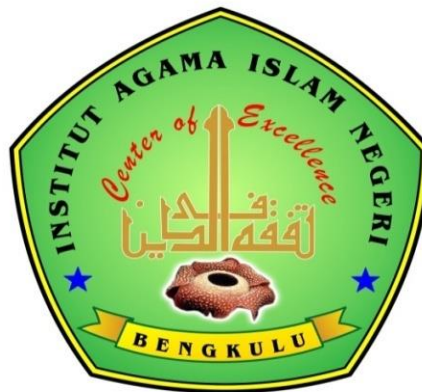# AN ANALYSIS ON STUDENTS' READING BEHAVIOR

THROUGH EXTENSIVE READING IN DRAMA CLASS AT SIXTH SEMESTER STUDENTS OF TBI IAIN BENGKULU ACADEMIC YEAR 2019/2020

THESIS

Submitted as a Partial Requirement for The Degree of Sarjana (S.Pd)

in English Language Education

By:

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STUDY PROGRAM OF ENGLISH EDUCATION

DEPARTMENT OF TADRIS

TARBIYAH AND TADRIS FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) BENGKULU

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Assalamu'alaikum Wr. Wb

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

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Title   :**An Analysis on Student's Reading Behavior Through Extensive Reading in Drama Class at Sixth Semester Students of TBI IAIN Bengkulu Academic Year 2019/2020**

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. *Wassalmu'alaikum Wr.Wb*

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RATIFICATION

This is certify the *Sarjana* thesis entitled *"An Analysis on Students' Reading Behavior Through Extensive Reading in Drama Class at Sixth Semester Students TBI IAIN Bengkulu Academic Year 2018/2019 "* by **Bella Angshana** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

Indeed, along with hardship, there is ease

(Q.s. Alam Nasyra: 6)

Experience is the father of the wisdom; Friendship is love with understanding;
and every man is the architect

of his own fortune

DEDICATION

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

❖ Thanks For My Lord ALLAH SWT, still given to me a changes to give my best toga for my Mom.

❖ My beloved father, Nazeron Eroni, and my beloved mother, Ismaniar, Thank you very much for your struggle, support, great prayer to make my dream come true. Thank you for be the best part of my life with the bitter and sweet. Love is not just about hug, kiss and time, but how we knowing each other, awareness, believed and honest. Thank you so much for the beautiful live, grow up with the best person for every single day. From my deep I love you more than my breath, more than my blood, more than my everything.

❖ For my beloved brother, Dheo Mahfuzi Nugraha and my sister Mutiara Azzahra. Thanks for your prayer, support, and attention. I'll be proud and happy of having you all as part of my life. Thank you for being my best siblings. Day is cold without you guys, Thank you for believed and stronger for me, thank you for honest, loved and care.

❖ My Supervisor I, Riswanto, Ph.D and my Supervisor II, Feny Martina, M.Pd, Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.

❖ Mr. Andriadi, M.A (Lecturer of English Drama TBI IAIN Bengkulu), and all students of TBI VI C IAIN Bengkulu in academic year 2018/2019, thank you very much for your support, help, and all efforts for the success of this thesis. You all are helpful to make my dream come true to be an English bachelor.

❖ All Lectures who teach me in Tarbiyah and Tadris Faculty , Especially in English Study Program .

❖ Thank you so much for the person who always be nice for me Deswan Ade Pranata,S.Kom .

❖ All of my friends at English study program, especially all my friends in academic year 2015, my closed friends: Nurma Susila, Anastasya Inayah

Pratiwi, Intan Hartama and Destri Hastiari. Thanks for your friendship that created unforgetable moment in my life.

❖ All of my friends on KKN 63 Tawang Rejo and also All of my friends on PPL MTsN 02 Kota Bengkulu 2019.

❖ My beloved almamater IAIN Bengkulu.

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PRONOUNCEMENT

Name   : Bella Angshana

NIM   : 1516230131

Study Program   : English Study Program

Faculty   : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "An Analysis on Student's Reading Behavior Through Extensive Reading in Drama Class at Sixth Semester Students of TBI IAIN Bengkulu Academic Year 2018/2019" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 06 Januari 2020

Stated by ,

Bella Angshana
NIM : 1516230025

ABSTRACT

Bella Angshana. (2019). *An Analysis on Students' Reading Behavior through Extensive Reading in Drama Class at Sixth Semester Students of TBI IAIN Bengkulu Academic Year 2018/2019).* Tarbiyah and Tadris Faculty. Supervisor 1: Riswanto, Ph.D; and Supervisor 2: Feny Martina, M.Pd.

Key Words: *Reading Behavior, Extensive Reading, Drama Class*

The aim of this research was to investigate the students' reading behavior through extensive reading in drama class at the sixth semester TBI IAIN Bengkulu in academic year 2018/2019. It applied descriptive qualitative method. The subjects of the research were the sixt semester students of TBI VI C IAIN Bengkulu in academic year 2108/2019 that consisted of 33 students. The result of the research were: the students of TBI VI C IAIN Bengkulu in academic year 2018/2019 had active behavior in extensive reading that can be seen from: (1) their active behavior in choosing drama text play; (2) reading the text play critically in high speed; Active in: (a) phonemic awareness, (b) reading fluency, and (c) responding lecturer's questions; (3) intense discussion with friends and lecturer and wrote the report in form of paper as the result of students' understanding and interpretation of intrinsic and extrinsic elements; (4) Active in oral production: improving reading aloud, new vocabulary mastery, and language experience; (5) support mastering good oral production: appropriate pronunciation, accent, gesture, speed, and language variation during reading aloud of the text while rolling play the text; and (6) improvisation and mime process were the best means for bringing students to be active readers, creative, joyful reading, and clearer image for understanding in form of gesture. In short, extensive reading activities in drama class really supported students to be active in reading behavior.

ABSTRAK

Bella Angshana. (2019). *Analisis Sikap Siswa melalui Aktivitas Membaca Ekstensif pada Kelas Drama Mahasiswa Semester VI Tadris Bahasa Inggris IAIN Bengkulu Tahun Ajaran 2018/2019*. Fakultas Tarbiyah dan Tadris. Pembimbing 1: Riswanto, Ph.D; dan Pembimbing 2: Feny Martina, M.Pd.

Key Words: *Sikap dalam Membaca, Membaca Ekstensif, Kelas Drama.*

Tujuan penelitian ini untuk mengetahui sikap siswa dalam kegiatan membaca melalui membaca ekstensif dapa kelas drama Mahasiswa Semester VI TBI IAIN Bengkulu tahun akademik 2018/2019. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah mahasiswa TBI VI C IAIN Bengkulu tahun ajaran 2018/2019 yang terdiri dari 33 siswa. Hasil penelitian menunjukkan bahwa mahasiswa TBI VI C IAIN Bengkulu tahun ajaran 2018/2019 memiliki sikap aktif dalam kegiatan membaca ekstensif yang dapat ditinjau dari sisi: (1) sikap aktif mereka dalam memilih sendiri naskah drama yang akan dibaca; (2) membaca naskah drama dengan kritis dan kecepatan yang tinggi; mereka aktif dalam: (a) kesadaran fonemik; (b) kelancaran membaca; (c) merespon pertanmyaan-pertanyaan yang diajukan dosen; (3) diskusi secara intens dengan teman dan dosen dan menuliskan laporan hasil pemahaman mereka berupa makalah sebagai hasil pemahaman dan interpretasi unsur intrinsik dan ekstrinsik; (4) aktif dalam produksi lisan: baik dalam membaca keras, penguasaan kosakata baru, dan pengalaman bahasa; (5) mendukung penguasaan produksi bahasa lisan: ketepatan pengucapan, aksen, gerak-gerik, kecepatan, dan variasi bahasa selama membaca keras naskah drama dalam kegiatan memerankan text; dan (6) proses improvisasi dan peniruan gerak merupakan sarana terbaik untuk membawa siswa menjadi pembaca yang aktif, kreatif, menyenangkan, dan memberikan gambaran yang lebih jelas mengenai pemahaman siswa mengenai naskah drama dalam bentuk gerak. Dapat disimpulkan bahwa, kegiatan membaca ekstensif dalam kelas drama benar-benar mendukung siswa menjadi aktif dalam sikap membaca.

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Firstly, the researcher would like to express her gratitude to Allah SWT, the almighty that has given her great *hidayah* during she wrote this thesis entitled entitled *"An Analysis on Students' Reading Behaviour through Extensive Reading in Drama Class at Sixth Semester Students TBI IAIN Bengkulu Academic Year 2018/2019)"*. This thesis is as one of the requirements to get bachelor degree (sarjana) in Tarbiyah Department of English Education Program of IAIN Bengkulu.

