INVESTIGATING THE PRACTICE OF EXTENSIVE READING AMONG EFL LEARNERS IN TERTIARY LEVEL AT THE FOURTH SEMESTER OF ENGLISH STUDY PROGRAM IN IAIN BENGKULU

THESIS

Presented as partial in Requirement for The Degree Of Sarjana In English Study Program

By:
Jeka Agustia Utama
1516230070

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TADRIS
STATE INSTITUTE OF ISLAMIC STUDIES
(IAIN) BENGKULU
2019

ADVISOR SHEET

Subject : Thesis of Jeka Agustia Utama

SRN : 1516230070

To : The Dean of Islamic Education and Tadris Faculty

IAIN Bengkulu

In Bengkulu

Assalamu'alaikum Wr.Wb

After reading throughly and giving necessary advices, here with, as the advisors, we state that the thesis of:

Name : Jeka Agustia Utama

SRN : 1516230070

Title : Investigating The Practice Of Extensive Reading Among EFL Learners In Tertiary Level At The Fourth Semester Of English Study Program In IAIN Bengkulu

Has already fulfilled the requirements to be presented before the board of Examiners (*Munaqasyah*) to gain bachelor degree in English Education. Thank you for the attention.

Wassalamualaikum Wr. Wb

Bengkulu, July 2019

Advisor I

Dr. Syamsul Rizal, M. Pd
NIP. 19690129199031001

Advisor II

Feny Martina, M. Pd
NIP. 198703242015032002

i

RATIFICATION

This is to certify the thesis entitled "**INVESTIGATING THE PRACTICE OF EXTENSIVE READING AMONG EFL LEARNERS IN TERTIARY LEVEL AT THE FOURTH SEMESTER OF ENGLISH STUDY PROGRAM IN IAIN BENGKULU**" by JEKA AGUSTIA UTAMA has been approved by the board of Thesis examiners as the requirement of the degree of *Sarjana Pendidikan* (S.Pd.) in English Education.

Chairman

Dr. A. Suradi, M. Ag   : ....
NIP.197601192007011018

Secretary
Pebri Prandika Putra, M. Hum   : ....
NIP.198902032019031003

Examiner I
Dr. H. Ali Akbarjono M. Pd   : ....
NIP.197509252001121004

Examiner II
Feny Martina, M. Pd   : ....
NIP.198703242015032002

Bengkulu, 25th July 2019
Approved by the Dean of Tarbiyah
and Tadris Faculty

Dr. Zubaedi, M.Ag., M.Pd
NIP.196903081996031005

ii

MOTTO

As long as there is faith, there must be a

possibility.

Chase time, don't let time catch up !!!

DEDICATION

By lovingly, I would like to dedicate my thesis and special thanks to:

1. My god, Allah SWT and Prophet Muhammad SAW.

2. My Beloved Mother (Hartaini) and father (Subardi), thank you so much for your love, sacrifice, advice, suggestion, support and your pray. I will always try do my best for you and I hope Allah always blesses you both.

3. My beloved younger sister Jeny Seftiara, thanks for your pray, your support and understand me in whatever my condition. My brother (Dian Saputra), thank you for your help, pray and support.

4. All my big family, my grandfathers and my grandmothers, all of my uncle and aunt, my cousins, my nephews, that can't be mentioned one by one. Thank you for all that has given to me, love, motivation, and suggestion.

5. Both of my supervisors, Mr.Dr.Syamsul Rizal, M.Pd and Mrs. Feny Martina, M.Pd, deeply thank you so much for your guidance, suggestion and spending many time for me. This thesis will not finish without your help.

6. All lecturers of IAIN Bengkulu. Thank you so much for the great sciencies.

7. My best friends (Tasnia, Ice Puspa Sari, Melati Rosalia, Media Norapita), thank you so much for your support and I wish you get your success in great way guys.

8. All classmates of PBI C 2015, Thank you so much for your motivation.

9. KKN KWU 2018 and PPL SMA N 10 Kota Bengkulu, thank you guys for your motivation, prayer, helping, and jokes.

10. My sister from another mother and father (Diana Agustina, Lusianti and Surbein) thank you so much, you are always behind me, support me, give me motivation, love, encourage me, and help me for everything.

11. The 'Princess Squad' (Mardiah, Ernia and Indri), Squad KKN KWU 2018, PPL SMA N 10 Kota Bengkulu(Koko, Lio, Dwi, Yosi, Lidia, Siska) and DJ YeHe Squad (Yepa and Marinda) thank you guys for your motivation, prayer, helping, and jokes.

12. Thanks for my Almamater

PRONOUNCEMENT

Name : Jeka Agustia Utama

NIM : 1516230070

Study Program: Tadris/ English Education

Faculty : Tarbiyah and Tadris Faculty

I hereby state that the thesis entitled " Investigating The Practice Of Extensive Reading Among EFL Learners In Tertiary Level At The Fourth Semester Of English Study Program In IAIN Bengkulu" is true masterpiece of myself. I am fully aware that I have quoted some statement, theories, and ideas from various resources that is out of bibliography. I am ready accept any judgment if it is found there is any proof that my thesis has discrepancies.

Bengkulu, July 2019
Stated by

Jeka Agustia Utama
NIM.1516230070

vi

ABSTRACT

Jeka Agustia Utama.2019. *Investigating The Practice Of Extensive Reading Among EFL Learners In Tertiary Level At The Fourth Semester Of English Study Program In IAIN Bengkulu.* Thesis, English Study Program, Islamic Education and Tadris Faculty.

Advisors : 1. Dr. Syamsul Rizal, M.Pd   2. Feny Martina, M.Pd

The problem of this research was students forget some principles and benefits of Extensive Reading because they learned about principle and benefits of Extensive Reading in the previous semester, students don't know how to implement successful practice of Extensive Reading, and students were still difficult to enjoy and get information in their reading of either fiction or non-fiction books. This research was aimed to know how students implement Extensive Reading and students difficulties when practice Extensive Reading. This research was Qualitative Descriptive research. The subject of this research was the fourth semester students in English Education of IAIN Bengkulu. The instruments of this research were observation checklist, interview sheet and documentation. The result of this research showed that there were students implement extensive reading but students implement Extensive Reading in the outside classroom and the students still have difficulties when implement Extensive Reading. The percentage of students implement Extensive Reading in outside classroom was 62% while the percentage of students difficulties encounter practicing Extensive Reading was 91%. It concluded students implement Extensive Reading in the outside classroom without supervision of the lecturer and students have many problems when practice Extensive Reading.

Keywords : Extensive Reading, EFL Learners

ABSTRAK

Jeka Agustia Utama.2019. Menyelidiki Praktek Membaca Eksensif Di antara Peserta Didik EFL Di Tingkat Tersier Pada Semester Keempat Program Studi Bahasa Inggris di IAIN Bengkulu. Tesis, Program Studi Bahasa Inggris, Pendidikan Islam dan Fakultas Tadris.

Pembimbing: 1. Dr. Syamsul Rizal, M.Pd 2. Feny Martina, M.Pd

Masalah penelitian adalah siswa lupa tentang prinsip dan manfaat dari Membaca Ekstensif karena mereka belajar tentang prinsip dan manfaat Membaca Ekstensif pada semester sebelumnya, siswa tidak tahu bagaimana menerapkan praktik Membaca Ekstensif, serta siswa masih sulit untuk menikmati dan mendapatkan informasi dalam membaca buku-buku fiksi atau non-fiksi. Penelitian ini bertujuan untuk mengetahui bagaimana siswa menerapkan Membaca Ekstensif dan kesulitan siswa ketika praktik Membaca Ekstensif. Penelitian ini adalah penelitian deskriptif kualitatif. Subjek penelitian ini adalah mahasiswa semester empat di Pendidikan Bahasa Inggris IAIN Bengkulu. Instrumen penelitian adalah lembar observasi, lembar wawancara dan dokumentasi. Hasil penelitian ini menunjukkan bahwa siswa yang menerapkan membaca ekstensif tetapi penerapan membaca ekstensif di luar kelas dan siswa masih mengalami kesulitan ketika menerapkan membaca Ekstensif. Persentase siswa yang menerapkan Membaca Ekstansif di luar kelas adalah 62% sedangkan siswa yang mengalami kesulitan ketika praktik Membaca Ekstensif adalah 91%. Dapat disimpulkan bahwa siswa menerapkan membaca Ekstensif di luar kelas dan siswa memiliki banyak masalah ketika praktik membaca ekstensif.

Kata kunci: Membaca Ekstensif, Pembelajar EFL

ACKNOWLEDGEMENT

Alhamdulillah, all praise to Allah SWT for all blessing so the researcher was able to finish this thesis and title "**Investigating The Practice Of Extensive Reading Among EFL Learners In Tertiary Level At The Fourth Semester Of English Study Program In IAIN Bengkulu".** Peace be upon prophet Muhammad SAW, the great leader and good inspiration of the world revolution, the researcher is sure that thesis can't complete without help, support and suggestion from several sides. The researcher would like to express her deep appreciation and thanks to :

1. Prof. Dr. H. Sirajudin M, M.Ag as Rector of the State Institute for Islamic Studies of Bengkulu.

2. Dr. Zubaedi, M.Ag., M.Pd as the Dean of Tarbiyah and Tadris Faculty.
3. Eva Dewi, M.Ag as the Head of Tadris Department.
4. Feny Martina, M.Pd as the Head of English Department and as the second Advisor for her precious advices, correction and help to revise the mistake during the process of writing this thesis.

