

**THE USE OF PRACTICE AND PROGRESS  
BY L.G ALEXANDER TO IMPROVE  
STUDENTS' READING COMPREHENSION**

**THESIS**

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

2025 M / 1446 H

# THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
in Partial Fulfillment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

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Date: 30/01/2025

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

On:

Friday, 7<sup>th</sup> February 2025 M  
8<sup>th</sup> Sya'ban 1446 H

In Darussalam, Banda Aceh

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STUDENTS' READING COMPREHENSION**

Adalah benar-benar karya saya. Kecuali semua kutipan dan referensi yang disebutkan sumbernya, apabila kesalahan dan kekeliruan di dalamnya. Maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 30 Januari 2025

Saya Yang Membuat Pernyataan



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## ACKNOWLEDGEMENTS

*(In the name of Allah, the most Gracious the most Merciful)*

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All gratitude is due to Allah subhanuhuwa ta'ala, the creator of the universe, who has provided me with blessing, health, knowledge, and chance to finish my study at the English Language Education Department UIN Ar-Raniry and to write and complete my thesis, entitled “*The Use of Practice and Progress by L.G. Alexander to Improve Students’ Reading Comprehension*”. Peace and blessing be upon to our prophet, Muhammad SAW, all his family and companions.

I would like to express my deepest gratitude and appreciation to my supervisor, Drs. Lukmanul Hakim, M.A. for her direction, patience, inspiration, and comprehensive understanding, encouragement, support, and numerous important ideas and corrections for my thesis, this thesis would not have been complete without his Kind and directional during the writing of this research. Then I would also like to express my sincere thanks to all of the staff and lecturers of the English Educational, along with all of the staff of the Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry, who assisted and guided me during my studies at the English Department of UIN Ar-Raniry.

Then, my sincere thanks and love go to my beloved family my late Father (Alm. Muhammad Yahya, my mother (Elli Susanti), my step father (Indra Pratama), and my three Brothers (Muazzam, Muazzim, Raja). Thank you for the everlasting supports both emotionally and financially also for always believe in me and hope the best for me.

In addition, I would like to thank beloved best friend Naqia Azzuhra, Nabila Atika Anwar, Maulitia Sumita, and Afra Shavira who has assisted me in carrying out this thesis, thank you for all the encouraging guidance and support, and I will not be able to complete the thesis without the help and support from kind people around me.