Shalawat and *salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to modern life with great education like this age. In the process of writing this thesis, there were many people encourage, motivation, advice, and support the researcher to complete this thesis. In this valuable chance, the researcher aims to express her deeply gratitude and appreciation to all of them. The researcher presents her sincere appreciation to:

1. Prof. Dr. H. Sirrajudin, M.Ag, M.H, the rector of IAIN Bengkulu.

2. Dr. Zubaedi, M.Ag, M.Pd, the dean of Tarbiyah and Tadris Faculty.

3. Dr. Kasmantoni, S.Ag, M,Si the head of Language Educational Department of IAIN Bengkulu.

4. Supervisor 1, Riswanto, Ph.D. and Supervisor 2, Feny Martina, M.Pd.

5. All of English lecturers and administration staffs of IAIN Bengkulu.

6. All of my best friends, especially in English Study Program of IAIN Bengkulu 2015.

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

Bengkulu,   December 2020

Bella Angshana
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an activity done by people in every day life. People read various kinds of materials related to their activities. Some people read newspaper in the morning for getting news or students read many kinds of textbooks for educational purposes, and there are many other reading activities. It proves that reading as important activity for people where they do reading in order to get the meaning or instructions contained in a text or discourse. In short, technique in digging information that is called reading competence is importan to master by every person.

In academic environment, people are familiar with the term extensive reading. It is different from reading comprehension. In general, people read a text to comprehend it. On the other hand, extensive reading is done for pleasure. Therefore, the texts used are generally relatively easy for participants to understand. Extensive reading also a technique of inner reading where readers are required to be able to read a long discourse in a limited amount of time. Its activities make extensive reading has great benefits for students, including increasing student fluency in reading and increasing vocabulary mastery.

In a common, one of thing that must be read by applying extensive reading in academic life is reading fiction. Fiction is a narrative story that

arises from the author's imaginary character, even thought it was created from the author thought that still makes sense and is emotionally draining when read. Fiction is usually complex and long with many implied information. There are several types of artwork that are included in fiction , such as ; novel, short story, romance, drama , and others. As said above, fiction is a reading text that is long, complex and emotionally draining with many implicit information that must be obtained when reading , it is important that someone who read fiction applies extensive reading to find the information.

Extensive reading is one of subject in IAIN Bengkulu especially in TBI students. However, the application of extensive reading is not only in extensive reading class. Most of literature classes, such as: introduction to literature class, prose and poetry class, and drama class apply extensive reading concept because the materials asks the students to do reading extensively. The purpose of those subjects above is to help students to understands the contents of reading or discourse easily.

But in reality, many students feel difficult to collecting information from the text. The problems faced by students are almost the same. Reading is a process that requires time, especially in reading foreign language texts naturally if the reader is still experiencing difficulties. some problems happened to the students can be: *first,* many learners spend excenssive time and energy in the process of word identification, which many lead to a

breakdown of comprehension[1]. It means that students spend a lot of time in reading. Foreign language text consisted of many aspects that must be understood such as new vocabularies which made students feel bored and annoyed. As the result, the students get nothing about the knowledge that should be gained through reading.

The second, most students have that contributes to their poor performance in tests and examinations is lack of proper reading habits[2].When reading takes a lot of time and confuses students will quickly feel bored and annoyed,this causes students not to get the knowledge that should be gained when reading.The students should give their best performance when faced with the exams given by their teacher,but in reality many students find it difficult and lack the ability at the time of the exam. Why do students have bad reading habits? This is because the reading text given by the teacher is sometimes less interesting and too long. It makes students feel that the text too difficult and boring. As the result, the students to be lazy and not interested in doing reading seriously.

Another problem is students are likely to be hesitant readers[3]. Reading is a process to understand a reading text. Students are required to have a high level of confidence in gathering information and undertsanding the contents of the text. English text has it is own difficulties, especially people who are not

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[1]Yurika Iwahori. Developing Reading Fluency: A Study of Extensive Reading in EFL. *Rading in a Foreign Language*. Vol. 20, 2008, P.

[2]M.Owusu-A Cheaw. Reading Habits Among Students and Its Effect on Academic Performance : A Study of Students of Koforidua Polytechnic. *Library Phylosophy and Practice(e-jurnal)*.Volume 6, 2014, P.4.

[3]Raihani Fadila. The Use of Extensive Reading in Teaching Reading. *Journal of English and Education.* Volume 2. 2014. P.68.

familiar with English text.When the students reading the English text some of things that must be mastered such as vocabulary, arrangement of words and the combination between words to grab text meaning. The students' problems of mastering those, it will grow hesitant from students when determining the English text.

Another problems in students' reading, many of them are not used to read English material because reading as a foreign language is not easy[4]. The students' fear in facing reading materials make them difficult to comprehend the text. It makes students did not get any comprehensible input after they read common reading texts. This situation causes lower comprehensible skill that students have in reading.

The most serious problems found in students' reading is their reading behaviour. In the context of learning, Reading behaviour is an important aspect that students should have. Behaviour influence students' mind and attitude in reading. Students who have active behaviour in reading, they will be easy to develop their mind. They also have an ability to expand their creativity and imagination to discover new things in the texts they are reading. However, the fact showed that the average reading behaviour in Indonesia, especially the young generation, is till low[5]. It happend because they nowadays prefer using their smartphone rather than reading books. It indicates

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[4]Raihani Fadila. The Use of Extensive Reading in Teaching Reading, *Journal of English and Education,* Vol. 2. 2014. P.69.

[5]Ida Bagus Kerthyayana Manuaba. Text-Based Games as Potential Media for Improving Reading Behaviour in Indonesia, *Procedia Computer Science,* Vol. 116, 2017, P. 214.

that technology can be a potential factors that causes the youth's lack of reading.

From the explanation above it can be seen that the students faced complicated problems in reading activities, especially in reading behaviour. The main cause is the boring text that makes students lazy to explore their ability. Then, technology also influence their reaing behaviours. It is hoped that extensive reading in literature class, especially in drama class as extensive reading application can change the students reading behaviour.

In IAIN Bengkulu especially in Tarbiyah and Tadris Faculty at TBI class at the sixth semester, these problems also happened. To know the information, the researcher did a preliminary research by visiting the drama class and interviewing the students. This preliminary research was carried out on Monday, April 01, 2019. The researcher observed all activities did by the teacher and students during the lesson. It showed that teaching and learning process in this class run well. The students looked very happy to discuss drama-text-play that they were performing in final test. They looked anthusiast in developing their mind to understand the text perfectly. Then, the researcher interviewed students in order to know the problems in deep. The students said that they felt learning reading became cheerful when the object was in form of fiction, especially drama-text-play because they did not only read text, but they would also perfom it. They got fun and new experience of life after reading drama-text-play. In addition, the students also said that they felt boring and depress when the lecturer gave them serious and scientific

articles to read. They could not comprehend the texts because the texts used high level of vocabulary, difficult sentence stracture, and unfamiliar topic.

From the observation and interview above, it can be concluded that extensive reading not only give students fun and enjoyment but it also contribut to improve students' reading behaviour. Therefore, the researcher believed that extensive reading can give significant impacts for students in reading comprehension, and encourage their reading behaviour to be better.

From the background above, the reseacher is very interested in doing the research related to reading behaviour therough extensive reading materials in drama class, a class that apply extensive reading. In this case, the researcher would conduct a research entitled *"An Analysis on Students' Reading Behaviour through Extensive Reading in Drama Class at Sixth Semester Students TBI IAIN Bengkulu Academic Year 2018/2019)"*.

B. Identification of the Problem

Based on the background above, the problem in this research can be identified that the students had difficulties in comprehend common texts, especially scientific texts in learning reading. The root problem is the students felt that the texts are not interesting to read because they contained difficult vocabularies, high level of language patterns, and unfamiliar topic for students, therefore it made them difficult to comprehend the texts. Then, the students had low reading behaviours because they spent too much time in social media. On the other hand, reading fictions, especially drama-text-play as extensive

reading material made them happy and enjoy the reading materials and activities. The researcher believed that extensive reading materials in form of drama-text-play can give contribution to improve students' reading behaviour in order to expand their mind and creativity in reading activities.

C. Limitation of the Problem

Among the wide explanation about the problem above, the researcher limited the problem of this research only to investigate the students' reading behaviour through extensive reading materials in drama class at the sixth semeter students of TBI IAIN Bengkulu in Academic Year 2018/2019.

D. Research Question

Based on the background above, the problem of this research can be formulated as the following question:

1. How is the students' reading behaviour through extensive reading in drama class at the sixth semester TBI IAIN Bengkulu in Academic year 2018/2019?

E. Research Objective

The objective of this study is to investigate the students' reading behaviour through extensive reading in drama class at the sixth semester TBI IAIN Bengkulu in academic year 2018/2019.