5. Dr. Syamsul Rizal, M.Pd as the First Advisor for his guidance, and precious advices, and motivation for the researcher.

6. All lecturers and staffs of IAIN Bengkulu.
7. My beloved mother, my father, my sisters and my big family for their pray and support.
8. All members of TBI C 2015 for being part of the researcher's life.

Bengkulu,….. 2019

Jeka Agustia Utama
NIM: 1516230070

TABLE OF CONTENT

REFFERENCES
APPENDICES

LIST OF TABLE

LIST OF APPENDICES

Appendix 1: Syllabus Prose and Poetry Class

Appendix 2: Observation Checklist

Appendix 3: Interview sheet

Appendix 4: Conversation Transcription of Interview

Appendix 5: Surat Penunjukkan Pembimbing

Appendix 7: Surat Keterangan Izin Penelitian

Appendix 8: Surat Keterangan Selesai Penelitian

Appendix 9: Kartu Bimbingan Pembimbing I dan II

Appendix 10: Documentation

CHAPTER I

INTRODUCTION

A. Background of the Research

The practice of extensive reading was not popular enough in Indonesia, in curriculum does not mention anything explicitly about extensive reading. The document did not mention explicitly about the characteristics and the method of practicing extensive reading in classroom environment. Thus, the principles of extensive reading in EFL tertiary level was not implemented as the way it should be.[1] Meanwhile, there have been so many studies and expert said that Extensive Reading was very important in teaching and learning EFL learners.

The results of some research show that Extensive Reading can improve students English skills. To mention, first a report by Salameh who investigated the impact of extensive reading by documenting it was positive effects on changes in different aspects of EFL reading attitudes, and the results reveal Extensive Reading can improve students reading speed ,writing skill and increase students motivation in learning EFL.[2] In other word, Extensive Reading indirectly influences students habits and attitudes toward English skills. Extensive Reading also can develop general world knowledge. Students have a rather limited

---

[1] Richard, R. Day. & Julian, Bamford, *Extensive reading activities for teaching language*. Cambridge: University Press, 2003, p. 10.

[2] Lina, Abedelqader, Mohmmad, 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. 13.

experience and knowledge of the world they inhabit both cognitively and affectively. Extensive Reading open windows on the world seen through different eyes. So Extensive Reading extends, consolidates and sustains vocabulary growth.

However, the function of Extensive Reading cannot be emphasized enough among EFL learners. Extensive Reading was very rarely used in teaching learning process. The key issue was how to adapt the Extensive Reading approach to students' attitudes, interests, abilities, and goals. Students were usually busy people and claim that they may not have much time for reading.[3] This also happened to EFL learners at IAIN Bengkulu, in teaching and learning process the students were very rarely used Extensive Reading. This was evidenced by observations with students. Students thought that, Extensive Reading was a new approach and being new, it was something which was difficult to implement. The students don't know benefits, principles of Extensive Reading and how to implement extensive reading. The lack of information was often a precursor to the misconception about Extensive Reading.[4]

In this research, the researcher tries to investigate implementing of Extensive Reading and find out the difficulties of the students when implement extensive reading among EFL learners in tertiary level at IAIN Bengkulu. So, the

[3]Alavi, S., He, M., Kuriniawan, L. L., &Rivadeniera, G. 2012.*Approaches to implementing Extensive Reading under difficult circumstances: ERWC1 scholarship recipients* .Extensive Reading World Congress Proceedings, 1, 2012, p.15-18.

[4]Observation of students at the fourth semester at IAIN Bengkulu, (February 10, 2019).

researcher tries to conduct a research entitled " Investigating the Practice of Extensive Reading Among EFL learners in Tertiary Level".

B. Identification of the Problem

Based on the background above it was necessary to conduct the research of comprehending analysis how students implement extensive reading activities in Prose and Poetry class. This research focused on the extensive reading practice in teaching learning activities that was observe in Prose and Poetry class. After the researchers conducted observation researcher got the results for each student that they was still many students in IAIN Bengkulu who had not applied extensive reading in daily life, especially reading a text or a book. Students don't know how to implement successful practice of Extensive Reading. Students have difficulties when implement Extensive Reading. So, it was important to know how the students implement Extensive Reading and the difficulties when students practice Extensive Reading in Prose and Poetry class.

C. Limitation of the Research

The research was limited on teaching EFL learners in tertiary level at IAIN Bengkulu in Academic year of 2018/2019. The researcher was focuse on investigating implementation Extensive Reading among EFL learners in the Prose and Poetry Class (the four semester of PBI in IAIN Bengkulu class).

D. Research Question

Based on the background and identification of the problem above, the formulation of the problems were:

1. How are Extensive Reading implemented by students of IAIN Bengkulu?

2. What are students reading difficulties encounter in practicing Extensive Reading?

E. Objective of the Research

Objective of the Research in this research are:

1. The main purpose of the research was to know practices of extensive reading on EFL learners in tertiary level and the researcher identifies how implemented Extensive Reading in the classes and outside classroom.

2. The researcher analyze the students difficulties encounter in practicing Extensive Reading.

F. Significance of the Research

This research was significant to help the education board, college authorities and lecturers to get an idea about the practices of extensive reading in classes. At the same time, it will help to be aware of the difficulties to implement extensive reading programme as well as it provides students suggestion to conduct successful extensive reading classes. In IAIN Bengkulu, the implementation of extensive reading activity was necessary to change the attitude of the readers to read in EFL learners classroom. If anyone wants to know about the benefits and techniques to carry out successful extensive reading programme,

the study will help him/her to take necessary steps such as what are the ways and how they will proceed to implement extensive reading.

G. Definition of the Key Terms

To make the easily understood title, the researcher would like to give the definition of the term used :

1. Extensive Reading : involves learners reading texts for enjoyment, free readingor reading for pleasure is a way of language learning.

2. EFL Learners : students learning English while living in their own country, English as a foreign language or whose first language is not English.

3. Tertiary Level: referred to as third stage, third level or toeducation in colleges and universities.

CHAPTER II

LITERATURE REVIEW

A. The Nature ofExtensive Reading

Mikeladze state extensive reading is reading : (a) of a large quantities of material or long texts; (b) for global or general understanding; (c) with intention of obtaining pleasure from the text.[5] Grabe and Stoller said extensive reading involves learners in reading "large quantities of material within their linguistic competence" to gain general comprehension of texts.[6] Bamford state extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text Reading Activities.[7]Nuttall describes extensive reading as "the easiest and most effective way to improve students" skills" and claimed that it is "much easier to teach students to read better if they are learning in a favorable climate".Prof. I. S.P. Stephen Krashen said that extensive reading is the major

[5]Tamar, Mikeladze, *Extensive Reading*, Telavi Lakob Gogebashvili: University of Latvia, 2014, P.14.

[6]Yen-Hui Wang,'Incidental Vocabulary Learning Through Extensive Reading: A Case of Lower-level EFL Taiwanese Learners',*THE JOURNAL OF ASIA TEFL.*Vol.10, No. 3, 2013, pp.60.

[7]Maria Kredatusova, *The Benefits of Extensive Reading in EFL,* Masaryk University: English Language and Literature Department, 2007, P. 3.

source of our reading competence, our vocabulary and our ability to handle complex grammatical constructions.[8]

Based on these definitions of extensive reading above, it can be concluded that extensive reading is a language teaching procedure where students have to read large quantities of materials for general understanding and the main goal of it is obtaining pleasure from the text. Extensive reading is a major factor in success in learning English.

B. Principles Of Extensive Reading

There are ten principles of extensive reading explained by some experts in Philip Prowse [9] :

1. *Choice*

    All the research into extensive reading points towards what Stephen Krashen calls 'free voluntary reading' as the source of the benefits that extensive reading can bestow. So the material of ER is choices for students, the students free to choose their material to read.

2. *Ease*

    When reading is easy and pleasurable much more of it is done and the language learning benefits grow with the amount read. I.S.P. Nation states 'A density of one unknown word in fifty is more suitable for

---

[8]Beatrice S.Mikulecky and Linda Jeffries, Advanced Reading Power, New York: Person Education, Inc. 2007,P.3.

[9]Philip Prowse,'Top Ten Principles for Teaching Extensive Reading:A Response'. *ISSN*. Vol.14, no. 2, 2002, pp.142-143.

pleasurable extensive reading.' The students must choose their material to read suitable with their ability.

3. *Texts to engage with and react to*

Ease of reading does not preclude engagement and we would prioritise books which make thereader keep turning the pages!

4. *No comprehension questions*

The natural response to a book is emotional or intellectual, and comprehension questions are neither of these. Henry Widdowson's famous dismissal of them is worth quoting: 'Comprehension questions …commonly require the learner to rummage round in the text for information in a totally indiscriminate way, without regard to what purpose might be served in doing so…Reading is thus represented as an end in itself, an activity that has no relevance to real knowledge and experience and therefore no real meaning.'

5. *Individual silent reading*

Reading at the learner's own pace while they turn the text into a theatre in their mind is vastlypreferable to reading aloud, or 'barking at print.'

6. *No dictionaries*

Well-written language learner literature contextualises, glosses and repeats any new lexis. The use of a dictionary (essential for intensive

reading) prevents the extensive reader from developing valuable guessing skills.

