

**THE CURRENT PRACTICES OF EXTENSIVE READING IN LITERATURE
CLASS
(Descriptive Qualitative Study at the Third Semester Students of PBI IAIN
Bengkulu in Academic Year 2018/2019)**

THESIS

**Submitted as a Partial Requirements for the Degree Sarjana in English
Education Program of IAIN Bengkulu**



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MOTTO

The darker the sky, the brighter the star will shine.

Alhamdulillah for everything I have, Alhamdulillah for everything
I had, and Alhamdulillah for everything I will have
Life will be easy when we begin to be grateful.

DEDICATION

Bismillahirrohmanirrohim.

In the name of Allah SWT, the most gracious and merciful, all praise and gratitude to Allah SWT who has given strength, patience, easiness, and perseverance in finishing this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friends who guide us to be muslim.

With gratitude and all my love, this thesis is dedicated to:

- ❖ *My beloved father, Sumedi, a strong and patient man who taught me to be wise girl in life and my beloved mother, Susiowati, the most beautiful woman who always supports me and teaches me to be a strong woman.*
- ❖ *My beloved little sister, Anggun Salsabila, thanks for the sweetest things and moments in every single day, you are the best siblings ever.*
- ❖ *My Advisor, Riswanto, Ph.D and my Co-Advisor, Feny Martina, M.Pd, Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.*
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PRONOUNCEMENT

Name : Rizky Devi Ayustina
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I hereby sincerely state that the thesis title “Th current Practices of Extensive Reading in Literature Class” (A Descriptive Qualitative research of the Third Semester Students in English Program IAIN bengkulu in Academic Year 2018/2019) is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and refered in the bibliography. If later proven that my thesis had discrepancies, I am writing to take the academy sanction in the form of repealing my thesis and academic degree.

Bengkulu, Januari 2019

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ABSTRACT

Rizky Devi Ayustina. 2019. *The Current Practices of Extensive Reading in Literature Class (Descriptive Qualitative Study at the Third Semester Students of English Education Study Program of IAIN Bengkulu in Academic Year 2018/2019)*.

Thesis. English Letters Study program, Islamic Education and Tadris Faculty.

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Key Words: Extensive Reading, Students, Literature Class

Many English students in university who did not practice extensive reading in their daily life. They practice it only when they were assigned by the teacher in extensive reading class. So, rarely they read fiction or nonfiction enjoyably. This research aimed at describing about the current practice of extensive reading in literature class at the third semester students of PBI IAIN Bengkulu in academic year 2018/2019).

It applied descriptive qualitative research. The source of data in this research were the result of the investigated the current practices of students in Introduction to Literature Class in Class IIIB of English Education Program of IAIN Bengkulu in academic year 2018/2019 that consisted of 36 students. Then, it also explored the process of applied extensive reading in teaching and learning in the classroom as source of the data. The data were collected by video recording, noting, questionnaire, and interviewing the students.

The result of this research showed that the third semester students of the IAIN Bengkulu English language education study program in academic year 2018/2019 had good knowledge in extensive reading; the Literature class also applied the 9 from 10 principles of Extensive Reading in their teaching learning activities in the classroom; then, in their application in the classroom, most students in the Literature class had good attitudes and get positive results from the application of extensive reading in the literature class. Most of them were interested and enjoy their reading, although there were still some students who were classified as having low academic grades having difficulty reading and analyzing short stories which they thought that it had very high level of language and difficulty to understood and make them could not enjoy their reading activities.

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Shalawat and *salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to the lightness. In the process of writing this thesis, there are many people provided motivation, advice, and support the researcher. In this valuable chance, the researcher aims to express the deeply gratitude and appreciation to all of them. The researcher presents her sincere appreciation to:

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It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu, Desember 2018



Rizky Devi Ayustina
The researcher

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CHAPTER I

INTRODUCTION

A. Background of The Study

Extensive reading activities was one of important things in teaching learning English for foreign language at university.¹ One of the subject that practice it was literature class, in reading literary works extensive reading may take place, it was because literary works are aimed at pleasing the reader, and thus the readers were supposed to enjoy reading them.² Students can not read the literary works if they do not enjoy doing it? In other words, they will not get engaged in literary class when they never practice extensive reading.

Unfortunately, based on the reality there were still many English students in university who did not practice extensive reading in their daily life. They practice it only when they were assigned by the teacher in extensive reading class. They only know that extensive reading was a subject in English Foreign Language class. So, rarely they read fiction or nonfiction enjoyably, basically, extensive reading activities were possessed by students not only when they are in charge in extensive Reading class, yet Extensive Reading activities

¹Makimi Kano, "Revealing Factors Affecting Learners' Sense Of "Difficulty" In Extensive Reading through Reader Corpora", (Procedia - Social and Behavioral Sciences 198, 2015), P. 211

²Julian Bamford and Richard R.day, "Extensive reading Activity for Teaching Language", (Cambridge: Cambridge University Press, 2003), p. 1

should be carried out as a routine. Even more, Extensive Reading activities should be integrated with other courses, including literature as class.

In English Department of IAIN Bengkulu, literature class is one of subjects that apply great understanding in extensive reading learning process and increase the students' interests toward reading because in this subject students were required to read literary works such as sonnet, poetry, short story, novel and even drama script.

On the basis of the above mentioned problems, it was important to know about the current practice of extensive reading in literature class and. Therefore, the writer is eager to investigate how the teacher applied extensive reading in their teaching learning activities especially in prose and poetry class. Based on the background above, the researcher is very interested in doing research entitled "The Current Practices of Extensive Reading in Literature Class (A Descriptive Qualitative Research in the Third Semester Students of PBI IAIN Bengkulu)".

B. Identification of the problem

Based on the background above it is necessary to conduct the study of comprehending analysis of the current practice extensive reading activities in Literature class. This study focused on the extensive reading practice in teaching learning activities that will observe in literature class. After the researchers conducted interviews with some English students of IAIN Bengkulu, researcher got almost the same results for each student that they are still many students in

universities who had not applied extensive reading in daily life, especially reading a text or a book. So, they were still difficult to enjoy and get information in their reading of either fiction or non-fiction books so, it made students are still troubled in enjoy their reading. Therefore the researcher did interview with the lecturer of literature class who apply extensive reading in their class. So, it was important to know their current practice in literature class.

C. Limitation of the Problem

The study is limited on the current practices of students' Extensive Reading in literature class. The students' activities in literature class would be researched is the third semester of PBI in IAIN Bengkulu class A in academic year 2018/2019.

D. Formulation of the problem

Based on the background above, the formulation of the problems were:

1. What do students know about extensive reading ?
2. How is the current practice of extensive reading activities in literature class?
3. What are students attitudes toward extensive reading activities in literature class?

E. The objective of the study

The objective of this research is to describe about the current practice of extensive reading in literature class and to know about students' knowledge and

attitudes toward extensive reading in literature class at the fourth semester students of TBI IAIN Bengkulu in academic year 2018/2019.

F. Significant of the study

The result of the research was expected to give benefits: Firstly, to know about students' knowledge of basic information in extensive reading. The second, giving information about the teaching learning process in literature class which practice extensive reading. Third, the result of this research is describing about the students attitudes toward extensive reading and give information and contribution for future researchers who conducted the relevant topic with this research.

G. Operational Definition of Key Terms

Based on the detail explanation above, it was important to define some key terms that become center of this research, they were:

1. Attitude is a special tendency, thought, or opinion that people have in facing problems or viewing certain matters. In another word, attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event.
2. Extensive reading skills are the process of building meaning that engage both comprehension level and interpretation level which special written material especially literary works.
3. Literature class is one of subject that apply great understanding in extensive reading learning process and increase the students' interests toward reading

because in this subject students are required to read literary works such as sonnet, poetry, short story, novel and even drama script.

CHAPTER II

LITERATURE REVIEW

A. Extensive Reading

1. The Definition of Extensive Reading

Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They chose their own reading material and read it independently of the teacher. This reading activity aims to get, the overall meaning of the reading, to get new things in a fun way.³ Douglas said that, extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, and others). Most extensive reading was performed outside of class time. Pleasure reading is often extensive reading. Technical, scientific, and professional reading can, under certain special circumstances, be extensive when one was simply striving for global or general meaning from longer passage.

According Jacobs & Gallo in Extensive Reading, students silently read large quantities of materials. These materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help. Based on the explanation above, the students' read with larger texts which agree with the students' level and carried out to achieve

³Jiren Liu and Jianying Zhang, "The Effects of Extensive Reading on English Vocabulary Learning: A Meta-analysis", (English Language Teaching, Vol. 11, No. 6, 2018), p. 2

general understanding what they read. Extensive Reading means is free reading for pleasure, for interest in the subject matter, or for acquisition of information. So, the conclusion from the explanation above Extensive reading is keys to students a key to student gains in reading ability, linguistic competence, vocabulary, spelling, and writing. Extensive reading is conducted to find the main idea of a written text. Students did not have to understand every word in the written text. Extensive Reading means rapid readings, students are able to read texts written in the foreign language with understanding and without that process of mental translation, referring to the dictionary frequently.

2. The Principles of Extensive reading

Based on Julian Bamford and Richard R. Day, extensive reading has ten basic principles there are⁴:

a. The reading material is easy

ER can be used as a method to practice and form an easy learning atmosphere in a teaching and learning environment.⁵ Day and Bamford stated that the reading material easy is the success key of extensive reading. Extensive reading is a method used in learning where students

⁴Day and Bamford, *Extensive Reading Activities For Teaching Language*, (USA: Cambridge University Press, 2003), p. 2-3

⁵Lina Abdelqader Mohammad Salameh, "Investigating the Effect of Extensive Reading on EFL Learners' Reading Attitudes at Hail University in KSA", (Journal of Education and Practice, Vol. 8. No. 8, 2017), p. 7

will read a lot of reading material and topics in other languages that are easy for them to understand. The reading material of extensive reading should be not unfamiliar words and grammar for the students. Prowse stated that when reading was easy and enjoyable, the language learning advantages increase with the number of read. So, the aim of reading material was to make students read as much as possible.

Haider and Akhter conducted a study with 100 teachers as the participant in Dhaka city and surrounding area in Bangladesh. To collect the data, they used a questionnaire and the respondents were selected on a purposively-random basis. They found that 26% participants believe that their students fear reading in English. They are afraid because they think reading in English is very difficult to understand and the vocabulary was very difficult. Hu and Nation (2000) suggested that students should know at least 98% of the words in the text to understand the reading without assistance. Fry also found in his research that “beginning readers do better with easier materials”. They read in the secure area, so they are involved in reading. Hitosugi and Day stated that read easy materials helped them to learn effectively. Students know that they were able to read foreign language, and growing number of books read, they will see themselves as readers of the target language.

Based on Penguin Readers book, the difficulty of the level was based on the total of the words that used. In every level also have each category

that describes the difficulty of book such as beginner, elementary, pre-intermediate, intermediate, upper-intermediate and advance.

b. A Variety of Material of a wide range of topic is available

Day and Bamford stated that the achievement of Extensive Reading count on what student's reading enthusiasm. To boost learner reading enthusiasm, the wide range of reading materials such as books with various genres, magazines, and newspapers should be available. In addition, a difference of materials also can boost a flexible approach of reading. Because students are encourage to read with various reasons and methods.

c. Learners choose what they want to read

Bamford said that the relationship to this participle is students are free to choose reading, but still encouraged by the teacher, stop reading when finds difficult or uninteresting reading. Bamford's statement proves that extensive reading up hold learner autonomy. It means that learners have the authority to choose the reading that they want to read. The teacher assists students in this activity to select books of interest and easy for them to understand, so that it is easy for them to retell the contents of the book and carry out fun and useful reading activities after the reading is finished.⁶ However Hider and Akhter in their study revealed that 100% of

⁶Willy A. Renandya, "The Power of Extensive Reading", (RELC Journal, Vol. 38, No. 2, 2007), p. 134

teachers chose the story for the students and the students do not have the authority to choose the reading they read.

d. Learners read as much as possible

The main element in learning to read is the number one of books that read. Day stated that the more you read, the more the benefits, it was parallel with Bamford like he said that extensive reading do not have a limit of reading but we should have reading target to reading a book to get the profit from extensive reading and make it our habitual. ER aims to make students more and more read various kinds of books and read enjoyment so that there is no sense of being forced to learn the target language and are required to take the test.⁷ To read extensively means to read widely and in quantity. It is reasonable target for students at all levels, because books that were written for beginners were very short.

e. Reading speed is usually faster rather than slower

Bell stated that reading speed aim on the increasing methods to assist learners to read faster. ER provides an important influence on self-reliance in students to be able to organize time in reading and understanding their reading. In this way students will increasingly be able to increase the speed of reading when reading each book with their own

⁷Ximena Alexandra Calero Sánchez and Lorena Fernanda Parra Gaviláñez, “Learners’ attitudes toward extensive reading in EFL (English as a Foreign Language) contexts”, (Revista Publicando, Vol. 4, No. 12, (1), 2017), p. 261

reading strategy so that they can read faster than the time specified without ignoring reading comprehension.⁸ Extensive reading suggested the learners to read faster rather than slower. According to Bamford in addition to make students more eloquent in reading, it also encourages students to not use dictionary when they find difficult words. Extensive reading provides an opportunity for students to keep reading, predict or avoid difficult word that the do not know and understand the reading in general.