F. Significance of the Study

The result of this study is expected to give important information for students, English teachers, and the next researchers. The significance are:

1. **For students**

   a. To introduced the students what extensive reading is and its learning materials.

   b. To show the student the way how to learning easily with the interesting learning materials.

   c. To give information that extensive reading can also givecontribution in students' reading behaviour. Therefore, reading fun learning materials are useful for students.

   d. Give an alternative for students who want to start to read, they can read enjoyable material to make them interested in reading activities before coming to serious reading comprehension.

2. **For Teachers**

   a. Theacher can use enjoyable and easier reading materials in teaching reading in order that the students have an interest to reading activities.

   b. To inform English teachers that extensive reading activities can be a solution for students as teaching and learning materials, especially to encourage them to read before they come to read serious reading activities.

c. To inform the teacher that extensive reading can give significant contribution for students' improvement in students' reading behaviour.

3. **Next Researchers**

a. Give information for the next researcher that reading behaviour and extensive reading materials are a challenge topic for doing research.

b. It is hoped that the next researcher can do research in the field of extensive reading in a broder scoope and focus.

G. Operational Definition of Key Terms

In order to know about important terms of this research, it is important for the researcher to define the following key terms of the research:

1. *Reading Behaviour* is the way in which students act or conduct or response reading activity, and do the activities based on their function as readers.

2. *Extensive Reading Material* is a source of reading in form of fiction that has large in quantity but easy to understand that has a purpose to give pleasure for the readers.

3. *Drama Class* is one of subject learned by students in English education program as one of lierature brance that discuss about drama-text-play as source before they perform the drama on the stage.

CHAPTER II

LITERATURE REVIEW

A. Reading Behavior

1. The Basic Concept of Reading Behavior

Literally, reading behaviour derived from two words, "reading" and "behaviour". Reading is a process of decode words to understand the meaning of a text[6]. It means that reading is an interaction between the readers and text in order to build meaning through decoding words. It implies that vocabulary mastery is an important aspect to reach good ability in reading skill. In fact, EFL students have their problems in English vocabulary mastery. This can influence their reading behaviour.

Then, the word "behaviour" can be defined as the way in which students acts in response to a particular situation or stimulus, in this case reading activity[7]. It means that all students' responses during the process of an activity can be as behaviour. It can helps students to develop their mind; expand creativity and imagination; and discover new things. Therefore, behaviour is one of aspects that determine the students' success in doing something. Good behaviour will affect the students' mastery.

From the definition above, it can be said that reading behaviour is all the students acts and responses during the process of decoding words to

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[6]Penny Ur. *A Course in Language Teaching: Theory and Practice*, UK, Cambridge University Press, 1999, P. 57.

[7]Ida Bagus Kerthyayana Manuaba. Text-Based Games as Potential Media for Improving Reading Behaviour in Indonesia, *The 2nd International Conference on Computer Science and Computational Intelligence 2017*, P. 214-215

build meaning of a certain text that can impact to the students mind progress, espanding creativity and imagination, and discover new things, in this case, in extensive reading context of drama class.

2. *Types of Reading Behavior*

In learning reading, there are two types of behavior that determine the students' success, namely: passive and active[8]. They can be described as the following explanation:

a. Active

Active behaviour refers to students' activity that are ready to engage in reading procedures in the classroom. Active behaviour can encourage students to do more learning activities that could make the learner to remember up to 90% of their learning.

b. Passive

On the other hand, passive behaviour refers to students' activity that tends to accept or allow what happens or what the teacher and classmates do without active response or resistance to the activities.

Based on the explanation, it shows that the students can be active and passive during the process of reading in the classroom. It is important to the teacher to encourage students to change their reading behaviour. When the process of behavioural change from passive to active, especially those related to reading activity would achieve a

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[8]Ida Bagus Kerthyayana Manuaba. *Ibid*. P. 215.

better result when it is combined with other engaging activities and learning materials in order to change their habit.

3. Aspects in Reading Behavior

It is important to discuss about aspects in reading behaviour in order that the researcher can assess students' behaviour and ensure that their reading book is in appropriate level and interest. An act that the teacher do if students have difficulty with the reading material, move it to a lower level of reading materials. The aspects of reading behaviour can be as the following explanation[9]:

a. Phonemic Awarness

Phonemic awareness is the ability to notice, think about, and work with the individual sounds in words that covers: spoken word, syllables, alliteration, rhyme and phoneme. We know that a student's skill in phonemic awareness is a good predictor of later reading success or difficulty. Phonemic awarnes can help students develop their critical literacy skill. It is clear that in reading it is not marely related to comprehension. To create complete comprehension, students should have strong awarness in phonemic.

b. Concept of Printing Materials

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[9]Sally Amstrong. *Assessing Reading Behaviour,* retrieved on July 03, 2019 from http://developing-early-literacy.com.au/assessing-reading-behaviour, P. 1-3.

The printing materials refer to the teaching and learning materials used during the process of teaching and learning in the classroom. The learning materials affects the students' behaviour in reading activity. The more creative and innovative the learning materials, the more interested the students to reading activity; or the more familiar the students to their reading material, the more spirit the students follow the reading activities. Therefore, it is suggested to use the most familiar and interesting teaching and learning materials. As the result, it can encourage students to be active readers in the classroom. In short, the quality and content of printing learning materials in reading can affect to the students' reading behaviour.

c. *Students' Behaviour through Answering or Responding Teachers' Questions*

After asking students to read reading materials in the classroom or outside the classroom, the teacher will asks some compehensive questions to test and control students' understanding toward reading materials. The questions are related to vocabulary mastery and detail information of text comprehension.

B. The Concept of Extensive Reading

1. The Nature of Reading and Extensive Reading

Reading is one of daily activities that people do in academic or daily life. Reading can be defined as a process of understanding the meaning of a certain written text. In a reading process, a reader will extract the meaning from a text by interacts dynamically with using various kinds of knowledge since reading is a complex, multi-faceted activity, involving a combination of both lexical and text-progressing skills that are widely recognized as being interactive[10]. It means that reading is a process to get meaning from a certain text by interracting some kinds of aspects, namely: lexical ability and reading comprehension ability in order to extract the discourse presented by text. In other words, reading is an activity that combine the ability to convey the meaning and get the new information, because reading has the purpose to search the information by doing something action like understanding and evaluating the text.

Then, reading is very often considered an effective source of comprehensible and meaningful input which is the sufficient condition for the unconscious acquisition of the target language[11]. In another perception about reading, Dadzie say that reading is the ability to understand words contained in a document and make use of the knowledge for personal

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[10]Raihani Fadila. The Use of Extensive Reading in Teaching Reading. *Journal of English and Education,* Vol. 2. 2014, P.69

[11]Arife KOC. The effects of Extensive Reading on Overall Language Achievement in the Foreign Language Classroom. *Proceeding of Academicsera 7th International Conference.* 2017, P.5

growth and development[12]. According to the definition above, the researcher can conclude that reading is an activity of arranging the meaning of words and getting information unconsciously from a certain text.

In another view, there is a term of extensive reading in academic life. Extensive reading can be defined as a technique in teaching reading which is defined as a situation where students read a lot of materials in their level in a new language, they read for general, for overall meaning, and for information at one with enjoyment[13]. It can be said that extensive reading as activities of reading in broad number but easy in new language level because the topic is general. The most important aspect of extensive reading is *pleasure*[14]. When the students read a large number, easy in language, and involed enjoyment or pleasure, they are doing extensive reading. Besides the opinion above, Extensive Reading also define as an excellent way to provide target language input, especially in foreign language settings where the target language input is very limited[15], it is means that extensive reading is the best way to improve mastery of foreign languages which is very difficult to master.

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[12]Yurika Iwahori. Developing Reading Fluency : A Study of Extensive Reading in EFL. *Reading in a Foreign Language,* 2008, Vol. 20, P.71

[13]Raihani Fadila. The Use of Extensive Reading in Teaching Reading. *Journal of English and Education.* Volume 2. 2014. P.69

[14]Patrick Ng Chim Leong.Intregative Extensive Reading in The UNP Active Communicative English Curriculum Trough Readers Theatre.*Extensive Reading and Reading Theatre,* 2009, P. 01

[15]Richard R.day and Eun-Young Jeon. The Effectiveness of Er on Reading Profiency : A-Meta Analysis. *Readinf in a Foreign Language.*Vol. 28, 2016, P. 246

In reading it is not only extensive reading but has another technique, intensive reading. In both techniques there are any differences such as, in intensive reading students read the text is an end in self. The text is read for maximum comprehension, and the text is read in the classroom. It is all different with extensive reading, when the teaching learning process uses extensive reading, students read the text is a means to an end, the text is read for general comprehension, and the text is read outside the classroom[16].

