents of the reading well too. Teachers need to choose the right learning method so that the material presented is interesting and easily understood by students.

Learning to read at an advanced level students are required to understand the contents of the reading, not just reading. but unfortunately, many students do not understand the content of the reading that is being read. This is proven when students are given questions from the reading there are still many students who are wrong in answering. students' difficulties in reading extensively were also experienced by students of SMA Negeri 5 Simeulue Barat.

Based on the observations that have been made on students of SMA Negeri 5 Simeulue Barat for the academic year 2023/2024 showed that students' reading skills were still lacking and many students did not understand the various existing vocabularies and even many students had difficulty pronouncing vocabulary one by one, this was due to a lack of application of extensive reading that is applied to students. Therefore these factors support researchers to observe more deeply the application of extensive reading to improve students' reading skills.

Reading skills on students of SMA Negeri 5 Simeulue Barat for the academic year 2023/2024 through Extensive Reading the practice is still not effective and the application is still not optimal, this process can be seen from the application of teachers who only order to reading Extensive and translate only, while reading extensively there

are still many ways that can make students improve their reading skills with the various methods used by the teacher.

Based on the explanation above, the researcher will formulate a problem statement of this research as follow : Is there any significant difference in improving reading skills between students who are taught by using extensive reading than those who are not using extensive reading

Reading

Definition of Reading

Reading is a process of adding treasure and deepening knowledge. (Arifin, 2013:5) reading akes humans smart. Reading has no limits, it can be done anytime and anywhere. To become knowledgeable and successful, one way is to read a lot

According to Aniatul Hidayah, "reading is an activity that can develop thinking and clarify one's way of thinking". (Hidayah.2012:5) when reading, one's knowledge will increase. along with increasing knowledge gained from reading, this will improve one's memory and understanding abilities.

Reading starts from the outer structure of the language which is seen by the visual ability to get the meaning contained in the structure in the language. In other words, reading means using the inner structure to interpret the outer structure consisting of words in a text.

From the definitions above it can be concluded that reading is a process that involves visual abilities and cognitive abilities. Both of these abilities are needed to provide letter symbols so that they can be understood and become meaningful for the reader.

Reading Purpose

Reading must have a purpose. The purpose of reading as much as possible is to gain understanding. (Olivia, 2008: 119). Morrow said that there are two purposes of reading, namely:

1. Understand or comprehend the contents/messages contained in one reading.
2. Looking for information that is:
 - a. Cognitive and intellectual, which is used by someone to increase their own knowledge;
 - b. Referential and factual; that is, by which one knows the facts of this world;
And
 - c. Effective and emotional, which is used by someone to seek pleasure in reading.

In essence, the purpose of reading is very dependent on the situation, type of reading, and readability. In this case the purpose of reading can be divided into the following types.

- a. Reading to increase recognition of comprehension skills.
- b. Reading to learn.
- c. Reading for recreation.

Benefits of Reading

Reading is a positive activity to fill spare time. Reading books is called a positive activity because it provides many benefits to anyone. The benefits of reading are as follows:

1. to increase insight and knowledge.
2. Reading makes someone smarter and smarter
3. Reading can be used as an experience if one day someone faces almost the same problem.
4. Reading can develop thinking and clarify one's way of thinking. (hidayah.2012:4-5)

Types of Reading

Regarding the types of reading in terms of whether or not the reader speaks or not when reading, it can be divided into two, namely reading aloud and reading silently. Then silent reading can be divided into intensive reading and extensive reading. for more details can be seen in the schematic below:

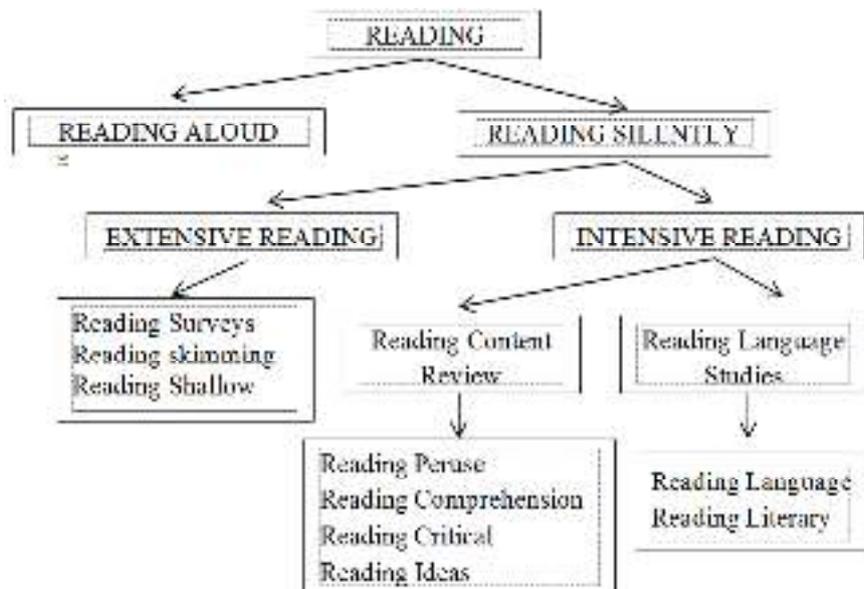


Figure Types of Reading (Harras, 2009: 5)

Types of reading according to Subana and Sunarti. (2011: 181) there are two, namely extensive reading and intensive reading. Extensive reading is reading widely which includes reading as much text as possible in the shortest possible time, while intensive reading is careful study, careful study, detailed understanding done in class on a short text. From the types of reading expressed by the experts above, it can be concluded that the types of reading can be divided based on the method and purpose.

Definition of Extensive Reading

Nurhadi (2005:31) reveals that fast and effective reading is a type of reading that prioritizes speed, without leaving an understanding of aspects of reading. Thus someone with "reading is not only speed which is the benchmark but also accompanied by "understanding and reading".

Because extensive reading is a broad reading program, the implications include, first, reading material, both the type of text and the variety, must be broad and varied. Thus, students will have a lot of power in making choices about reading materials. However, what the teacher must pay attention to is the difficulty factor of the reading material. Don't make reading material too difficult to digest. Second, the time spent reading should be as short as possible. In extensive reading, a relatively low level of comprehension or understanding is sufficient. Why is that? Because in an extensive reading program the demands and goals are just to understand the important content of the reading material being read using the time as quickly as possible.

Based on the opinion above, the writer can conclude that intensive reading is reading widely with the shortest duration of time and understanding the contents of the reading.

Types of Extensive Reading

- a) Reading Surveys
- b) Reading skimming
- c) Shallow Reading

Purpose of Extensive Reading

The purpose of extensive reading is to understand important content "quickly" (Tarigan. 1994:31). Purpose of Extensive Reading

- To understand important content quickly, so that effective reading can be done.
- To understand the contents of a book quickly or just an outline.
- To get a general impression of a book or article.
- To gain superficial understanding that is external.

Soedarso (2004:5) things that impede reading speed are

- (1) vocalizations
- (2) lip movement
- (3) head movement
- (4) point with finger
- (5) regression; And
- (6) subvocalization.

Furthermore, Nurhadi (2005b: 3 1) conveyed, among other things, speed reading

- (1) voicing what was read
- (2) reading word by word
- (3) trace reading lines with certain tools
- (4) moving the legs or other body parts
- (5) concentration of thinking is divided with other things outside of reading
- (6) muttering or humming
- (7) the habit of stopping long at the beginning of sentences, paragraphs, sub-chapters, even in the middle of a sentence
- (8) the habit of repeating reading units that have been read. Based on

According to Harjasujana (1997), the factors that influence reading according to him are at least five main things that can influence the process of understanding a discourse, including (1) experiential background; (2) language skills; (3) thinking ability; (4) purpose of reading; and (5) various kinds such as motivation, attitude, interest, belief, and feeling.

In this study, the researcher refers to the opinion of Burhan Nurgiyantoro (2010: 391) which states that student reading skills are as follows: fluency of expression, the accuracy of sentence structure, and meaningfulness of narrative. which is used as a guideline for making a reading ability assessment rubric.

Based on the explanations above regarding reading skills, it can be concluded that reading skills are the ability or skill to master the fluency of expression, the accuracy of sentence structure, and the meaningfulness of narrative in reading.