- f. The purpose of reading is usually related to pleasure, information and general understanding*

Extensive reading is not about comprehensions of our reading, because it more than the comprehending level. Extensive reading is about interpreted the reading material, it aimed to get our fun of reading and we will get the information.⁹ So, the main purpose of the reading based on Kredatusova was to find the pleasure of reading. This finding was less satisfactory since only a small percentage of students who get pleasure from extensive reading and mostly just read to be able to pass the course.

- g. Reading is individual and silent*

⁸Ximena Alexandra Calero Sánchez and Lorena Fernanda Parra Gavilánez, "Learners' Attitudes Toward...", p. 266

⁹Faisal Al-Homoud and Norbert Schmitt, "Extensive Reading in a Challenging Environment: a Comparison of Extensive and Intensive Reading Approaches in Saudi Arabia", (Language Teaching Research, Vol. 13, No. 4, Oktober 2009), p. 383

According to Bamford extensive reading means learners reading in their steps. They read silently in the book that they choose by themselves. Extensive reading was homework. So, it was done in the outside classroom and students read in their own time.

h. Reading is its own reward

According to Bamford said that extensive reading was not pursued by understanding the questions. The aims are reader knowledge and like to read. But, teacher still could ask students to summaries or discuss the story. This was designed to give students experience in reading.

i. The teacher orients and guides the students

Kredatusova (n.d), said that “before starting an extensive reading program, students have to be familiar with what it is, why they were doing it, what benefit it will bring them and how were they going to proceed”. Teachers could found out what and how much they read through the students’ extensive reading diary. Based on this information, teachers could encourage students to read as much as widely as possible and give the confidence to the students to read at a higher level.

j. The teacher is a role model of learner

Maley said that the teacher was the most important thing for the students when practice extensive reading. Teachers’ demeanor was also important for students’ success, the teacher taught and gave some theories and practice together with the students.

Based on the ten principles of extensive reading, Day and Bamford in 1997 also stated about the characteristics of successful in Extensive reading programs:

- students read large amounts of printed material;
- they read a variety of materials in terms of topic and genre;
- the material they read is within their level of comprehension; - they choose what they want to read;
- reading was its own reward; - students read for pleasure, information and general understanding;
- they read their selection at a faster rate than when they did intensive reading;
- reading was individual (students read on their own);
- teachers read with their students, thus serving as role models of good readers;
- teachers guide and keep track of student progress

The characteristics above used by the researcher to be benchmark of success in extensive reading and understanding the literary works that provided in literature class.

3. Extensive Reading Scopes

Extensive reading covers reading of general, broad, and wide context to understand. It also emphasizes on the students' reading habit on the large

quantity of reading materials. This encouraged the students to enrich their vocabulary and create an atmosphere of loving reading. Extensive reading was different from basic reading comprehension. The activities and objects of reading will also be different. In learning extensive reading, the objects can be literary non-literary work as Harmer's idea. Literature is right reading material that used in extensive reading, such as fiction and non-fiction books that easily understood and well-known literary works.¹⁰ The two objects were suggested because the authors used specific lists of allowed words and grammar. This means that student at the appropriate level can read them easily and confidently.

Literary work can be an alternative material to serve as the object extensive reading, one of the appropriate readings is a short story. It has characteristics that are easily identified by differences in novels, ie readings that are shorter than novels. Short stories have a maximum of pages and a plot that is not too complicated by focusing on one core action.¹¹ Anderson said that short story deals with important elements that build the story itself. All of these elements take their own role to make the story sensible. They were theme, plot, setting, character and point of view.

¹⁰Jeremy Harmer, *The practical of English Language teaching-third edition*, (USA: Longman, 2003), p. 210

¹¹Mario Clarer, *An Introduction to liiteraterary studies*, (New York: Roudlege, 1998), p. 13-14

Reading short stories or novelet are a great challenge for readers or students to improve their ability in higher level of reading comprehension. Short stories as one of classical fiction were alternative and wonderful material for extensive reading because the texts with their own fiction story are very helpful for students to enjoy doing reading process. Short stories have their own structure; theme, plot, setting, character and point of view. They make students understand the readings and stories presented with an understanding and interpretation of the story. Plot and setting make the readers enjoy the reading texts. The terms plot, time, character, setting, narrative perspective, and style emerge not only in the definitions and characterizations of the genre of the novel, but also function as the most important areas of inquiry in film and drama. Since these aspects can be isolated most easily in prose fiction, they will be dealt with in greater detail in the following section by drawing on examples from novels and short stories. In conclusion, reading information from short story encourage students extensive reading, especially reading for pleasure.

4. Aspects of Extensive Reading Activities

1) Reading for Pleasure

One of fundamental conditions of successful extensive reading program is that students should be reading material which they can understand and enjoy the reading. Brown stated that reading for fun is

closely related with extensive reading. He also said that readers can stop reading when they feel uninterested and consider reading too difficult to understand.¹² It is parallel with Jeremy stated that the main goal of this activity if the students are struggling to understand every word they can hardly be reading for pleasure. So, the purpose of reading was usually related to pleasure, information and general understanding. In learning extensive reading program, students have to be familiar with what it is, why they are doing it, what benefit it so, it brought them enjoyably in reading the material. Teachers found out what and how much they read through the students' extensive reading diary.

Extensive reading was the way to find a fun because students can chose the interest book, articles, or other book for study depends on material of reading study, or suitable for study and teacher knew what the students' need without making students bored, tired, or confused to improve their ability in reading. Extensive reading as an approach to teaching reading maybe thought of in terms of purpose or outcome.

2) Reading for Speed

Extensive reading help students to build reading speed and reading fluency which allows them to process the language more automatically leaving space in memory for other things. reading which is categorized as

¹²Syofia Delfi and Hamidah Yamat, "Extensive Reading in Developing English Competency for Indonesian EFL Learners Majoring in English", (Indonesian Journal of English Language Teaching and Applied Linguistics, Vol. 1, No. 2, 2017), p. 157

speed reading is if the reader is able to read quickly and smoothly (at least 150-200 words in one minute or less for beginner readers), with reading that is not too difficult for the reader. This is to minimize the presence of vocabulary that is not understood by the reader because it will affect the speed of eye movement and reading comprehension by the reader so that speed reading activities can be disrupted.¹³ Extensive Reading was sometimes known as Graded Reading or Sustained Silent Reading.

Bell stated that reading speed aim on the increasing methods to assist learners to read faster. Extensive reading suggested the learners to read faster rather than slower. According to Bamford in addition to make students more eloquent in reading, it also encourages students to not use dictionary when they find difficult words.¹⁴ Extensive reading provided an opportunity for students to keep reading, predict or avoid difficult word that the do not know and understand the reading in general.

3) Vocabulary Building

In Extensive Reading in the Second Language Classroom, Bamford and Day highlight some of the skills that fluent readers possess which new readers need to develop. According to Bamford and Day, English language learners must possess a basic knowledge of vocabulary and

¹³The Extensive Reading Foundation ©ERF 2011, Retrieved on 2018, October 26th from <<http://www.ERFoundation.org>>

¹⁴Day and Bamford, "Top Ten Principles for Teaching Extensive Reading", (Reading in a Foreign Language, Vol. 14, No. 2, October 2002), p. 138

build upon their sight vocabulary, and in addition to this they must approach a text with "linguistic, world and topical knowledge". If they possess these skills they should be able to read successfully.

It was with extensive reading that we can assist our learners to build up their receptive vocabulary base so that they can achieve some measureable sense of success when reading in English. Many of us who have studied a foreign language understand the important role vocabulary knowledge occupies in the learning process. According to Nagy and Herman, "incidental learning of words during reading may be the easiest and single most powerful means of promoting largescale vocabulary growth". Even though this particular statement was in reference to first language acquisition, Bamford and Day explain that from "a cognitive point of view there is no essential difference between first and second language reading" From their perspective, in both instances the reader must have a very strong and ample vocabulary base in order to achieve fluency.

4) Reading Comprehension

Reading comprehension was an extraordinary feat of balancing and according many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent reader. The process of reading comprehension is an understanding

of opinions or messages that are intentionally sent by the author to the reader.¹⁵ Ahmad explain some definitions of reading comprehension; he defines that: 1. Reading is an activity in finding information through written symbols; 2. Reading is a process that was used by the readers to gets message that delivered by the wrier through written words; 3. From linguistics view point, reading is recording and decoding process; reading is also called as complicated process because it depends on students' language skills and their imagination level. Reading is a process in activities in order to find information in writing. A complex activity that uses actions separately, including the use of the notions of imagination, observation, and memory connected with the scheme is also referred to as reading activities.¹⁶ There are some elements of reading comprehension, according to Margaret Ann reading was the process of constructing meaning through the dynamic interaction among the reader, the text, and the context of the reading situation. In the other hand, Chaterine E. Snows stated that comprehension entails three elements: 1. the reader who is doing the comprehending. 2. The text that was to be comprehended. 3. The activity in which comprehension was a part.

¹⁵Erdal Papatga dan Ali Ersoy, "Improving Reading Comprehension Skills through the SCRATCH Program", (International Electronic Journal of Elementary Education, Vol. 9, No. 1, September 2016), p. 125

¹⁶Auzar, M. S, "The Relationships of Reading Comprehension Ability with the Ability to Understand the Questions of Mathematical Word Problems", (Mediterranean Journal of Social Sciences. Vol. 8, No. 4, July 2017), p. 146

5. The Advantages of Extensive reading

There was a wealth of research into the benefits of Extensive Reading for language learners. Here is a digest of what I consider to be the seven most important benefits.

a) Students become better reader

It was widely accepted that people become good readers through reading, and that learning how to read should mean a primary focus of attention on the meaning rather than the language of the text. It was pretty obvious that extensive reading helps students become better readers. Research by Richard Day amongst many others showed that we learn to read by reading. The more language students read, the better readers they become. An integral part of this is learning new vocabulary.

b) Students learn more vocabulary

Probably the most cited benefit of Extensive Reading was that it can extend and sustain students' vocabulary growth. We know that vocabulary is not learned by a single exposure. Experts in language and literacy development such as Harvard University Education Professor Catherine Snow believe that you need to encounter a word or phrase in different contexts between 15 and 20 times to have a high possibility of learning the word or phrase. Students were highly unlikely to encounter vocabulary sufficient times within the classroom to learn it.

However, if they read extensively they are much more likely to get multiple encounters with words and phrases in a variety of contexts.

c) Students improve writing

Students who read extensively also make gains in writing proficiency stated by Elley and Mangubhai. In 1989, Hafiz and Tudor conducted an extra activity about a three-month reading program. Pakistani ESL students in UK were the subject of research and their parents were ordinary workers with low formal education. From the research it can be seen that the ability in practical subjects increases, especially writing skills.¹⁷ This was probably because as students encounter more language, more frequently, through extensive reading, their language acquisition mechanism was primed to produce it in writing.

d) Students improve overall language competence

In addition to gains in reading and writing proficiency, research demonstrates that students who read extensively also make gains in overall language competence. For example, Cho and Krashen in 1994 reported that their four adult ESL learners increased competence in both listening and speaking abilities through reading extensively. So Extensive Reading would seem to benefit all language skills.

¹⁷Hesham Suleiman Alyousef, "Teaching Reading Comprehension to ESL/EFL Learners", (Journal of Language and Learning, Vol. 5 No. 1. 2006), p. 65-66

e) *Students become more motivated to read*

It was highly motivating for students to discover that they can read in English and that they enjoy it. For this reason it was essential that the books were interesting to students and at a level appropriate to their reading ability. If students find the books compelling and interesting, and can understand them, they may become more eager readers. This can also help to boost their confidence and self-esteem as language learners.

f) *Students develop learner autonomy.*

Students can read anywhere, at any time, and reading extensively helps them become more autonomous learners. To promote learner autonomy extensive reading should be a student-managed activity. That was to say that students should decide what, when, where and how often they read. Extensive reading trains students to become independent readers by reading and understanding their own reading both in the classroom or at home by doing silent reading continuously.¹⁸

g) *Students become more empathic*

Neuroscientific and social science studies have shown that people who read literary fiction extensively were more empathic. People who read novels about other people who were very different from themselves and their backgrounds were particularly empathic.