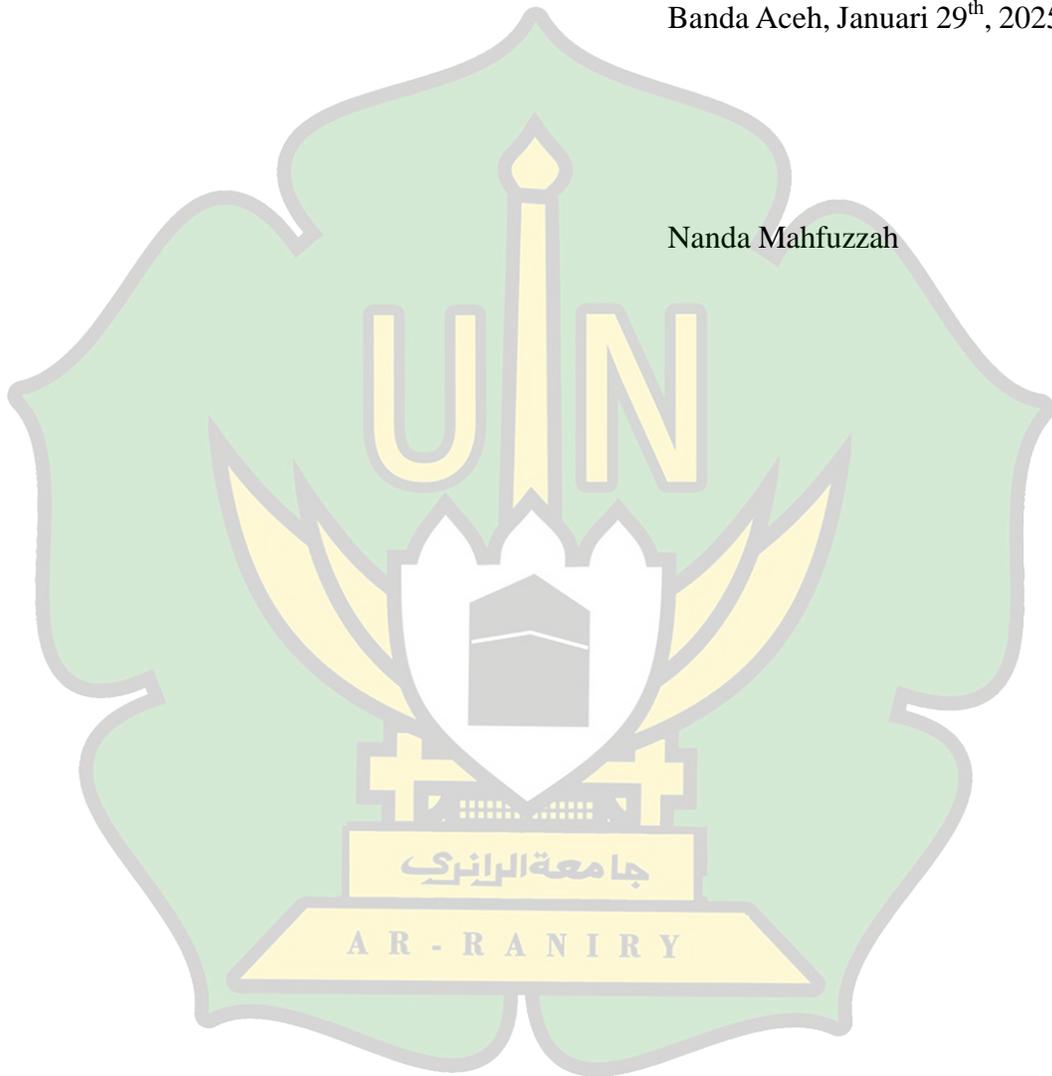
I also express my appreciation and gratitude for all my beloved worker partner, my boss and all my friend in Keurukon Katibul Wali/Secretariat Lembaga Wali Nanggroe and also for all my friends of English department who accompanied me to get through all things together and all of my Jeumala Amal high school friends, who have always supported and assisted me in every decision I have made and have always motivated me in the process of completing this thesis, inspire me and provide all of the happiness in my life. I wish they will live the best life, receive all the happiness that they deserve and reach the dreams they wanted ever since.

Finally, I recognize that this study is still far from perfectness, thus the constructive criticism and recommendations for enhancing this thesis are greatly

appreciated. May this thesis assist in educational advancement.

