

**THE EFFECT OF ENGLISH EXTRA CLASS ON STUDENT'S READING
ACHIEVEMENT**

THESIS

Submitted by

FERA FERNANDA
NIM. 150203058

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2019 M / 1441 H**

THESIS

Submitted to The Faculty of Tarbiyah and Teacher Training
UIN Ar-Raniry Darussalam - Banda Aceh as a Partial Fulfillment
Of the Requirements for Sarjana Degree (S-1)
in Teacher Education

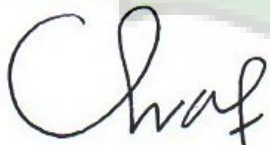
By

FERA FERNANDA

The Student of Department of English Education
Faculty of Tarbiyah and Teacher Training
Reg. No:150203058

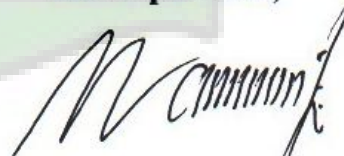
Approved by:

Main Supervisor,



(Siti Khasinah, M. Pd)

Co. Supervisor,



(Nidawati, S. Ag, M. Ag)

It has been defended in *Sidang Munagasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor of Education Degree in English Language Teaching

On:

Wednesday,

04 December 2019

07 Rabi'ul Akhir, 1441 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Siti Khasinah, M. Pd

Secretary,

Ikhwana Dhivah, S. Pd.

Member,

Nidawati, M. Ag

Member,

Drs. Amiruddin, M. Pd.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi.ftk@ar-raniry.ac.id, Website: <http://pbi.ar-raniry.ac.id>

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Fera Fernanda
NIM : 150203058
Tempat/Tgl.Lahir : Aceh Besar, 05 April 1998
Alamat : Desa Lubuk Sukun. Lr. Hj. Nyak sani
Judul Skripsi : The Effect of English Extra Class on Students' Reading Achievement

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 04 Desember 2019

Saya yang membuat surat pernyataan,


Fera Fernanda

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praises be to Allah SWT., the Almighty, the greatest of all, Who has given the mercy, the blessing, and opportunity for me to accomplish this thesis entitled: The Effect of English Extra Class on Student's Reading Achievement. Allah gave me enough strength and patience in facing every problem with calm and ease. Peace and salutation always be upon the great Prophet Muhammad (peace be upon him), who has guided his *ummah* to the right path.

First of all, I would like to dedicate my greatest honor and deepest gratitude to my supervisors, Siti Khasinah, M.Pd and Nidawati, S.Ag, M.Ag for their valuable time, guidance, constructive comments, intellectual recommendation and motivation in writing this thesis. My great appreciation is also addressed to my academic advisor, Siti Khasinah, M.Pd who has advised me since my first year in this university until I accomplished my undergraduate program. Then, I also thank to all lecturers and staff of English Department, who has given me the worthy knowledge and guided me during my study program.

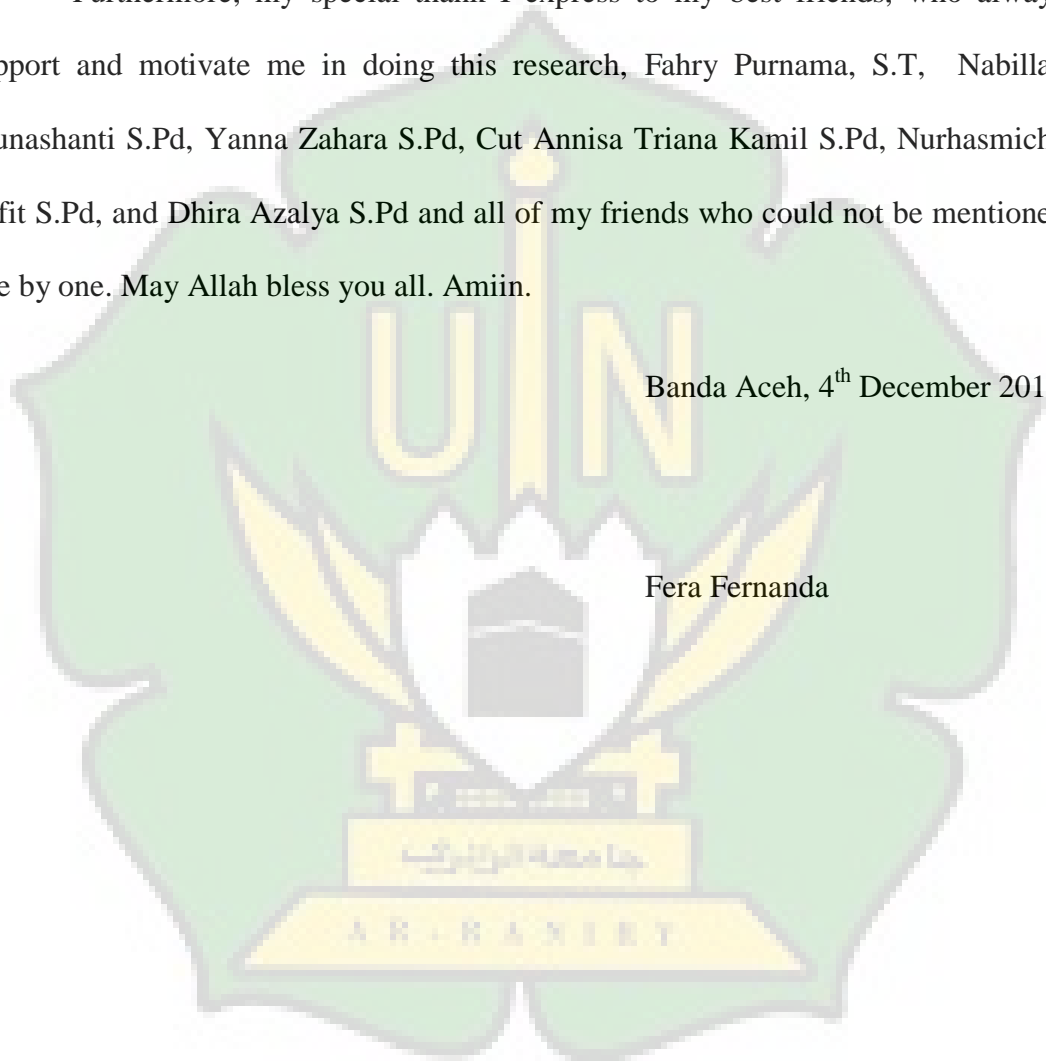
Next, I would like to express special gratitude to my beloved parents, Drs. Iswanda and Faizah, who always give their prayer, affection, and motivation for me.

This accomplishment would not have been possible without them. May Allah SWT. always bless them in the world and hereafter.

Furthermore, my special thank I express to my best friends, who always support and motivate me in doing this research, Fahry Purnama, S.T, Nabillah Munashanti S.Pd, Yanna Zahara S.Pd, Cut Annisa Triana Kamil S.Pd, Nurhasmicha Arfit S.Pd, and Dhira Azalya S.Pd and all of my friends who could not be mentioned one by one. May Allah bless you all. Amiin.

Banda Aceh, 4th December 2019

Fera Fernanda



ABSTRACT

Name : Fera Fernanda
NIM : 150203058
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis working title : The Effect Of English Extra Class Students' Reading Achievement
Main Supervisor : Siti Khasinah, M.Pd
Co-Supervisor : Nidawati, S. Ag, M. Ag
Keywords : *English Extra Class, Reading, Students' Achievement.*

This study was conducted to find out the effect of English extra class on student's reading achievement at SMA 3 Banda Aceh. In this case, the extra class is expected to be able to solve the problem of student learning interest and also able to provide additional material that has not been completed in the previous primary class. Mix method or quantitative and qualitative method was used to analyze the data. The sample was 65 participants, which consist of 64 students of science classes of the school in grade XI and 1 English lesson teacher. The sample was selected by purposive sampling. In collecting the data, the researcher used the document study and interview. Moreover, it was proved by measuring the hypothesis that the Null Hypothesis was accepted and the alternative Hypothesis (H_a) was rejected. It was concluded that there was a significant difference of achievement in the result of students reading before and after taking the English extra class. The result of this research showed that there is a significant difference between students who had participated and not participating in the extra class on their reading achievement. The value of Sig. (2-tailed) was lower than significant level, therefore Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_o) was rejected. Null Hypothesis (H_o) that were accepted were; there was a significant difference between odd semester and even semester score in general, there was a significant difference between odd semester and even semester score on students' reading achievement (knowledge and skill), while Alternative Hypothesis (H_a) that was rejected was there was not a significant difference between odd semester score and even semester of students' reading achievement. That could be seen from the The Mean score of students reading knowledge was 1.125 while the Mean score of students reading skill was 3.421, it means that there was a difference between reading knowledge and skill of students' achievement. $T(0.054)$ score shows to be lower than the $t_{table}(1.999)$ score, it means that there was no significant difference between the reading