¹⁸Hesham Suleiman Alyousef, "Teaching Reading...", p. 66

6. The Obstacles of Extensive reading

In extensive reading practice there are some obstacles that made students have negative attitudes of extensive reading, it made they were not interesting and have problem in extensive reading. This statement was evidenced from several previous studies about extensive reading, such as one of the research that has been done by HE Mu and Christopher F. Green from The Hong Kong Polytechnic about Challenges in implementing Extensive Reading in Shanghai Senior High Schools. The research was about implemented a one year Extensive reading program in a Shanghai senior high school in the 2010/2011 academic year, aiming to immerse the students in a input rich environment. Finding from this program showed that students who experienced extensive reading demonstrated a low profile in mainland China because it was a new approach, especially for Chinese students and teachers. Extensive reading was significantly different from traditional approaches that they are used to trained in, and thus there are often challenges in implementing extensive reading in this specific context. The challenges that hindered successful practice of extensive reading observed in this program include: reluctant readers, the change of the role of the teachers, the change of the classroom culture, and students academic pressure from the Chinese context.

Besides, Bamford and Day in 1997 pointed out that the key impediment to successful implementation of extensive reading lies in a teacher-centred view of reading instruction, which is prevalent in many Asian countries. In Shanghai, for instance, extensive reading has not gained widespread acceptance in high schools, just like the situation in Japan. This obstacle can be found in many places as well as the class that will be examined in this study that learn about extensive reading practice in literature class.

B. The current Practice of Extensive Reading in Literature Class

Literature class is one of subjects that apply great understanding in extensive reading learning process and increase the students' interests toward reading because in this subject students are required to read literary works such as sonnet, poetry, short story, novel and even drama script.¹⁹ Although you could say it has been used for a long time, but this is used to leave the epic term and introduce the term process or fiction and other types such as novels and short stories that are relatively recent.²⁰ In reading literary works, extensive reading is very important because students must be able to understand the text that they read and also able to interpret the text. In extensive reading there were some principles that should attend in a course, and literature class is one of subject that applied the principles of extensive reading. In literature class students learn and read some literary works and should be able to understand

¹⁹Observation, English teaching of IAIN Bengkulu, on 2018 March 11th

²⁰Mario Clarer, *An Introduction...*, p. 3

and interpret them to pass the course. So, it was important for the students to enjoy their reading in some literary works.

C. The Concept of Students Attitudes

1. The definition of attitudes

The researcher found that most of English students in IAIN Bengkulu have a low interest in reading. The amount of reading activities and assignments also make the students in the extensive reading class feel burdened when they take this course. Therefore, to know about the students' attitudes, it was necessary to know further information about it first. According to Kerlinger, attitude influence people to have a certain tendency toward things around them such as environment, issues, and different kind of ideas. Attitude affects people's emotion, motivation, and cognitive response toward certain problems. In other words attitude is a special tendency, thought, or opinion that people have in facing problems or viewing certain matters. Attitude is a condition of mental and neutral and organized readiness obtained from experience using directions that can influence individual responses to all objects connected to him.²¹ Then, Fishbein and Ajzen stated that attitude is a complex psychological construct. It refers to a tendency that comes as a result of learning which is represented through the consistent responses of learners toward favorable and unfavorable given

²¹Orok B. Arrey, "[Attitude to Work by Nigerian Workers: A Theoretical Perspective](#)", (Global Journal of Management and Business Research Administration and Management, Vol. 13, No. 12, 2013), p. 5

object. And so, reading attitude has been defined as a set of feelings toward reading which causes the learners to either approach reading or obviate it.²² Since no one was the same, there must be different response or attitude of people toward something.

2. Types of attitudes

One of the most important concepts in social psychology studies is Attitude. In addition, it cannot be denied that in the evaluation, evaluation, and behavior of people, attitudes provide an important role in it.²³ There are two types of attitude according to Mager; the favorable or positive attitude and unfavorable or negative ones. He explained that when a person has favorable attitude he or she is moving toward stimulus. On the contrary, when a person has unfavorable attitude he or she was moving away from the stimulus. There was an example that if a person has a positive attitude toward television, then, he or she will say favorable things about it. It would be totally different if the person has a negative attitude toward the television, then, he or she will try to get away as far as he or she can from the television. The television here was an example of the stimulus.

Mathewson mentioned three components of attitude; affective, cognitive, and behavior. The first component was affective. It refers to

²²Lina Abdelqader Mohammad Salameh, "Investigating the Effect...", p. 3

²³Ping Zhang, et. al., "Two Types of Attitudes in ICT Acceptance and Use". (Article in International Journal of Human-Computer Interaction, Retrieved on 2018, October 8th from <https://www.researchgate.net/publication/220302533>2008), p. 4

feeling or emotion. It can be like (favorable) or dislike (unfavorable) or opinion of 'good-bad' about a thing. For instance, a student says "I like reading". It refers to the person's feeling (positive) about a certain thing; in this case was reading. We may say that sometimes people say something as the response about a thing without thinking it first but spontaneously say it. It was different with the second component; cognitive. It refers to belief, thought, or rational argument. In another words, it was a set of thought or belief toward a thing such as particular person, idea, rational arguments, and situation. People have certain responses such as negative or positive about a particular matter, when they have certain thought, belief or argument toward it. For example, when a person says "I think reading is important" which was a positive response; it means that the response of a person is based on thinking.

From the theory above, we concluded that there were two types of attitudes, positive attitudes and negative attitudes in extensive reading activities. Positive attitudes we can look from the the students positive respon in extensive reading and the advantages that they got from the subject. Then, the negative attitudes observed from the pesimism of the students in extensive reading, so we knew the negative attitudes of students to extensive reading.

D. Related Previous Studies

For many years, many researchers have been conducted research which concerned with students attitudes of extensive reading and short stories. One of them is *Elina Akhter* in 2012 who conducted her research entitled "Extensive Reading in EF Classroom at Secondary Schools in Bangladesh: Current Practices and Future Possibilities". The results of this study showed that out of 100 middle-level English teachers responded to various aspects of the extensive reading of assessments in EFL at Bangladesh schools. The findings showed that they gave positive attitudes about the benefits of extensive reading, the techniques they used in the learning process mostly encourage intensive reading. On the other hand, it was evident that teachers who taught extensive reading did not follow best practices in the classroom. The researcher suggested in this study to read extensively it need to be practiced in Bangladesh schools by coordinating all stakeholders in secondary schools education system. The most important thing is a combination of initiatives such as teacher training awareness raising, curriculum reform and changing existing assessment formats can promote the practice of extensive reading activities among young students. It was also evident that teachers who deal with extensive reading do not often follow the best practices in the classrooms.²⁴

²⁴Md. Zulfeqar Haider and Elina Akhter, "Extensive Reading in EF Classroom at Secondary Schools in Bangladesh: Current Practices and Future Possibilities", (International Education Studies, Vol. 5, No. 9, 2012), p. 126

After that, Bibi Simon in 2011 from Faculty of Letters, Kobe Shoin Women's University who conducted his research entitled "Introducing Extensive Reading program: Theory and Practices". The result of the research showed that The paper firstly situates ER in a detailed theoretical discussion to underpin consideration of the practical, noting the historical origins and growth, and indicates the multiple suggested benefits of ER. Noting the multiple language benefits posited in the available literature, the paper then notes reasons for why this pedagogical approach has not look wider adoption. The third part of the paper describes the current implementation, via online reading checking software Reader, noting the multiple aspects of putting the new program in place.

Then, there were some research from Anna C-S Chang and Willy A. Renandya in 2017 from Nanyang Technological University, Singapore who had conducted his research about *Current Practice of Extensive Reading in Asia: Teachers' Perceptions*. The results showed that teachers' reading beliefs in Asia were very positive towards improving students' overall language competencies. On the other hand, there were many difficulties faced in implementing the ER that are mainly sourced from students and teachers themselves. Difficulties faced by students include lack of interest in reading, difficulty reading independently, and reluctance to read on their own accord. The difficulties that came from the teacher were mostly related to the difficulty of monitoring the type and number of books that were truly in accordance with the students' reading. Another

important finding from this study is that teachers assume that extensive reading (reading various texts) is more effective than intensive reading (eg, reading genre-specific texts). The researcher suggested that can help Extensive reading practitioners practiced their reading programs more efficiently and effectively.²⁵

Yamashita in 2013 investigated the effects of extensive reading on reading attitudes in foreign language after fifteen weeks of course implementation with extensive reading. The participants were sixty one undergraduates who were learning English as a foreign language at a Japanese university. The results indicated that extensive reading had a stronger effect on enhancing positive feelings than of reducing negative feelings; and thus, extensive reading may help the learners to develop their language skills as well as to expand their general knowledge. The results also indicated that extensive reading may also serve to promote learner autonomy and reading enjoyment in a learning context.²⁶

In this research conducted by researchers also want to know about the attitudes in extensive reading, and the object of the research is the students' attitudes toward extensive reading. The researcher will take the research in literature class, because in literature class the lecturer also apply extensive reading in their teaching learning activity.

²⁵Anna C-S Chang and Willy A. Renandy, "Current Practice of Extensive Reading in Asia: Teachers' Perceptions", (The Reading Matrix: An International Online Journal, Vol. 17, No. 1, April 2017), p. 40

²⁶Junko Yamashita, "Effects of Extensive Reading on Reading Attitudes in a Foreign Language", (Reading in a Foreign Language, Vol. 25, No. 2, 2013), p. 259

CHAPTER III

RESEARCH METHOD

A. Research Method

This research applied qualitative descriptive approach, the study was a descriptive study aimed at providing description pertaining to the kind of data gathered and analyzed. According to Endraswara, the research was analyzed as descriptive, it was described by words or figures if necessary, and it did not describe the numerical analysis. This study was carried out by formulating the problem, collecting the data, classifying, and explaining the result. According to Arikunto, qualitative research was a naturalistic research. It was the contrary of the quantitative research.²⁷

In this research, the researcher focused on the students' current practice of extensive reading in literature class at the fourth semester students of English educational program of State Institute for Islamic Student (IAIN) Bengkulu in academic year 2017/2018. In addition the study was an exploration of a "bounded system" or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context. In this research, the researcher tried to explore in detail about the students' case of their attitudes toward extensive reading in their educational process in literature

²⁷ Suharsimi Arikunto. 2006. *Prosedure Penelitian*. Jakarta: PT Rineka Cipta. P.11

class through in-depth data collection that involves sources of information in rich context in the classroom investigation.

B. Source of Data

Source of data in this research was the result from the observation data in field and result from field note, observation checklist, questionnaire and interview with students to know the students' current practices of extensive reading practice in literature class. The students were in third semester in Class III B of PBI IAIN Bengkulu in academic year 2018/2019 that consist of 36 students. Then, it was also important to explore students-lecturer activities. The student's performance and attitudes on reading materials, in this case the students' attitudes of extensive reading practice in literature class.

C. Data Collection Technique and Instrument

In collection data, the researcher used *non participant observation* and did some following techniques and instruments:

a. Questionnaire

In every research, data was the most pertinent part. To obtain and collect data, there were various ways and techniques that could be done, one of them by used a questionnaire. Questionnaire was a method of data collection conducted by giving or submitting a set of questions or written statement to the respondents.

In this research, the researcher used questionnaire with close questions as an instruments to know about the students' base knowledge of

extensive reading and then for the last section to know about students' attitudes in extensive reading practice in Literature class. The questionnaire were consist of 10 questions that should be answer by the students in this section. it was close questions with answer YES, NO, or UNSURE. The questionnaire for students' attitude toward extensive reading in Literature class divided in two part, positive and negative statements. So, it discussed in different part.

b. Field Notes and Observation checklist

The researcher followed the teaching learning activities in the classroom and field notes were the primary way of capturing the data that is collected from observation. The researcers used observation checklist in collection the data during follow the teaching learning process in literature class. The purpose of the obsevation checklist in this reseach will be (1) to complete documentations that will be gether as source of data (2) learn where documentation may reside, (3) to check accuracy and verify the impression gained through observation. So, the researcher got complete information about extensive reading practices in literature class. The researcher observed students' extensive reading practices in literature class and report about the result from every meets in the class.

c. Interview

In this reseach, the reseacher used interview to collect the final data in literature class, and *structured interview with close question* the

instruments. The researcher designed a series of structured question to elicit specific answer from respondents that used to obtain information from respondents. The questions in the interview related to the research about students' attitudes toward extensive practices in literature class especially in Introduction to Literature class. In the event, interview was consist of 10 questions that should be answered by the students, and conducted with 6 students of whom 2 are high achiever students; 2 are moderate achiever students; 2 are low achiever students. The questions in interview can be raise based on the phenomenon on the field. The questions can be seen in appendix.

d. Documentation

Documentation used to obtain data from all documents, Arikunto said that documentation was observed in form of notes, books and other sources besides human beings.²⁸ In this reseach the documentation data were about photograpgs and video recorded during the teaching and learning process especially student and teachers' interaction in the class every meeting. The documentation data above used to support in describe autenticity of the data in the reseach.