Banda Aceh, Januari 29<sup>th</sup>, 2025

Nanda Mahfuzzah



## ABSTRACT

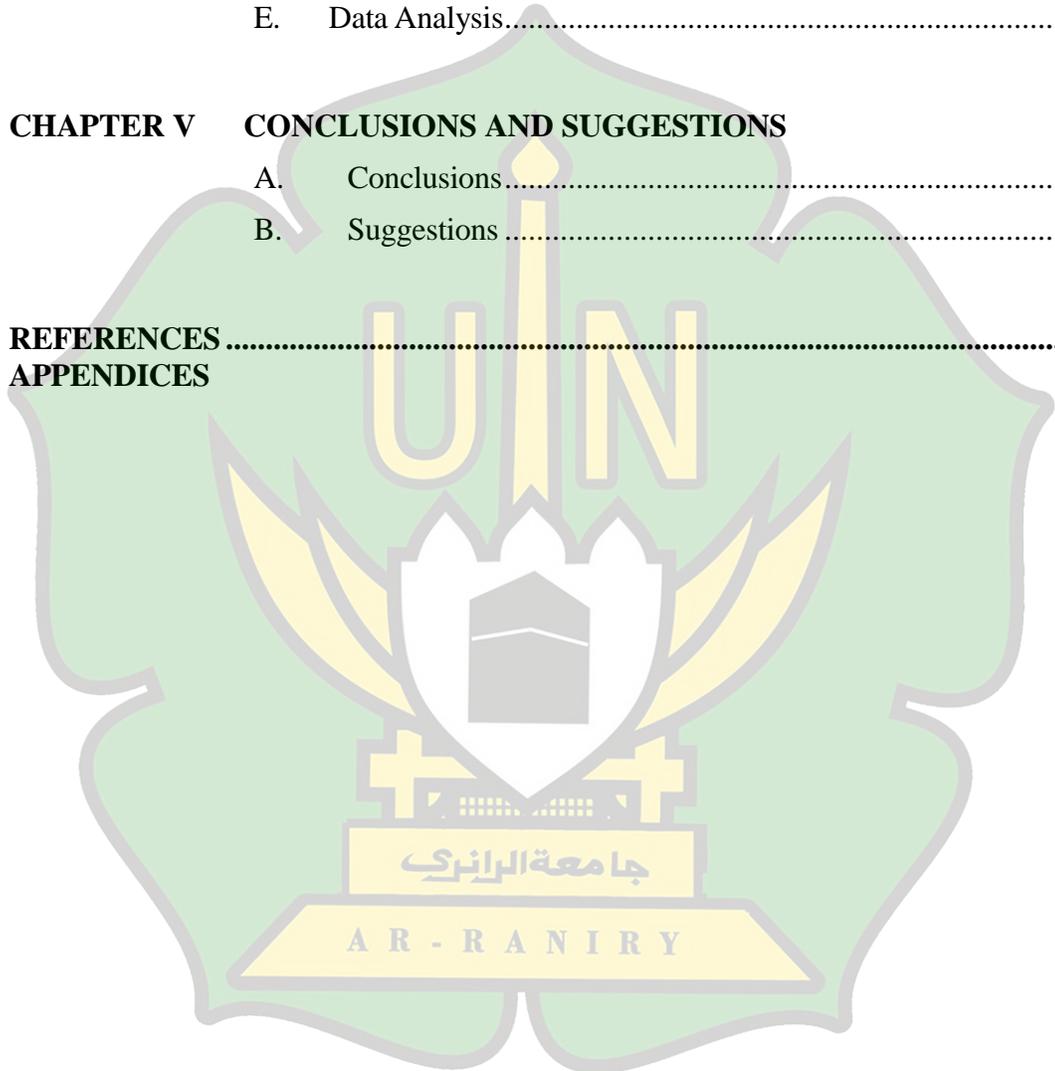
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Keywords : Reading Comprehension; Improve; Teaching Experiment;

This study aims at finding out whether or not the use of Practice and Progress improves the students' reading comprehension at Misrul Huda Malikul shaleh Banda Aceh. The method of collecting data was teaching experiment and tests of reading comprehension. The teaching was done in four times to the students of Misrul Huda Malikul shaleh Banda Aceh. The number of the students was 20 students who were taken as the population as well as the sample of this study. The result of the study shows that most of the students drastically increased even sharply increased their scores of readings comprehension from the first test to the second and the third test result after the treatment. However, only a small number of them did not improve their reading comprehension score. From the scores in the test, we could notice that their level was still at the beginning or elementary level in English so it is necessary for the teacher to give remedial course by using First thing First by L.G. Alexander.