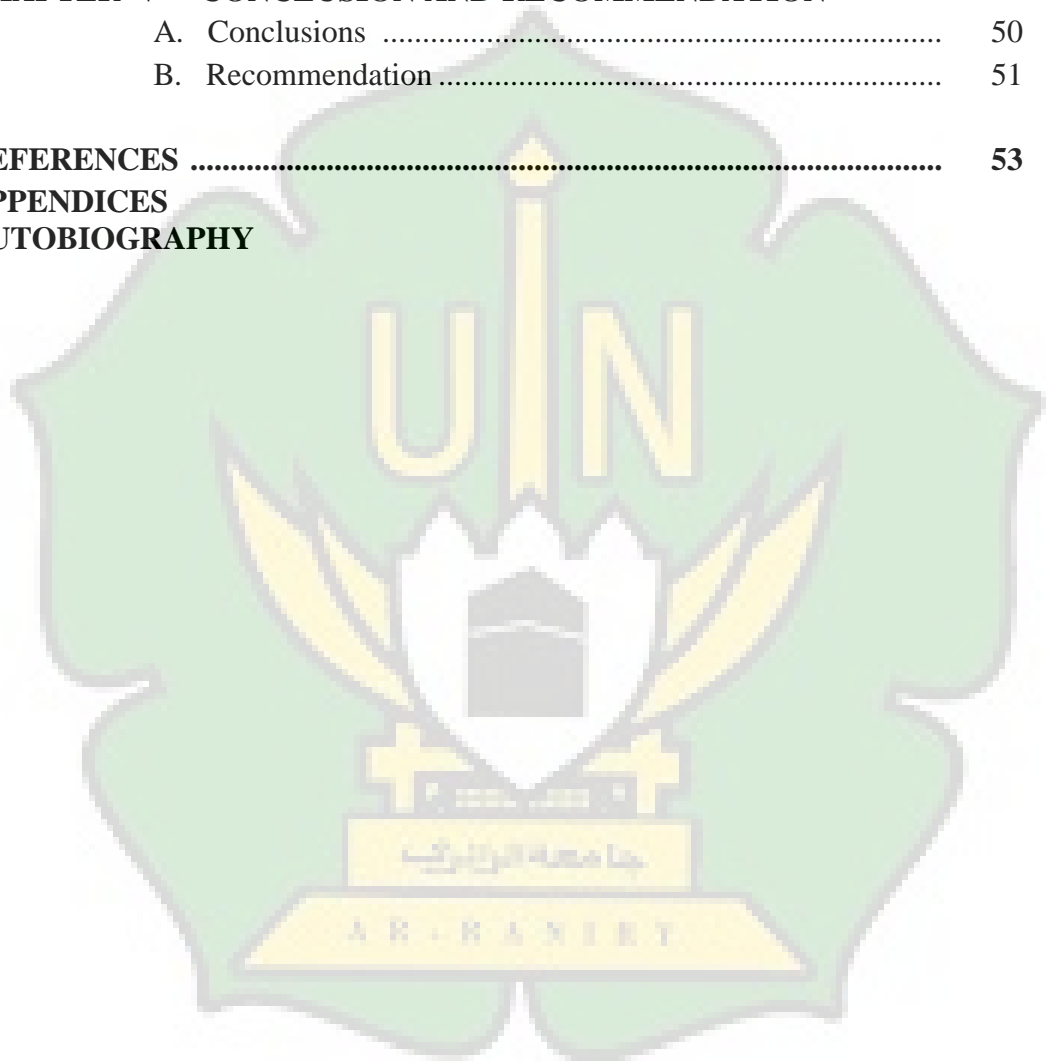
knowledge and skill of students' result. Furthermore, based on the result of the interview, the researcher found that English teacher from SMAN 3 was succeed to give an effect in the extra class to increase students' reading achievement.



TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	iii
ACKNOWLEDGEMENT	v
ABSTRACT	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLE.....	x
LIST OF APPENDICES.....	xi
CHAPTER I INTRODUCTION	
A. Background of The Study	1
B. Research Questions.....	4
C. Aims of Study	5
D. Hypothesis	5
E. Significance of Study	5
F. Scope of Study	6
G. Terminology	6
CHAPTER II LITERATURE REVIEW	
A. Extra Class.....	8
B. Reading	10
C. Reading Achievement.....	16
D. Previous Study.....	19
CHAPTER III RESEARCH METHODOLOGY	
A. Time of Research.....	24
B. Research Design	24
C. Population and Sample	26
D. Techniques of Data Collection	27
F. Techniques of Data Analysis	29
CHAPTER IV RESULT AND DISCUSSION	
A. The Brief Description Location of Research Location	32
B. Data Collection Procedure.....	33
C. The Result of The Test	34

D. Determining Hypothesis	41
E. The Result of Interview	42
F. Discussion	47
 CHAPTER V CONCLUSION AND RECOMMENDATION	
A. Conclusions	50
B. Recommendation	51
 REFERENCES	53
APPENDICES	
AUTOBIOGRAPHY	



LIST OF TABLES

Table 5.1	The score of odd semester and even semester of students' reading achievement.....	34
Table 5.2	The increasing score of the students' odd semester and even semester reading achievement.....	38
Table 5.3	General test of odd semester and even semester of students' reading achievement.....	38
Table 5.4	The odd semester and even semester of students' reading knowledge achievement.....	40
Table 5.5	The odd semester and even semester of students' reading skill achievement.....	41
Table 5.6	The differences between reading knowledge and skill of students final outcome after English extra class	42

LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B The letter of research permit from *Fakultas Tarbiyah dan Keguruan* UIN Ar-Raniry
- Appendix C The letter of research permit from the Office of Education Aceh
- Appendix D Statement letter of SMAN 3 Banda Aceh
- Appendix E Raport document achievement from SMAN 3 Banda Aceh
- Appendix F T-test sample test using SPSS
- Appendix G Transcript of Interview



CHAPTER I

INTRODUCTION

In this chapter, the researcher presents and explains the background of study, research question, the aim of study, hypothesis, significance of study, scope of study and terminology.

A. Background of Study

School supports the learning process of students in obtaining general knowledge accordance with the applicable curriculum and also accordance with students learning time. Nevertheless, what is happening now is that the government is beginning to implement extra classes of student learning.

Students have spent much time in school from early morning until noon. Then, they are also prepared for extra class learning. On the other side, the school and the government have the same goal towards the extra class learning process of the learners. Dan (2000) claims that in contrast, teachers can create an artificial demand for extra classes by reducing the duration and learning content of their school classes and by running extra classes in their own homes, both of which are considered illegal.

Logically, extra class will certainly affect the student learning process. This means that the extra class should be able to increase the student's grade in the subject. However, whether in reality the extra class can help students improve their learning ability or even become a burden for them. In fact, the extra class is expected to be

able to solve the problem of student learning interest and also able to provide additional material that has not been completed in the previous primary class. In addition, this must led to pros and cons. Moreover, there are parents who support the extra class, so their children are able to learn well and can have good grades in school.

Although, extra class issues are educational, economic and social, it creates a lot of pressure and tension for students and teachers who must arrive early in the morning and late come home. Extra class programs have a positive impact as time goes on students spend their time outside normal school hours which has an important influence on their learning development. Their time is spent developing their learning abilities, encouraging them to contribute and taking initiatives, and helping them develop and apply new skills and personal talents. As the result, there is increasing interest in after-school programs (ASP) or additional classes in schools that can provide students with a safe and supportive adult-supervised environment and offer them a variety of growth enhancement opportunities, including activities and experiences that promote development academic, personal, social and recreational.

To find out the increase in students at school, it can be known through the results of student achievement. According to Pratini (2005) stated that achievement is the result of someone in learning activities. This means that the achievement can be seen in terms of the ability of the students. Then, the success achieved by the student is a

student achievement in school that manifests in the form of numbers or usually called student grade reports. The point of achievement here is the reading achievement of student learning outcomes during the extra class at school.

Reading has a goal for educators to teach and is often used as a means of determining student learning achievement. The achievement of reading serves as a predictor to see students' academic success. Thus, it is important to give instruction to students in developing between potential and achievement through strategies by providing an understanding of reading for the success of students in the future. In this achievement the researcher wanted to know the reading achievement of students during the follow English extra class whether it has effect that can improve student learning value or even can decrease student learning value, this can be obtained through result of student study report from teacher concerned.

In fact, extra class increases students achievement, (N. Santhi's, 2011; Tran Thu Ha and Trudy Harpham 2005) it may be too late for meaningful interventions and that mastering the basic content of these subjects should be completed in the phase while in elementary school. The provision of additional classes as norms should be limited, as it can put great pressure on students as well as on teachers who teach. In term of achievement, that additional class is not intended for primary school children but for children who catch up with school learning all day in the morning. This is because to reduce expenditure and the pressure felt by children and their parents.

Besides it has a good response from students' achievement (Asri Selamat, Ahmad Esa Berhannudin Mohd Salleh & Ishak Baba, 2011; StataCorp, 2003). There are several factors that are included to control confounding factors including: community (region), household (wealth status, father's education, number of persons in the household), mother (mother's education, social capital level), and child (ethnicity and mental health status). However, based on the researcher's experience, a result of student's achievement can give the effect of the extra class.

The results of the report of the teacher's assessment can be considered to be a proof of the grade of students who attend extra classes. This raises the researcher's questions about the effect of the extra class on student's reading achievement and teachers perceive the extra class is effect on students' achievement.

B. Research Question

According to the background described above, the research questions of this research are:

1. To what extend does English extra classes effect reading achievement of 2nd grade students' of SMAN 3 Banda Aceh?
2. How does the English teacher of SMAN 3 Banda Aceh perceive that the extra class is able to effect students' achievement?