D. Data Triangulation

²⁸ Arikunto, *ibid.* P.231

Triangulation was a multimethode approach to analyze data and collect data did by researcher.²⁹ Then, measurement technique often used by surveyors to locate an object in space by relying on two known points in order to “triangulate” on an unknown fixed point in that same space. Early on, social scientists borrowed the concept of triangulation to argue for its use in the validation process in assessing the veracity of social science research results.³⁰ Norman K. Denkin defined triangulation as a set or combination some methods that using to process the related phenomenon from the different perspectives. He stated there were some of triangulation methods. In this research, the researcher used combination technic of triangulation source data and triangulation method such as circle that began from the data from many source and then made cross-check with other source with other method or instrument. It did until the researcher got complete data and found saturated data also validation from the source. So, could be source to found the result and conclusion. The researcher expected that with this technique collected data can be fulfills the conclusions construct. The triangulation combination carried out together with

²⁹ Mudjia Raharjo, Triangulasi dalam penelitian kualitatif, 2010, retrieved from <http://MudjiaRahardjo.UIN-Malang.ac.id/materi-kuliah/270-triangulasi-dalam-penelitian-kualitatif.html> (retrieved on 2018, October 26th)

activities in the field, so that researchers can record data in full. Thus, it is expected that the collected data is feasible to be utilized

E. Data Analysis

The important part of the reseach is how the reseacher analyzed the data after collecting them. In the reseach, the data analyze will use interactive model of data analyze proposed by Miles and Hulxman to find the result. The data analyzed procedure can be describe as the folowing figure.

Components of Data Analysis Interactive Model Miles and Huberman³¹

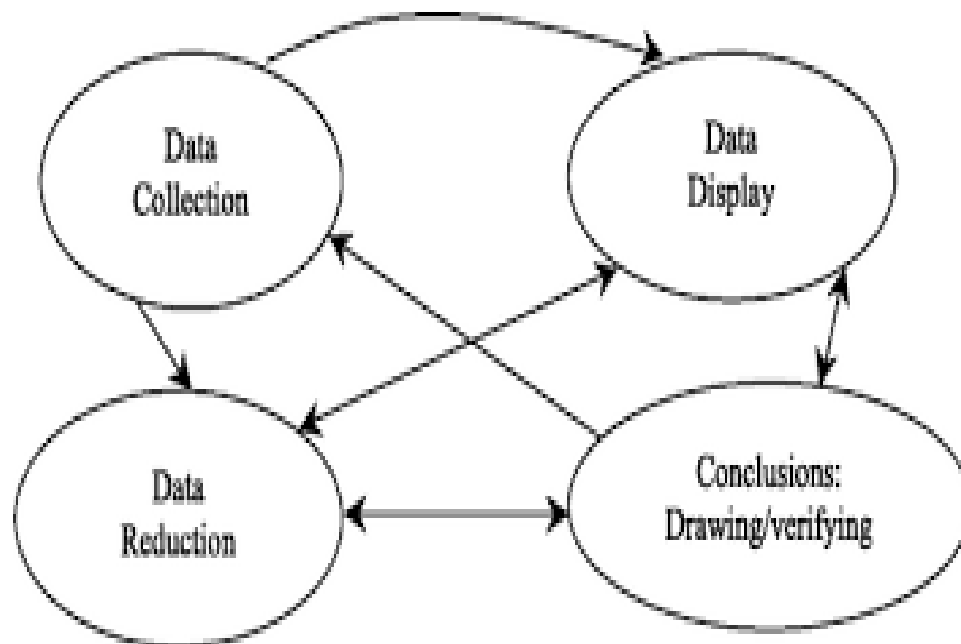


Figure 1. Interactive Models Miles and Huberman

³¹ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (London: Sage Publications, 2003), p 326

The figure above can be explained that :

1. Data reduction: Data reduction occurs continually through out the analysis. In early stages, it happen through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and meaning, and associated activities such as finding themes, cluters, and patterns. In the latter stages it happens through conceptualizing snd explaining, since developing abstract concept is also a way of reducing the data.
2. Data display: data display organize, compress and assemble information. The activities in this stage are: Making summary, descriptively and systematically in order to know about the central idea easily and interpreted them critically.
3. Drawing and verifying conclusion: reducing and displaying the data aim to help drawing conclusions. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

F. Research Procedures

In this reseach the researcher conducted the following activities did the research in class:

1. The first step, the researcher prepared to investigate the students' understanding of extensive reading in literature class by distribute

questionnaire, it is important to know the students' knowledge in extensive reading.

2. The researchers observed the current practice of extensive reading in literature class by using video recording field note and observation checklist. The researcher observed and captured the teaching learning activities in literature class until get the saturated data.
3. The last, researchers took perception about the students' attitudes to extensive reading practices in literature class by using interview with some students. The researcher described and concluded the result of observant by using the data from questionnaire and finding data from observation in the field.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

1. A Brief Review of Literature Class (Context of the Present Study)

Introduction to literature is courses that became the starting gate before entering other advanced literature courses. This lesson is 2 –credit-point lesson that was taught in English Program of IAIN Bengkulu. This lesson is offered in at the third semester of English program. Introduction to Literature class is one of subjects that apply great understanding in extensive reading learning process and increase the students' interests toward reading because in this subject students are required to read literary works such as sonnet, poetry, short story, novel and even drama script. In teaching Introduction to literature during a semester, it spend about 16 meetings included Mid-Test and Final Test. It divided about two parts; meeting 1 till to meeting 7 is about literature theories, and meeting 8 is for Mid-term. Then, 8 meeting after Mid-term for practice, it covers from meeting 9 to meeting 15, and the last meeting is for Final-test. In this lesson the lecturer want make the students understand about theories in Literature before they practices it in reading the literary work. The lecturer will introduce the students about the concept in learning literature before they get next level to comprehend the real literature.

This lesson aimed at preparing students to understand how read and analyze the literary work. The students also get comprehension about base knowledge in study of literature that included: theories of literature, literature criticism, and history of literature. The students will understand about 3 main genres of literature: poem, fiction, and drama. Although, in this semester they only discussed the basic parts and did not cover all the material because they would study it in detail in the next semester. In reading literary works, extensive reading is very important because students must be able to understand the text that they read and also able to interpret the text. In extensive reading there are some principles that should attend in a course, and literature class is one of subject that applied the principles of extensive reading. In literature class students learn and read some literary works and should be able to understand and interpret them to pass the course. So, it is important for the students to enjoy their reading in some literary works.

For the data need of the research, the reseacrher explored the lecturer's and students's activities in the class room that covers: the lecturer's roles, teaching materials and procedures, the students and lecturer interrraction in the class, students practices of lesson. The details explanation for each point above can be describe as follows:

1.1 The lecturer's rules in the class

In the process of teaching and learning Introduction to Literature class, the lecturer divided into three phases of learning in every meeting, they are: (1) group discussion. in this section, students will discuss each material that has been shared with each group at the beginning of the meeting. they discussed the material with a guide to the existing syllabus; (2) question and answer between students. in this section is the opportunity to ask questions after the discussion session is finished, the students will ask questions to the group that presents the paper and then the speaker will answer the questions that have been given previously; (3) explanation of lesson and correction. in this section it is the turn of the lecturer to give an explanation of the material that has been discussed by the student who presented the paper, and at this session the lecturer will also provide corrections to the material discussed until the paper that has been made to be improved for the next meeting.

During the lesson, the lecturer played some roles in the classroom, such as: the first, the students and lecturers, both are models and learning resources. The students will present the material according to the source given by the lecturer, then, at the end of the meeting the lecturer will give a detailed explanation again so that students are more aware of the material discussed by

the group that presentation that day. This is intended so that students have prior basic knowledge of the material to be discussed, so that they will more easily understand. After that, the lecturer will explain again in depth and provide examples in literary works that are easily understood and students familiar, this is so that students have deeper understanding of the material discussed.

The second, the lecturer was a mediator. He encouraged the students to engage and participate actively in the class. The students were very active participate because they were enjoyed the class. Some of them asked question in order to getting information about learning materials. Evenmore, among them scrambled to give questions or objections to the answers given because they were interested in the discussion that day, and other students actively discuss about the topic with their friends. As the result, students to be more curious in exploring the materials and made some analyzing.

The third, the lecturer was assessor. The lecturer did not only asked the students to discussed and analyzed the material based on the theory that they were learning; but also checked and assessed the students analysis and gave comments for improvement. The students read the material that gave by lecturer and they asked the question based on the material or short story that specified

material. The last part, lecturer asked them about theory that they have learned and how applied their knowledge in analyzed the short story.

From the analysis above, it can be conclude that the lecturer played important roles in the classroom activities in order to reach the lesson objectives that consisted: as a model and source of knowledge, as a mediator, as a assessor.

1.2 Teaching Materials and procedures in learning literature

During teaching-learning process in the literature class, lecturers provided material that will be discussed on a weekly basis by each group in a syllabus, they must discuss the material clearly and then apply it to literary works that recommended by the lecturer. The syllabus consists of learning material during a semester that would be discussed with some sources or book references (*see appendix 1 to see the syllabus*). So, the group of speakers will discuss the material suited with the theory that recommended at syllabus, then applied the theory to the literary works and analyzed suit their comprehend.

Then, the lecturer also prepared some short stories, especially famous short story that published in Pulitzer and others for subject of analysis after the theory explanation and discuss by them. The lecturer also prepared some Indonesian short stories for

subject of analysis as well as to compare between Indonesian and foreign literary works. It also used by the lecturer to explained the certain materials that the students were difficult to understand. It means the lecturer had applied extensive reading in teaching literature because it has same idea as Harmer's idea. He said that in learning extensive reading, the teacher should use special written materials especially simplifications of established works of literature. Short story is one kind of literature genre that the reader needed to have interpretation skill to read it.

In teaching literature class in the classroom, the lecturer conducted by doing opening activities, main activities, and closing activities. The procedures of learning literature in the classroom were: the first opening activities, the lecturer did some activities namely: asking the students condition, telling the topic, explaining the purposes of the lesson. Before come to the main activities, the lecturer asked some main terms to the students. These activities aimed to know about the student basic knowledge about the materials that the lecturer wanted to explain. If most of the students did not actively answer the questions, the lecturer knew that the students did not have a good basic knowledge about the topic. The lecturer would explain in detail from the basic of the topic.

The second is main activities. In this stage, the lecture explained the materials in detail to the students. The lecturer explained each parts of literature from the term in to the application using a real example. In each meeting, the lecturer explained different topics that would be helpful for the students to read, analyzed, interpreted, and evaluated the literary works. Therefore, the lecturer explanation and exemplification are the most important aspect for the students successful in teaching learning activities of literature class.

The third is closing activities. In closing activities, the lecturer and students did a discussion to discuss about the material of the day. The lecturer asked some questions to make sure that students understand about the explanation before, he began discuss with gave the students an example of literary works. Then, he asked about the theories and asked them to apply in the literary work for example short story that familiar for the students. They would discuss it until the students understand, and could answer the questions that given by the lecturer.

1.3 The Interaction of Students-Lecturer in the Classroom

One aspect that very important teaching learning activity is students' actively response in classroom. In literature class , the lecturer seemed to encourage students to involve in teaching and

learning process. It can be seen at the opening activities of the lesson. The lecturer asked the students about the preparation of the material of the day, before the students presented their material. In this session, the lecturer asked some students to express their knowledge about the materials, it is important for the lecturer to made students actively involved in his class to know about the students' basic knowledge of the topic.

At the second phases learning activities, the teacher was only as the mediator of the classroom. In this stage students actively participate in class discussion, some students would present their materials in front of the class. After they presented the materials, other students also active in digging information that they have not understood by asking some question the lecturer.

At the last activities the lecturer re-explained about the material, he gave some example of literary works that students known to make them understood. He also assessed the group of students performed and then asked them for revision the paper to know their progress. Before closing the class, he gave a chance for students to asking question. Then, he asked some question made sure about students understanding of the topic. He would give score for student who could answer the question as well. These can be

important method to encourage students to study more seriously in the classroom.

1.4 The Lecturer' Assessments

The first assessment took when the process of teaching learning in the class. The lecturer assess the students' performance and paper when they presented their material in front of class. Then, the lecturer asked the students to do exercise after he explained the material in every meeting. It aimed to check the students understanding about the theory, he want to know about the students ability in applying the theory into object of analysis, in this context was a short story. The lecturer asked them to interpreting the short story with their own ability before they analyzed it. The lecturer asked some question after they discuss the short story, if the student success in answer the question it means that the students understanding the material.