2. The Principle of Extensive Reading

Extensive reading has several principles that distinguish from other techniques. This technique is very necessary when learning reading subject. Based on the definition from Day and Bamford that extensive reading has 10 principles; they are[17]: The reading material is easy,a variety of reading material on a wide range of topics must be available, learners choose what they want to read, learners read as much as possible, the purpose of reading is usually related to pleasure, information, and general understanding, reading is its own reward, reading speed is usually faster rather than slower, reading is individual and silent, teachers orient and guide their students, and the teacher is a role model of a reader.

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[16]David Hill. The Importance of Extensive Reading in Language Learning. *http://www.des.org.gr/importance-extensive-reading-language-learning*. Internet Access on 12-06-2018 at 19:13 PM

[17]Yurika Iwahori. Developing Reading Fluency : A Study of Extensive Reading in EFL. *Reading in a Foreign Language.*2008.Volume 20. P.71

The first, the reading text is easy, it is means that extensive reading text use the familiar word with the fun topic, make the reader interest and easy to understanding the topic while reading. Second, a variety of reading material on a wide range of topics must be available, the extensive reading has broad coverage, so this extensive reading available for using in the some kind of reading material. Third, learners choose what they want to read. These principles that make extensive reading activity to be pleasure in the classroom because the learning material is easy, broad coverage, and suitable to students' interest.

3. The Roles of Extensive Reading

Extensive reading plays important roles in FLL context. It is an activity that can be carried out by the learners on their own outside the classroom. Furthermore, it may be the only way learners can keep contact with English outside the classroom sessions[18]. It means that extensive reading is the best way for students to increase their reading ability, reading with the fun activities, available reading material based on students' capability and interest make the students as readers to be easy to understand and get the best information and knowledge.

Extensive reading increase students' vocabulary mastery. Unlike direct vocabulary instruction, children between three and twelve grades

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[18]Assia Benettayeb. Extensive Reading Vocabulary Teaching . *Revue academicque Des Etudes Sociales et Humaines,* 2010, Vol. 3, p. 22.

can learn up to 3000 words a year if they do extensive reading[19].In another opinion, Clearly extensive reading practice has grown in popularity in recent years following decades of research detailing their powerful effects on language acquisition, particularly in an EFL environment[20]. Based on the opinions above, extensive reading has some roles in developing students' reading such as[21]: (1) the practice of extensive reading give a brief overview the crucial function of extensive reading for developing fundamental reading skills and vocabulary which traditional practices fail to achieve; (2) extensive reading also simultaneously develops general language skills and vocabulary knowledge in an enjoyable way; and (3) Extensive reading give any effect for the students as an effective source of comprehensible and meaningful input which is the sufficient condition for the unconscious acquisition of the target language.

Based on the explanation above, it is obvious that extensive reading has important roles in developing students' language skills, especially in reading comprehension skill.

4. Extensive Reading Activities

The basic activity in extensive reading is reading. Day and Banford stated that students will be assigned to read[22]. To keep track with students

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[19]Z.Merve Tiryaki. The Role of Extensive Reading on Vocabulary Development. *International Association of Research in Foreign Language Education and Applied Linguistic ELT Research Journal.*2012, Vol. 4, P. 211.

[20]Assia Benettayeb. Extensive Reading Vocabulary Teaching . *Revue academicque Des Etudes Sociales et Humaines,*Vol. 03, 2010, P. 20

[21]Arife KOC. The effects of Extensive Reading on Overall Language Achievement In The Foreign Language Classroom. *Proceeding of Academicsera 7th International Conference.* 2017.P.5

[22]Ziming Liu. Reading behavior in the digital environment Changes in reading behavior over the past ten years, *Journal of Documentation*, Vo. 61, 2005, P. 702.

reading, teachers should encourage them to report back their reading in certain ways, for example by employing the reading journal. Sweet also suggest that when reading extensively, students should be involved in group discussion where critical readers and learners are more likely to happen; students engage in daily discussion about what they read, Subsequently, students can share the result of their discussion to a classroom[23]. The next activity that can be utilized is reading aloud as a favorite part. Harmer affirms that yet reading aloud of a particularly exciting or interesting excerpt can be extremely motivating and enjoyable for a class[24]. The activities which are explained above are some alternative activities in implementing extensive reading in a classroom.

Therefore, if teachers establish extensive reading in a positive way, provide reading materials which are attractive and meet with students' level, and support the students in doing extensive reading, students will encounter reading for enjoyment and bring in the language learning rewards. It means that activity of extensive reading basicly just read the text that choosen by own, and the students can enjoy the reading text with fun and interested as well as comprehend the information after read the text.

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[23]ibid

[24]Anna C-S Chang. Current Practice of Extensive Reading in Asia: Teacher's Perceptions.The Reading Matrix, *An International Online Journal*, Vol. 17, 2017, .P. 42.

5. **The Relationship between Extensive Reading and Reading Fluency**

Decoding words automatically is essential for fluency in reading. Words that learners can recognize rapidly, accurately, and automatically have been called sight vocabulary[25]. Day and Bamford said that learners encounter the same words a number of times, these words may enter their sight vocabulary. Sight vocabulary is elemental for improving reading fluency. When learners have a large of vocabulary, they decode more words automatically. As a result, they can save their finite cognitive resources to comprehend a text. It is crucial that learners have opportunities to keep seeing the words that they have seen before. Thus, a number of researchers recommend ER to increase sight vocabulary.

Vocabulary mastery is the most important element to improve reading fluency. When students have a large vocabulary, it will help them to decode more words automatically. As the result, they will be easier to get information and understand the text. It is very important that students have the opportunity to continue to see the words they have seen before. Thus, a number of researchers recommend ER to increase sight vocabulary.

Based on explanation above, it can be concluded that to get reading fluency, the readers should master a large number of vocabulary. If the students have much of vocabulary, they will be easier in decoding words found in the text to reach comprehension.

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[25]Yurika Iwahori. Developing Reading Fluency: A Study of Extensive Reading in EFL. *Reading in a Foreign Language,* Vol. 20, 2008,. P. 73.

6. The Benefits of Extensive Reading

In a study by Day and Bamford as explained before, extensive reading is characterized by some aspects, namely: it is a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed. In other words, extensive reading is defined as a procedure of providing students with the time, encouragement, and materials to read pleasurably, at their own level, as many books as they can, without the pressures of testing or marks[26]. These aspects support the goal of extensive reading that is called as *pleasure*. Therefore, extensive reading is often said as one of activities that contributes to students' comprehension input in reading activity.

Extensive reading has many benefits that we can get when applied in reading, as Nation said in his book there have been numerous researchers who have studied the effects of extensive reading on language found that extensive reading benefits the language learners in numerous ways including their reading proficiency, reading habits, reading fluency, vocabulary retention as well as writing and spelling[27].

Extensive reading program requires students to read a wide variety of text materials from different fields in the target language. Bell also asserts that extensive reading is an effective reading activity that help learners to increase their reading speed and comprehension skills. Grabe

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[26] Arife KOC. The effects of Extensive Reading on Overall Language Achievement in the Foreign Language Classroom. *Proceeding of Academicsera 7ᵗʰ International Conference.* 2017, P. 5.

[27] *Ibid.* P. 6 .

and Stroller also defined the consider type of reading as the one that exposes learners to large quantities of materials within their linguistic competence. Students' exposure to such reading materials will provide them the opportunity to develop their communicative competence in English and also make them educationally sound in other subjects.

Another opinion about the benefit of Extensive Reading also said by Macalister, Extensive Reading improves reading comprehension, reading speed, vocabulary, writing, speaking, and listenin nearly all aspects of language competence; although a growing number of L2 teachers are keen to integrate ER in their teaching, not many are able to fully and successfully implement ER due to curricular or contextual factors[28].

In addition, ER also has contributed in defining extensive reading as a teaching approach that encourages learners to read as much as they can in order to gain fluency in English and any other foreign language. This basic approach is based on the principle that reading is the best way of learning how to read. An interesting feature about ER is that students are given autonomy to choose the genre and volume of materials to read. However, instructors should be keen to ensure that the material chosen is easy to read. Through this approach, students benefit in a number of ways. For instance, they are able to capture the overall meaning of a particular text while at the same time finding great pleasure as well as enjoyment in

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[28]Anna C-S Chang. Current Practice of Extensive Reading in Asia: Teacher's Perceptions, the Reading Matrix, *An International Online Journal*, Vol. 17, 2017, P. 42.

reading. Moreover, students are not under any hard rules to read every book they choose; teachers using the ER approach allow learners to discard a book if they perceive it to be too hard or uninteresting.[29]

Based on the explanation above, it can be concluded that extensive reading gives many benefits for students in developing all aspects of language competence, namely: reading proficiency, reading habits, reading fluency, vocabulary retention as well as writing and spelling.