7. *Range of genres*

Make a wide range of genres available to the learner – the choice of reading material is very personal.

8. *Use recordings*

Reading and listening at the same time conveys great benefits in pronunciation (sound-symbol correspondence) and in increasing reading speed.

9. *No tests*

Testing gets in the way of reading. The true test of reading is when a learner starts another book.

10. *Teacher participation*

The teacher must read the same books as the learners so as to be able to discuss them with them.

In addition, Julian Bamford and Richard R. Day also explain details about principles of Extensive Reading, extensive reading has ten basic principles there are[10]:

---

[10]Day & Bamford, *Extensive Reading Activities For Teaching Language,* (USA: Cambridge University Press, 2003), p. 2-3

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.[11]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 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 advantges 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 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

---

[11]Lina, Abedelqader, Mohmmad, 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

materials". They read in the secure area, so they are involved in reading. Hitosugi and Daystated 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 uphold 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.[12]However Hider and Akhter in their study revealed that 100% of 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 paralel with Bamford like he said that extensive reading do not have a limit of reading but we shoud 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.[13]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.

---

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

[13]Ximena Alexandra Calero Sánchez and Lorena Fernanda Parra Gavilánez,"Learners'attitudes toward extensive reading in EFL (English as a ForeignLanguage) contexts",(RevistaPublicando,Vol. 4, No. 12, (1), 2017),p. 261

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 reading strategy so that they can read faster than the time specified without ignoring reading comprehension.[14]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

---

[14]Ximena Alexandra Calero Sánchez and Lorena Fernanda Parra Gavilánez,"Learners'AttitudesToward..., p. 266

will get the information.[15]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*

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 aimsare 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

---

[15]Faisal Al-Homoud and Norbert Schmitt, "Extensive Reading in a ChallengingEnvironment: a Comparison ofExtensive and IntensiveReadingApproaches in Saudi Arabia",(Language Teaching Research,Vol. 13, No.4, Oktober 2009), p. 383

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 were the most important thing for the students when practice extensive reading. Teachers' demanor was also important for students' success, the teacher tought and gave some theories and practice together with the students.

C. 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 Harmers' 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.[16] The two objects were suggested because the authors used specific lists of allowed words and

---

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

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.[17]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.

Reading short stories or novelet are a great challenge for readers or students to imrove their ability in higher level of reading comrehension. 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 then over, but also function as the most important areas of inquiry in film

---

[17]Mario Klarer,*An Introduction to liiteraterary studies*,(New York: Roudlege, 1998),p. 13-14

and drama. Since these aspects can be isolated most easily in prosefiction, 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.

D. Advantages Of Extensive Reading

Aliponga state 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. These large quantities of reading materials provide large amounts of comprehensible input in students' new language in order to make progress toward overall command of that language .[18] This does not only benefit reading proficiency but overall language proficiency as well.Other characteristics generally thought to be among the most important for making extensive reading successful include : 1) Students choose what they want to read; 2) Students take part in post-reading activities; 3) Teachers read with their students, thus serving as role models of good readers; 4) Teachers and students keep track of student progress; and 5) Teachers provide help and guidance where needed.

---

[18]JonathanAliponga, 'Its Benefits for Extensive Reading',*International Journal of Humanities and Social Science,* Vol. 3 No. 12, 2013,pp.73.

In addition, there are several opinions of the authors in Mikeladze: Compared to intensive reading, extensive reading is a long-run approach, through which learners cannot expect prompt effect. [19]It is a time-consuming approach. Nevertheless, extensive reading has obvious positive outcomes. It contributes to development of different linguistic aspects. The benefits of extensive reading, such as gains in vocabulary, writing, spelling, and positive attitude toward reading, are described by Day and Bamford, Bell. Steiner chief inspector for English at Israel ministry of education, in her book let Reading for Pleasurelists following benefits of extensive reading: a)enhances world knowledge, b) accounts for one-third of vocabulary growth, c) promotes reading as a life long activity, d) builds vocabulary, e) builds structural awareness, f) improves comprehension skills, g) promotes motivation, h) encourages pupils to read fluently and use all the strategies, i) encourages pupils to progress through different levels of text and monitor their own progress, j) provides with an enjoyable reading experience. Nation (2004) discusses the vocabulary learning benefits from the extensive reading which are of two kinds. One involves learning of previously unknown words, and the other involves enriching and strengthening knowledge of words that have been met before which is more important than the former.

---

[19]Tamar,Mikeladze, *Extensive Reading*, Telavi Lakob Gogebashvili: University of Latvia, 2014, p.15.

E. Graded Readers

Graded Readers are resources containing stories in simple language. According to Waring, Graded Readers contain materials which are written in easy language with simplified grammar and vocabulary so that learners can read without any difficulty. Graded Readers are also known as "simplified readers" or "Basal readers".[20]According to Hill, learners can get pleasure from Graded Readers but it also can be a source of language teaching. He claimed that it can help learners in four ways: [21]

1. Motivation

Learning English as a foreign language in the class is usually boring to the students. Syllabus only emphasizes on language issues and communication rather than encouraging them to reading and telling stories. The use of Graded Readers can give learners an opportunity to learn English in an enjoyable way which gradually increases their attitudes to learn a foreign language.

2. Fluency

Reading books, magazines, journals, articles are essential for both academic and professional life. This can also develop their reading skills as well as fluency in reading. Hill noted that reading a page with minimum 200

---

[20]Waring, R.1998. Graded and Extensive Reading- Questions and Answers.September 27, 2018. Retrieved from http://jalt-publications.org/old_tlt/files/97/may/waring.html

[21]Hill, D. R. (2001). Survey: Graded Readers. ELT Journal, 55 (3), 300-324.September 27, 2018.Retrieved from http://203.72.145.166/elt/files/55-3-13.pdf

words in a minute can show learners" success on reading fluently. To develop learners" fluency, it is needed to develop the practice of reading graded reader which can provide "95% comprehension".

3. Direct language learning

Graded Readers can increase the exposure to English and it gives the learners an opportunity to practice a foreign language which eventually reinforces language learning. Through the books of Graded Readers learners are not directly introduced to any language issues such as lexis, syntax but their proficiency in language increases without being conscious of it.

4. Source of exposure

Another benefit of using Graded Readers is, it increases learners" exposure to the target language within their competence level. Therefore, it becomes easy for learners to acquire the language. Before starting to read Graded Readers Waring (n.d) mentioned that learners need to know the basic vocabularies and have the ability to understand those vocabularies in the context of books. At first, learners should start with the easiest Readers before going through the difficult ones. A number of series of Graded Readers such as The Reading Tree are published by Oxford University Press for helping children to start reading with the basic knowledge of vocabulary.

F. Materials of Extensive Reading

The materials of ER can be any text that is written in simple language and ensure students' overall comprehension. Based on the learners' ability in the target language, they need to provide with a wide range of interesting materials as learners' taste of reading can vary. The noted that the library of ER materials should be categorized into several sections so that learners can find materials easily according to their tastes. Day et at. addressed that "language learner literature" is considered as the suitable materials for beginning and intermediate level learners.[22] However, a wide range of books, magazines and newspaper are also available for the English language learners. ER makes a reading program autonomous by letting the students to read according to their choice. On the other hand, Jacobs & Farrell claimed that sometimes students may get confused in certain vocabularies or language issues but they can understand those with the help of context, pictures and appropriate guesses.[23]

In extensive reading one of the crucial factors is rich print environment. Graded readers are the reading materials which are most often used in extensive reading. According to Day & Bamford graded readers written under structure and information control are the main materials in most

---

[22]Jacobs, G. M., "Extensive reading materials produced by learning communities",(TESL Reporter, Vol.46, No.1), 2013), p.28-39.

[23]Jacobs, G. M., "Selecting extensive reading materials", (Beyond Words, Vol.2, No.1, 2014), p. 116-131.

studies on ESL/EFL ER, and have been reported as successful in developing learners' language proficiency. Graded readers are a form of language learner literature. They are books specially written for second or foreign language learners, fiction and non-fiction which are graded structurally and lexically.[24] They do not correspond to specific grade levels. They are graded readers in the sense that they are informed by grammar and vocabulary guidelines for specific levels of difficulty. The levels are graded from beginner to advanced, and at each level the books are written using only the grammatical structures and vocabulary items appropriate to that level of study. Readers usually have a specific number of words within which they are written (either - for example - the 1000 most frequently used words in English, or 1000 words chosen from among the most frequently used words in English.)

Beginning learners would read books with simple vocabulary(about 200-300 most common words in narrative English), which are written in basic grammar, which is restricted to the present tense, imperative, 'going to' future and perhaps the regular past; and sentences are typically single clauses. Vocabulary and plot match their linguistic ability. Once readers feel comfortable reading at this level, they move up through the series by reading books with more challenging vocabulary, grammar, plot and so on. At higher

---

[24]Richard, R. Day. & Julian, Bamford, Extensive reading activities for teaching language. Cambridge: University Press, 2003, p.21..

levels, matching the teaching order of most main course textbooks, structures are introduced in a logical way.