C. Research Aim

According to research question above, the objective of the study is to find out the English extra class effect on student's reading achievement and the perception of teacher on the effect of extra class on students' achievement.

D. Hypothesis

The hypothesis of this thesis is about the taking an English extra class can help the students to increasing their scores of the differences between pre-test and post-test score in general, the differences between pre-test and post score students' reading achievement.

E. Significant of Study

The writer divides the significant of study from this research into three parts:

1. For the Students

This research is expected to give awareness to students about the effect of following extra class in school. This can help students to improve the learning and grades of students in the primary class in the morning.

2. For the Teacher

This research is expected to assist teachers in responding the effects posed by extra classes on the assessment of students in certain subjects. This research also makes teachers consider between increasing the students in the morning or extra classes that can improve student learning process better.

3. For the School

This research is expected to provide an overview of students taking extra classes. Schools may consider the effects of this extra class activity from the authors' research results.

F. Scope of Study

The scopes of study in doing this research to limit and avoid the problems of the research are:

1. This research includes the English extra class at SMAN 3 Banda Aceh.
2. Extra class students will be the subject of the research and assisted by the student grade report and teacher interview.
3. The object of study is the effect of extra class on student's reading achievement in English subject.

G. Terminology

1. Effect

The word "Effect" indicates a thing that has been influenced. Effect here means the effect of extra classes on student achievement outcomes which the researcher want to know whether the results are relevant to the purposes of the extra class is to make student achievement in learning increases.

2. Extra Class

An extra class here means learning program implemented outside the main program of the school and in Indonesia is called an additional afternoon learning program or “les sore”. It means additional learning activities are implemented after the regular learning program at school has ended. Extra classes are generally done at schools.

3. Reading Achievement

Reading achievement here means the achievement of student value in terms of students' reading ability before and after taking the English extra class in school. The researcher wants to know whether it has effect on their reading score. It can be obtained through result of student study report from teacher concerned.

Pratini (2005) claims that achievement is the result of someone in learning activities. This means that achievement can be seen in terms of the ability of the students. Then, the success achieved by a student is his/her achievement at school that manifests in the form of numbers or usually called student grade reports.

CHAPTER II

LITERATURE REVIEW

In order to sharpen the theoretical framework of this study, this chapter is devoted to review some relevant theories and literature concerning on review of an extra class, reading, achievement.

A. Extra Class

1. Definition of Extra Class

N. Santhi (2011) states that an extra class is a learning program implemented outside the regular school program. This is an additional learning activity that takes place after the regular learning program at school has ended or is usually called an additional afternoon learning program. Additional learning can be done in school students and tutors come from the subject teachers in the school concerned. The additional afternoon learning program has its own planning schedule. An extra class usually involves parents and school committees in terms of operational financing.

This program is usually done before the students deal with the national exam (UN). Participants consist of the last grade students in a school. However, there is also an afternoon extra class applied by the schools for students who are not going to take the national exam (UN), but to follow-up on morning material that has not been done or repetition of learning that is not understood by students during morning classes at school. In addition, this additional afternoon learning program may also be

implemented by students at the previous grade level and is usually carried out by this extra class when students will be dealt with a semester exam at school.

Extra classes are increasingly observed in both developed and developing countries. Although the government has banned extra classes that are independent of school administration, teachers often run home-based classes to supplement their income. Some extra classes are organized by the school's administration and are classified as legal.

Dan (2000) claims that in contrast, teachers can create an artificial demand for extra classes by reducing the duration and learning content of their school classes and by running extra classes in their homes, both of which are considered illegal.

2. Purposes of English extra class

According to Yusuf (2004), the purposes of extra class are as stated below:

1. Master the curriculum demands of learning materials
2. Make choices and determine a suitable learning materials
3. Have the attitude that learning support's view
4. Has a pattern of behavior of support learning
5. Select the friends hang out, forming groups of learning to match
6. Hold the attitude adjustment group support learning, solve the problem-
the problem of learning.

Extra class programs have a positive impact as time goes on students spend their times outside normal school hours which have an important influence on their learning development. Their time is spent on developing their learning abilities, encouraging them to contribute and taking initiatives, and helping them develop and apply new skills and personal talents. As result, there is increasing interest in after-school programs (ASP) or additional classes in schools that can provide students with a safe and supportive adult-supervised environment and offer them a variety of growth enhancement opportunities, including activities and experiences that promote development academic, personal, social, and recreational.

B. Reading

1. Definition of Reading

According to Alyousef (2005) reading is an interactive activity between reader and text that lead reader to be fluently. Reading is one of four capabilities that humans have in life. Reading is skill, which is mean that the process of obtaining information, meaning, and reading entertainment by looking at the writing that is in a reading test. When a person start to read, their use one of the five senses of the human eye. Reading activity means using our eyes to see written symbols in the form of letters, punctuation, and spaces, then after that our brain will translate them into words, sentences, and paragraphs. Although, in other conditions sometimes there are readers who use the mouth to make their voices or just read in silence.

It is in line with Harmer (2007) that reading is an activity that is useful for language acquisition. This can be seen from student activities more or less understand what they read. The more they read, the better they get it all. In addition, according to Tarigan (2008), reading aims to obtain information that includes the contents of the reading and is able to understand the meaning of the reading in the text. The purpose of reading is closely related to meaning in reading.

To conclude, reading is an interactive activity between reader and text that lead reader to be fluently. Reading aims to obtain information that includes the contents of the reading and is able to understand the meaning of the reading in the text. However, reading is an activity that is useful for language acquisition.

2. Reader's Struggle Needs

Reading is a key to success in students learning. Learning requires students to know the information they need, especially when they are studying in school. In schools students are asked to find complex information related to learning, so students can hone their reading skills using their best strategies in getting information through reading. However, there are still many struggling students who still need teaching implicitly in understanding reading texts, so they need strategies in reading. Ontario (2005) states that there are 8 needs to be needed for student's struggling:

1. Knowledge of different types of texts and the best strategies for reading them.
2. Multiple and meaningful opportunities to practice reading in subject-specific contexts.
3. Opportunities to practice reading with appropriate resources.
4. Opportunities to talk about their reading and thinking.
5. Background knowledge in subject areas.
6. Expanded sight vocabularies and word-solving strategies for reading subject-specific texts.
7. Strategies for previewing texts, monitoring their understanding, determining the most important ideas and the relationships among them, remembering what they read, and making connections and inferences.
8. Strategies for becoming independent readers in any context.

In short, the reader must have knowledge about various types of reading texts as well as the best strategies for reading so that it is easy to understand the readings, practice reading with multiple meanings in accordance with a particular readings context and appropriate resources to expand knowledge about certain readings, expand certain vocabulary, and last but not least is the strategy to become an independent reader in understanding and determining important ideas contained between words in a reading text so that they are able to understand them properly and

correctly, then connecting the understanding that has been obtained to make connections and conclusions.

3. The Types of Reading

Brown (2004) claims that there are four types of reading by length, focus, and process:

1. Perspective

Reading with perceptions and perspectives implements bottom-up implicitly and includes several aspects, namely: letters, words, symbols, punctuation, etc.

2. Selective

In this process the processing is done by combining bottom-up and bottom-down. The process is at the root of the scoring form. To ensure that reader statements meet the following items such as: lexical language, grammatically, or clear language discourse.

3. Interactive

The process of reading this is the correlation between readers and readings that interact with each other by understanding the contents of the reading. The reader must interact with a pause from several paragraphs to another page while the reading process is in progress. In this process of reading, top-down use is more dominant than the use of top-ups that are only necessary.

4. Extensive

The process of extensive reading is usually more than one page like reading articles, short stories, books, novels, and others.

In summary, there are four types of reading, perspective reading is reading by looking at the perspective of readers, selective reading is reading to find out reader ratings such as grammar, interactive reading is reading through the correlation between reader interaction and the book, and extensive reading is reading a book or novel. All types of reading are interest to the reader according to the type of reading which is in accordance with the reader. However, although the type of reading that everyone does is not the same, but the purpose of reading is to understand the context of reading.

4. Reading Strategies

Reading strategy is a method used by the reader in processing the reading so that he understands and comprehends the text as a whole (Rahim, 2007).

1. Skimming

According to Brown (2001), skimming is when the reader quickly in order to get an idea of writer's intention on text. It developed with main idea of paragraph, essay, or article. It gave prediction to reader about the purpose of the text.

2. Scanning

Scanning is specific searching of detail information that reader looking for, such as a name, a place, or a date. The purpose of this skill is quickly searching for specific information without reading a whole of the text.

3. Identifying main idea and supporting detail

Identifying main ideas means analyzing the paragraph contained in a text. In a text usually there are main ideas, topics, themes, and others. The main idea contained in a text will also be followed by a supporting idea. It is intended to understand the idea of help from a very good supporting idea in providing understanding to the reader (Anderson, 2003).

4. Summarizing

The summary is summarizing the reading text which is the main focus of the reading that is the keyword of the text. Summarizing aims to understand only the important parts of the entire text. It helps the reader to determine the main ideas of reading and combines them with important detailed points to support the reader's understanding (Guthrie, 2003).