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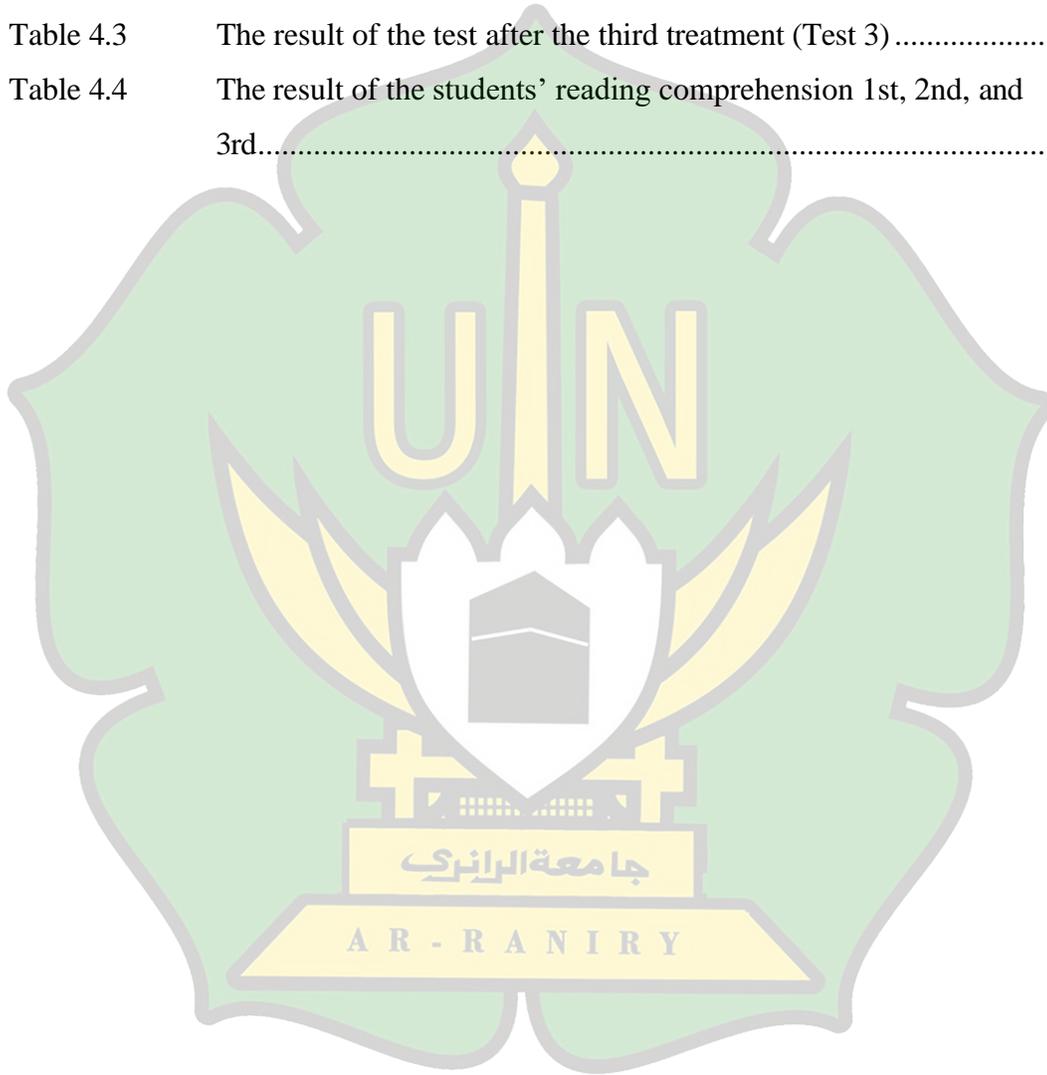
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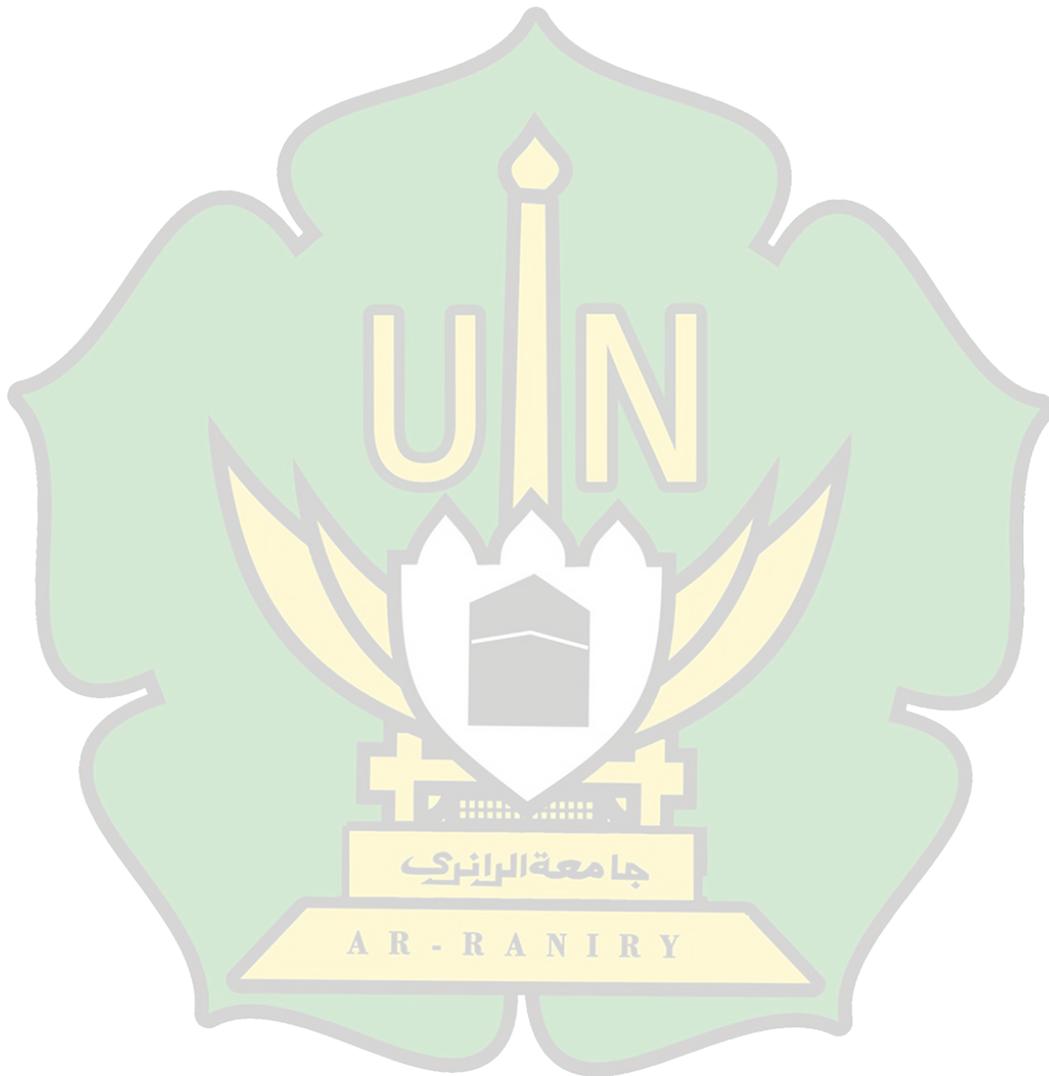
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