Honeyfield state the other criticism described graded readers as artificial and low quality reading material. Learners using graded readers develop "reading strategies that are inappropriate for reading un simplified English". [25]Wodinsky& Nation conducted a study of two graded readers and an un simplified text to determine the contribution that graded readers can make to vocabulary learning. It was found that in order to master the vocabulary at a particular level, it is necessary to read several texts at that level. [26]When moving from one level to another, one does not have to learn the vocabulary of the new level, or master all the vocabulary of the previous levels, in order to read successfully at the new level.

Claridge reported on a study of graded readers, focusing on interviews with some major publishers of graded readers, to investigate their production rationales. The findings suggested that the publishers did not research regularly opinions of the ultimate consumers, the learners.[27] Publishers based production more on the demands of teachers and librarians. The largest quantity of graded readers was produced for the intermediate levels.

---

[25]Honeyfield, J. (1977). Simplification. TESOL Quarterly, 11(4), 431-440.

[26]Wodinsky, M. &Nation,P. 1988. Learning from graded readers.Reading in a Foreign Language, vol. 5, N1.

[27]Claridge, G, Graded readers: How Publishers make the grade. Reading in a Foreign Language. vol. 24, N1, 2012, p. 106-119.

G. The Characteristics of Successful Extensive Reading Implementation

Some review of the literature shows that L2 teachers in different learning contexts or courses adopt different methods for implementing ER. Some teachers require their students to read in class only, some to read as homework (outside the classroom), and some both in and outside the classroom. In terms of monitoring, some teachers check if their students actually read by giving them quizzes, asking them to write book reports, or asking them to give class presentations. However, in other situations, some students are allowed to read without being required to do any post-reading tasks. Different ways of implementing ER lead to different learning outcomes, as shown by the studies discussed in the following section.[28] The following characteristics are generally thought to be among the most important to implement a successful extensive reading programme [29]:

1. *Students Read Large Amounts of Material*

This is one of the key features that distinguishes extensive from intensive reading programmes. In ER, teachers attempt to build a reading culture in which students read in quantity. The programme will not obtain optimal benefits unless students are 'hooked' on reading and read in quantity.

---

[28] A. Renandya, Willy , Current Practice of Extensive Reading in Asia*,(The Reading Matrix: An International Online Journal, Vol.17, Number.1, 2017),* p.41.

[29] Willy A. Renandya, "The Power of Extensive Reading", (RELC Journal,Vol.38, No.2,2007), p.144-146.

2. *Students Usually Choose What They Want to Read*

With highly motivated students, this feature is easy to achieve. However, with less motivated learners, the availability of materials that they do like to read can make a lot of difference. These learners usually don't read much. To get them hooked on reading, they need access to a good collection of books and other materials that they want to read. Unfortunately, the kind of material that these students are more likely to pick up (e.g. ghost stories, comics and the like) may be hard to find, or even nonexistent, in school libraries.

3. *Reading Materials Vary in Terms of Topic and Genre*

Students should be exposed to different types of materials so that they become familiar with different kinds of genre and accustomed to reading for different purposes and in different ways. Although younger learners may prefer fiction, they should gradually be introduced to non fiction. While a good selection of fiction often can be found, there is a relative scarcity of non fiction materials for less proficient readers. Even more difficult to find are materials for adult learners who want to read simplified materials on such topics as law, business, technology, and medicine.

4. *The Material Students Read Is within their Level of Comprehension*

Unlike in intensive reading where the material is typically above students' linguistic level, in extensive reading the material should be near or

even below their current level. To use an SLA jargon, students should be reading text at an i+1, i, or i-1 level, with i being their current proficiency level, and 1 referring to language features that are slightly above students' competence. The rule of thumb here is that to get students started in the programme, it is better to read easier texts than more challenging ones. For students who have had minimal exposure to contextualized language and who lack confidence in their reading, even 2 material may be appropriate, at least at the initial stage of the reading program.

5. *Students Usually Take Part in Post-Reading Activities*

The most commonly reported post-reading task that teachers employ is, unfortunately, that of summary writing or book review. This task is not without value, but because writing a summary is time-consuming and often dreaded by students, it should be used less often. Other less laborious and potentially more inviting post-reading tasks can be fruitfully used. These include asking students to: design a book mark to suit the book, role play the story, design a poster to advertise the book, read interesting/exciting/well-written parts aloud, copy interesting words and useful expressions into a notebook, and write a letter to the author.

6. *Teachers Read with their Students, thus Modeling Enthusiasm for Reading*

We can not get our students to read if we ourselves do not read. This advice is particularly important when first beginning an extensive reading program. We can show students the books or other materials we have just read or are reading, let them see us read silently, and read aloud to them parts from

our favorite materials. This sends a strong message to our students that we value reading and that our students should do the same.

7. *Teachers and Students Keep Track of Student Progress*

Ideally, students read on their own without the need to monitor their reading. However, regular monitoring is recommended especially when working with reluctant readers. A simple book record can be designed to check students' progress. In addition to using book records, a monthly student-teacher conference can be scheduled to find out if students are having any problems with their reading. This conference can be as brief as five minutes or less. It should be noted here that monitoring should be seen as a way of displaying student progress and motivating students, rather than as a way for the teacher to *assess* them.

H. Difficulties in Applying Extensive Reading

Many language learners, however, are eager to see the effects of ER in the shortest possible time and so may quit reading because of its delayed effect. These are perhaps the reasons ER scholars (Robb & Kano, 2013) suggest creating a system by which learners can see their progress or learning gains. Without the system, it is difficult to get students to continue reading for a longer period of time. Given that such a large proportion of teachers experienced difficulties, the sub- question focused on the types of difficulties they encountered. The difficulties they encountered came from three main sources: students, teachers, and the institutions. The top four difficulties the

teacher respondents encountered were: students were not interested in reading, it was difficult to monitor whether students actually read, students were not able to read independently, and it was difficult to get students to read materials that were not assessed. [30]

The other difficulties were these: students had no time for extra reading, it was difficult to assess what is learned from ER, it is difficult to find suitable reading materials, the institute does not have many books for students to read, and the curriculum has a fixed schedule. Overall, it is apparent that the major difficulties experienced by the L2 teachers came from the students themselves, who were not interested in reading, were unmotivated, and were unable to read independently, and had no time to do extra reading. These were followed by some problems from the teachers themselves: not being able to monitor and assess what students actually read. The difficulties from their institutions seemed to be minor: not having enough books and having a fixed curriculum.

---

[30] A. Renandya, Willy , Current Practice of Extensive Reading in Asia,*(The Reading Matrix: An International Online Journal, Vol.17, Number.1, 2017),* p.48-49.

I. **The Practice of Extensive Reading Among EFL Learners In Prose and Poetry Class**

EFL is an abbreviation for " English as a Foreign Language". This is mainly used to talk about students (whose first language is not English) learning English while living in their own country.[31] In teaching and learning EFL, extensive reading is very important because students must be able to understand the text that they read and also able to interpret the text and to increase their English skill. Prose and poetry class in 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 poetry, short story, and novel.

Students has so many style to implement Extensive Reading, they implement Extensive Reading in the classroom or outside classsroom. Students can implement Extensive Reading in each English subject because Extensive Reading can improve all of students English skill, such as Reading, Writing, Vocabulary, students motivation. In Tertiary Level, Extensive Reading is very rearly implemented by students because students don't know how to implement successful Extensive Reading and resolve difficulties when practice Extensive Reading. So, students must know about how to implement

---

[31]Moeller, Aleidine, Kramer and Catalano, Theresa, *Foreign Language Teaching and Learning*.Faculty Publications: Department of Teaching, Learning and Teacher Education, 2015, p.327.

Extensive Reading, principles of Extensive Reading and the materials that are appropriate with reading level of students.

J. 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 EFL Classroom at Secondary Schools in Bangladesh: Current Practices and Future Posobilities". 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.[32]

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.[33]

---

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

[33]Anna C-S Changand 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

The last, 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 under graduates 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.[34]

Meanwhile this research is different with the researchers research before. In this research conducted by researchers want to know about the practice of extensive reading in IAIN Bengkulu and want to know students difficulties when practicing extensive reading . The researcher will take the research in the fourth semester of English Study Program at IAIN Bengkulu, because in this class apply extensive reading in their teaching learning activity.

---

[34]Junko 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 Design

This reseach apply descriptive qualitative research, the research was a descriptive research 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.[35] This research was carried out by formulating the problem, collecting the data, classifying, and explaining the result. Descriptive qualitative was a method to deeply observe the characteristics of individual unit such as a person, a group or a community, in order to analyze various phenomena in relation to that unit of study.[36]

In this reseach, the reseacher focused investigating the implementation Extensive Reading among EFL learners in tertiary level (in prose and poetry at the fourth semester students of English educational program of State Institute for Islamic Student (IAIN) Bengkulu in academic year 2018/2019).In this reseach, the reseacher tried to explore in detail about the students' case of their attitudes toward extensive reading in their educational process in Prose and Poetry class through in-depth data collection.

---

[35]Suharsimi, Arikunto, *ProsedurePenelitian*,Jakarta: PT RinekaCipta. 2006,P.11.
[36]Burhan, Bugin, Penelitian Kualitatif, Jakarta: PRENANDA MEDIA GROUP, 2007, P.68.