5. Influence Factors on Reading Ability

According to Rahim (2005), reading interest is a strong desire along with someone's effort to read. People who have strong interest in reading will manifest themselves in their willingness to get reading material and then read it on their own

awareness or encouragement from the outside. Reading interest is the potential that has existed in everyone who has been in the human brain since childhood. The potential will grow and develop well depending on the factors of encouragement, situations and conditions, the living environment of the prevailing system. According to Bunanta (2004), reading interest is mainly determined by:

1. Family environment factors such as family reading habits in the home environment.
2. Educational and curriculum factors in schools are not conducive.
3. Infrastructure factors in the communities that do not support increasing public interest in reading.
4. As well as factors in the existence and affordability of reading material.

To conclude, many factors can support student's interest in reading, such as family, school, infrastructure in the community and other factors. These factors that influence students in increasing their interest in reading such as the habits of parents who like to read books at home, have friends who like to collect reading books and schools that provide reading books for students.

C. Reading Achievement

Reading achievement is student's reading outcomes during them learning English. Student achievement is an activity that students do with the ability that he has in achieving the value of learning. The achievement of the students varies depending on

the student, the learning environment and the purpose of the education system. There are various ways and methods in knowing student achievement; this should be in accordance with the facilities where students go to school. In other words, student achievement should be proportional to the method used also the ability of each student. Nemeth and Long (2012), changes in learning outcomes can be observed, proven, and measured in the abilities or achievements experienced by students as a result of learning experiences built through the learning process.

Based on Education Evolving (2016), definition of student achievement involves significant differences, consisting of:

1. Areas of Focus

Students have varying interests and natural talents, and so will pursue varying pathways in life. This will mean, especially in high school, that particular students will often spend more time on some subject or project—will branch off and achieve excellence in their own personalized sets of “standards” in one or two areas of focus.

2. Abilities and Aptitudes.

Achievement is improvement (or “growth”) in what student’s know and are able to do relative to where they started and relative to their full potential, not relative to a fixed, grade based benchmark. Students should be supported and nurtured in areas where they struggle, and be pushed to reach mastery in areas where they are strong.

3. Values

Students and families have different values, different ideas about what elements of character are important to develop. Character education is an important part of achievement.

1.) Achievement Test

According to Brown (2004), the classifications for an achievement test are:

1. Objectives of the lesson, unit, or course being assessed.
2. The relative importance assigned to each objective.
3. The task employed in the classroom lessons during the unit of time.
4. Practical issues such as the time frame for the test and feedback time.
5. The extent to which the test structure lends itself to formative wash back.

2.) Assessment Tasks

According to Brown (2004), there is task design in four types of reading:

1. Task designs of perceptive reading are reading aloud, written response, multiple choice, and picture-cued items.
2. Task designs of selective reading are multiple choice, matching tasks, editing tasks, picture cued tasks, gap-filling tasks.
3. Task designs of interactive reading are cloze tasks, impromptu reading plus comprehension questions, short-answer tasks, editing, scanning, ordering tasks, charts, maps, graphs, diagrams.

4. Task designs of extensive reading are skimming tasks, summarizing and responding, note-taking and outlining.

To sum up, as we known student's achievement can be seen from the score data, but in achieving the student's achievement, students have different interests and natural talents that they have so the student's tend to have different focus areas with each other. Students have different abilities according to their interested with. In additional, one student being able to improve achievement in skill A but too slow in skill B and this is natural things that happen because students have different devotion and interests. However, student achievement must have a relationship with grades, which the teacher will provide an assessment through a test to be able to see the progress made by students during the learning process and the assessment can be tested through achievement and assessment tests.

D. Previous Study

The researcher found some previous research related to the study being conducted. One of them is N. Santhi's research entitled Are extra classes the success behind high performance and marks? She conducted this research in 2011 at Chennai's famous school.

The main purpose of this research was to identify the need for additional classes and to examine lesson plans and implementation advice management to reschedule hours of work. Extra class issues are educational, economic and social. The extra

class creates a lot of pressure and tension for students and teachers who must arrive early in the morning and late at night. This problem has caused many problems such as the resignation of teachers and students to become burdened. The researchers took students who study in 10th, 11th and 12th grade in one of Chennai's famous schools. The researchers used descriptive research adopted using the non-probability convenience method of the famous school in Chennai with a sample of 120 teachers and 326 students. In order to know the exact requirements of additional classes, the author used three questions (who, when (time) and which (subject)).

The conclusion of the research is that for most students of grade 10 and above, it may be too late for meaningful interventions and that mastering the basic content of these subjects should be completed in the phase while in elementary school. The provision of additional classes as norms should not be limited, as it can put great pressure on students as well as on teachers who teach. However, writing good quality classroom teaching writers during regular business hours can cope with the growth of extra classes.

While, a research conducted by Tran Thu Ha and Trudy Harpham (2005) Primary education in Vietnam: Extra classes and outcomes. The research is conducted in quantitative design. The samples are 1,000 eight-year-old children that conducted in 20 sentinel sites in five provinces (Lao Cai, Hung Yen, Da Nang, Phu Yen and Ben Tre) in Vietnam in 2002. The children were randomly identified according to

population data totaling 4716 houses containing eight-year-old children. Then the children were interviewed using the structured questionnaires method.

Data were analyzed using survey commands from STATA 8 with sentinel as strata, the main sampling unit that is equivalent to household, and a weight factor sample that shows the inverse of the probability that a child who meets the requirements will be included in the sample according to every existing sentinel site. Thus, estimates for using weighted data in this study can be calculated for all children totaling 4,716 eligible children and eight years old at 20 sentinel sites.

This study aims to examine the relationship between having additional classes with children's learning outcomes, so that multivariate analysis was used by these researchers. There are several factors that are included to control confounding factors including:

1. Community: region.
2. Household: wealth status, father's education, number of persons in the household.
3. Mother: mother's education, social capital level.
4. Child: ethnicity and mental health status.

From the results of the research done by them, even though the Vietnamese government has banned the application of additional classes, the community especially parents automatically adapt to the additional classes that their children

have taken. However, these researchers did not ascertain the purpose of holding additional classes, whether because of the backwardness of mandatory material in the morning or gifted children who want to add more knowledge, so this is a limitation in this research. Thus, it can be said that with the high number of applications that additional classes exist, there may be a full-day school that has not all been implemented in Vietnam. The research also found that additional classes held in Vietnamese schools did not have a significant effect on children aged eight years except their developing reading ability.

This research suggests that additional classes are not intended for primary school children but for children who catch up with school learning all day in the morning. This is because to reduce expenditure and the pressure felt by children and their parents.

Then, a research conducted by Asri Selamat, Ahmad Esa Berhannudin Mohd Salleh & Ishak Baba (2011). This study aims to evaluate the effectiveness of additional classes in the Smart Secondary School at Johore. This research spent one year. The researchers, in examining this study, used the triangulation method which means mixing methods between qualitative and quantitative.

There are several main methods that the researchers applied in the study including interviews, observations, surveys, questionnaires, documentation checklists and

analysis lists. Each method involves different numbers of respondents. The following are the number of respondents who have been divided into several methods:

1. In the questionnaire method involved 242 participants namely teachers who taught at Smart Secondary School.
2. In qualitative methods involving 10 participants in the interview session.
3. In the observation method involves 12 aspects of observation.
4. In the checklist method involves 15 aspects.
5. There are 15 documentation results consisting of official documentation, test material and existing examinations.

Participant questionnaires were taken randomly, while for the interviewees in the interview session the researchers had selected them. The researchers conducted research in two different schools. Then, quantitative data is processed using SPSS while qualitative data is processed using a coding system. From a result of this research, it was found that additional classes were able to improve students' performance skills in learning and students' success in the test. From these results, the researchers also suggested the application of intensive counseling to all subjects in the school.

Although there have been some studies dealing with extra class, this research is expected to provide a broader explanation of what the effect of English extra class on students achievement.

CHAPTER III

METHODOLOGY

This chapter presents a research method of the study. It consists of how this research is carried out which covers research method and design, data collection, data analysis.

A. Time of Research

This research was carried out from Wednesday morning, 20th April until Wednesday 27th April 2019 in three meetings, consisting of asking permission to the headmaster of the school, asking the teacher, and taking the document study. The research was conducted at SMAN 3 Banda Aceh.

B. Research Design

According to Kothari (2004), research project or known as research design is planning of researcher in making a format that will be applied to research. It developed how to answer a research problem and steps that should be done. This is related to the decision of the researcher in associating how to conduct research according to what has been decided by the researcher. This research used quantitative and qualitative approach to analyze the data.

Quantitative research is closely related to the measurement of the amount or quantity stated in the data. It is for problems or phenomena that can only be expressed through quantity. It was based on fact-finding from different kinds of numbers that were used to write information about science and social evidence that was evidenced by the recorded data. Walliman (2011) claims that quantitative research is used for analyzing the statistic data which is students pre-test and post-test score. The researcher takes the document study of the rapport achievement students from the teacher. Pre-test in this research as an odd semester scores and post-test in this research as an even exam semester scores and would be compared to see the differences scores between odd semester scores and even semester scores of students reading achievement.

Anderson (2010) claims that qualitative research combines data collection, data analysis and data interpretation which cannot be converted into figures that are like statistical data. it relates to social strata, social concepts and the behavior of individuals involved in them. Based on a qualitative approach, the method used by researchers is the interview method to ask several questions to the teacher of the school as supporting data in this research.