The next assessment was Mid-Term and Final-Term. The lecturer took the main assessment from Mid-Test and Final-Test, in this assessing he gave the students some objects to analyze and asked them to prapare from a long time before test. The students should made paper about their analyzed of the object of literary work, in this case was a short story. They should read and interpret the short story, after that made their analysis in their individual

paper. Then, the lecturer would asked them about their analysis based on their paper by oral test.

2. The Students Knowledge of Extensive reading

Students in literature class were required to be able to read and interpret literary works as well. Therefore, student knowledge of extensive reading was very important in reading, they must be able to practice extensive reading in learning and reading literary works, especially short story. In teaching learning activities, the lecturer gave them some literary works in every meeting of literature class to make them practice their reading ability. Before did the research about their activities in Literature class, the researcher want to know about students' basic knowledge of extensive reading by questionnaire. The students sould know about what extensive reading concept is. It is very important for students to know about what extensive reading is before they practices it in their reading, especially in reading literary work. The students in literature class have known about extensive reading, it seems from researched that researcher did in literature class. The researcher gave questionnaire for the 36 students of English education program in TBI 2B. The questionnaire was consist of 10 questions with close questions as an instruments to know about the students' base knowledge of extensive reading. It was close questions with answer YES, NO, or UNSURE. The pie chart diagram bellow showed the result of the data observation:

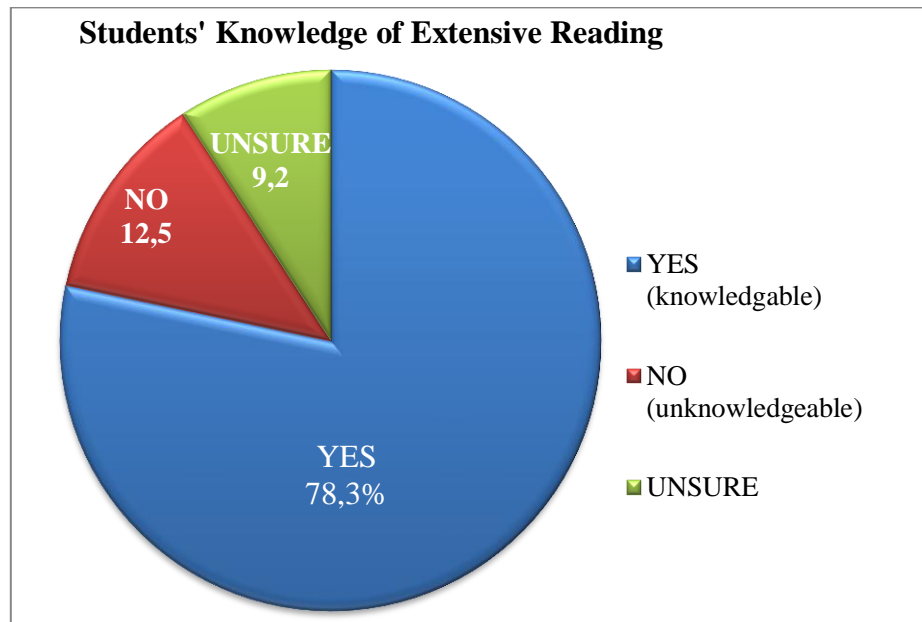


Chart 1. Students' knowledge of extensive reading.

The data above showed that there was 78, 3% answer Yes; 12, 5% answer No; and Unsure was 9, 2% from all of the questions. It means that from the 36 students of the class, they prefer answered “Yes” than “No” or “Unsure” in each questions of questionnaire that consist of 10 questions. From the result of the questionnaire about students’ base knowledge of extensive reading, we can conclude that most of students in this class have good basic knowledge of extensive reading. After the researchers conducted a deeper search, their knowledge of extensive reading was also caused by the fact that they had learned a little about extensive reading in other subjects. These course was Advanced Reading that they also learned in this semester, it discussed extensive reading, although not as a whole and in depth. So, it was not too difficult

for the lecturer to teach them in Literature class, because it is the basic of reading literary works. (*For the details data of this part, see appendix 2 for the questionnaire sheet.*)

3. The Extensive Reading Activities in Literature Class

3.1 The Result from Observation Checklist

To know about Extensive reading practices in literature class, it was important to follow teaching learning activities in Literature class. The researcher has followed some meetings to checked about the implementatation of extensive reading in literature class. In getting the data of this research, the researcher used observation checklist consists of 10 statements about the principles of extensive reading. The researcher observed in every meeting of the class to know about their activities, then make some marks in observation checklist. Then, the researcher describe the activities to get information in fulfill the data of the research. These were the ten principles of extensive reading that the researcher observated in the Literature class:

The reading materials were easy and enjoyable. The lecturer in literature class introduce them about base material of extensive reading before taught them how to interpret literary work. The teacher chose famous short stories that very enjoyable to read. It aimed to help the students easier in reading and interpret the short

story. From the results of attending the literature class during several meetings, researchers found that the first extensive reading principle was applied in the teaching learning process in the literature class. In the teaching learning process in literature class, the lecturer applied a discussion system. So, the groups that would presented the material chose their own reading material or short stories that they thought easy and fun to discuss, then apply to the theories they discuss. Although, there were still some students who are still having difficulty reading literary works given by lecturers, they are still able to take part in the discussion well assisted by the lecturer's explanation at the end of each course.

A variety of material of wide range of topic is available. The second principle is also applied in the literature class when the discussion takes place. In Literature class, students will choose readings from several literary works recommended by lecturers. in fact, they will read more than one work to be compared with other works. this aims to find out which reading fits the theory they were discussing. The success of extensive reading depends largely on enticing students to read. To awaken or encourage a desire to read, the texts made available should ideally be as varied as the learners who read them and the purposes for which they want to read. The more students read a lot of literary works, the more students would

have knowledge about literature, and the students' reading skills would increase.

Learners choose what they want to read. This principle also implemented in literature class. The principle of freedom of choice means that learners were select texts they expect to understand, to enjoy or to learn from. Correlative to this principle, learners are also free, indeed encouraged, to stop reading anything they find to be too difficult, or that turns out not to be of interest. When students discussed the material, they will choose their own reading material. They chose the short story which they considered interesting to be used as discussion material in the class. They chose one among the short stories that the lecturer had provided for their analysis according to the theory they had learned. Even though the lecturer provides several reading choices, students have a little difficulty in choosing because for some students who were still low in their reading ability, they have difficulty to understand the story because they consider the level of reading (short stories) provided by the lecturer was still too high for them.

Learners read as much as possible. There is no upper limit to the amount of reading that can be done, but a book a week is probably the minimum amount of reading necessary to achieve the benefits of extensive reading and to establish a reading habit. In the

literature class, students were required to read a lot of literary works, both domestic and foreign literary works. It was because if students are lacking in reading literature, it was difficult for them to passing the literature course. The lecturer has prepared various reading materials in the form of very well-known foreign short stories to be used as a reference for them in carrying out the analysis. Some of these literary works include: *The Turn of Screw* by Henry James, *Daisy Miller* by Henry James, Kate Copin's *The Story of Abys Hour*, *A Scandal in Bohemia* by Sir Arthur Conan Doyle, *the Murder pristol* by Philip Prowse and many more famous works the average one goes to the Pulitzer list or other awards.

Reading speed was usually faster rather than slower. This is the fifth extensive reading principle. Although this was a very important principle in reading a literary work, and the lecturer has advocated applying this principle. however, in reality not all students applied this. This was due to a lack of interest in reading to some students. The low achiever students in the class were difficult to reading faster, they need to understand word by word to know the story told about. So, we can conclude that reading speed is usually faster rather than slower is not always implemented in Literature class.

The purpose of reading was usually related to pleasure, information and general understanding. This principle was implemented in Literature class, especially when they read literary works. It was because reading literature is more fun than reading textbooks or other books because extensive reading prioritizes seeking pleasure. In addition, students can also find information about information that they did not know before, for example they could find out how the life of the people that happened in that century, they also could know the culture that existed in that country. Besides that, students also get general understanding of everything related to the reading they have read.

Reading was individual and silent. This principle is applied in the learning process of learning in the literature class, because basically when the lecturer gives a reading to be analyzed by students, they do the analytical assignments at home in the form of papers and will collect about a week later. Unfortunately, some students were still difficult in understanding the short story in individual because their reading skill were low. Extensive reading is also silent reading, so, it did in a silent situation in order to understand the reading well. Silent, individual extensive reading contrasts with the way classroom texts were used as vehicles for teaching language or reading strategies or (in traditional

approaches) translated or read aloud. It allows students to discover that reading is a personal interaction with the text, and an experience that they have responsibility for.

Reading was its own reward. The learners' experience of reading the text is at the important things of the extensive reading experience, just as it is in reading in everyday life. When we read the literary works we got many experiences and many new things that we did not get before. At the same time, teachers may ask students to complete follow-up activities based on their reading. The reasons for this are various: to find out what the student understood and experienced from the reading; to monitor students' attitudes toward reading; to keep track of what and how much students read; to make reading a shared experience; to link reading to other aspects of the curriculum. For such reasons, students may be asked to do such things as write about their favorite characters, write about the best or worst book they have read, or do a dramatic reading of an exciting part of a short story. This principle was implemented in literature class, despite the fact, in teaching and learning activities students were still having difficulty answering questions given by the lecturer. This means they were still having difficulty understanding the core points of the text or stories they have read.

The teacher orients and guides the students. In this part, the principle is also implemented in literature class. Students thus need careful introduction to extensive reading. Teachers can explain that reading extensively leads not only to gains in reading proficiency but also to overall gains in language learning. The methodology of extensive reading can be introduced, beginning with choice: students choosing what to read is an essential part of the approach. After that, the lecturer explained the material clearly before closing the class, he gave some example of short stories that known by the students. It made the students easy to understand about the explanation and guided them to interpreting the short story.

The teacher was a role model of learner. In literature class, the lecturer was a role model in explained the material, he gave some stories and discuss together. When students and teachers share reading, the foreign language reading classroom can be a place where teachers discuss books with students, answer their questions and make tailor-made recommendations to individual students. It can be a place where students and teachers experience together the value and pleasure to be found in the written word. They discuss about many things about the short story, likes theme, plot, characters, setting and others. It was needs clear example and made the students understood and that was a role of lecturer in the class.

From the explanation above, it can be concluded that Literature class implemented the 9 from 10 principles of extensive reading in their teaching learning activities. Although in the practice, some students have difficulties to follow the discussion because they were still having difficulty in understanding the reading context and finally having difficulty analyzing the short stories that recommended by the lecturer then in the end of activities, the lecturer still had to keep discussing the material and provide examples of stories that were easier for students to understand. So, literature class was one of the potential courses to apply extensive reading to the practice section because in the course students are guided to read literary works independently. However, in the practice of its activities, although most students in this class had enjoyed reading literature, there were still some students who are still having difficulty enjoying their reading so students did not fully able to apply extensive reading in reading literature in the literature class.

3.2 The Result from Field Note

Judging from the results of research conducted in the classroom, researchers found that from the learning process carried out by students at each meeting showed that extensive reading was applied in student learning activities. It started when the discussion

process continues until the midterm score-taking process. This reinforce the thinking of researchers that extensive reading has been successfully applied in the Literature class, although in practice there are still many students who have difficulty with the material given by lecturers, especially from the reading material given by the lecturer. The reading ability of students who still lack made it difficult for them to practice reading especially analyzing stories. The reading material that given by lecturers in the form of famous literary works and indeed have been from the past century so that the language of literature that was used quite difficult to understand them, especially low achievement students.

4. The Students Attitudes to Extensive Reading in Literature Class

4.1 The Result from Questionnaire

In this part, the researcher used questionnaire and interview to know about students attitudes in their current practiced of extensive reading in literature class. The questionnaire used by the researcher to know about the students feeling after studied Literature class, and then the interview used to make accuracy the answer of the students. The questionnaire was consists of 10 questions that answered by 36 students. The interview was about 10 questions that conducted with 6 students from Literature class in B class, they consists of 2 students were high achiever; 2 students

were moderate achiever students; then 2 students were low achiever students. The researcher divided the questionnaire in two parts; positive statements and negative statements. The data below showed the result of questionnaire about students' attitudes of extensive reading in Literature class:

POSITIVE STATEMENTS		
Option	F	Percentage (%)
YES	142	78,9%
NO	22	12,2%
UNSURE	16	8,9%
Total	180	100%

Table 2. The result of questionnaire (positive statements)

Based on the table above, there were 78, 9% answer YES in positive statements. Then, 12, 2% answer NO and last 8, 9% answer UNSURE. It means that more than a half of students in the class that consist of 36 students agree with the positive statements that served in questionnaire. To know more clear about the result of students' response of positive statements, the researcher also serving the data from the table in pie chart below.