There are four the language skills in English, namely listening, speaking, reading, and writing. Reading is the third range after listening and speaking. It plays an essential role in the process of language acquisition because it serves as the foundation for vocabulary building, grammatical understanding, and critical thinking. Moreover, it facilitates the development of other skills for those who read regularly and consistently well equip to comprehend and to get information, to communicate effectively, and to apply their knowledge in various real-world contexts.

Krashen (1985) emphasizes that reading regularly enhances vocabulary acquisition, strengthens understanding of sentence structures, and improves overall communication. Similarly, Janette K. (2007) defines reading comprehension as a process through which students develop their understanding by mastering word recognition, vocabulary knowledge, and fluency to grasp the meaning of texts. Wolley (2011) also supports this view, describing reading comprehension as the process of making meaning from texts, with the ultimate goal of gaining an overall understanding of the material.

Because of its importance, reading ability is one of the fundamental skills that students must master in the learning process. To effectively teach reading, teachers need

to know their students' reading levels. This allows them to design teaching materials that are suitable, challenging, and tailored to students' individual needs. By considering the students' proficiency levels, the learning is optimally achieved without feeling overwhelmed. Unfortunately, many teachers fail to consider the appropriateness of teaching materials, particularly in reading. As a result, many students face difficulties in understanding texts and demonstrate weak reading comprehension skills.