C. Population and Sample

a. Population

According to Creswell (2012) the population is a group of individuals who have the same characteristics. The target population is a group of individuals or a group of organizations with several common characteristics that can be identified and studied by researchers. The populations are groups of individuals who are determined from which participants in the research should be chosen. The population of this research was all SMAN 3 Banda Aceh consisting of two classes (64 students) and 1 teacher of English lessons from the school. The total population of this research was 65 participants.

b. Sample

Sugiyono (2009) claims that part of the population obtained based on the results of data obtained by researchers is a sample. The sample used by researchers is a good sample that represents the overall characteristics of the population data obtained by the researcher.

In this research, researchers chose two classes from the total population. According to Kothari (2004), purposive sampling is a deliberate selected sample technique by the researcher as a provision in considering the items to be tested. This is related to research that has been done by researchers using purposive sampling to

determine which data can be measured by adjusting it to the population and samples that have been taken.

As a first step, the researcher asked the teacher about which students might be included in this study, then, based on the teacher's advice, the researcher chose class XI students who would be sampled in this research. The total student populations that will be sampled in this research from class XI is 64 students that consisting of two classes, then the researcher will analyze the achievements of their document their document study achievement from students and analyze the interview from an English lesson teacher.

D. Technique of Data Collection

Data collection is the process of gathering and measuring information about variable of interest. Data collection techniques in this research are quantitative and qualitative data. This quantitative data was obtained from a document study of reading students score in odd and even semester. Then, the researcher used qualitative data which was gained from the English lesson in that school by the interview.

1. Document Study

Documents are records or written reports in the form of numbers or the writing of data sources obtained. The purpose of this document study is to find out student achievement scores throughout the semester and to see the extent to which students

score after they take English extra classes at school. Researchers observed the reading scores of XI students before and after they took English extra classes.

a. Odd semester

Odd semester scores in this research were obtained from students' reading score documents before they took extra English classes. Odd semester scores are performed by the teacher and will be compared with even semester scores by the researcher. Therefore, the researcher will analyze the odd semester scores that have been achieved from students at the school.

b. Even semester

Even semester in this research is students' reading score documents that have been obtained from students after they have taken extra English classes. Even semester scores that have been obtained by the teacher will be compared and analyzed with even semester scores by the researcher.

2. Interview

The researcher used interview method to obtain supporting information related to the data found during the research. In this interview process, the researcher asked questions to the English language teacher at the school. At this stage, the researcher asked questions related to the effect on student scores before and after students took extra classes.

E. Technique of Data Analysis

1. Analysis of the document study

The data obtained from the tests was analyzed statistically by using T-test SPSS formula with significant degree of 5%. All of the data were analyzed with using SPSS program.

There were several steps to analyze the data:

1. Processing Operations Data of Analysis

To answer a research question, the researcher used analysis of documents to find out whether English extra class has had an effect or not on student's reading achievement. It was based on content analysis, statistical data, and abstract guidelines (Kothari, 2004).

2. Conducting Data Analysis

The researcher starts conducting data by categorizing the pre and post data that have been found in the student achievement reading data. After the data has been categorized, the researcher has counted the result of each categorized. It was calculated by the researcher using a paired sample T test procedure through SPSS. The T test provides information about results by comparing two means through the significance level (Widiyanto, 2013).

Paired sample t-test procedure by Siregar (2013) determines the hypotheses are:

1. Ho1: There is no difference between the Relevanc of the Value of Accounting Information at the time before and after the application.
2. Ho1: There is a difference between the relevance of the value of accounting information at the time before and after the application.
3. Ho2: There is no difference between Information Asymmetry at the time before and after the application.
4. Ha2: There is a difference between Information Asymmetry at the time before and after the application.
5. Determine the significant level of 5% or 0.05.
6. Determine test criteria:
 - 1.) Ho is rejected if the probability value is <0.05 , meaning there is a difference in the relevance of the value of accounting information and information asymmetry at the time before and after the application.
 - 2.) Ho is accepted if the probability value is > 0.05 , meaning there is no difference in the relevance of the value of accounting information and information asymmetry at the time before and after the application.
 - 3.) Draw conclusions based on hypothesis testing.

3. Reporting

After the data has been analyzed, the overall results are reported in chapter four in details.

2. Analysis of the Interview

Data that researchers have obtained from interviews in the form of sound recordings were analyzed by listening to statements from the teacher's answers. Then, the researcher evaluates the answers of the teacher's statements so that they can be collected into an answer to the data needed by the researcher.



CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher presents the results of data collection obtained from the previous chapter. It is concerned with the answer of the research questions. The researcher also provides a brief insight of the place of research and the processes needed to obtain data. In addition, researcher calculates the data collected and analyzes the results of the interviewed.

A. The Brief Description of Research Location

1. Location of Research

This research was conducted at SMAN 3 Banda Aceh. The school is one of the superior state high schools in the Province of Aceh, Indonesia. This school is located on Teuku Nyak Arief street, Bandar Baru, Kec. Kuta Alam, Banda Aceh City, Aceh 24415. This school has three grades with a total of 6 classrooms and has two types of classes namely science class and social class. Banda Aceh State High School 3 which was inaugurated on April 1, 1977 by the Indonesian Minister of Education and Culture, Dr. Syarif Thayeb, located on a land of 12,160 m².

The environment that surrounds SMA Negeri 3 is in the form of shop buildings, houses, elementary schools, army dormitories and roads that are connected to Tgk. H. Mohd Daud Beureueh street, so it is easy to find transportation because of its strategic. SMAN 3 is also in great demand by all junior high school graduates both

those around the school as well as in Banda Aceh City and from outside Banda Aceh City.

B. Data Collection Procedure

Data collection is a way or step done by researchers in collecting data needed in a study. In this research, the researcher used three steps in collecting the data:

1. Research Permission

The researcher asks for permission from the supervisor to conduct this research and the place of the research will be conducting. Then, the researcher asks permission from the Headmaster for doing the research at SMAN 3 Banda Aceh.

2. Getting Document

The researcher meets the English teacher and asks a student's reading score document from teacher. This step known as document or documentation is to collect data from non-human source that consist of data.

3. Choosing the classification of the data

Among four skills of the four skills assessed in English, the researcher only chose and focused on reading skill.

4. Determining

The researcher had looked at the copy data of assessment that the teacher had obtained from the learning process based on classification of reading score during the extra class at SMAN 3 Banda Aceh.

C. The Result of Test

1. Document Study

As mentioned in the previous chapter, this research used study documents in collecting data. The researcher took the student's reading achievement document obtained from the teacher, to find out the effect it had on student reading achievement in odd semester and even semester exam scores. Data was collected from two classes at SMAN 3 Banda Aceh. The numbers of samples in this study were 64 students.

The test results are explained using the table below:

Table 5.1

The score of odd semester and even semester students' reading achievement

NO	Students Initial	GENDE R	Odd semester			Even semester			Increasing Score
			K	S	Mean	K	S	Mean	
1	AAA	M	85	84	84,5	87	87	87	2,5
2	AP	M	82	81	81,5	85	88	86,5	5,0
3	AF	F	85	85	85	86	91	88,5	3,5
4	CSR	F	85	85	85	90	95	92,5	7,5
5	DNA	F	85	85	85	89	90	89,5	4,5
6	DM	F	85	86	85,5	89	92	90,5	5,0
7	DBS	F	87	87	87	80	84	82	5,0
8	EFA	F	88	87	87,5	88	90	89	1,5
9	FC	F	88	87	87,5	88	88	88	0,5
10	FM	F	85	86	85,5	89	90	89,5	4,0
11	IM	M	88	87	87,5	89	94	91,5	4,0
12	LR	M	88	87	87,5	89	90	89,5	2,0
13	MI	F	87	86	86,5	77	80	78,5	8,0
14	MH	M	82	81	81,5	77	86	81,5	0,0
15	MF	M	85	83	84	85	88	86,5	2,5

16	MNK	M	84	83	83,5	87	89	88	4,5
17	MRHS	M	85	84	84,5	80	85	82,5	2,0
18	NU	F	87	86	86,5	87	88	87,5	1,0
19	NN	F	85	85	85	88	90	89	4,0
20	FP	F	88	88	88	88	97	92,5	4,5
21	RA	F	85	85	85	88	90	89	4,0
22	RF	F	87	86	86,5	88	89	89	2,0
23	S	F	89	87	88	89	89	91	1,0
24	SBH	F	90	88	89	89	93	91	2,0
25	TSIF	F	88	86	87	88	96	92	5,0
26	TA	M	85	84	84,5	87	89	88	3,5
27	TMSH	M	82	80	81	80	85	82,5	1,5
28	UAA	M	85	83	84	88	90	89	5,0
29	YSW	F	85	83	84	87	89	88	4,0
30	ZR	F	88	87	87,5	88	89	88,5	1,0
31	RA	F	89	86	87,5	87	88	87,5	0,0
32	TRMA	M	80	80	80	87	89	88	8,0
33	AIN	F	87	87	87	94	92	93	6,0
34	AI	F	85	85	85	88	90	89	4,0
35	AT	F	87	82	84,5	87	85	86	1,5
36	CK	F	84	85	84,5	90	94	92	7,5
37	CSA	F	86	84	85	88	93	90,5	5,5
38	HS	F	87	82	84,5	89	87	88	3,5
39	JAE	F	87	82	84,5	88	85	86,5	2,0
40	MNA	M	86	83	85,5	90	90	90	5,5
41	MSK	F	89	83	86	89	87	88	2,0
42	MAF	M	89	85	87	90	90	90	3,0
43	MIA	M	87	82	84,5	90	88	89	4,5
44	NSM	F	90	84	87	92	88	90	3,0
45	NRA	F	89	81	85	90	86	88	3,0
46	B	F	85	84	84,5	89	84	86,5	2,0
47	QSF	M	88	81	84,5	88	87	87,5	3,0
48	RKA	F	88	85	86,5	89	87	88	1,5
49	RR	M	86	85	85,5	90	92	91	5,5
50	SJ	M	86	85	85,5	88	90	89	3,5
51	SS	F	87	84	85,5	93	98	95,5	10,0
52	SS	F	88	85	86,5	88	90	89	2,5
53	SSM	F	90	85	87,5	98	98	98	10,5
54	SR	F	88	82	85	90	90	90	5,0