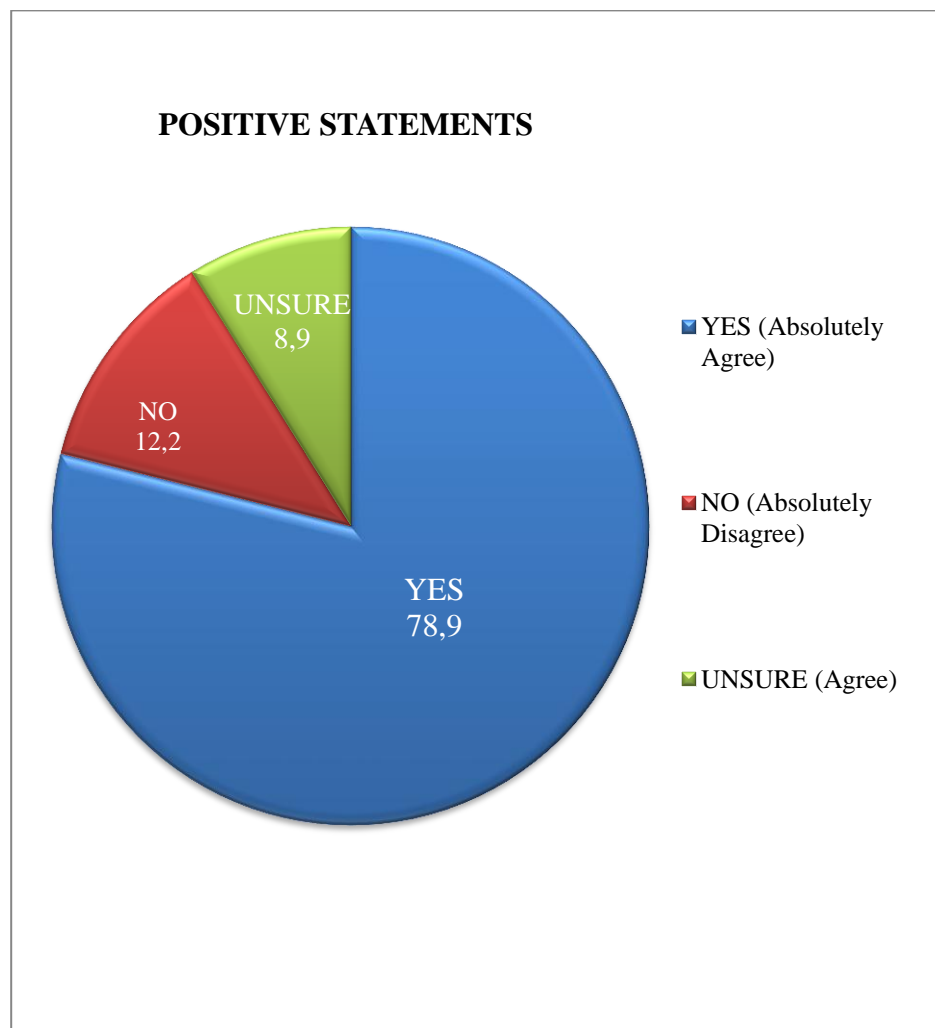


Chart 2. Questionnaire (positive statements)

Based on the pie chart above, it showed that from 36 students in the class most of the students were agree (chose ‘yes’) in positive statements. There were 78, 9% students absolutely agree. Then, students that chose “unsure” in this part (positive statements) divided in positive answer, so there were just 12, 2% students did

not agree with the 5 positive statements. We concluded that almost totality students agree with positive statements in this part, the result positive.

The table below showed the data about the students' response of negative statements:

NEGATIVES STATEMENTS		
Options	F	Percentage (%)
YES	49	27, 2%
NO	113	62, 8%
UNSURE	18	10%
Total	180	100%

Table 3. The Result of questionnaire (negative statements)

From the data above we know that there were 27, 2% students answer YES in negative statements, 62, 8% answer NO and 10% answer UNSURE from the total answer of students that consist of 5 negative statements. It means that, in negative statements, less than 50% students agree with negative statements. To know more clear about the result of students' response of

negative statements, the researcher also serving the data from the table in pie chart below.

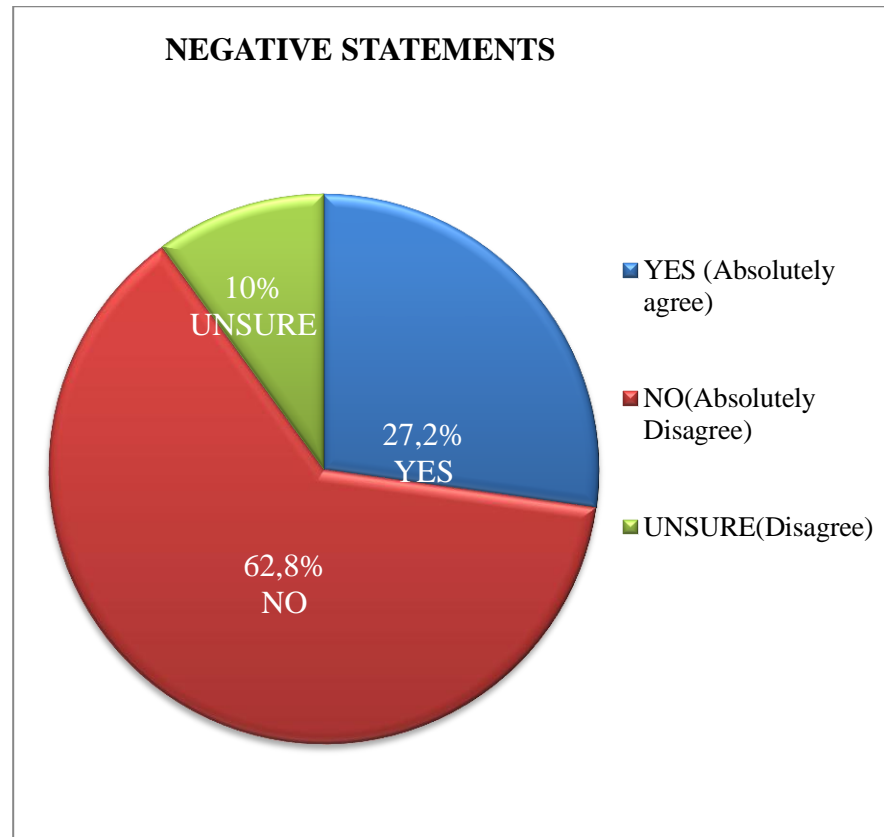


Chart 3. The result of questionnaire (negative statements)

Based on pie chart above, in negative statements the answer 'NO' was more dominant than 'YES' and 'UNSURE'. There was 62, 8% 'NO', it means that more than 50% students 'disagree' with the negative statements. Then, 27, 2% students 'agree' with the statements. The last, there was 10% students chose 'Unsure' and

divided in disagreement with the negative statements. So, it was clear that the most of students in the class disagree with the negative statements in the questionnaire.

After the researcher got the data from positive and negative statements of the questionnaire, the researcher found that: in positive statements, the students were dominant in positive answer; in negative statements, the students' answer still dominant in positive answer. Based on the result above, we can conclude that students' in class IIIB of English education program in IAIN Bengkulu had positive attitude of extensive reading practice in Literature class.

4.2 The Result from Interview

After got data from questionnaire, the researcher conducted interviewed with several students in the literature class to ensure the answers from the questionnaire that the researcher had given before. The results of the interviewed that have been conducted, the researchers obtained data of the 10 questions that given to 6 students of the Literature class, they were selected based on their ability in understand the material and their act as they participate in Literature class. The results of the interview were similar with the answers that given by students on the questionnaire.

The results obtained from the interview with 6 students about their current practices of extensive reading in Literature class showed that: they were very interest with reading material used in the literature class and their reading skill was increase; after reading many short stories in the literature class, they obtained additional new vocabulary, although not too much; students enjoy reading material used in the literature class, which is some short stories that make them more imaginative when reading, for example the background of the place and situation in the story. Although, some of the low achiever students still had difficulties in understanding their reading; some of the abilities of students in other fields such as their writing and speaking also increased because the learning system applied by lecturers in class; for the level of reading given in the Literature class, they still have difficulty understanding the implicit messages conveyed by the author. So that according to them the reading level was still too high for some students; students are also able to read independently, they enjoy reading more when they are quiet and alone so they are better able to understand and interpret the meaning of the story; Student motivation in reading was also increasing, not only for reading books, but also for several other genre books outside the classroom; students feel they have not been too able to become independent learners when they have to

read alone without guidance from lecturers in this course; even though you have to read a number of literary works that can be said to require a high level of understanding, students don't feel bored to take this course. They were very attractive to take the class and most of them said that they got a lot of benefits from what they had learned in the literature class, then, they got improvements in other fields and aspects. However, there were a few of students in the class had difficulties to follow the class, because they thought that reading and analysis the literary work was too difficult for them. Whereas, most students still gave positive attitudes toward extensive reading practices in Literature class, a small number of students who still have difficulties in attending this course also come from low achiever students, the researchers know from the results of interviews that students who still have difficulties in applying extensive reading when reading literature have a low GPA and learning outcomes. previous reading courses, so it is natural that they have difficulties in the applied extensive reading when reading reading which is arguably more difficult than before.

Based on the details analysis above, it can be concluded that the third semester students of English education program of IAIN Bengkulu in academic year 2018/2019 have been understood about the concept of extensive reading that applied by lecturer in literature

class and they could enjoy their reading. Even though there were still a number of low achiever students who were still having difficulty in reading and analyzing literary works. However, overall they got many positive impacts after they follow this class. It means that they have positive attitudes toward extensive reading practice in Literature class.

B. Discussion

In this section, the researcher would like to describe each parts of analysis above. The result of this research divided into three topics: the student's knowledge of extensive reading; the current practices of extensive reading in Literature class; and the students' attitudes toward extensive reading practices in Literature class. The 3 points were described as follows.

The first point that will be describing is about *student's knowledge of extensive reading*. The students in Literature class of class IIIB have good basic knowledge in extensive reading. They know about what extensive reading is before they practice it in their reading, especially in reading literary work. The students in literature class have known about extensive reading before they learn Literature class, it seems from researched that researcher did in literature class. Their basic knowledge of extensive reading is because in the previous semester they have studied intermediate reading material in the previous semester and in this semester they are still studying it in the Advance Reading course. Thus, it is natural that they already have basic knowledge of

extensive reading. So, it made the lecturer easier to teaches them about reading and interpret literary works because these activities need extensive reading in practice of reading the literary works.

The second point was about *the extensive reading activities in Literature class*. In Literature class, extensive reading applied in the teaching and learning process from beginning until the end of material, both in the process of group discussion (theory) and also in the practice of reading the literary works. This is proven by the application of 9 from 10 principles of extensive reading in the Literature Class, it means that the lecturer success applied extensive reading in teaching learning activities in Literature class. Eventhough, in practice there were any students difficult to apply the principle in reading activities and did not enjoyable especially low achiever students, they found it difficult to understand the reading material provided by the lecturers, they considered the reading level too difficult for them. However, they were helped in a little bit when in the group discussion because they shared the difficulties. So, the most of students in this class were success in applied the principles of extensive reading in every meeting of discussion, it made them easily to read and analyze the short stories that they were discussing.

Then, the last point was *the students' attitudes toward Extensive reading practices in Literature class*. The students of class IIIB have positive attitudes in Literature class. It could be seen from the results of the

questionnaire and interview. It showed that the most students interest with this subject and they were also able to follow the course well, that means not all students can follow well, even if it's only a small part. So, that most students from these class had a positive attitude towards the extensive reading practice in Literature class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the data analysis above, the researcher concluded that based on the analysis conducted by the researcher, Literature class was one of the subject in IAIN Bengkulu that applied Extensive reading in their teaching learning activities. In this subject, students already known the basic concepts of extensive reading well; and students were also able to applied extensive reading concepts in reading literary works because they had studied extensive reading even though it was only the basis for intermediate and advance reading in the previous semester and this semester. Nevertheless, there were few number of students (low achiever students) who still had difficulties in following the practice, they consider level of reading material or material that given was too difficult for them, so they had a little difficulty in the process of reading and analyzing literary works provided by the lecturer. However, in overall extensive reading practice in Literature class has many good effects on the reading process of students in the literature class. The important one, the students did not stress with their reading because they could enjoy their reading, so it means that students have a positive attitude in extensive reading practices in Literature class.

In conclusion, the third semester students of Literature class, especially in class IIIB of English Education study program of IAIN Bengkulu in academic

year 2018/2019 already had good basic knowledge and familiar with extensive reading and success in applied extensive reading in their reading practice, then, the student in this class had positive attitudes in the current practices of extensive reading in this class, although there were some students some students had not been able to enjoy the reading. After the researchers have searched more deeply, it turns out that these students were indeed classified as low achiever students, then, when in technically, the lecturer gave a few short stories to read but they still have difficulties because they thought that the level of reading material given was too high for them, this is also because in one class, the level of students' reading skill was different. It caused literature can be learned by students if they enjoy with reading, if they had not been able to enjoy their reading, they can be stressed.