C. Drama in EFL Class

1. The Definition Of Drama

Drama as Aristotle describes it as social fabric that depicts the everyday life of people on the stage[30]. That means all that people do and experience around the clock will be displayed for them vice versa. Drama with all its type should be used for EFL students so that they can learn how to interact with different phenomena exist around their everyday life. More than that students motivation towards language learning will never decrease because teaching and learning drama is fun.

Hubbard, Jones, Thornton, and Wheeler proposed a definition of drama as a wide range of oral activities that have an element of

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[29]Lawrence.S.LEVY. Extensive Reading in English Language/ English as A Second Language Contexts. P. 70.
[30]Hussein Ali Ahmed Abdulwahab. Enhancing EFL Learners Classroom Performance By Using Drama RolePlay. *University of Gezira*, Vol. 1, 2015, P.20

creativity present[31]. It indicates more specific for the two sides, there are oral production of language and creativity of drama art. In terms of oral activities, drama take several form such as role- playing, and simulation. Then, following the drama class, students will increase their creativity, especially in language progress.

To give detail explanation about drama activities, it is important to following nine drama activities for foreign language classrooms provided with their benefits and challenges[32]:

a. *Drama and Language Games*

Drama and language games can serve as a natural introduction to dramatic activities and as preparation for role-play, improvisation, and other drama experiences. Playing drama can be a pleasure activity for students that improve some aspects of their English skill. By roling play, students have produced oral language, then, improvized the language that they read from the drama text. It provides great language experience in learning English.

b. *Role Play*

In doing role-play, the students manipulate various of speaking activities and try to articulate them in appropriate

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[31]Hamzah Puadi Ilyas. Drama In The EFL Classroom: Critical Review of The Literature, *Journal of ELT Research,* Vol. 01, 2016, P. 201.

[32]Sehriben Dundar. Nine Darama Activities For Foreign LanguageClassroom : Benefits and Chelenges.*Procedia Social and Sciences,* Vol. 70, 2017, P.1425.

manners. It makes students should practice English as the native act of the language. It can encourage students to learn more about English pronunciation and actions in daily life.

c. *Improvisation*

Improvisation is an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a teacher, usually including statements of which one is, where one is and what one is doing there. In improvisation, students must create a scene, speak, act, react, and move without preparing. This activity create students' creativity in using language, especially English.

d. *Mime*

Mime is a non-verbal representation of an idea or story through gesture, bodily movement and expression. Mime emphasizes the paralinguistic features of communication. This activity can encourage students to use their body to gesture the language in order to be easier to understand or help the listeners to describe the meaning of language that the students' produce.

e. *Simulation*

A simulation is a case study where learners become participants in an event and shape the course of the event. The

learners have roles, functions, duties, and responsibilities within a structured situation involving problem solving.

f. *Readers Theatre*

Readers theatre is an oral presentation of drama, prose or poetry by two or more readers. The first readers read a story and then transform the story into script involving several characters. This can make clearer the meaning of text that they are reading through dramatic activities.

g. *Frozen Image Building*

Frozen image building is a technique in drama education where particular participants initially create "frozen pictures" which are later developed into animated situations involving a series of interview with the characters incorporated in the respective images. It encourages the students' extensive reading and interpetation text process.

h. *Scriptwriting*

scriptwriting is an activity in which students write their own words (and sometimes actions) to dramatize. It is a kind of recycle text activities where students who involve in drama activity

must read the drama text play and improvize the text in different ways in order that the spectators can understand.

i. *Skits*

Skits which can be of various lengths and purposes include any activity from acting out a scene in a storybook to present a full theatrical production. This type of drama can be a project extension from a class reader, or even a textbook passage.

2. Dimensions of Drama

Drama is a different genre of literature from poetry and prose. Drama is said as two dimension of literature. The first dimension is the drama text play; and the second dimension is the drama performance. Drama as extensive reading activity is lied on the drama text play where students do extensive reading activities to know about the idea convey through the drama text play before the students perform it in a stage. Therefore, the drama text play reading and analysis are the two initial process of drama performance that include into extensive reading activity.

3. Drama Text Play as Extensive Reading Materials

In language learning context, most extensive reading material has to be graded to meet the first key principle set out by Day and

Bamford, which states that reading should be relative easy. These may include both of fiction and non- fiction works, and on tops these Extensive Reading course designers, could also use non- traditional forms of classroom material, such as magazines, comic books, and graphic novels[33]. It means that the objects or sources of extensive reading can be various kinds of written works. However, the objects must contain entertainment aspects in order to give pleasure for the readers.

In addition, extensive reading should be an enjoyable exercise with learners free to select texts on topics they find interesting. Learners have different interest in reading. Some of them are really interested in romance. However, other students can be very fond of reading detective. For choosing the materials, the learners have their own right to choose in order that the reading materials are really appropriate to their interest. If the students read materials based on their interest, they will be easy to read it and get pleasure aspects during reading activity.

Day and Bamford, who have been very influential in the research and promotion of Extensive Reading in second language context, produced a list of ten principles that they felt encapsulated its key tenets of extensive reading; namely[34]: (1) The reading material is

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[33]Day and Bamford. Extensive Reading in ELT Why and How. *Cambridge University Press,* 2017, p.06

[34]Day and Bmford. *Loc Cit*. P.02

easy; (2) A variety of reading material on a wide range of topics must be available; (3) Learners choose what they want to read; (4) Learners read as much as possible; (5) The purpose of reading is usually related to pleasure, information and general understanding; (6) Reading is its own reward; (7) Reading speed is usually faster rather than slower; (8) Reading is individual and silent; (9) Teacher orient and guide their students; and (10) The teacher is a role model of a reader.

Based on the explanation above, it can be concluded that drama text play can be an appropriate teaching and learning materials in extensive reading activities because it has entertaining aspects that can give pleasure feeling of the readers.

D. **Related Previous Studies**

There have been many researchers who have conducted their research related to students' reading behaviour. One of them was Manuaba (2017). He conducted research entitled *Text-Based Games as Potential Media for Improving Reading Behaviour in Indonesia*. The result of the research showed that with the available technology of smartphones and tablets, it could become one of the many potential ways in addressing the lack of their reading behaviours f. The utilization of a text-based game could encourage and motivate people to be involved in more reading activities. This paper describes a study to develop and enhance a text-

based game that has a potential feature to motivate the reading behaviour of youths. The outcome of this study is to evaluate the possibility of text-based games as an alternative method in encouraging the young generation to improve their reading habits and behaviours[35].

Other researchers were Liu and Zang (2018) who conducted their research entitled *The Effects of Extensive Reading on English Vocabulary Learning: A Meta-analysis*. The result of the research showed that: (1) extensive reading has a significant effect on English vocabulary learning; (2) one semester (less than three months) is the most appropriate length of extensive reading instruction for vocabulary learning; (3) Graded Readers, comprehension questions and vocabulary exercise play significant roles as reading materials and education methods in promoting the vocabulary learning of EFL learners.

Based on the previous studies above, it can be said that this research has similarities and differences with the two previous studies above. The similarities are: Manuba (2017) focused his research in students' reading behaviour; so does this research. Then, Liu and Zang (2018) focused their research in extensive reading. Both research have similarities because they dicussed the same variables with this research, anmely: reading behaviour and extensive reading.

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[35]Ida Bagus Kerthyayana Manuaba. Text-Based Games as Potential Media for Improving Reading Behaviour in Indonesia, *The 2nd International Conference on Computer Science and Computational Intelligence 2017*, P. 214.

However, this research has some differences. For example, Manuba (2017) tended to discuss students' reading behaviour that related to one of potential games. He used Text-based Games to improve students' reading behaviour in Indonesia. Then, Liu and Zang (2018) focused their research in extensive reading that related to the students' English vocabulary in a meta-cognitive analysis. However, this research fouced on students' reading behaviour and extensive reading in drama class.

This research also applies different in research questions, research method, research procedures, and participants. The difference of using those research elements will also cause the different in the result of the result.

CHAPTER III

RESEARCH METHOD

A. Research Design

Generally research method defined as scientific way to get data with specific purpose and uses. Based on Creswell said at his book, research method divided into three aspects, Qualitative Method, Quantitative Method, and Mix Method[36]. Qualitative Method is a research method that stand on the positivism philosophy, used to examine natural object conditions, where researchers are key instruments, sampling , data sources carried out purposively and snowball ,triangulation data collecting technique[37].