55	TMH	M	85	82	83,5	90	90	90	6,5
56	TMMS	M	83	83	83	88	88	88	5,0
57	TS	F	85	85	85	90	90	90	5,0
58	YH	F	89	84	86,5	92	90	91	4,5
59	ZH	M	83	84	83,5	88	87	87,5	4,0
60	CV	F	85	84	84,5	90	87	88,5	4,0
61	DAA	F	84	81	82,5	89	88	88,5	6,0
62	AF	M	82	84	83	83	85	84	1,0
63	MF	M	85	85	85	86	87	86,5	1,5
64	MF	M	84	84	84	89	83	86	2,0

K= Knowledge, **S**= Skills. (final scoring)

The table 5.1 above shows the scores of 64 students from two classes of XI grade in English lesson. From the table above, it can be seen that most of the students' score increased from the odd semester to even semester after taking English extra class. There are two scoring aspects for final results which were Knowledge and Skill scores. Mean score was obtained from the combination of the results of these two scores, both odd semester and even semester. It can be seen that the score of 64 students from two classes increased as shown in the table below:

Table 5.2

The increasing score of the student's odd semester and even semester of reading achievement

The total increase	Number of students
0,5	1
1,0 - 1,5	9
2,0 - 2,5	11
3,0 – 3,5	8

4,0 – 4,5	13
5,0 – 5,5	11
6,0 – 6,0	2
7,0 – 7,5	2
8,0	2
10,0 – 10,5	2

Table 5.3

<i>General test of odd semester and even semester of students' reading achievement</i>						
	N	Mean	Outcome	T	Df	t-table
Odd semester	64	85.20				
Even semester	64	88.52	3.325	10,5118	127	1,65694

The table 5.3 shows the results of the general test of odd semester and even semester on reading students achievement. The Mean score of the odd semester was 85.20 while the Mean score of the even semester was 88.52. The Mean of score was obtained from all of the students' score that have been collected from SPSS data results. The outcome of odd semester and even exams semester was 3.325, which was obtained from the Mean even exams semester minus the Mean Odd semester. It can be seen that the results of even semester score was higher than the odd semester

score, meaning that there was a significant difference of change in students' scores. It can be concluded from the $T(10,5118)$ was higher than $t_{table}(1,65694)$.

1.) Student's Achievement in Reading knowledge

Student's achievement in reading knowledge is knowledge gained by students when doing daily tasks and individual tasks. Odd semester and even semester data on students' reading knowledge have been taken by the teacher through knowledge assessment before and after students take extra classes. Subjects in the extra class are 32 students per class. From the results of the student's odd data, before they are participating in the extra class, it was shown that the highest score obtained by students was 90 and the lowest score was 80. Whereas, from the even data the result after the student's participating in the extra class, the highest score was 98 and the lowest score were 76.

By using SPSS, it is known that the average score (mean) achieved by students in English extra class on Reading achievement can be seen as follow:

Table 5.4

The odd semester and even semester of students' reading knowledge achievement

	N	Mean	Outcome	T	Df	t-table
Odd Semester	41	86.50				
Even Semester	41	87.62	1.125	2.012	63	1.998

Based on the results of the statistical data above, the numbers (N) of students used as the study sample were 64 students and the researchers categorized the value of students' knowledge into odd data and even data. It is known that the mean value of reading knowledge obtained by students before joining the extra class is 86,50, while the mean value of reading knowledge after following the extra is 87,62. The mean value of the results (odd semester data) $86 < 87$ (even semester data), then that means descriptively there are differences in the mean results of the test on the student value data.

2.) Student's Achievement in Reading Skills

Student's achievement in Reading skills is assessment carried out based on observation, investigation and recording of learning outcomes by students. Odd semester and even semester value data on student reading skills have been taken by the teacher through knowledge assessment before and after students take extra classes. Subject in the extra class are 32 students per class. Based on the student's achievement before and after they are participated the extra class. At the odd data score the highest score is 90 and the lowest score is 80. Then, in the even data score the highest score is 95 and the lowest score is 80.

By using SPSS, it is known that the average score (mean) achieved by students in English extra class on Reading achievement can be seen as follow:

Table 5.5*The odd semester and even semester of students' reading skill achievement*

	N	Mean	Outcome	T	Df	t-table
Odd Semester	41	85.65				
Even Semester	41	89.65	3.421	7.618	63	1.998

Based on the table results above, the number (N) of students used as the study sample were 64 students and the researchers categorized the value of students' knowledge into odd semester data and even semester data. It is known that the mean value of reading knowledge obtained by students before participating the extra class is 85,65, while the mean value of reading knowledge after participating extra class is 89,65. The mean value of the knowledge reading achievement has shown only one digit difference. Because the mean value of the result (odd semester data) 85 < 89 (even semester data), then that means descriptively there are differences in the mean results of the test on the student value data.

3.) Students' reading knowledge and skill achievement

Tabel 5.6

The difference between reading knowledge and skill of students' final outcome after took English Extra Class

	Outcome	N	T	Df	t-table
Reading knowledge	1.125	64	0.054	62	1.999
Reading skill	3.421				

Table 5.6 shows the differences of the final outcome between reading knowledge and skill students score after the English extra class was took. The Mean score of students reading knowledge was 1.125 while the Mean score of students reading skill was 3.421, it is means that there was a difference between reading knowledge and skill students' achievement. $T(0.054)$ score shows to be lower than the $t_{table}(1.999)$ score, it means that there was no significant difference between the reading knowledge and skill of students' result.

D. Determining Hypothesis

According to Sudjono (2008), in examining the hypothesis, the t-test was used to determine the significant of the students score. The t-test is designed to measure and examined the significant between two means of pre-test and post-test. Then the results of calculation of the T-test score was compared to the t-table score. If the T-test (T) is higher than t-table of 5% alpha significance level, it means that there is

significance difference achievement between pre-test and post-test. And also see the differences score on students reading achievement.

Based on Null Hypothesis (H_0) that was accepted:

1. There was a significant difference between odd semester and even semester score in general reading achievement.
2. There was a significant difference between odd semester and even semester on students' reading knowledge and skill.

Based on Alternative Hypothesis (H_a) that was rejected:

1. There was not a significant difference between odd semester score and even semester of the students' reading achievement.

E. The Result of the Interview

The researcher did the interview with the English teacher to investigate how the effect of English extra class in the school and to find out the teacher's perception of English extra class that is able to increase students achievement. The researcher put the initial "MT" for the teacher to keep the personal information. The researcher divided the topic based on the question provided.

a. What are your opinions of the extra classes that have been implemented at school after students take the compulsory class in the morning?

Related to the question, the teacher said that:

“ya, untuk kelas tambahan ya, yang pada dasarnya dua jam perminggu, kemudian ditambah di double sehingga jadi empat jam perminggu itu memang kami nilai pada awalnya kami harapkan itu membawa pengaruh besar pengaruh pada hasil akhir berupa peningkatan kualitas siswa didik dan setelah berjalan, ini sedang berjalan, kemudian dari perjalanan itu kami melihat memang ada perkembangan dari waktu ke waktu untuk kemampuan mereka, terutama pada subjek didik ini yang kami terapkan di kelas tiga untuk menghadapi ujian akhir. Jadi dari materi yang kami berikan, dari tingkat kesukarannya rendah hingga kami tingkatkan sedikit demi sedikit yang ke jenjang yang lebih tinggi. Cuma kami lihat ada perubahan yang signifikan ada perkembangan yang kearah positif seperti yang kami harapkan.”

From the answer above, it was explained that English extra class is implemented for students to improve their skills in mastering English to prepare for the National Exam when they are sitting in XII class. The interviewer said that the teacher always provided material such as reading text for the questions on the National Examination in the English extra class. This is a part of helping students in answering the upcoming National Exam questions.

b. Do you think this extra class has an effect on student achievement?

The participant explained that:

“ya, dari hasil tes setelah kami melakukan kegiatan (extra class) dan di ujung kegiatan kita buat evaluasi dari beberapa evaluasi kami lihat ada perkembangan ya ada perubahan yang yang sedikit demi sedikit tapi menunjukkan ke arah yang

positif ke arah yang yang maksudnya yang benar-benar berimbis pada kemampuan untuk peningkatannya”

According to the participant, students improve their English score after taking English extra class. It is clear in taking an English extra class, the students obtained many advantages. Interestingly, the students may prepare their studies before the National Examination held. Based on the answer from the teacher that English extra class was really need to be applied, because it can make the achievement score of the students to be higher than before they took the extra class.

c. Talking about achievement, how are the students reading skill in English at school?