B. Suggestion

After completing the analysis, the researcher would like to suggest some points of views:

1. Literature can be learned by the student if they have enjoyable with the reading material. So they must be able to choose readings that appropriate to their reading level.
2. Literature class is one of subject that potensial in applying extensive reading because in this class the students asked to be autonomous learners, but the problem is they had no skill enough in comprehend and interpret the material

(literary works). It means that they have to learn more about basic of extensive reading in recent time.

3. Extensive reading is good to apply in the teaching and learning process because with extensive reading, the students can enjoy their reading. So, the researchers expect that the subjects related to reading can apply this concept, so that the teaching and learning process will be better in the future.
4. Extensive reading is reading for fun. So, the lecturer should giving freedom to students to choose their reading materials. They must choose attractive book that they will read. The kinds of books such as literature books, for example: short story, novel and others suit with their reading level.
5. To motivate the students of English program to improve their reading skill and can be enjoy their reading activity.
6. The students of English education program should be improving their reading skill to make them easier to follow every subject.
7. This research is hoped to enrich the students' knowledge, especially in reading literary works that need interpretation. The students need to master other aspect of language, social, historical, and cultural background of a certain thing.
8. The researcher hopes that this research can be helpful for students who are taking Literature class in English education program. This research may make them realize that reading literature is an extensive reading activity that asked them to be a critical thinker by interpreting the issue through short stories.

9. The research hope that the research can give motivation to the next researchers to explore more detail analysis in different perspectives about applying extensive reading in various kinds of research object materials.
10. It is hoped that this analysis can enrich the kinds the kinds of research in English education program, especially in TBI of IAIN Bengkulu.

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A P P E N D I C E S

Appendix

Questionnaire 1

Observation Sheet

The questionnaire is aim to find out the students' base knowledge toward Extensive Reading before they practices it in Literature class.

Please put mark ○ for the most closely agrees with your opinion.

1. I know what extensive reading is.
A. Yes B. No C. Unsure
2. In extensive reading, interpreting the text is prefer than comprehending.
A. Yes B. No C. Unsure
3. I am familiar with extensive reading because I often practice it in my reading.
A. Yes B. No C. Unsure
4. The material of extensive reading should be enjoyable.
A. Yes B. No C. Unsure
5. I read faster in extensive reading.
A. Yes B. No C. Unsure
6. The purpose of extensive reading is related to get information and general undrstanding.
A. Yes B. No C. Unsure
7. I read silently in extensive reading.
A. Yes B. No C. Unsure
8. Extensive reading reading is always individual.
A. Yes B. No C. Unsure
9. I read as much as possible in extensive reading.
A. Yes B. No C. Unsure
10. I believe that extensive reading has an effect on language acquisition.
A. Yes B. No C. Unsure

No	Statements	Yes	No	Unsure
1	I know what extensive reading is.	30	6	-
2	In extensive reading, interpreting the text is prefer than comprehending.	35	1	-
3	I am familiar with extensive reading because I often practice it in my reading.	28	4	4
4	The material of extensive reading should be enjoyable.	28	6	2
5	I read faster in extensive reading.	22	10	4
6	The purpose of extensive reading is related to get information and general undrstanding.	34	1	1
7	I read silently in extensive reading.	22	9	5
8	Extensive reading reading is always individual.	29	2	5
9	I read as much as possible in extensive reading.	27	3	6
10	I believe that extensive reading has an effect on language acquisition.	27	3	6
Result		282	45	33

Appendix

Field notes

Meeting : 1
Date : Monday, 10 September 2018
Time : 10.00 – 11.40
Place : GKB. L3. R.17
Topic : Introduction to the course

Opening activities

In opening activity, the lecturer greeted the students and asked about their condition and feeling. Then, the lecturer expressed his happiness for meeting the students in this subject, it was Introduction to Literature subject. After that, he introduced himself and call the students one by one from attendant list and asked them to introduced theirself. They introduce themselves to each other to get to know each other so as to facilitate communication when in class.

Main Activities

At this first meeting, the lecturer has not provided any material about the lesson. At this meeting the lecturer introduces himself and asks students to introduce themselves according to the absentee list. Then the lecturer starts introducing about the courses they will study. In addition, they also discussed the regulations in the class, such as: the objectives of the course, the scope of the course, the policy of implementing learning outcomes, the tasks to be completed, the textbooks used and

other learning resources, and all the essential things in lecturing. During the class, the students looked very interested in joining the class although some of them said that this lesson was very challenging activities for them. Some students seemed to be very active in paying attention to the detail of lecturer's explanation. Some students also had good interaction in the classroom, they asked some questions related to the lesson.

Closing activities

In closing activities, the lecturer give syllabus and lesson plan to the chairperson of the class in order for prepare about the learning materials that they have to read and learn. Then the lecturer asked them again about the role of the subject and their understanding for the material the next meeting. The last the lecturer close the class.

Meeting : 2
Date : Monday, 17 September 2018
Time : 10.00 – 11.40
Place : GKB. L3. R.17
Topic : Definition of literature, the nature of literature, the function of literature, Genre, text and text types, discourse, major genres in textual studies.

Opening activities

In opening activity, the lecturer greeted the students and asked about their condition and feeling. Then, the lecturer expressed his happiness for meeting the students in this subject again. After that, he open the class and explained a little about the understanding and all the scope in the literature before students discussed the material that day.

Main Activities

In the core activities in this course in the form of discussions conducted in the classroom, students in the class are divided into several groups and each group will get different material according to the material in the syllabus. The first group discussed Literature as a whole, starting from understanding, nature of literature, then functions from literature, genre, text and text type in literature and discourse. The group will divide the tasks for each individual to explain the material of each person and one person was responsible as a moderator. then when the discussion takes place, the speaker group will explain all the material to the audience and after all the material delivered, then enter the question and answer session here will be opened several sessions aimed at the audience. This session the audience may ask things that they have not understood related to the material that has been delivered. in this session, it was clear which students were active and students who were less interested in the material presented, but overall it was seen that students in this class were enthusiastic in following the course of the discussion, even when they competed in giving questions. but there are some students who look passive and indifferent. after the discussion session considered sufficient, the moderator closes the discussion and

the speaker group returns to each seat to follow the course of the learning activities. It was the time for the lecturer re-explain about the material that presented by the group presenter before. He explained the material that had not yet been delivered by the speaker group and the examples that were easily understood by students, because sometimes students had difficulty catching the material conveyed because the examples given were not understood by students. Direct lecturers provide examples of material applications into short stories that students are familiar with the contents of the story so they immediately capture the essence of the discussion.

Closing Activity

In closing activities, after the lecturer re-explain about the material that presented by the group presenter before. Then, here the lecturer also invited students to ask questions about the material they still did not understand. If students have understood well, then the lecturer who returns to give questions to students, this aims to test students' understanding of the material presented. The last the lecturer close the class.

Meeting : 3
Date : Monday, 24 September 2018
Time : 10.00 – 11.40
Place : GKB. L3. R.17
Topic : Elements of Fiction: Story Facts

Opening Activities

At the beginning of this meeting, the lecturer absent the students before the opening of the lesson, then he greeted the students while asking the material beforehand to remind about the material and connect with the material of the day. Then the lecturer invites the group that presents the material on that day to move forward and begin class discussion.

Main Activities

The discussion was started by the moderator and the group who explained the material began to deliver material one by one in the order of the material they got. This meeting they discussed about the elements of fiction in the form of story facts. In the story facts itself consists of several parts, namely plots, settings, characters and themes. The group of presenters will deliver definitions, as well as details of the sections they discussed. After that they will apply their material to the short story they choose. They will explain in detail in the story, for example which part is the plot, which line is there and what kind of sentence proves that the explanation of the plot is in that section and so on. Then after all group members have finished delivering the material, the moderator will begin to open a question and answer session about the material that has been delivered. Students will start a discussion if there are questions given, when there are questions that cannot be answered by the speaker then the question is given to the audience to give the audience the opportunity to answer the question. After the discussion is complete, the speaker will

get questions from the lecturer relating to their material, this aims to see where the knowledge and ability of the speaker to the material they delivered earlier.

Closing Activities

In this part, it was a chance for the lecturer to re-explain about the material that presented by the group presenter before. Then, here the lecturer also invited students to ask questions about the material they still did not understand. If students have understood well, then the lecturer who returns to give questions to students, this aims to test students' understanding of the material presented. The last the lecturer close the class.

Meeting : 4
Date : Monday, 1 October 2018
Time : 10.00 – 11.40
Place : GKB. L3. R.17
Topic : Fiction : means of story

Opening Activities

At the beginning of this meeting, the lecturer absent the students before the opening of the lesson, then he greeted the students while asking the material beforehand to remind about the material and connect with the material of the day. Then the lecturer invites the group that presents the material on that day to move forward and begin class discussion.

Main Activities

In teaching and learning activities in the Literature class, core activities begin with discussion classes. The group of speakers will deliver the material they have prepared beforehand, and this time the material discussed is about the elements in a short story, means of story which includes title, points of view, irony, symbols, styles, and tones in the short story. Each group member will explain in detail about the material starting with the title, this is the most important thing in a story because through the title the reader can see whether the story is interesting or not to read. Then proceed with the point of view used by the writer in the story. The point of view used by the author also influences the story, where the author will put himself into the story he is telling. Most writers will use the first point of view or the third point of view is omniscient. The discussion activities continued until the material delivered was discussed and then continued with question and answer activities guided by the moderator. In this session, students or audiences will be given the opportunity to ask questions about things that they feel are not understood or need further explanation. Most students will ask about the example application of the theory or element in a story, they are so enthusiastic in participating in the activity that sometimes there is a little debate over a problem that creates differences of opinion between students in the class. Then after the discussion is complete and all the questions have been answered, the task of the speaker was finished.

Closing Activities

After the discussion section, the lecturer re-explain about the material that presented by the group presenter before. Then, here the lecturer also invited students to ask questions about the material they still did not understand. If students have understood well, then the lecturer who returns to give questions to students, this aims to test students' understanding of the material presented. The last the lecturer close the class.

Meeting : 5
Date : Monday, 8 October 2018
Time : 10.00 – 11.40
Place : GKB. L3. R.17
Topic : Fiction Genres

Opening Activities

At the beginning of this meeting, the lecturer absent the students before the opening of the lesson, then he greeted the students while asking the material beforehand to remind about the material and connect with the material of the day. Then the lecturer invites the group that presents the material on that day to move forward and begin class discussion.

Main Activities

After the opening activity, students in the class will prepare for the discussion session conducted in the classroom. The discussion activities will be guided by the group of

presenters, this group discusses about genre fiction. They discuss the genres in fiction, such as the following:

Adventure Story. A genre of fiction in which action is the key element, overshadowing characters, theme and setting. The conflict in an adventure story is often man against nature. A secondary plot that reinforces this kind of conflict is sometimes included. In Allistair MacLean's *Night Without End*, for example, the hero, while investigating a mysterious Arctic air crash, also finds himself dealing with espionage, sabotage and murder.

Biographical Novel. A life story documented in history and transformed into fiction through the insight and imagination of the writer. This type of novel melds the elements of biographical research and historical truth into the framework of a novel, complete with dialogue, drama and mood. A biographical novel resembles historical fiction, save for one aspect: Characters in a historical novel may be fabricated and then placed into an authentic setting; characters in a biographical novel have actually lived.

Ethnic Fiction. Stories and novels whose central characters are black, Native American, Italian-American, Jewish, Appalachian or members of some other specific cultural group. Ethnic fiction usually deals with a protagonist caught between two conflicting ways of life: mainstream American culture and his ethnic heritage.

Fictional Biography. The biography of a real person that goes beyond the events of a person's life by being fleshed out with imagined scenes and dialogue. The writer of fictional biographies strives to make it clear that the story is, indeed, fiction and not history.

Gothic. This type of category fiction dates back to the late eighteenth and early nineteenth centuries. Contemporary gothic novels are characterized by atmospheric, historical settings and feature young, beautiful women who win the favor of handsome, brooding heroes—simultaneously dealing successfully with some life-threatening menace, either natural or supernatural. Gothics rely on mystery, peril, romantic relationships and a sense of foreboding for their strong, emotional effect on the reader. A classic early gothic novel is Emily Bronte's *Wuthering Heights*. The gothic writer builds a series of credible, emotional crises for his ultimately triumphant heroine. Sex between the woman and her lover is implied rather than graphically detailed; the writer's descriptive talents are used instead to paint rich, desolate, gloomy settings in stark mansions and awesome castles. He composes slow-paced, intricate sketches that create a sense of impending evil on every page.