METHOD

Research design

This research is an experimental research with a quantitative approach. Denzin and Lincoln (1998) state that experimental research is a method that emphasizes a clear explanation of the data collected (as cited in Polkinghorne, 2005). In addition, researchers have used experimental content analysis to classify and explain the data obtained more clearly. Dey (1993) states that researchers must be able to determine and interpret data accurately and create categories for each data (as cited in Elo and Kyngas,

2007). Therefore, In conducting experimental research, two groups are usually involved and compared to determine the effect of a treatment. Experimental research involves comparing two groups on an outcome measure to test several hypotheses about causation.” In this study, the authors used a quasi-experimental design called Pre-test Post-test Nonequivalent-Group Design. This study uses pre-test and post-test to obtain data.

Table 3.1 Research Paradigm

Experiment group	O1	X1	O2
Control Group	O1	X2	O2

The population in this study were all class X students of SMA Negeri 5 Simeulue Barat for the 2023/2024 academic year. Class Ten students have two rooms, namely Science and Social Sciences. The number of students in Class X majoring in Science is 22 students and Class X Social Sciences is 24 students. So the total population in this study were 46 students of SMA Negeri 5 Simeulue Barat

a sample is a part that can represent the entire population being observed. So the research took class X IPA students at SMA Negeri 5 Simeulue Barat as a sample in this study, the researcher took one class consisting of 22 students, the researcher chose the sample by looking at the characteristics of the class used to improve the reading ability of students X IPA at SMA Negeri 5 Simeulue Barat

Brown (2004) states “Variable in the simplest term that is something that may vary or differ”. Brown also elaborates that there are two types of variable, the independent variable and the dependent variable. To support it, the writer added the definition of variables by Best (2005), “variables are the conditions or characteristics that the experimenter manipulates, controls or observes.” In this study, there were two variables included.

The dependent variable (Y) is the condition or characteristics that appear, disappear or change as the experimenter introduce, removes or changes independent variables. In this study, the dependent variable is the ability of students’ speaking skill. The independent variable (X) was the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to as certain to their relationship to observed phenomena. According to Best (2005), “In educational research an independent variable may be a particular teaching method, a type of teaching material, or an attribute such as sex or level of intelligence.” Then, in this study, the independent variable was the

Implementation Of Extensive Reading to improve student's reading skills

“An instrument plays an important role in a study in the sense that reliability of the instrument will influence the reliability of the data obtained.” Then, in this study, the writer used the form of a test.

Data collection can be done by several methods. The method used by researcher in this study are:

Test

According to Brown (2004), "A test is a way to measure a person's knowledge, ability, or performance in a particular domain." Based on the statement above, tests can be used to measure students' learning abilities or achievements. In this study, I used pretest and posttest. The pretest was given to the experimental group. This was done before the treatment and post-test, the aim was to find out how the Reading Skills of Class X IPA SMA Negeri 5 Simeulue Barat, were then given the Implementation Of Extensive Reading. the purpose of doing the posttest is as a measuring tool to measure students' reading skills after the implementation extensive reading .

(1) Pretest

According to Anas Sudijono (1996:69).” Pre-test or initial test, which is a test carried out to know that the material or subjects to be taught can be mastered by students. In this study, the pre-test was conducted on July 15, 2023. The pre-test was attended by 24 students. The control and experimental groups were asked to read. i.e. first the researcher explained to the students that they would do a text reading test, then the researcher called students one by one to read the reading texts given to them, and explained their understanding of the text readings that had been given, while the reading texts on the Implementation Of Extensive Reading For Improving Students' Reading Skills can be seen in Appendix II

(2) Posttest

Post test or final test According to Anas Sudijono (1996:70)." is a test conducted to find out whether all material that is classified as important can be mastered as well as possible by students. Post-test data were obtained from a total of 24 students. The post-test was given to the experimental groups after all the treatments and pre-tests were carried out. The post-test was carried out for the experimental group on August 16, 2023 with a total sample of 24 students.