In this question, the teacher replied that:

“ya, jadi kalau nanti dalam proses kelas reading itu kita nanti ada reading skill yang akan kita maksudnya akan kita jadikan titik focus yaitu reading comprehension yang terutama karna mereka mau menghdapi ujian akhir, kemudian kita masukkan juga sedikit reading aloud supaya ada pengaruhnya terhadap pronounciationnya dan itu emang kita lihat ada emm perkembangan terumata untuk hal yang sangat kita butuhkan untuk menghadapi ujian akhir ini reading comprehension dimana kita dalam penerapan reading comprehension ini sangat sangat dibutuhkan karna guna untuk menyelesaikan soal-soal secara cepat dan tepat”

Based on teacher answer, it can be seen in this English extra class the material provided in this class is much related to the subject taught in the morning which will be held in grade XII with the prioritizing learning the material of National Exam in

the near future, especially in reading skill. Based on the answers from the teacher, English extra class is very good to be applied to the students.

- d. In term of students achievement, is there any obstacles that occur in the process of achieving students reading scores while attending this extra class?**

In this question, the teacher replied that:

“ya, mungkin meningkat melihat tingkat kesukaran teksnya mereka terkendala pada mungkin ada vocab-vocab yang sukar yang mereka tidak paham itu sedikit ada terkendala sehingga membuat lamban dalam proses pengerjaan, namun setelah kita hadirkan beberapa teks yang kita stel tingkat kesukarannya dari yang mudah kemudian lebih sukar lebih sukar lagi kita melihat ada adaptasi daripada peserta didik ya sehingga kesulitan yang mereka hadapi pada awalnya itu dapat mereka tanggulangi pada aktivitas-aktivitas selanjutnya”

As has been answered by the teacher above that there were obstacles in reading learning process and it is necessary to adapt reading texts for students to be able in understand correctly. Thus, in the process of extra class implementation, teacher expects a lot of students to be able to overcome these obstacles.

- e. Is there a significant right solution that is implemented to overcome these obstacles?**

The teacher answered that:

“Berhubung dengan kendala mereka menghadapi teks dengan tingkat vocab yang vocabulary yang sukar itu kita ehem menghadirkan sebanyak mungkin teks sehingga mereka tidak shock lagi menghadapi teks teks karna dalam ujian nanti mereka UNBK berhadapan dengan teks-teks panjang dengan vocab-vocab yang sedikit rumit.

Jadi ada adaptasi yang walaupun kita katakan tidak seratus persen menyelesaikan masalah namun kesulitan mereka bisa teratasi dengan sedikit demi sedikit dengan membiasakan menghadapi teks teks tersebut.”

The interviewer confirmed that most students who taking an extra class have improved their ability in English reading skill. Although, some of them were still having low score, it can be assisted by giving some attention and make students feel comfortable with the teacher or by giving some remedial study.

f. How do you perceive that the extra class is able to effect students' achievement?

The teacher said that:

“ya, melihat dari segi aktivitasnya hal ini merupakan suatu kegiatan yang yang wajib diikuti bagi anak didik kita disini, yang mana hal ini merupakan kelas tambahan untuk mendukung nilai siswa kedepannya menjadi lebih baik, juga memperbaiki bisa memperbaiki nilai siswa yang rendah melalui aktivitas-aktivitas teks bacaan yang kami hadirkan serta memberikan suasana yang lebih rileks dibandingkan saat sekolah pagi hari jadi anak didik kita disini mengikuti kelas tambahan atau les sore dengan hikmat dan seperti biasanya les sore pada umumnya”

The teacher said that it really made students must attend the English extra class program. Because it was an additional lesson that must be followed by all students. Although, students' enthusiasm in participating in the extra class is proven by their achievement compare to previous score before attending the extra class program. It is supported by comfortable class learning during the extra class.

g. Are there any suggestions and messages that you want to convey about the implementation of this extra class?

From the questions above, the participant said that:

“iya, untuk kedepannya berdasarkan apa yang sudah kami jalani sekarang mungkin perbaikan kedepan nya diharapkan ada penyusunan daripada materi-materi yang sistematis dimana disitu nanti bisa dari satu materi ke materi yang lain ada pengaturan tingkat kesulitan dari segi tingkat kesulitannya kemudian variasi daripada latihannya sehingga nanti lebih berefek positif lagi terhadap kelas tambahan ke depannya.”

Based on the participant answer above, she expects a policy on students learning materials to be systematic as to provide an arrangement if there are obstacles both the difficulty level and variations that are presented to be developed in the extra class for the better in future.

F. Discussion

According to document study from the students' achievement at the school, it can be answered **the research question number 1** *“To what extend does English extra classes effect student's reading achievement?”* It can be seen that the effect of English extra class can help students to generate their achievement on English class. It was proven by the Mean score of the pre-test and post-test score of students by the final outcome in their reading ability after the English extra class was held.

Regarding the research that was done in SMA 3 Banda Aceh, it was considered there is a significant difference between students who had participated and not

participating in the extra class on their reading achievement. Based on computation of the even semester data, the mean score between aspects of knowledge and skills experienced a significant increase. In the score of even semester reading knowledge the results obtained were 87,62 and the even semester reading skills were 89,65. It can be interpreted that the results of the Mean scores of even semester data were higher than Mean score of odd semester data.

This finding is in line with previous research conducted by Asri Selamat, Ahmad Esa, Berhannudin Mohd Salleh, and Ishak Baba (2011). Their research aims to evaluate the effectiveness of additional classes in the Smart Secondary School at Johore. From a result of this research, it was found that additional classes were able to improve students' performance skills in learning and students' success in the test. From these results, they also suggested the application of intensive counseling to all subjects in the school.

Based on the research above, the extra class effects turn out to be very influential not only for the extra English but also for other eyes. This is certainly influenced by factors that can be seen as follows:

1. Interesting learning strategies that can help students better than in the morning school.
2. Motivation of students' learning alone to understand and know extra learning.

In conclusion, the English extra class on students' reading achievement has an effect on student score. The existence of extra classes can optimize and improve student grades better. This also has an impact on the students themselves, where they can receive additional lessons that cannot be understood at school in the morning. Although, there has been some studies dealing with extra class, this study is expected to provide a broader explanation of what the effect of English extra class on student's achievement. Therefore, it could be stated that extra class has an effect on student's itself.

In answering **research question number 2**, "*How does the teacher perceive that the extra class is able to effect students' achievement?*" It was done by doing the interview with the teacher at that school. This interview is supporting data collection data technique used by the researcher in discovering additional information on English extra class is important to be applied at the school because it can improve students' achievement. Based on the interview, extra class is a school policy that must be followed by all the students. This is implemented with the teacher teaching materials needed by the students, they can receive material that they still do not understand or still difficult for them to understand. Students are enthusiastic in taking extra class because of the learning atmosphere is more relaxed learning atmosphere to avoid students from being stressed after learning in the morning.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter shows the conclusion and recommendations from the researcher, based on the result of discussion in previous chapter. The further explanations are as follows:

A. Conclusion

Based on the result of research discussed in the previous chapter, the researcher point out some conclusions of the effect of English extra class on students' reading, they are:

1. Based on the results of the research and discussion that has been presented in the previous chapter, it can be concluded that there is a significant difference between students who had participated and not participating in the extra class on their reading achievement. The value of Sig. (2-tailed) was lower than significant level, therefore H_a was accepted and H_0 was rejected. It means "There is a significant difference that has an effect between students' reading achievement in English extra class". This showed that extra class was effective to be used in teaching reading for X students of SMA 3 Banda Aceh.
2. Extra class is a school policy that must be followed by all students. In English extra class program, teacher provides materials reading text activities such as reading aloud, reading comprehension and vocabulary

to overcome the obstacles of learning activity in morning at school. It is has been proven by students' achievement score and make students able to solve their obstacles faced in English subject, especially in reading ability process. Students are enthusiastic in taking extra class because the learning atmosphere is more relaxed learning atmosphere to prevent students from being stressed after learning in the morning.

B. Recommendation

Based on the conclusion, the researcher recommends some points, which are expected to be a constructive effort in developing the English extra class in education, especially in Aceh:

1. The English educator's in Aceh may be able to make extra classes in other skills related to English such as writing clubs or speaking clubs. Therefore, it is to be able to improve students' abilities in English language skills.
2. In the teaching learning process, the English teachers may convey motivation to students that participating in extra classes not only increases their learning abilities, but also can help them to relearn teaching materials that are not understood in morning primary school.
3. Because of the researcher has limitation of time, methods, and knowledge, this study has not achieved a perfect level yet. Therefore, it is

honour for the further to review the effect of English extra class on student's reading achievement.