To anticipate these challenges, teachers must provide learning media, such as books, that align with the students' reading levels. Selecting appropriate reading materials is a crucial aspect of effective reading instruction. In this regard, the pre-sent study focuses on evaluating the effectiveness of Practice and Progress by L.G. Alexander in improving students' reading comprehension. This book was specifically chosen because it is designed for junior high school students at the pre-intermediate level, as indicated in the book itself. The structured and progressive nature of this book makes it an ideal resource for enhancing students' reading skills.

The Practice and Progress book is designed to achieve multiple learning objectives, particularly in developing students' reading and related language skills. This book is also designed to achieve multiple learning objectives, particularly in developing students' reading and related language skills.

The book includes specially-written texts that train students in various aspects of language learning, such as aural comprehension, oral practice (covering both

progressive and static patterns), reading aloud, oral composition, dictation, controlled comprehension, precis and composition practice (focusing on simple, compound, and complex sentences), and written grammar exercises. These activities are carefully structured to build students' proficiency in a systematic and progressive manner.

Furthermore, the book features a wide range of short reading passages that are both engaging and educational. Each passage is accompanied by exercises aimed at improving comprehension, grammar, vocabulary, and summarization skills. The book also provides some areas of specific difficulties that students may encounter, offering targeted solutions through its exercises. Each reading topic is divided into four units, with the complexity and word count of the passages increasing progressively to match students' learning levels. For instance, Unit 1 contains 100 words, Unit 2 has 140 words, Unit 3 includes 160 words, and Unit 4 features 180 words. This gradual increase ensures that students develop their reading skills without feeling overwhelmed, making the learning process more effective and enjoyable.

The appeal of Practice and Progress lies in its ability to provide short, interesting reading passages that align with students' proficiency levels. These passages, combined with the structured exercises, make it easier for students to comprehend the materials and complete the tasks effectively. Recognizing the potential of this book as a tool for improving reading comprehension, the researcher aims to conduct a study at the junior high school level to assess its impact. This study seeks to observe how the structured approach of Practice and Progress can enhance students' reading

abilities. It is important for the students to learn and study it in order to improve their ability in understanding not only vocabulary, grammar or structure but also listening, speaking, reading and writing. In other words, the more the students understand reading, the better they will understand both language elements and skills. Thus, in teaching English, it is necessary for the teacher to determine and to select the books to use for teaching purposes in order that it is suitable for both the need of the students and the institution.

However, most of the teachers still find some difficulties how to improve their students' ability in English, especially in reading comprehension. This also happens at Mishrul Huda Malikussaleh Junior High School. The students are mostly weak at English, particularly in reading comprehension.

To overcome such problems, teachers must provide learning media, such as books, that is relevant to the students' reading levels. Thus, selecting appropriate reading materials is a crucial aspect for effective reading instruction. In this regard, the present study focuses on the effectiveness of Practice and Progress by L.G. Alexander in improving students' reading comprehension and to find out whether or not the use of Practice and Progress by L.G. Alexander can improve the students' reading comprehension at Mishrul Huda Malikussaleh Junior High School.

The reason why this book was specifically chosen because it is designed for junior high school students at the pre-intermediate level, as indicated in the book itself. The structured and progressive nature of this book makes it an ideal resource for

enhancing students' reading skills. In addition, it has been graded to suit the level of the students and it is designed by the outstanding writer. Then, the book is designed to cover both the language elements (grammar, vocabulary, phonology) and language skills (listening, speaking, reading, and writing). The topics of reading passages in it are shorts and interesting. Besides that, at present it is also available in YouTube and accessible for both teachers and students.

Based on the above problems, this study is designed to find out whether or not the use of Practice and Progress by L.G. Alexander can improve the students' reading comprehension at Mishrul Huda Malikussaleh Junior High School. The reason why this book is used by the researcher is that first this book has been graded to suit the level of the students and written by the outstanding writer. Then, the book is designed to cover both the language elements (grammar, vocabulary, phonology) and language skills (listening, speaking, reading, and writing). The topics of reading passages in it are shorts and interesting. Besides that, at present it is also available in YouTube and accessible for both teachers and students.