Data analysis

The data obtained will be analyzed using the t-score formula. T-score is one of the statistical tests used to compare between t-score and t-table which has a significant difference. If the t-score is smaller than the t-table, it means the experiment is rejected. However, if the t-score is greater than the table, it means that the experiment is accepted. In this study, the experimental group was students who were taught by applying extensive reading. while the control group is students who were taught without using extensive reading to determine the t-score, the formula stated by Sudjana (2002:239) is as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Notes:

t = Significant difference between the two means.

\overline{X}_1 = Average score of the experimental group

\overline{X}_2 = Average score of the control group

S = standard deviation.

n¹ = Number of students in the experimental group

n² = Number of students in the control group.

After comparing the average of the experimental group and the control group, the writer will prove the hypothesis. The author provides an interpretation using the critical value "t" and determines the degree of freedom (df) first. Furthermore, the authors use a significance level of 5%. If the t value is equal to/higher than the critical value "t", then the null hypothesis (Ho) will be rejected and the alternative hypothesis (Ha) will be accepted. If the t-score is lower than the critical value "t", then the null hypothesis (Ho) will be accepted and the alternative hypothesis (Ha) will be rejected.

FINDINGS AND DISCUSSION

The Process of Teaching Reading Skills Using Implementation Extensive Reading

a) Experimental Group

1. First Meeting (2x45 minutes)

At the first meeting, the author introduced himself to the students and explained the reason he came to class, asked students to be cooperative in conducting research and other useful things related to the teaching and learning process of reading skills. The

author also asked the students one by one about their names, addresses, date of birth, hobbies and dreams. Then the author explained the importance of learning English, all the students responded enthusiastically, they asked him several questions. At this meeting, the author only talked about learning English before time runs out as motivation to learn English.

2. Second Meeting (2x45 minutes)

At the second meeting, before starting teaching talk to Extensive Reading, the author explains how read with Reasonable pronunciation, accuracy of voicing the writing and reasonableness of intonation, then the writer Implementation Extensive Reading so that students are able read Reading texts smoothly

Next, they learn to practice reading according to the reading techniques that have been taught, and The author gives them a few minutes to ask several questions about the problems they face and those they still don't understand.

3. Third Meeting (2x45 minutes)

At the third meeting, the author first asked several questions to students about the previous material that had been discussed at the previous meeting. Next, the author Implements Extensive Reading in teaching reading skills to students. In the Implementation of dolls in the teaching and learning process. Then, the author asked them to practice reading and asked them to come forward one by one to read.this activity like the activities of the second meeting. Before time runs out, the author reminds them to continue studying

4. Fourth Meeting (2x45 minutes)

At the fourth meeting, the author gave a test. The author gave a reading skills test in narrative text to students in both groups; experimental and control groups. This test is given to determine the effectiveness of the media used by the author. Finally, the author would like to thank the English teacher and the remaining class time is given back to the English teacher.

b) Control Group

1. First Meeting (2x 45 minutes)

At that momentLikewise, the author also taught in the control class using general methods without using any methods. In this case, the control group is used as a measurement point for the experimental group. At the first meeting, the author

introduced himself to the students and explained the reasons for coming to class, asked students to work together in conducting research and other useful things related to the teaching and learning process of reading skills. Then the author explained the importance of learning English, all students responded enthusiastically, they asked the author a lot of questions. At this meeting the author only told them about learning English before time ran out, the author asked them one by one to come forward and asked them to practice reading narrative text which has been distributed to students in front of the class. That is an initial test. and at the next meeting the author submits the method to the teacher concerned

2. Next meeting (2x 45 minutes)

At the last meeting, the writer gave a reading test. The author gave tests to both groups; experimental and control groups. This test is a post-test. In the test, the author asked them one by one to come forward to read and assess the results of their reading. Test scoring is based on a reading rubric adapted from Harmer (2001). This post-test is useful for comparing the teacher's method and the author's method in the teaching and learning process of reading skills.

Data Analysis

To achieve the objectives of this research, the author is intended to present some of the collected data obtained through pre-test and post-test. This is useful for knowing the extent to which students understand the material taught by the teacher. To make it clearer, it is better to look at the collected data (student scores) in the following table.

Hypothesis

Based on the results of data analysis, the results found in the research field can be clearly seen. When the author carried out tests on both groups, there were significant differences between the two groups. It is proven that the t-score (68.21) is greater than the t-table (2.00). The experimental group's score was higher than the control group's score.