REFERENCES

- Brown, H.Douglas. (2004). *Language Assessment: Principles and classroom practices*. White plain, NY: Pearson education.
- Bunanta, Murti. (2004). *Buku Mendongen dan Minat Membaca*. Jakarta: PustakaTangga.
- Dan, N.V. (2000). *Pressing Issues of Extra Classes in Secondary Schools and Solutions*. Hanoi: Institute of Education Development.
- Guthrie, J. T. (2003). *Concept-Oriented Reading Instruction: Practices of Teaching Reading for Understanding*. In C. Snow & A. Sweet (Eds.), *Reading for Understanding: Implications of RAND Report for Education*. New York: Guilford.
- Ha, Tran & Harpham, Trudy. (2005). *Primary education in Vietnam: Extra classes and outcomes*. *International Education Journal*.
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. Cambridge: Longman.
- Kothari, C. R. (2004). *Research Methodology: Method and Techniques* (2nded). New Delhi: New Age International.
- Ministry of Education, Ontario. (2005). *Think Literacy: Cross-curricular Aproaches, Grades 7-12: subject-specific*. The Ministry.
- Nemeth, J., & Long, J. G. (2012). *Assessing Learning Outcomes in U.S. Planning Studio Courses* : *Journal of Planning Education and Research* ,32(4), 476-490.
- Patton , M.Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA. Sage.
- Pratini, Siti.(2005). *Educational Psychology*, Retrieved at <http://www.wawasanpendidikan.om/2015/09/pengertian-prestasi-belajar-menurut-ahli.html?m=1>.
- Rahim, Farida. (2005). *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumiaksara.
- Rahim, Farida. (2008). *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara.

- Santhi, N. (2011). *Are extra classes the success behind high performance and marks?*.P 1-2.
- Santoso,Singgih. (2014). *SPSS 22 from Essential to Expert Skills*, Gramedia anggota IKAPI, Jakarta.
- Selamat, Asri & Ahmad, Esa & MohdSalleh, Berhanuddin & Baba, Ishak. (2011). *Extra Classes Effectiveness in Smart Secondary School, Johore, Malaysia*. Asian Social Science.8. 10.5539/ass.v8n1p111.
- Singh, A. K., Srivastava, S., & Singh, D. (2015). *Student Engagement as The Predictor of Direct and Indirect Learning Outcomes in The Management Education Context*. Metamorphosis. 14(2), 20-29.
- Sofyian, Siregar. (2013). *Metode Penelitian Kuantitatif “dilengkapi dengan perbandingan perhitungan manusl & SPSS”*. Jakarta timur: Kedcana media group.
- Walliman, N. (2011). *Research methods: The basics*. London: Routledge.
- Widiyanto, M.A. (2013). *Statistika Terapan, Konsep dan Aplikasi SPSS/Lisrel dalam Penelitian Pendidikan, Psikologi dan Ilmu Sosial Lainnya*. Jakarta: PT Elex Media Komputindo.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-10418/UN.08/FTK/KP.07.6/07/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-6682/UN.08/FTK/KP.07.6/06/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Mei 2018
- MEMUTUSKAN**
- Menetapkan : **PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-6682/UN.08/FTK/KP.07.6/06/2018** tanggal 26 Juni 2018
- KEDUA** : Menunjuk Saudara:
- | | |
|------------------------|----------------------------|
| 1. Siti Khasinah, M.Pd | Sebagai Pembimbing Pertama |
| 2. Nidawati, M.Ag | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Fera Fernanda**
- NIM : **150203058**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Effect of English Extra Class on Student's Reading Achievement**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 12 Juli 2019



- Tembusan**
1. Rektor UIN Ar-Raniry (sebagai laporan);
 2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
 3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
 4. Mahasiswa yang bersangkutan;
 5. Arsip.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-1506/Un.08/FTK.1/TL.00/02/2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

14 Februari 2019

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Fera Fernanda
N I M : 150 203 058
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Desa Lubuk Sukon Kab.Aceh Besar

Untuk mengumpulkan data pada:

SMAN 3 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Effect of English Extra Class on Students's Reading Achievement

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,



Kode 5657

BAG.UMUM BAG.UMUM



PEMERINTAH ACEH DINAS PENDIDIKAN

Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121

Telepon (0651) 22620, Faks (0651) 32386

Website : disdik.acehprov.go.id, Email : disdik@acehprov.go.id

Nomor : 070 / B.1 / 333 / 2019
Sifat : Biasa
Hal : Izin Pengumpulan Data

Banda Aceh, 21 Februari 2019
Yang Terhormat,
Kepala SMA Negeri 3 Banda Aceh
di
Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-1506/Un.08/FTK.1/TL.00/02/2019 tanggal, 14 Februari 2018 hal: "Mohon Bantuan dan Keizinan Pengumpulan Data ", dengan ini kami memberikan izin kepada:

Nama : Fera Fernanda
NIM : 150 203 058
Program Studi : Pendidikan Bahasa Inggris
Judul : "THE EFFECT OF ENGLISH EXTRA CLASS ON STUDENTS'S READING ACHIEVEMENT "

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswa yang bersangkutan dan Kepala Sekolah;
4. Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terima kasih.

KEPALA BIDANG PEMBINAAN SMA DAN



ND Nomor 3750/SMA/2019 tanggal 12 Februari 2019

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip.



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 3 KOTA BANDA ACEH**

Jalan Tgk. H. Mohd. Daud Beureu-eh Nomor 454 Kota Banda Aceh Kode Pos. 23126
Telepon (0651) 23206, Faks. (0651) 23206, e-mail : sman3bandaaceh77@gmail.com
website : <http://www.sma3bandaaceh.sch.id/>

Nomor : 074/1403/2019
Lampiran : -
Perihal : **Telah Mengadakan Pengumpulan Data**

Kepada
Yth. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry
Di
Banda Aceh

Sehubungan dengan Surat Dinas Pendidikan Aceh Nomor : 070/B.1/333/2019, Tanggal: 21
Februari 2019 Hal : Mohon Izin melakukan pengumpulan data, maka dengan ini kami
beritahukan bahwa:

Nama : **FERA FERNANDA**
NIM : 150 203 058
Program Studi : Pendidikan Bahasa Inggris

Sudah melakukan Pengumpulan data, pada SMA Negeri 3 Banda Aceh, dalam rangka
penyusunan Skripsi dengan Judul **"THE EFFECT OF ENGLISH EXTRA CLASS ON
STUDENTS'S READING ACHIEVEMENT"**

Demikian Surat Pemberitahuan ini diberikan untuk dapat dipergunakan Seperlunya.

Banda Aceh, 1 Oktober 2019
KEPALA,
SMA NEGERI 3
KOTA BANDA ACEH
SYARWAN JOMI, S.Pd. M.Pd
Pembina TK/1
NIP. 19730505 199803 1 008

THE EFFECT OF ENGLISH EXTRA CLASS ON STUDENT'S READING ACHIEVEMENT

Description of the project: This research is to find out the effect of English extra class on students' reading achievement.

Benefits of this research: Feel free to answer all these questions. Don't worry! There will be no direct benefit to you for taking part in this research. The researcher may learn more about the effect of English extra class on students' reading achievement.

Name :

School :

Phone Number :

1. Bagaimana pendapat ibu tentang kelas tambahan yang telah diterapkan di sekolah?
2. Apakah ibu berpendapat bahwa kelas tambahan memberikan efek terhadap pencapaian nilai siswa?
3. Bagaimana dengan kemampuan membaca siswa atau dari segi reading skill-nya?
4. Bagaimana menurut ibu apa ada kendala selama proses pencapaian nilai siswa?
5. Apakah ada solusi yang sangat signifikan untuk mengatasi kendala seperti itu?
6. Bagaimana perspektif ibu terhadap kelas tambahan yang mampu memberikan efek terhadap pencapaian nilai siswa?
7. Apakah mungkin ada saran atau pesan yang ingin ibu sampaikan terhadap

T- TEST USING SPSS

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Knowledge (Post-test)	87.6250	64	4.02177	.50272
	Knowledge (Pre-test)	86.5000	64	2.44300	.30538

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Knowledge (Post-test) & Knowledge (Pre-test)	64	.108	.395

Paired Samples Test

		Pair 1
		Knowledge (Post-test) – Knowledge (Pre-Test)
Paired Differences	Mean	1.12500
	Std. Deviation	4.47391
	Std. Error Mean	.55924
	95% Confidence Interval of the Difference	Lower .00745 Upper 2.24255
T		2.012
Df		63
Sig. (2-tailed)		.049

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error
Pair 1	Skills (Post-test)	89.0781	64	3.76409	.47051
	Skills (Pre-test)	85.6563	64	2.26932	.28366

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Skills (Post-test) & Skills (Pre-test)	64	.375	.002

Paired Samples Test

		Pair 1
		Skills (Post-test) - Skills (Pre-test)
Paired Differences	Mean	3.42188
	Std. Deviation	3.59367
	Std. Error Mean	.44921
	95% Confidence Interval of the Difference	Lower 2.52420
		Upper 4.31955
T		7.618
Df		63
Sig. (2-tailed)		.000

AUTOBIOGRAPHY

1. Name : Fera Fernanda
2. NIM : 150203058
3. Place/ Date of Birth : Aceh Besar / April 5th, 1998
4. Sex : Female
5. Religion : Islam
6. Nationality/Ethnic : Indonesian/ Acehnese
7. Marital Status : Single
8. Address : Desa Lubuk Sukun, Kec. Ingin Jaya
9. Occupation : Student
10. Parents
 - a. Father : Drs. Iswanda
 - b. Occupation : PNS
 - c. Mother : Faizah
 - d. Occupation : PNS
11. Educational Background
 - a. Elementary School : SD N Lubuk
 - b. Junior High School : MTsN II Banda Aceh
 - c. Senior High School : MAN Model Banda Aceh
 - d. University : UIN Ar-Raniry

Banda Aceh, December 4th 2019

Fera Fernanda