B. Subject of the Research

This subject of research conducted to the fourth semester students in English Education of IAIN Bengkulu. The subjects under the research was the students of class B for the four semester in the prose and poetry class in academic year 2018/2019. The researcher decided to select this class because the students in the class followed extensive reading approach as a part of English foreign language program. In addition, the interviews of the students who taught the classes that the researcher observed were conducted to get their opinion and suggestion about Implementation of Extensive Reading implementation among EFL learners in Tertiary Level.

In this research, to determine the research informants, researcher used a snowball sampling technique. A sampling procedure may be defined as snowball sampling when the researcher accesses informants through contact information that is provided by other informants. This process was, by necessity, repetitive: informants refer the researcher to other informants, who are contacted by the researcher and then refer her or him to yet other informants, and so on. Snowball sampling was arguably the most widely employed method of sampling in qualitative research in various disciplines across the social sciences. It is sometimes used as the main vehicle through which informants was accessed, or as an auxiliary mean, which assists researchers in enriching sampling clusters, and accessing new participants and social groups when other contact avenues

have dried up.[37] In all of these studies, however, snowball sampling was employed instrumentally, as a safety net or a fall-back alternative, when other means of obtaining information (usually epidemiologic) was not feasible.

C. Technique of Data Collection and Research Instrument

The researcher used observation, interview, and documentation in collection data technique. While, the research instruments were tools which were used by the researcher to collect the required data. The researcher used Willy A. Rinandiya theory for all of statements students daily reading activities and students difficulties when implementing Extensive Reading in the observation and interview.[38]Moreover, there was some instrument of collecting data used by the researcher to get the data observation; Observations checklist, questions sheet and camera. The completely explanation as follows:

1) Observation

For the research, the data through observation process was collected from English class in IAIN Bengkulu. The researcher used observation to know students reading daily activities in the Prose and Poetry class. Meanwhile instrument in observation, the researcher used observation checklist. Observations checklist: The observation checklist used to obtain information about implementation of

---

[37] Chaim, Now, Sampling Knowledge: The Hermeneutics of Snowball Sampling in Qualitative Research, (*Int. J. Social Research Methodology* ,Vol. 11, No. 4, October 2008), p.327–344.
[38]A. Renandya, Willy , Current Practice of Extensive Reading in Asia*, (The Reading Matrix: An International Online Journal, Vol.17, Number.1, 2017),* p.46.

Extensive Reading in the classroom or outside classroom. It was also be used to gather data about the students' activity during the teaching and learning process and students ability after the lessons. Then observation is given based on reality in the classroom and outside classroom.

Table 1.2
Specification of Extensive Reading

No	Aspect of Extensive Reading	Number	Item
1	Principle of Extensive Reading	2	6,8
2	Implementation of Extensive Reading	6	1, 2, 3, 4,5,7
3	Materials of Extensive Reading	1	11
4	Students difficulties	4	9, 10, 12, 13
Total		13	13

2) Interview

In the case of conducting interview of the students, the researcher contacted with the students who would take the extensive reading classes. The interviews were conducted before or after the classes. The researcher used interview students difficulties when implement Extensive Reading. In the process interview, the researcher used Questions sheet as research instrument. Question sheet used by researcher as a guideline when conducting interviews.

Table 1.3
Hint of Interview's Question

NO	Variable	Sub Variable	Indicator	Item
1	Extensive Reading	-Principles -Implementation of Extensive Reading	-Students know principles of Extensive Reading - Students know how to implement ER successful	1,2,3
2	EFL Learners	Students Difficulties	Students implement Extensive Reading successful	4,5,6 ,7,8, 9,10

3) Documentation

This research was done by taking the document / data that was
support research. The data includes the names of the students as
subjects research and data on the value of repetitive subjects taken
from the list values as well as photographs of activities. The research
instrument was camera, camera used to show the reality in the process
get the data by using the photograph. It can show document in this
research.

D. Data Analysis

In this research the researcher used some techniques in data analysis
for qualitative, researcher used theories from Miles and Huberman. In
general, Miles and Huberrman assume that the analysis consists of three
lines of activities that occur simultaneously, namely: data condensation, data

display, and drawing and verifying conclusions.[39] The completely explanation as follows:

1) Data Condensation

Data condensation was defined as the selection process, focusing on simplification, abstracting, and transformation of "rough" data that emerges from written records in the field. As we know, the reduction of data, was on going as long as the qualitative-oriented project takes place. In the fact, even before the data is really concluded, anticipation of the existence of data reduction seems to have occurred when the researchers decided (often without full awareness) of the conceptual framework of the research area, research problems, and short which data collection to choose. As long as the data collection takes place, there will be a further reduction stage (making a summary, coding, tracing the theme, making clusters, making partitions, writing memos). Data Condensation / processes continue after the field research, until the final report is complete.. In the conduct of research Miles and Huberman were convinced that better presentations were the main way for valid qualitative analysis.

---

[39] Matthew B. Miles, A. Michel, Huberman, Johnny, Saldana, *Qualitative Data Analysis: A Methods Sourcebook(3 ed.)*, United States of America: SAGE, 2014.

2) Data Display

The second important flow and analysis activity was data display. Miles and Huberman limit a "display" as a set of structured information that gives the possibility of drawing conclusions and taking action. Various presentations that can be found in everyday life start from gasoline gauges, newspapers, to computer screens. By looking at the presentations we will be able to understand what is happening and what must be done further analyze or take action based on the understanding obtained and the presentations.

In conducting the research, Miles and Huberman were convinced that better display were the main way for valid qualitative analysis. Displays include various types of matrices, graphs, networks, and charts. Everything is designed to combine structured information in a form that is coherent and easy to achieve, so an analyzer can see what is happening, and determine whether to draw the right conclusions or continue to carry out analysis according to suggestions based on presenting as something possible useful.

3) Drawing and Verifying Conclusions

The third important analysis activity was drawing conclusions and verification. From the beginning of data collection, a qualitative analyzer began to look for the meaning of things, record order. Explanations, possible configurations, causal lines, and propositions. Competent

researchers was handle the conclusions loosely, remain open and skeptical, but conclusions have been provided, initially unclear, but by borrowing the terms chiasic and Glaser and Strauss state then increasing to more detailed and firmly rooted. "Final" conclusions may not appear until the data collection ends, depending on the size of the set of field notes, coding, storage, and retrieval methods used, the researcher's skills, and the demands of the donor, but often the conclusions have been formulated beforehand, even if a researcher claims to have continued "inductively".

E. Trustworthliness Of The Data

One important concept of qualitative descriptive i is triangulation. The researcher used triangulation as a trustworthliness of the data in this research. Stake defines it as a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation.[40] This principle is necessary to avoid misinterpretation. In addition, triangulation can be achieved through redundancy of data gathering and procedural challenges to explanation. So triangulation means finding the best for eliminate the differences in construction of reality that is in the context of a study when collecting data on various events.

---

[40]Suryani, Anne, "Comparing Case Study and Ethnography as Qualitative Research Approache", (*JURNAL ILMU KOMUNIKASI.Vol.*5, No 1, 2008), p.117-128.

In this research, the researcher used combination technique 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.[41]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 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.

In this research, the researcher crosschecks the temporary data has been obtained with other sources. In this case the researcher compares the results of interviews between one informant and another informant or by comparing data from observations with the data results interview.

F. Research Procedures

1. Planning

   The researcher contacted with the fourth semester students of IAIN Bengkulu for the data collection procedure. The permission of the authority was obtained before the data collection process started. After the researcher getting permission from the lecturer, the lecturer given the researcher a

---

[41]Muri, Yusuf, *Metode Penelitian: Kuantitatif, Kualitatif & Penelitian Gabungan*, Jakarta: KENCANA, 2014, P.395.

fixed schedule to observe the Extensive Reading classes. The researcher determines the students to be research Informan. The researcher prepare observation checklist and interview questions

2. Data Collection

The process to get the data in this research as follow:

   1) Observation

   Researcher used observation method was to know how EFL learners are taking Extensive Reading classes and how students implement Extensive Reading in the outside classroom. The data through observation process was collected from EFL learners in tertiary level. The researcher contacted with the fourth semester students of IAIN Bengkulu for the data collection procedure.

   2) Interview

   The researcher conduct interview of the students to get the data, the researcher contacted with the students who take the extensive reading classes. The researcher use in-depth interview in this research. The interviews were conducted before or after implement extensive reading.

   3) Documentation

   Documentation used by researcher to support the data of this research.

3. Data Analysis

For qualitative data the researcher used three steps in the data analysis; data condensation, data display, and drawing and verifying conclusions.

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 reducting the data.

2. Data display: data display organize, compress and assemble information. The activities in this stage was: 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.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

1. A Brief Review of Prose and Poetry Class (Context of the Present Study)

Prose and Poetry class was the real literature and the students get high level to comprehend literary work. This lesson is 3 –credit-point lesson that was tough in English Program of IAIN Bengkulu. This lesson was offered in at the four semester of English program. Prose and Poetry class was 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. Teaching Prose and Poetry during a semester, it spend about 14 meetings included Mid-Test and Final Test. It divided about two parts; meeting 1 till to meeting 7 is about theories, and meeting 8 is for Mid-term. Then, 8 meeting after Mid-term for practice, it covers from meeting 9 to meeting 13, and the last meeting was for Final-test. In this lesson the lecturer want make the students understand about theories in Prose and Poetry before they practices it in reading the literary work. 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 Prose

elements of fiction. The students was discussed cover all the material because they study it very detail in this semester. In reading literary works, extensive reading was very important because students must be able to understand the text that they read and also able to interpret the text.