Based on the fact that is underlined that in this research the null hypothesis (Ho) is that There was no significant difference in students' reading achievement between students Class X SMA Negeri 5 West Simeulue in the 2023/2024 academic year taught

to use extensive reading and those taught using conventional methods rejected. Meanwhile, the alternative hypothesis (H_a) states There are significant differences in student reading achievement between students Class X SMA Negeri 5 West Simeulue in the 2023/2024 academic year taught to use extensive reading and those taught using conventional methods accepted.

Based on this description, this research hypothesis is accepted and proven; as the author previously suspected there are significant differences in student reading achievement between students Class X SMA Negeri 5 West Simeulue in the 2023/2024 academic year taught to use extensive reading and those taught using conventional methods

Discussion

Before conducting the experiment, the author gave a pre-test and the pre-test results showed that the average score of students in the experimental group was 37.79. After the author gave the treatment, the average score of students in the experimental group was 88.17. It can be concluded that the student's reading skills before being given treatment was 37.79 and is still in the low category. Mean while, after being given treatment, the student's reading skills were 88.17 and were in the sufficient category. It is clear that the students' reading ability scores increased and the increase was around 50.38 points.

Furthermore, in carrying out experimental learning, the author first gave a pre-test to both groups (Experimental and Control Groups), the scores obtained by the students showed that there was no significant difference between the two groups that carried out the pretest. the score of both groups is 1.16. The critical t-score value for degrees of freedom $48-2 = 46$ is 2.00 at a significance level of 0.05. The results showed that the t-score (0.84) was lower than the t-table (2.00).

Then, the author Implementation Extensive Reading in teaching how to read to the Experimental Group. After the teaching and learning process (treatment), there were significant differences between the two groups. This is proven by the post-test results where the average post-test score is greater than the average pretest score. Furthermore, statistical analysis showed that the post-test t score for both groups was 68.21. The critical value of the t-score for degrees of freedom $48- 2 = 46$ is 2.00 at the 0.05

significance level. The research results show that the t-score (68.21) is greater than the t-table (2.00). In other words, the scores of students in the experimental group were greater than the scores of students in the control group.

Based on these facts, it can be concluded that this research hypothesis is accepted and proven; as the author previously suspected There are significant differences in student reading achievement between students Class X SMA Negeri 5 West Simeulue in the 2023/2024 academic year taught with extensive reading and those taught using conventional methods.

The findings of this research are also supported by (Made Frida Yulia, 2018), the implementation of Extensive Reading Activity in the Reading Comprehension course shows the effectiveness of ER in an EFL classroom setting showing consistency, positive benefits in reading skills for language learners and is also able to motivate students in learning English.

Other research findings on The Implementation of an extensive reading approach in reading courses is very effective in helping develop students' reading skills. Students' reading abilities develop in the aspects of reading level, reading speed, and reading comprehension level. These three aspects developed, although not significantly. (Annisah, 2017)

Plus, results This research is also the same as research Jang (2015) conducted research on the effectiveness of extensive reading in teaching reading in reading proficiency and reading motivation, the results of which were extensive reading strategies. effective in learning reading

CONCLUSIONS

Average student score Class X SMA Negeri 5 West Simeulue in the 2023/2024 academic year the experimental group was 37,79. After the author gave the treatment, the average score of students in the experimental group was 88,17. It can be concluded that the student's reading skills before being given treatment was 37.79 and is still in the low category.

Class students Class X SMA Negeri 5 West Simeulue interested in implementation extensive reading. Students take advantage of the time to do extensive reading. It was proven that their ability in reading skills increased by 50,38 points. So

implementation of Extensive Reading to Improve Students' Reading Skills It can be concluded that there is an increase in students' abilities Class X SMA Negeri 5 Simeulue Reading Skills.

There are significant differences in improve reading skills among students Class X SMA Negeri 5 West Simeulue in the 2023/2024 academic year who were taught by extensive reading compared to those who were not taught by extensive reading. This can be proven from the research results where the post-test t-score results for both groups were 68.21. Meanwhile, the t table for degrees of freedom $48-2= 46$ is 2.00. Thus, the t-score (68,21) is higher than the t-table (2.00)

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