In light of the above considerations, this research is titled, "*The Use of Practice and Progress by L.G. Alexander to Improve Students' Reading Comprehension*" at Mishrul Huda Malikussaleh Junior High School Banda Aceh.

## **B. Research Questions**

In order to make it easy to find out the problems cited problems of this study; it is necessary to formulate the following research problem as “*Does using Practice and Progress By L.G Alexander improve the students’ reading comprehension at Mishrul Huda Malikussaleh Junior High School?*”.

## **C. The Aims of Study**

The aim of this study is to determine whether “*the use of Practice and Progress*” by L.G. Alexander improves students' reading comprehension at Mishrul Huda Malikussaleh Junior High School.

## **D. Significance of Study**

The study is expected to provide some information for not only the teachers, instruction, but also the government how important to prepare the book relevant for teaching-learning purposes. This is also good for both the language learners and readers to use the books which are graded and evaluated through research and experimental approaches. Finally, the result of this study ideally may give an insight into the application of Practice and Progress by L.G Alexander to improve the student's reading ability. Furthermore, the study is expected to increase the teacher's teaching abilities, particularly in developing the most appropriate activities for teaching reading skills.

## **E. Terminology**

There are several terms that are necessary to be clarified in this research in order to avoid misunderstanding, as follows:

### **1. Practice and Progress**

Practice and Progress is a well-known English language textbook published under the New Concept English series. It is extensively used to teach English because of its systematic and progressive approach to language learning. The book provides reading passage, listening, speaking and writing skills in a methodical manner, making it appropriate for both the learners and the teachers. One of its distinguishing qualities is the inclusion of interesting short stories with strong thematic content, aimed at improving comprehension and critical thinking. Each lesson in the book concentrates on a single component of grammar, vocabulary, and language usage, setting clear goals for students. To encourage comprehension, the lessons are supplemented by a variety of tasks such as multiple-choice questions, sentence completion, and vocabulary drill. The book's progressive evolution from simpler to more complicated language structures ensures that students' skills develop in stages. Practice and Progress is a popular choice among educators and students because to its clarity, engaging material, and practical approach to building English proficiency.

## **2. Improving**

Improving is a verb in an Ing- form rooted from 'improve' which means to enhance or to become better. According to Cambridge Dictionary 'improve' to (cause something to) get better. The word 'improving' functions as gerund or present participle. The meaning of improving in this research is the improvement of the students' scores or marks in reading comprehension, for example, from 80 to 86. The increase is 6.

## **3. Students' Reading Comprehension**

Students' Reading comprehension refers to the ability of the students to comprehend reading passages. It goes beyond just decoding words, forcing readers to construct meaning, connect concepts, and make conclusions in order to have a better grasp of the subject. Anderson and Pearson (1984) define reading comprehension as a dynamic, interactive process that blends the reader's past knowledge with textual information to generate meaning. They underline that Reading is not a passive activity, but rather one that requires active interaction with the text, such as predicting, questioning, and summarizing during the reading process.

Reading comprehension requires decoding, fluency, vocabulary knowledge, textual analysis, and critical thinking. Decoding is the process of recognizing words and their meanings, whereas fluency is the ability to read information with speed, precision, and expression in order to understand it.

Vocabulary knowledge is essential for understanding the meaning of words in context, while textual analysis focuses on recognizing primary ideas, supporting details, and the author's intention. Critical thinking enables readers to assess the text, draw conclusions, and connect it to past knowledge or other texts.

Snow (2002) emphasizes that reading comprehension is critical to academic success since it underlies learning in all subjects. Effective tactics such as employing visual organizers, summarizing materials, and engaging in reciprocal teaching can dramatically improve comprehension. Beyond academics, reading comprehension is key for building lifetime learning abilities and critical thinking skills, making it a necessary talent for personal and professional advancement. In this research the meaning of students' reading comprehension is the ability of the students at Mishrul Huda Malikussaleh Junior High School Banda Aceh in comprehending the reading passages in Practice and Progress by L.G. Alexander. The meaning of reading comprehension in this study is the students' comprehension to answer comprehension questions in the passages on reading text in The Practice Progress by L.G. Alexander.