This research applied descriptive qualitative Method. Gay said that descriptive qualitative method is a study which is the data analysis involves summarizing data in a dependable and accurate manner and leads to the presentation of study findings in a manner that has an air of undeniability given the narrative, descriptive, and nonnumerical nature of the data[38]. It means that qualitative method is a kind of research focuses on description of data through narrative and without caculation of statistic in

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[36] Creswell John. W , *Research Design Qualitative Quantitative and Mix Method Approach – Third Edition,* Pustaka Pelajar. 2007. P. 4

[37] Sugiono, *Metode Penelitian Pendidikan Pendekatan Kualitatif Kuantitatif dan R&D.*Alfabeta, Bandung, 2012. P. 15

[38]L.R. Gay, et all. *Educational Research: Competencies Analysis and Applications – Third Edition*. New York, Pearson, 2012, P. 465.

data analysis. In this research, the data analysis is in form of description or narration.

In this research, the researcher used descriptive qualitative method to describe students' reading behaviour through extensive reading in drama class at the sixth semester TBI IAIN Bengkulu in academic year 2018/2019.

B. Subject of the Research

The subject of this research was the sixth semester students of TBI IAIN Bengkulu especially VI C. There were 33 students in this classroom.

Some expert expressed their opinion about population, Sugiyono said population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and drawn conclusions. [39]

Another definition about the population is defined by Gay A, population is the group to which a researcher would like the result of a study to be generalizable. It is means that qualitative research sample are generally different from quantitative research because they both approach have different needs, qualitative research sampling is the process of selecting a small number of individuals who will contribute to the researcher's understanding of the phenomenon under study. [40]

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[39] Sugiyono. 2012 .Metode Penelitian Pendidikan. Bandung , Alfabeta. P.117
[40] Ibid.145

Based on the definition above we can conclude that population is a whole group consisting of subjects , objects, characteristics contained in the study.In this research, the population was the VI semester students of TBI IAIN Bengkulu .

According to Sugiyono sample is part of the number and characteristics possessed by the population[41]. If the population is large, and researchers may not study everything in the population, for example due to limited funds, manpower and time, researchers can use samples taken from that population. The sample in this research is the VI semester students TBI IAIN Bengkulu class C. This class considered of 33 students that researchers ask to help collect the data during study and trying to drama practice. The reason why researchers choose the C class of the TBI IAIN Bengkulu at the VI semester was because based on the lecturer's information, the students in VI C had unique behavior in reading activities among the four classroom. The sampling technique is used in this research is purposive sampling.

C. Research Instruments

The researcher used some research some instruments to collect the data; they are: reading behaviour sheet, interview, field note, and documentation.

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[41] Sugiyono. 2012 .Metode Penelitian Pendidikan. Bandung , Alfabeta. P.118

The first instrument was *reading behaviour sheet and extensive reading sheet*. It is used to investigate the students' reading behaviour through extensive reading in drama class at the sixth semester TBI IAIN Bengkulu in academic year 2018/2019 and investigate the factors influence their reading behaviour in the classroom during the process of teaching and learning.

The second instrument was *interview*. To dig more information from students, the researcher interviewed the students one by one in order to know more detail information about the students' reading behaviour through extensive reading in drama class at the sixth semester TBI IAIN Bengkulu in academic year 2018/2019. The researcher designed some questions that related to the research questions. During the interview, the researcher recorded all important information and made the interview transcript.

The third instrument was *field note*. During the learning activities, the researcher observed the students' activities and wrote down the important information in field note for adding and complete information that has obtained from other instrument.

The fourth instrument was *documentation*. All reading activities in the classroom was documented through photograph. The researcher also files all documents used in this research to prove the authenticity of the data.

D. Data Collecting Technique

The researcher did some activities in collecting the data in this research. The procedures can be:

1. The researcher met the lecturer of drama to get his permission to sit in the class for some meetings.

2. The researcher sat in the drama class to obser the students' reading behaviour. In this activities, the researcher brought *reading behaviour sheet* and fill it out. For aspects that are not included in the observation checklist, the researcher wrote field notes to describe the activities related to students' reading behaviour and the factors that influence them during the lesson in the classroom.

3. The researcher interviewed the students to obtain more information about their reading behaviour and factors that influence their reading behaviour in extensive reading of drama class.

4. In every meeting, the researcher took photograph that related to the students' behaviour in extensive reading of drama class to prove the autenticity of the data.

5. The researcher classified the data before they are analyzed.

6. The researcher wrote the research report.

E. Data Analysis

This research used qualitative sources of data that are obtained from reading behaviour sheet, field note, and interview. In analyzing the data,

the researcher applied interactive model of data analysis proposed by Miles and Huberman which consists of three main components. They are: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion. The components above can be explaine as the following figure[42]:
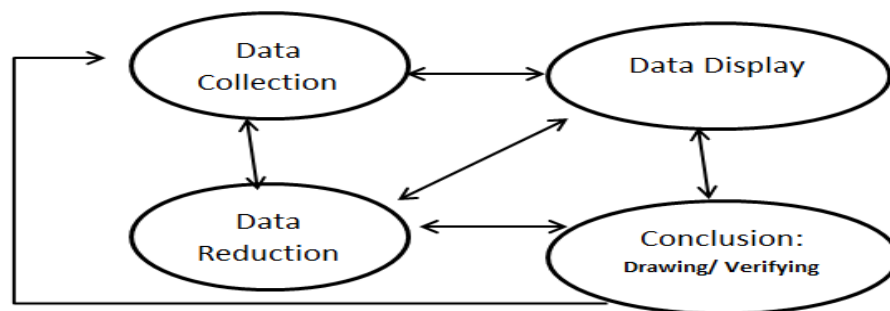

Figure 1:

Interactive Model Miles and Huberman

The figure 1 above can be described as the following explanation:

1. *Data reduction*: Data reduction occurs continually throughout the analysis. It happens through editing, segmenting and sumarizing the data. In the middle stages, it happens through coding and memoing, and associated activities such as finding themes, clusters, and patterns. In the later stages, it happens through conceptualizing and explaining, since developing abstaract concepts is also a way of reducing the data.

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[42]Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

2. *Data Display*: Data display organize, compress and assemble information by displaying data through – graphs, charts, and diagrams in order to make the data clearer.

3. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the result and discussion of the research. The result explains the process of data analysis that produced accurate research result. Then, discussion discusses about the process of all steps during the research. The research result consists of: Students' Behaviour in Choosing the Drama-Text-Play that They are Going to Read; Students' Behaviour in Reading Drama Text-Play Individually in the Classroom; Students' Behaviour in Making Report of their Extensive Reading Activity; and Students' Behaviour in Involving of Group Discussion of Reading in the Classroom. The detail description can be seen as the following explanation:

A. **Result**

In doing the research, the researcher collected the data by using some instruments; namely: reading behaviour sheet, observation checklist, interview, field note, and documentation. After analyzing the data, the researcher found the following result:

1. **Students' Behaviour in Choosing the Drama-Text-Play that They are Going to Read**

In drama class, choosing the drama-text-Play became the beginning activity. At the first meeting of drama class, the lecturer explained the aims of the drama class and learning syllabus. Then, the lecturer asked the students to chose their own drama text play that they wanted to read and

perform as on the stage for the final test. The students should bring the drama text play in the next meeting for doing a small discussion about that literary work (See Appendix 11 about the result of Field Note Meeting 1).

Then, the students felt extensive reading activity, in this case, reading drama text play that had been choosen by the students themselves, became more interesting and alive. The level of language was based on their own level that made them easier in understanding the story altough the story is written by the English native author with at least 50 pages. Besides motivation from the lecturer, the curiousity provided by the text encouraged students to follow the story seriously, even they read the information in the drama-text-play quicker or reading in high speed in the classroom (See Appendix 8 about the result of students' reading behaviour). In additon, the students' interest and activeness were also supported by the drama text uses familiar dictions; and it is easy to understand without open dictionary many times (See Appendix 9 about extensive reading activities).

Based on the explanation above, it can be concluded that the students' behaviour in choosing drama text-play that they are going to read reffered to *active behaviour*. The students' activity are ready to engage in reading procedures in the classroom through choosing the most appropriate text that they are going to read. In this beginning activity, active behaviour can encourage students to do more learning activities that could make the learner to remember completely their learning.

2. Students' Behaviour in Reading Drama Text-Play Individually in the Classroom

In drama class, the students did active reading. The students read the drama text-play both in the classroom and outside the classroom. In the classroom, the lecturer gave the students time to read critically about the drama text play that they have chosen. Then, they should learn it intensively. The lecturer always encourages students to learn critically because the result of reading must be interpreted in form of actions to produce drama performance. Therefore, when the students read the drama text play individually, the extensive reading activity in the classroom encourages them to follow the story of the text seriously (See Appendix 11 Field Note Meeting 2-3).

Then, duirng doing extensive reading, the students were encouraged to read the information in the text quicker (reading in high speed). They needed a short time time get the general information from the text in order that they must discuss with other friends to get the total meaning or discourse from the drama text play. In other words, extensive reading activities in the drama class encouraged students to be quicker readers for getting complete and accurate information or discourse conveyed by the text that they are reading (See Appendix 9 about extensive reading activities).