For the data need of the research, the reseacrher explored the syllabus of Prose and Poetry class (*see appendix 1 to see the syllabus)*. The details explanation for each point above can be describe as follows:

1.1 Introducing and Explaining Literature in General

At the first meeting the lecturer introduces and explains literature in general, the main subject of which is the introduction, course overview, work of literature at glance. In this first meeting the subject matter of the discussion was about the general view of the lecture, the purpose of the lecture in English and a glimpse of the world of literature. While the indicator of success in this first meeting is understanding literature in general. The lecturer explained that the learning methods in Prose and Poetry class are three parts, namely: (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. So at this meeting students only knew about literature in general because the lecturer had not explained it in depth.

1.2 Explain About Literary Works (fiction and non-fiction)

In the second meeting of material discussed about the form and structure of literary works (fiction and non-fiction). At this meeting explained by each group about the theory, the types of works of fiction and non-fiction and its elements. The indicator of success at this meeting is that students can understand the material and be able to distinguish between fiction and non-fiction and understand the elements.

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. So before students implement extensive reading, they must understand the theory, the types of fiction and non-fiction works and their elements, the goal is that

students understand what they read and can increase the level of understanding of meaning in reading.

1.3 The Elements of Fiction

At the third and fourth meetings discussed the intrinsic elements of fiction. The material at this meeting is point of view, theme, plot, setting, character, and style. The aim of this learning is for students to be able to identify elements in a short story. Students learn about how to determine and analyze points of view, themes, plots, settings, character, and styles, so that they can determine the points of view, themes, plots, settings, characters, and styles of students having to do deep understanding. So at this meeting students have been introduced to reading material for extensive reading practices, namely short stories, students have been given basic material that they must obtain after reading.

1.4 Reading

At this meeting, students practice reading, analyzing and understanding literary works. The lecturer uses the Student centered learning approach, which in the student learning process is at the center of the learning process. In this approach students are expected to be active and independent participants in the learning process. In the extensive reading practice the lecturer assigns students the opportunity to read short stories, the lecturer gives freedom to students to read at home or read in

class. As for reading material, the lecturer gave the material to be read, so students have been provided with material to be read and analyzed.

The material provided by the lecturer is in accordance with students' abilities, and the material chosen is interesting material. The lecturers prepared some short stories, especially famous short story. In this Extensive Reading practice the material read by students is a short story entitled "The Killers by Ernest Hemingway". The indicator of the success of this meeting is that students are able to understand the material provided (short story) and are able to find the elements and appreciate the literature. It means the lecturer had applied extensive reading in teaching Prose and Poetry 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.[42]

1.5 Mid- Term

This meeting assessment was Mid-Term. The lecturer took the main assessment from Mid-Test, in this assessing the lecturer gave the students some objects to analyze and asked them to prepare from a long time before test. The students should made paper about their analyzed of

---

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

the object of literary work, in this case was a novel. They should read and interpret the novel, after that made their analysis in their group paper.

The students read novels chosen by themselves and each group reads different novels. Each student reads the novel they have chosen in each group, they are also free to read in class or outside the classroom, with their own reading styles. After each student reads the novel, they discuss the analysis of intrinsic elements of fiction that they must make. After that they made a paper and gathered it to the lecturer.

So at Mid-Term students practice Extensive Reading, which they are free to determine the material they read and according to their abilities and interesting novels. Students are also free to determine their reading style which can make them not tired of reading and can analyze the novel.

1.6 Prose

At the eighth meeting discussed the form of structure and intrinsic non-fiction elements. It has been explained previously that the lecturer uses the Student Centered Learning approach, so students are given the task of making papers about the shape of structures and intrinsic non-fiction elements after they are presented in front of the class. Students are required to understand the material and be able to recognize the elements associated with non-fiction literature. The presentation group is also tasked with reading one process and analyzing the structure and intrinsic non-fiction elements, so that they can explain and provide

examples to other students. After the presentation group finished the presentation, a question and answer session was opened, the other students were free to ask about material that was not yet understood. After that, the lecturer gives a deep explanation to increase students' understanding.

So at this meeting students practice Extensive Reading because the presentation group was tasked with analyzing the Process and conveying the results to other students. Students implementing Extensive Reading at home because the lecturer provides homework to students to read, analyze, interpreted, and evaluated the literary works (process). Reading material was searching and chosen by students.

1.7 Poetry

The 9th meeting discussed the structure and intrinsic elements in Poetry. Students must understand the material and be able to analyze the elements related to non-fiction literature. The presentation group must understand the material in depth ,so that they can analyze and deliver the results of the analysis in front of the class. The reading material was Poetry, Poetry selected and determined by the students themselves, which is in accordance with the students' abilities. The learning system at this meeting was still the same as the previous meeting, namely discussion.

1.8 Analyzing and Appreciating Literary Works

At the tenth meeting until the meeting of the twelve students no longer discussed the material, because at the previous meeting all the

material had been discussed. In these three meetings, students only practiced reading and analyzing Prose and Poetry. Shiva given freedom by the lecturer choosing his own reading material and one minimal meeting there are five works that must be read. The learning system still uses a discussion system, which students are divided into several groups. Although students are divided into several groups but for the practice of reading they must read all one by one. After they read the process or poetry they have chosen, they discuss it and analyze and appreciate the literary work they have read. Students make papers and present them in front of the class. Students must be able to convey the results of their analysis in a structured manner in front of the class because after students present, the lecturer will check their paper and give criticism about the results of student analysis, then review and conclude the results of the discussion and conduct evaluations and follow-ups.

1.9 Wrap-up and Final Task

At meetings of thirteen students and lecturers review literary theories and their elements (fiction and non-fiction). At this meeting students and lecturers discuss the past material. The lecturer conducts a review aiming for students to understand the material discussed during 1 semester of the teaching and learning process in the classroom. In this meeting students will also be given the final assignment by the lecturer, where this final assignment will be given individually. The final task given

to students is analyzing literature. The novel prepared by the lecturer is "Crazy Sunday and That Evening Sun Go Down". Students will practice reading the novel again and analyze the novel individually.

1.10   Final-Term

The last meeting is Final-Term, for the final-term lecturer the task is for students to jump directly into the field to gather old (traditional) prose in Bengkulu Province. Students are divided into groups and each group determines the place they will go. In this field learning students will meet the community and gather old (traditional) prose. After all was collected, students conducted an analysis of the old prose. And the old prose they have collected will be made into a book at the end of the semester. To make a book, of course, students must understand the material they will discuss, namely the old prose that they get from the community. Students must read extensively to capture the core of the reading they are reading. Students must change their language from the old prose because the old prose still uses regional language.

2. Students Daily Reading Activities in Implementing Extensive Reading

To know about Extensive reading practices in Prose and Poetry class, it was important to follow teaching learning activities in Prose and Poetry class and students activities in outside classroom. The researcher has followed some meetings to checked about the implementation of extensive reading in Prose and Poetry class. In getting the data of this research, the researcher used observation checklist consists of 8 statements about students daily reading activities adopted from Willy Renandia's theory. 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 eight statements about students daily reading activities of extensive reading that the researcher observation in the Prose and Poetry class:

1.1 Students Implement Extensive Reading in the Classroom

In the classroom students implement extensive reading, after the lecturer in Prose and Poetry class introduce students about base material of extensive reading before taught them how to interpreting literary work. The researcher found that from the learning process carried out by students at each meeting showed that extensive reading was not applied in student learning activities in the classroom. The teaching

learning process in Prose and Poetry class, the lecturer applied a discussion system. For example; the students discussed the materials about Intrinsic Elements And Fictions Genders. There are eight Intrinsic Elements and Fictions Genders such as, theme, plot, setting, character, point of view, Irony, symbols and fiction genders. So before the students discussion in the Prose and Poetry class, the students reading novel and try to analyze the novel to get eight Intrinsic Elements and Fictions Genders in their Home.

1.2 Students implement Extensive Reading just in the Prose and Poetry class

Students implement Extensive Reading just in the Prose and Poetry class because in another class the lecturer didn't implement Extensive Reading to increase students ability. To know about Extensive reading practices in another class, the researcher do observation in each subject except Prose and Poetry class.

1.3 Students Implement Extensive Reading in the outside Classroom

The researcher do observation for students daily activities in outside classroom, researcher found that in the outside classroom students implement extensive reading.

The students implement extensive reading at every week when lecturer give homework for students, and they must read some novel at their home and analyze the novel, they do the analytical assignments at home in the form of papers and will collect about a week later. After that the students explain the result of their novel analysis in the class.

1.4 Students implement Extensive Reading after the lessons and apply in each subject to increase their English skills

After the lesson Prose and Poetry students implement Extensive Reading 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. However, students did not apply Extensive Reading in each subject because in another subject the lecturers did not use Extensive Reading to increase students English skill

1.5 Extensive Reading is a normal activity that includes students in the community of first language users rather than being a foreign language.

Students consider Extensive Reading to be a normal activity, even though the reading material they read is not their first language. By reading material in a foreign

language, students assume that Extensive Reading can help improve their English vocabulary. Therefore students are very interested in practicing Extensive Reading in their learning activities to improve their English skills.