Historical Fiction. A fictional story set in a recognizable period of history. As well as telling the stories of ordinary people's lives, historical fiction may involve political or social events of the time.

Horror. Howard Phillips (H.P.) Lovecraft, generally acknowledged to be the master of the horror tale in the twentieth century and the most important American writer of

this genre since Edgar Allan Poe, maintained that “The oldest and strongest emotion of mankind is fear, and the oldest and strongest kind of fear is fear of the unknown.

In this session, students or audiences will be given the opportunity to ask questions about things that they feel are not understood or need further explanation. Most students will ask about the example application of the theory or element in a story, they are so enthusiastic in participating in the activity that sometimes there is a little debate over a problem that creates differences of opinion between students in the class. Then after the discussion is complete and all the questions have been answered, the task of the speaker was finished.

Closing Activities

After the discussion section, the lecturer re-explain about the material that presented by the group presenter before. Then, here the lecturer also invited students to ask questions about the material they still did not understand. If students have understood well, then the lecturer who returns to give questions to students, this aims to test students' understanding of the material presented. The last the lecturer close the class.

Appendix

Observation Checklist

No	Principles of extensive reading	Implemented in literature class	Not implemented in literature class
1	The reading materials are easy and enjoyable	√	
2	A Variety of Material of a wide range of topic is available	√	
3	Learners choose what they want to read	√	
4	Learners read as much as possible	√	
5	Reading speed is usually faster rather than slower		√
6	The purpose of reading is usually related to pleasure, information and general understanding	√	
7	Reading is individual and silent	√	
8	Reading is its own reward	√	
9	The teacher orients and guides the students	√	
10	The teacher is a role model of learner	√	

Appendix 5

Questionnaire 2

Questionnaire to Know Current Practices of Extensive Reading in Literature Class

In this questionnaire there are 10 questions that will be asked by participants in this section. This questionnaire is structured question with close questions, so, the researcher would like you to answer YES, NO, or UNSURE to make sure your ideas. The aim of this questionnaire is to find out the students' current practices extensive reading in literature class.

1. I become better reader through ER practice in Literature class.
A. Yes B. No C. Unsure
2. I learn more vocabulary when I read a short story extensively because I found extensive knowledge from my reading.
A. Yes B. No C. Unsure
3. I cannot reading for pleasure because of the material really high level
A. Yes B. No C. Unsure
4. Extensive reading practice in literature class improves overall language competence because I found many new things in my reading.
A. Yes B. No C. Unsure
5. The reading material in literature class is not interesting.
A. Yes B. No C. Unsure
6. I am not enjoy reading the material because too difficult to understand
A. Yes B. No C. Unsure
7. Reading independently is difficult for me to understanding the reading material.
A. Yes B. No C. Unsure
8. I become more motivated to read many genres books.

A. Yes B. No C. Unsure

9. Reading extensively helps me become more autonomous learners.

A. Yes B. No C. Unsure

10. I was not interested in the course because Extensive Reading practices in Literature class was boring

A. Yes B. No C. Unsure

RESULT OF QUESTIONNAIRE 2

Result for Positive Statements

POSITIVE STATEMENTS		YES	NO	UNSURE
1	I become better reader through ER practice in Literature class.	34	-	2
2	I learn more vocabulary when I read a short story extensively because I found extensive knowledge from my reading	30	2	4
3	Extensive reading practice in literature class improves overall language competence because I found many new things in my reading.	27	8	1
4	I become more motivated to read many genres books.	28	2	6
5	Reading extensively helps me become more autonomous learners.	23	10	3
Result		<i>142</i>	<i>22</i>	<i>16</i>

Result for Negative Statements

NEGATIVE STATEMENTS		YES	NO	UNSURE
6	I cannot read for pleasure because of	12	24	-

	the material really high level			
7	I am not enjoy reading the material because too difficult to understand.	10	20	6
8	The reading material in literature class is not interesting.	4	27	5
9	Reading independently is difficult for me to understanding the reading material.	10	22	4
10	I was not interested in the course because Extensive Reading practices in Literature class was boring	13	20	3
Result		49	113	18

Appendix

Interview sheet

Interview Sheet For Students' Current Practices Of Extensive Reading In

Literature Class

I would like assure you that neither individuals nor institutions will be identified in my report on this project. Also, that your name will not be recorded on the response sheet.

In this interview there are 10 questions that every participants in this interview will asked. This interview is structured interview with close questions interview so, I would like you to answer YES, NO, or UNSURE and for some parts will ask your ideas. The aim of this interview is to make sure about the questionnaire about students' current practice of extensive reading in Literature Class.

1. What do you feel about your reading ability after studied extensive reading in literature class?

Answer :

Student 1 : I feel that my reading ability has improved greatly after attending a literature course because I became accustomed to reading literature.

Student 2 : since I read a lot of literature I feel my reading ability has increased.

Student 3 : I feel that my reading skills have increased even though not too much because basically I don't really like reading.

Student 4 : after reading a number of literary works in the literature class, my reading ability gradually increased because we were required to read literature every week.

Student 5 : my reading ability improved a little even though not too much, I also gradually began to know some things in the literature that I had not known before.

Student 6 : I feel that my reading skills are increasing after reading some of the works recommended in the literature class

2. Do you agree that you got many new vocabularies and knowledge after follow this course?

Answer :

Student 1 : yes, although not too much, I feel that my new vocabulary knowledge is increasing by reading a lot of literature.

Student 2 : I feel that my vocabulary is increasing because I have found many new vocabulary words that I have never met

Student 3 : yes I feel my vocabulary has increased a little because there are a lot of vocabulary that I just learned after reading the work like old vocabulary that is different from what is used now

Student 4 : I got a lot of new vocabulary after joining this course

Student 5 : yes, though not much, but I have some knowledge of new vocabulary in the field of literature

Student 6 : I got a little extra new vocabulary that I got even though not too much.

3. Do you feel enjoy when you read some of stories or literary works in literature class? please give your reason.

Answer :

Student 1 : yes, sometimes. actually I enjoy it, but sometimes I also feel less enjoy my reading if the type of story is less interesting.

Student 2 : yes I enjoyed it because the books that were read in this class were very pleasant not like reading textbooks

Student 3 : actually I enjoyed it, but if it was too difficult and the time given to read was only a little, I did not enjoy it.

Student 4 : sometimes I don't enjoy it because the reading is too difficult to understand

Student 5 : I enjoy it, I can always imagine reading a book of literature. I feel very eager to know the end of the story

Student 6 : I don't enjoy it when I have to read a lot of reading, especially if the story is difficult to understand.

4. Do you agree that extensive reading practice in literature class improves overall language competence? If YES, what kind of improvements that you feel.

Answer :

Student 1 : yes I really agree because I feel it myself. some aspects of my ability improved a bit, especially the aspects of reading and writing because I got a lot of new vocabulary

Student 2 : yes I agree, I like writing more and more after reading a lot of literature.

Student 3 : my reading and speaking skills are increasing because the more I read the work, the wider our knowledge.

Student 4 : well, I agree, because after studying this subject I learned about many things that made me more interested in writing and honing my speaking because lecturers applied oral tests.

Student 5 : Yes, I think so, although it doesn't really affect me, but I feel there are changes in my reading and writing skills.

Student 6 : a little, because I don't feel too much about my English skills

5. Do you interested with the material of literature class? If NO, please give your ideas what the materials should be.

Answer :

Student 1 : Yes, I am very interested because it sharpens my imagination when I read.

Student 2 : very interested, because the interesting reading starts from the storyline and then the background used, and it is very different from today's monotonous literary works about romantic love.

Student 3 : yes, I was quite interested because before I always felt bored if I had to read the story in my textbook.

Student 4 : Yes I am interested, but I have a little trouble reading the story because the language used is quite difficult considering it is an old century story

Student 5 : Yes actually I was interested but it was too difficult to understand

Student 6 : Actually the story is interesting but the language used is too high.

6. What do you think about the level of material in literature class? Is it difficult to understand?

Answer :

Student 1 : I feel the level of reading in the literature class is indeed too high, but I am sure that surely the lecturers of this course have adjusted to the level that must be given to us.

Student 2 : yes, I feel the reading material given in the literature class is indeed too difficult for our level. we feel a little difficulty in understanding the contents of the reading.

Student 3 : in my opinion the level of reading material given in this class is indeed quite difficult because previously we rarely read English and American literature.

Student 4 : yes, it's really as simple as it is to be understood because the reading level is quite high for me.

Student 5 : yes, in my opinion the level of material provided is still too difficult for us, maybe because we are not used to reading foreign literature.

Student 6 : yes, the material is very difficult to understand and the reading given is still very difficult for me because I feel I can't read at the reading level

7. Do you enjoy when you should reading independently to understanding the material? If NO, give your opinion about your difficulties.

Answer :

Student 1 : Yes, I became motivated to read more after I read some literature in the literature class, because I now like reading.

Student 2 : yes I am a little motivated to read more karen literary works as I become increasingly curious about the various genres of books that I have never read before.

Student 3 : a little, because sometimes when I'm not in the mood I become lazy to read even though the book is interesting to read

Student 4 : apparently not, I feel the same nothing has changed.

Studnet 5 : yes, I am a little motivated in reading because in my opinion literature reading is not boring to read at leisure

Student 6 : yes, I feel my reading motivation has increased slightly, especially for reading literary books, because I began to like reading literature and understanding literature after studying this subject

8. Do you become motivate in reading many genres books after you practice extensive reading in literature class?

Answer :

Student 1 : Yes, I became motivated to read more after I read some literature in the literature class, because I like reading.

Student 2 : yes I am a little motivated to read more karen literary works as I become increasingly curious about the various genres of books that I have never read before.

Student 3 : a little, because sometimes when I'm not in the mood I become lazy to read even though the book is interesting to read

Student 4 : yes, I am a little motivated in reading because in my opinion literature reading is not boring to read at leisure

Student 5 : apparently not, I feel the same nothing has changed.

Student 6 : yes, I feel my reading motivation has increased slightly, especially for reading literary books, because I began to like reading literature and understanding literature after studying this subject

9. Do you agree that reading extensive help you become more autonomous learners in understanding your reading? If YES, how does it happen?

Answer :

Student 1 : yes, I have a little progress in terms of reading, I have become a little independent now because I am used to silent reading and independent reading every week.

Student 2 : yes I feel I can read independently without having to be guided by a lecturer and without anyone's help.

Student 3 : although not yet fully, but little by little I have started to become an autonomous reader.

Student 4 : I am still having trouble becoming an autonomous reader because I still cannot read it myself and understand my own reading.

Studentt 5 : no, I can't yet become an autonomous reader because I feel the reading given is too difficult

Student 6 : no, because I have not been able to read and analyze stories without asking for help or asking friends.

10. Do you feel bored when you read some literary works in literature class? If YES, please give your reason.

Answer :

- Student 1 : no, I don't feel bored. because the reading given varies from the genre of romantic, gothic to detective and others. it makes me feel excited to know more.
- Student 2 : well, sometimes I feel bored when I have to read reading which in my opinion the language of the story is too difficult to understand.
- Student 3 : I feel enjoy if I only read one reading book but if there are too many readings that I read at one time I feel difficulty understanding it and finally get bored.
- Student 4 : I feel enjoy if I only read one reading book but if there are too many readings that I read at one time I feel difficulty understanding it and finally get bored.
- Studnet 5 : yes I feel bored, because basically I don't like reading.
- Student 6 : yes I am bored, because reading is difficult for me to understand, the reading language is too high for me.

Appendix

Names of students

No	Names of the Students
1.	Ali Firman
2.	Anita Aprilia
3.	Anita Sari
4.	Della Tia Agustin
5.	Finky Arizindi
6.	Friska Dwi Puji Lestari
7.	Hiyal Tu'ai Syadiah
8.	Ilham Rahmat
9.	Intan Alvira Yulianti
10	Irfan Syah Malik
11	Latifatul Jannah
12	Lipriani Padilla
13	Madona Mariana
14	Maisyarah
15	Novriyani
16	Nokta Efriyanti
17	Pega Mastika
18	Rabil Juliawan
19	Randy Aditya Putra
20	Riedha Pebriyanti
21	Shanti wulandari
22	Seli Sarah
23	Septi Rahayu

24	Siti Rahma T
25	Syakir Fashi
26	Syifa Najihah Shofi
27	Tatang Kusuma
28	Tri Nengsi Puspita
29	Velya Utari
30	Wedo Nofian Putra
31	Wila Distri Juita
32	Wiranda Gusti pratami
33	Yunia Revita pamulatri
34	Yuliana
35	Yuli astuti
36	Sagita Parera Muniarti

Appendix

Documentation



Picture 2. Teaching learning activities



Picture 3. Process of reading literature



Picture 5. Giving the questionnaire for students



Picture 6 Interview section with students