The fact that the students should transform the drasma text play into drama performance on the stage made the students easy to remember the

detail information and discourse delivered in learning material through interesting dialogues and monologues. In other words, the students to be critical in doing extensive reading in drama class. Therefore, they can remember the information and discourse delivered by drama text play through the dialogues and monologues found in the whole text. It means that, extensive reading in drama class encouraged students to be critical readers (See Appendix 9 about extensive reading activities).

Mastering the drama text play is the most important part doing by the students in drama class because by reading the drama text-play, students will know what the drama tells about. Students read the drama text individually and silenty. The individual reading was conducted by the students to get more concentration of the reading in the noisy place (see the appendix 9 about the extensive reading activities).

Then, the students added that most of them prefer reading the drama text play in a silent place to in a noisy one. Therefore, individual reading was chosen by most of the students both in the classroom and out of the classroom. However, reading the drama text play outside the classroom to be the most preferences of the students, such as: reading at home or in othe silent places (see the result of the students' interview in appendix 10). In short, a silent place was preferred by students to do extensive reading in order to get the best understanding.

Based on the explanation above, it can conclude that the students' behaviour in reading drama text play individually in the classroom

became the most students' preferences. It can encourage them to be active reading behaviour that can be seen from the students' active doing reading activity: following the story of the text seriously; read the information in the text quicker (reading in high speed); easy to remember the detail information and discourse delivered through interesting dialogues and monologues; and doing silent extensive reading in order to get the best critical understanding.

In this part of discussion, It is important to discuss about aspects in reading behaviour in order that the researcher can assess students' behaviour and ensure that their reading book is in appropriate level and interest. An act that the teacher do if students have difficulty with the reading material, move it to a lower level of reading materials. In drama class, the students involved the aspects of reading behaviour during reading activities as the following detail:

a. **Involving** *Phonemic Awarness* **in Reading Drama Text Play**

In the process of reading drama text play in the classroom, the lecturer guided the students to involve phonemic awarness. Phonemic awareness is the ability to notice, think about, and work with the individual sounds in words that covers: spoken word, syllables, alliteration, rhyme and phoneme. Phonemic awarnes can help students develop their critical literacy skill. In extensive reading activities, it is not marely related to comprehension. To create complete comprehension, students should have strong awarness in

phonemic. It helped not only the understanding of the text, but gave clearer image of actions in the drama performance (see Appendix 11 about the result of field notes).

During the process of reading drama text play, the students strightly learned how to pronounced, gestured, performed the dialogue and monologue on the stage. This activity helped the students to make meaning deeper for the texts. In other words, the students really understand each dialogue and monologue they found in drama text play. They will determine how to pronounce the word, about the syllables and rhyme relate to the drama text-play by using a certain accent of English in a certain period (See Appendix 10 about the students' interview).

Based on the explanation above, it can be conclude that students paid more attention in phonemic awareness when doing the extensive reading activity in the drama class.

b. **Reading Fluency**

Decoding words automatically is essential for fluency in reading. Mastry in vocabularies helps the students to be better in reading fluency. In reading drama text play in the classroom, the students seemed to encounter the same words a number of times, these words may enter their sight vocabulary. Sight vocabulary is elemental for improving reading fluency. When learners have a large

number of vocabularies, they decoded more words automatically. As a result, they can save their finite cognitive resources to comprehend a text. It is crucial that learners have opportunities to keep seeing the words that they have seen before by doing extensive reading several times at the sam text. In short, extensive reading activities in drama class encouraged students to increase their vocabularies that support them to improve reading fluency (see appendix 9 about estensive reading materials and appendix 11 about the result of field notes).

Every student has different reading ability. They have different kinds of reading difficulties. However, most of the students seemed to be easy when doing the extensive reading activities in drama class. They showed enjoyable reading activities, even they can easily read the drama text-play without the dictionary. It happened because the drama text play uses easy structure of word; and it provided the same level of students ability in reading (see appendix 9 about Extensive reading activities). In short, appropriate level of language used drama text play helped the students' reading fluency.

Based on the explanation above, it can be concluded that extensive reading activities in drama class encouraged students to increase their vocabularies and appropriate level of language use of the text can support students to improve reading fluency.

c. **Responding Teacher's Questions**

During reading activities in the classroom, the lecturer also asked students question related to the drama text understanding and interpretation. This activity was to control the students' understanding related to the text that they were reading. Then, the lecturer added the activity of asking questions after asking students to read reading materials in the classroom or outside the classroom, the lecturer asked some compehensive questions to test and control students' understanding toward reading materials. The questions were related to vocabulary mastery and detail information of text comprehension (See appendix 11 about the result of field notes). During the process of this activity, the students actively share information that they had after reading the drama text play. Most of them explained about the dialogues and parts that they liked very much orally.

The lecturer did not only asked about the information stated in the text, but he also discussed some vocabularies that needed more understanding and interpretation. This activity helped students to get detail meaning and interpretation related to information in drama text play. In the drama class, the students could answer the questions easily when the lecturer asked them questions. Most of the questions were related to plot, and then students can answer and explain. They not only inform the detail meaning of text, but they also toldl the the the most appropriate actions in form of gesture, eye contax, mimic,

pantomimic for some dialogue found in the drama text play (See appendix 11 about the result of field note).

Based on the explanation above, it can conclude that students have ability to responding lecturer's questions actively in drama class. It indicated that the students in this drama class were doing active reading in reading extensive of drama class.

3. **Students' Behaviour in Making Report of their Extensive Reading Activity.**

After reading drama text play that the students have chosen, they should report the result of their reading activity in form of paper individually. The paper consisted of the report of intrinsic and extrinsic elements of drama text play. By writing the report, the students can write down the result of their reading activity. Then, the lecturer can check the students' understanding and interpretation toward all elements of the drama text play.

The basic activity in extensive reading is reading longer text. In drama class teacher assigned students to read, comprehend the text, understand and interprete all parts of the text. The aim of this activity is to make teacher easy for keep the track of students' reading activity. After reading all the text, students should make report of their reading to their teacher in form of paper (see appendix 9 about extensive reading activities).

During writing the report (the students spend about three weeks to finish the report), the students had intense discussion with the lecturer. They asked many questions and explanations to make sure that the information that they obtained was right. In other words, the students were very curious to have accurate information from the story. It was an evidence that the students were very active in making their report in form of paper of analysis and interpretation of intrinsic and extrinsic elements of drama text play.

4. **Students' Behaviour in Involving Group Discussion for the Result of Reading in the Classroom.**

After the students finished reading the drama text play, the lecturer asked them to do dicussion in the classroom to make sure the accurateness of the information found in the drama text-play and showed the students' interpretation about the drama. During the discussion, the students took part actively based on their portion in the drama planning. The students shared about their imagination for the drama performance that was as the final output of the class project. In this section, the students recycle the information that they got from the text in order to be able to perform on the stage. The students' understanding, interpretation, and creation would be helpful for drama performance in the future (see appendix 9 about the extensive reading activities).

Based on the result of the observation above, it can be concluded that in group discussion for the result of extensive reading activity, the students showed their active behaviour, especially when the students showed their result of reading based on their own interpretation.

The discussion activities above were also encouraged students to do oral production of English and creativity of drama art. In terms of oral activities, drama take several forms such as role- playing, and simulation besides doing extensive reading as an antecedent activities. Then, the drama class can increase students' creativity, especially in language progress. It can be explained as the following explanation:

a. **Drama as Language Games in the classroom**

Extensive reading activity of drama text play is a natural introduction to dramatic activities and as a preparation for the role-play, improvisation and other drama experience. In the drama class, the students got many advantages, such as: when reading activities in drama class students not only learn about how to implementation the text into gesture, mime, and other drama aspects, but also learn about vocabulary, oral language and language produce. It can be said that drama is as a language game that brings students become more *active reader* and creative reader by playing the language like a game (see appendix 8 about students reading behavior).

During the lesson, students got freedom in expressing information that they got from the text into crietive actions on the

stage later on. It means that the students got better language improvement when doing extensive reading and performing drama, such as: improvement in oral language, improvement in vocabulary mastery, reading comprehension skill, and more language experience. So, drama as a language game showed many good effects for students's improvement in language, especially encouraging students reading behavior to be more active.

b. **Exploring Drama as Role Play Activity**

The same like the drama as language game, drama as role play also holds a big influence for the students' improvement in language. In the drama class, students did many activities related to reading drama text-play. They did various speaking activities and tried to articulate them into a right way. It made students practice the English as similar as the native speaker speach that cover: appropriate pronunciation, accent, gesture, speed, and language variation. Therefore, in reading the dialogue and monologue, the students should role play them to reach a deeper meaning. That's all make the students get used to articulate and produce oral English. Role play of drama also encouraged students to learn more about the English pronunciation and the English act in a daily life (see appendix 8 about students reading behavior).