They said that Extensive Reading was a very good habit to improve understanding of the second language (English) because with Extensive practice Reading students can improve all English skills such as vocabulary, grammar, reading speed and writing proficiency.[43]

1.6   Students implement Extensive Reading every day

Students do not applied Extensive Reading every day, but only a few days a week. The Prose and Poetry class was only one meeting every week, and every week the assignment was given by the group lecturer. So those who was given the task of reading each week are alternating, the group that will be presenting at the next meeting was doing Extensive Reading.

1.7   Students implement Extensive Reading in the outside classroom by creating their own reading group

---

[43]Wang, Yen-Hui, "Incidental Vocabulary Learning Through Extensive Reading: A Case of Lower-level EFL Taiwanese Learners", (*THE JOURNAL OF ASIA TEFL.*Vol.10, No. 3, 2013), pp. 59-80.

It was explained earlier that in the class Prose and Poetry students were divided into several groups, each week they were given material that they had to understand and given the task of analyzing literature, after which they made a paper and presented it to the class. It was certain that students read outside the classroom and make reading groups to be able to made the paper which contains the analysis of literature as a task given by the lecturer.

1.8   Extensive Reading has a part of curriculum

Extensive Reading was a reading approach that was still rarely used, especially in Bengkulu IAIN. The curriculum does not state that Extensive Reading activities must be applied in every subject. But in the Prose and Poetry class lecturer using Extensive Reading as a reading approach because in learning Prose and Poetry students were required to understand, analyze and appreciate a literary work, this was in accordance with syllabus (see appendix 1 to see the syllabus). To understand, analyze and appreciate a literary work, students must read every literary work they will analyze, Extensive Reading can help students to complete the task because doing Extensive Reading students can

improve students' understanding of the literary work they read.

From the explanation above, it can be concluded that Prose and Poetry 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.Students implementing Extensive Reading in the outside classroom. Students often implement Reading Extensive outside the class because the lecturer gives free reading assignments, not necessarily in the classroom and according to each style. The practice of its activities, although most students in this class had not enjoyed reading in the classroom because in the class there was so many students and made students can't focus to read, so studentsrarely to apply extensive reading intheclass.Students do not apply Extensive Reading in other subjects, only on Prose and Poetry courses because only Prose and Poetry uses the Extensive Reading approach.

3. Students Difficulties When Practicing Extensive Reading

In this part, the researcher used observation checklist and interview to know about students difficulties encounter of practicing Extensive Reading in Prose and Poetry class.The observation checklist used by the researcher to know about students difficulties when implement Extensive Reading in Prose and Poetry class, and then the interview used to make accuracy the result from observation checklist. The observation checklist was consists of 9 statement. The interview was about 10 questions that conducted with 3 students from Prose and Poetry class in B class, they consists of 1 students were high achiever; 1 students were moderate achiever students; then 1 students were low achiever students. The data below showed the result of observation checklist and interview about students' difficulties encounter of practicing extensive reading in Prose and Poetry class:

1. The Result From Observation Checklist

1) Reading independently is difficult for students

Based on the data above, students implement Extensive Reading in the outside classroom without supervision of the lecturer. The materials given by the lecturer to students, so students can't choose materials by their self. Students felt very difficult when implementing Extensive Reading in the outside classroom and without lecturer. Students was very lazy to read the materials because they have no motivation to read and nobody guides them while reading.

2) Students have no time for extra reading

       Students were very busy because they have many activities in the campus and in their home. So to implement Extensive Reading every day, they have little time, they implement Extensive Reading just in the Prose and Poetry class and when the lecturer give task to read and analyze the novel. They difficult divide their time to read and do other activities.

3) Students difficult to find suitable reading materials

       Reading material greatly influenced the successful implementation of Extensive Reading. When reading materials interesting and suitable with students ability so Extensive Reading will be successful. But in the Prose and Poetry class reading material choose by the lecturer, some students have no problem about the materials but another students have a problem with the material because the reading ability of students who still lack made it difficult for them to practice reading especially analyzing stories.

4) Sleepy students

       It's mean that when students implement Extensive Reading, students usually felt bored and did not interested to read. Students also can't focused when implement Extensive Reading maybe because they did not interesting with the materials. Sometime students tired and students sleeping and they can't get information from the materials.

5) Smart phones have killed students' ability to focus on anything for more than two Minutes

We know that Smart phones give bed influence for students reading activities. When implement Extensive Reading students must be focused, enjoy and reading with pleasure. But so many students in Prose and Poetry class still difficult to focus when reading because of Smartphone. Sometimes students open their Phone and open their social media, they was very dependent with smart phone.

2. The Result From Interview

After got data from observation checklist, the researcher conducted interviewed with several students in the Prose and Poetry class to ensure the result from observation checklist that the researcher had do before. The results of the interviewed that have been conducted, the researchers obtained data of the 10 questions that given to 3 students of the Prose and Poetry class, they were selected based on their ability in understand the material and their act as they participate in Prose and Poetry class.

Researcher interviewed with several students in the Prose and Poetry class on May 13[th]2019 to get information about students difficulties in practicing Extensive Reading. Firstly, researcher interview with students were high achiever. Base on the interview with Pega Mustika, she said that she just know several of principle and benefits of

Extensive Reading and don't know how to make Extensive Reading practice successful because they learned about it in the previous semester so she forgot about it. In addition, she said that when implementing extensive reading they still have so many difficulties such as; when they practice Extensive Reading in the Prose and Poetry class they usually found some new vocabulary and they don't know what the meaning of the word; students don't have time to practice Extensive Reading because they have another course and have so many task from their lecturer, they only practice Extensive Reading in the Prose and Poetry class if the lecturer given the task to read and analyze some novel every week.[44]

Secondly, the researcher interviewed with students were moderate achiever. Base on the interview with Ilham Rahmat, he said that they still have many difficulties when practicing Extensive Reading. The first, they don't know about principle of Extensive Reading because the lecturer did not explain about principle of Extensive Reading before they practice Extensive Reading in the Prose and Poetry Class. Students learned about principle of Extensive Reading in the previous semester, so they forgot about it. The second, they only know a few things about benefits of Extensive Reading. The third, he said he don't know how to make Extensive Reading successful, so students in Prose and Poetry class still difficult to practice Extensive Reading in the outside classroom

[44]Pega Mustika, as a Students in IAIN Bengkulu interviewed done on May 13th 2019.

because they don't know how to made it. They never learned and read theory about how to make successful practice Extensive Reading. The fourth, when students implement Extensive Reading for example when they read literary work, such as novel, they usually found unfamiliar words and they not interested to continue reading the novel. [45]

The last, researcher interview with students were low achiever. According Seli Sarah, she said that she don't know principle, benefits and how to make Extensive Reading practice successful. She also said that when implement Extensive Reading in the classroom and outside classroom she have so many difficulties, such as ; when implement Extensive Reading in the classroom, she think in the classroom so noisy because there are 34 students in the Prose and Poetry class, so she can't focus to read; when implementing Extensive Reading in the outside classroom she said that she have difficulties such as smart phones can disturb her to reading, usually she open her Phone and open her social media, sometimes she felt bored to read and after that she sleeping, and she very lazy to read because the lecturer did not supervise or 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; for the materials, she said that the materials still difficult for her because she

---

[45]Ilham, Rahmat, as a Students in IAIN Bengkulu interviewed done on May 13th 2019.

still found so many unfamiliar words, the reading level was still too high for her, she felt the material did not suitable with her ability, 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.[46]

Based on the details analysis above, it can be concluded that the fourth semester students of English education program of IAIN Bengkulu in academic year 2018/2019 have not been understood about the concept of extensive reading that applied by lecturer in Prose and Poetry class. Even though there were still a number of students who were still having difficulty in reading and analyzing literary works. So, overall they got many difficulties when implement Extensive Reading in the classroom or outside classroom. It means that they have problem when implement extensive reading in Prose and Poetry class.

---

[46]Seli Sarah, as a Students in IAIN Bengkulu interviewed done on May 13th 2019.

4. **Investigating the Solution for Teaching and Learning Process in the Prose and Poetry Class**

This research discuss about investigating Extensive Reading practice in the Prose and Poetry class and also investigating students problems when implement Extensive Reading, so the researcher must give solutions for students difficulties. Based on the data from questionnaire and interview above, students have so many difficulties when implement Extensive Reading. Bamford and Day stated that to make Extensive Reading successful students must know how to choose suitable materials, students must choose materials based on their interests, students must reading with pleasure and enjoyable and suitable with their ability. Additionally, when students read, they will know the purpose of reading and thus doing it appropriately to match with the purpose.[47]So to solve student problems in practice Extensive Reading, students must know what their purpose is to read, students must choose the reading materials itself , choose interesting reading material and before students implement Extensive Reading, they must know principles and benefits of Extensive Reading.

In addition, researcher interviewed with lecturer who teach in the Prose and Poetry class on May 20 2019 to get information about tips to make

---

[47]Lina Abedelqader Mohmmad 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.7-13.

Extensive Reading successful. He said that to get successful in reading, students must look for interesting reading topics, choose the materials close to their world, the reading material they like to read and reading material must be of high quality and accordance with students abilities.[48]

Based on the opinions above, the researcher can concluded several solutions to overcome student difficulties in Extensive Reading practice in the Prose and Poetry class, as follows:

1. Before implement Extensive Reading students must know about theory of Extensive Reading, such as, principle, benefits and how to make extensive reading successful. The lecturer must explain theory about Extensive Reading before students read and analyze literary work.

2. Students read the materials must be freedom of choice means that students were select texts they expect to understand, to enjoy or to learn from.

3. The reading material must interest, close with their world and suitable with their abilities.

4. Extensive Reading was silent, so when students implement Extensive Reading the lecturer must make the classroom to be a silent situation in order to understand the reading well.

---

[48]Reko Serasi, as a Lecturer in the Prose and Poetry class at IAIN Bengkulu interviewed done on May 20th 2019.

5. When students implement Extensive Reading in outside classroom, students must make group reading and make schedule to reading a book or literary work, because if students did not make reading schedule, students will be lazy to read. All of students must read literary work when the lecturer give task to read and analysis literary work, do not just one or two students in the group reading literary work.

6. Smartphone was one of the cause for not focusing on students when reading. So when implement Extensive Reading in the classroom   and outside classroom Smartphone must be remove from students that can't interfere students focus.

7. If the students reading a books or literary work and find unfamiliar words, students must continue reading without search the meaning of the word in the dictionary but mark it and search the meaning after finished reading a book or literary work.

B. Discussion

In this part, the researcher would like to describe each parts of analysis above. The result of this research divided into two topics: students daily reading activities in implementing Extensive Reading and students difficulties in practicing Extensive Reading. The two points were described as follows:

1. Students daily reading activities in implementing Extensive Reading

The researcher described about students daily reading activities in implementing Extensive Reading. In Prose and Poetry 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. The students in the Prose and Poetry class implemented Extensive Reading in the outside classroom, they implemented Extensive Reading in outside classroom when lecturer given task to read some Poetry and analyze the poetry. The students implemented Extensive Reading in the outside classroom (in their home) when the lecturer given task to read some novels and analyze the novel, after that they made a paper and the result will be discussed by students in the next week. Students implemented Extensive Reading every week because their lecturer given a task to read and analysis some novel in their home, especially in the Prose and Poetry class.

2. Students difficulties in practicing Extensive Reading

> The students still have difficulties when implement Extensive Reading. It could be seen from the results of the observation checklist and interview. The students have some problem when implement Extensive Reading, because lack of student knowledge about the Extensive Reading theory. They learn about Extensive Reading theory in the previous semester so students forgot about theory of Extensive Reading. To make Extensive Reading successful students must know principles and benefits of Extensive Reading. So, that most students from these class had difficulties towards the extensive reading practice in the Prose and Poetry class.

Based on the results above the differences this research with previous study wasthe result of this research explained that students implement extensive reading in outside classroom and students have some difficulties when implement Extensive Reading. Meanwhile, the results in the previous studyexplained about extensive reading had a stronger effect on enhancing positive feelings than of reducing negative feelings, extensive reading help the learners to develop their language skills as well as to expand their general knowledge, Extensive Reading gave positive attitude for students and teachers . This research focused with practice of Extensive Reading and students difficulties when implemented Extensive Reading and in the previous study the researcher focused with Extensive Reading effect for students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis conducted by the researcher above, the researcher concluded that, Prose and Poetry class was one of the subject in IAIN Bengkulu that applied Extensive Reading in their teaching learning activities. In this subject, some 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, but there were few number of students was forgot about the theory of Extensive Reading. Nevertheless, there were few number of students (low achiever students) who still had difficulties in following the Extensive Reading 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.

In conclusion, the fourth semester students of Prose and Poetry class, especially in class B of English Education study program of IAIN Bengkulu in academic year 2018/2019 already had still lack basic knowledge because they learned about concept of Extensive Reading in the previous semester and their students did not explain again about it. But students was familiar with extensive reading and applied extensive reading in their reading practice, then, the

studentsin this class had some difficulties when they implemented Extensive Reading. Although there were 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. In teaching and learning process in the Prose and Poetry class students must enjoy with reading, if they had not been able to enjoy their reading, they can be stressed and did not get the goals of reading.

B. Suggestion

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

1. The reading material must be able to choose readings that appropriate to their reading level.

2. Prose and Poetry class is one of subject that applying extensive reading because in this class the students must read and analyze literary works , 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 very important in the teaching and learning process because with extensive reading can improve students English skill. So, the

researchers expect that the subjects related to reading can apply this concept, so that the teaching and learning process will be better.

4. Extensive reading is reading with pleasure. So, the lecturer should giving freedom to students to choose their reading materials. They must choose a book that they like to read and close with their world. The kinds of books such as literature books, for example: short story, novel and others suit with their reading level.

5. The students of English education program should be improving their reading skill to make them easier to follow every subject.

6. 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.

7. The researcher hopes that this research can be helpful for students who are taking Prose and Poetry 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 novel and short stories.

8. 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.

9. Lecturer could suggest students to read stories via online to get variety of materials. As learners were more attracted to pass their free time by using internet now days, teachers could encourage them to read different stories through online. In this purpose, internet should be made available in the University.

10. The researcher also recommended that Extensive Reading activities should be incorporated in the curriculum of English language in our country. In this regard, collaboration among the teachers, education board, government, school authority was essential to implement Extensive Reading in teaching and learning process.

11. It is hoped that this analysis can enrich the kinds of research in English education program, especially in TBI of IAIN Bengkulu.

REFERENCES

Alina, A., & Zulfeqar, M. Z. (2012). Extensive reading in EFL classroom at secondary schools in Bangladesh: Current practices and future posobilities. *International Education Studies*, *5*(9), 8.

Aliponga, J. (2013). Its benefits for extensive reading. *International Journal of Humanities and Social Science, 3*(12), 73.

Al-Homoud, F., & Norbert, S. N. (2009). Extensive reading in a challenging environment: A comparison of extensive and intensive reading approaches in Saudi Arabia. *Language Teaching Research*,*13*(4), 383.

Alavi, S. M., Kuriniawan, L. L., & Rivadeniera, G. (2012). Approaches to implementing extensive reading under difficult circumstances: ERWC1 scholarship recipients. *Extensive reading world congress proceedings*, *1*, 15-18.

Arikunto, S. (2006). *Prosedure penelitian*. Jakarta: PT.Rineka Cipta.

Bugin, B. (2007). *Penelitian kualitatif* (2nd ed.). Jakarta: Prenanda Media Group.

Chang, C-S.A., & Renandy, W. (2017). Current practice of extensive reading in Asia: Teachers' perceptions. *The Reading Matrix: An International Online Journal*,*17*(1), 40.

Claridge, G. (2012). Graded readers: How publishers make the grade. *Reading in a foreign language*, *24*(1), 106-119.

Day, R.R. & Bamford, J. (2003). *Extensive reading activities for teaching language*. Cambridge: University Press.

Harmer, J. (2003). *The practical of English language teaching* (3rded.). USA: Longman.

Hill, D. R. (2001). Survey: Graded readers. *ELT Journal*, *55*(3), 300-324.

Honeyfield, J. (1977). Simplification. *TESOL Quarterly*, *11*(4), 431-440.

Jacobs, G.M. (2013). Extensive reading materials produced by learning communities. *TESL Reporter*, *46*(1), 28-39.

Jacobs, G. M. (2014). Selecting extensive reading materials. *Beyond Words, 2*(1), 116-131.

Klarer, M. (1998). *An Introduction to liiteraterary studies*. New York: Roudlege.

Miles , M. B., Haburman, A,. & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*(3rded.). United States of America: SAGE.

Moeller, A. K., & Catalano, T. (2015). *Foreign language teaching and learning.* Faculty Publications: Department of Teaching, Learning and Teacher Education.

Mikulecky, B. S. & Jeffries, L. (2007). *Advanced reading power*. New York: Person Education, Inc.

Mikeladze, T. (2014). *Extensive reading*. Telavi Lakob Gogebashvili: University of Latvia.

Now, C. (2008). Sampling knowledge: The hermeneutics of snowball sampling in qualitative research. *Int. J. Social Research Methodology*, *11*(4), 327–344.

Prowse, P. (2002). Top ten principles for teaching extensive reading:A response. *ISSN, 14*(2), 142-143.

Wang, Y. H. (2013). Incidental vocabulary learning through extensive reading: A case of lower-level EFL Taiwanese learners. *The Journal Of Asia TEFL,10*(3), 59-80.

Waring, R. 1998. Graded and extensive reading- questions and answers. Retrieved from http://jalt-publications.org/old_tlt/files/97/may/waring.html

Wodinsky, M. & Nation, P. 1988. Learning from graded readers. Reading in a foreign language, *5*(1).

Sheu, S. P-H. (2004). The effects of extensive reading on learners' reading ability development. *Journal of National Taipei College, 17*(2), 213-228.

Salameh, A. M. L. (2017). Investigating the effect of extensive reading on EFL learners': Reading attitudes at Hail University in KSA. *Journal of Education and Practice*, *8*(8),7-13.

Sanchez, A. C. X., & Gavilanez, F. P. L. (2017). Learners' attitudes toward extensive reading in EFL (English as a Foreign language) contexts. *Revista Publicando, 4*(12), 261.

Yamashita, J. (2003). Effects of extensive reading on reading attitudes in a foreign language. *Reading in a foreign language*, *25*(2), 30-35.

Yusuf, M. (2014). *Metode penelitian: Kuantitatif, kualitatif dan penelitian gabungan.* Jakarta: KENCANA.