The explanation above indicated that extensive reading in drama class also encouraged students to be active in improving their oral production activities that related to drama text play application that cover: appropriate pronunciation, accent, gesture, speed, and language variation during reading aloud of the text while roling play the text.

c. Improvisation and Mime

There are many aspects learned in drama class. Beside the implementation of extensive reading, One another of important aspects is improvisation that support students' understanding in reading. Improvisation is an unscripted, undirected, and spontaneous actions doing by the students with a minimal directions by the lecture. It can be done by the students after doing extensive reading and interpretation the drama text play. It can be said as an extention of extensive reading activity. The improvisation learned during the discussion, but it was implemented during the drama performance on the stage. Students make improvisation in drama performance as spontaneous make an actions to complete the dialogues with their friends even theeyforgets about the real dialogues in the drama text-play. They successfully understand all about what the drama text-play, that is why the students can make an improvisation easily. The improvisations id not only about dialogue but also in form of gesture, mime doing by students to make clearer image of information

conveyed to the audience (See appendix 8 about students reading behavior).

Based on the explanation above, we can conclude that by doing extensive reading in drama class, students can encourage students to be *active* readers. The students become creative reader. It proved that extensive reading in drama class successfully bring the students in the best away in pleasure reading.

Mime is one of important thing that cannot be left by doing the drama performance. Mime is transformation of text to be a gesture to give strong meaning for the audience. It is can be body language or another face gesture to make a dialogue stronger and audience understand what the actor mean. It is a form of students' result in text interpretation. This is very important thing to support the actor while drama performance to make the message clearer. The students use this mime and successfully translate the dialogue on the text become a body language or face gesture. It means that students understand clearly the drama text-play. Hence, they can produce an equivalent gesture to the text meaning. Besides making the text easy to understand, this activity entertain the students very musch. This activity made extensive reading process to be joyfull.

Based on the explanation above, it is obvious that improvisation and mime to be the best means for extensive reading activities in

drama class to bring students to be active readers, creative, joyful reading, and clearer image for understanding in form of gesture.

B. Discussion

The researcher was interested in doing this research because of some background of problems happened in EFL classroom, especially in college level TBI IAIN Bengkulu. Basically, students had difficulties in comprehending common texts, especially scientific texts in learning reading. The root problem is the students felt that the texts are not interesting to read because they contained difficult vocabularies, high level of language patterns, and unfamiliar topic for students, therefore it made them difficult to comprehend the texts. As the result, the students ere reluctant to do reading activities because they felt that they got nothing from reading activities that they usually do.

Then, the students had low reading behaviours because they spent too much time in accessing social media, especially uploading personal photos and other not important things for their learning progress. On the other hand, reading fictions, especially drama-text-play as extensive reading material made them happy and enjoy the reading materials and activities in the classroom and outside the classroom. The researcher believed that extensive reading materials and extensive reading activities in the drama class in form of drama-text-play can give contribution to improve students' reading behaviour in order to expand their mind and creativity in reading activities.

Therefore, the researcher was very interested in doing the research related to extensive reading in drama class as the focus of research to investigate the students' reading behaviour.

In addition, the readers felt bored or not interested in common text during reading class. Many learners said that they spend excenssive time and energy in the process of word identification, which made the students hard to comprehend the text. The vocabularies used in reading texts were very difficult to understand. It means that students spend a lot of time in reading. Foreign language text consisted of many aspects that must be understood such as new vocabularies which made students feel bored and annoyed. As the result, the students get nothing about the knowledge that should be gained through reading.

Another problem is that the students can be identified as hesitant readers. Reading is a process to understand a reading text. Students are required to have a high level of confidence in gathering information and undertsanding the contents of the text. English text has it is own difficulties, especially people who are not familiar with English text. In this case, the students should really prepare themselves to face serious topic of text in order to understand about the information delivered by the English text that they are reading. Therefore, enjoying reading activity eith full information are needed by the students in reading activities.

Based on the problems above, the researcher also found the same case in the TBI IAIN Bengkulu class VI C, *First,* the students had difficulties in

comprehend common texts, especially scientific texts in learning reading. Almost all students agree that reading is a boring activity, especially with the text that use high quality of grammar with unfamiliar words. It made readers, especially students are difficult to comprehend the text clearly. They needed more skill to do the comprehension process. *Second*, students are not interest in scientific text. In teaching and learning process, it is a normal thing when teachers give the students reading text such as article or international journals, but this activity makes the students cannot enjoyed the reading text because they not really interest with text. The content of the text is very serious and need deep analysis for students. It made students left reading activity because of the serious chllange.

The most serious problems found in students' reading is their reading behaviour. In the context of learning, reading behaviour is an important aspect that students should have. Behaviour influence students' mind and attitude in reading. Students who have active behaviour in reading, they will be easy to develop their mind. They also have an ability to expand their creativity and imagination to discover new things in the texts they are reading. The problem is how to encourage students to be active in their behaviour during reading activity in order that the students can be use their critical thinking to gather information from text in joyful atmospher.

Based on the problems above, the researchers give the theory that can resolve the problems .The theory is about the extensive reading and defined by Day and Banford, Day and Banfor say that extensive reading is reading for

pleasure, in another hand reading which is make the readers can enjoyed the text and read without pain. There are 10 principles that are required extensive reading that can be used as a reference to students' reading habits, 10 principles are as follows : The reading material is easy, a variety of reading material on a wide range of topics must be available, learners choose what they want to read, learners read the text as much as possible , purpose of the text usually relate to the pleasure, information in general understanding, reading as own reward, reading speed is usually faster rather than slower, reading is individual and silent, Teachers orient and guide their students, and the teacher is a role model of a reader.This concept means that extensive reading is reading activities that do not burden students in reading especially foreign language text reading.

For more details on extensive reading and its effect on student reading behavior, the researchers conducted an analysis of the students' reading behavior through extensive reading at the Sixth Semester Students of IAIN Bengkulu especially in drama class. It means that the researcher did investigation on students' reading activities in order to know about their behaviour during the drama class that involve extensive reading in mastering the drama text play that they yse as learning materials.

In this research to answer the research questions the researcher has been successfully collecting the data by using qualitative methods by using three kinds of instruments, namely: observation checklist, field note, interview and documentation. After collect the data and analyze them in an appropriate

procedures and method, the most important things to discuss in thsi thesis is the researcher find some answers as the result of research questions. The results are as follow:

First, the students' behaviour in choosing drama text-play that they are going to read reffered to *active behaviour*. The students' activity are ready to engage in reading procedures in the classroom through choosing the most appropriate text that they are going to read. In this beginning activity, active behaviour can encourage students to do more learning activities that could make the learner to remember completely their learning.

Second, extensive reading activities in the drama class encouraged students to be quicker readers for getting complete and accurate information or discourse conveyed by the text that they are reading, and it also makes students can remember the information and discourse delivered by drama text play through the dialogues and monologues found in the whole text. It means that, extensive reading in drama class encouraged students to be critical readers. In addition, the individual reading was conducted by the students to get more concentration of the reading in the noisy place. a silent place was preferred by students to do extensive reading in order to get the best understanding.

In short, the students' behaviour in reading drama text play individually in the classroom became the most students' preferences. It can encourage them to be active reading behaviour that can be seen from the students' active doing reading activity: following the story of the text seriously; read the

information in the text quicker (reading in high speed); easy to remember the detail information and discourse delivered through interesting dialogues and monologues; and doing silent extensive reading in order to get the best critical understanding.

Third, in drama class, the students involved the aspects of reading behaviour during reading activities, namely: students paid more attention in phonemic awareness when doing the extensive reading activity in the drama class; extensive reading activities in drama class encouraged students to increase their vocabularies and appropriate level of language use of the text can support students to improve reading fluency; and students have ability to responding lecturer's questions actively in drama class. It indicated that the students in this drama class were doing active reading in reading extensive of drama class.

Fourth, the students had intense discussion with the lecturer during writing their report. They asked many questions and explanations to make sure that the information that they obtained was right. In other words, the students were very curious to have accurate information from the story. It was an evidence that the students were very active in making their report in form of paper of analysis and interpretation of intrinsic and extrinsic elements of drama text play.

Fifth, the drama class can increase students' creativity, especially in language progress. They can be: drama as a language game showed many good effects for students's improvement in language, especially encouraging

students reading behavior to be more active; extensive reading in drama class also encouraged students to be active in improving their oral production activities that related to drama text play application that cover: appropriate pronunciation, accent, gesture, speed, and language variation during reading aloud of the text while roling play the text; and improvisation and mime to be the best means for extensive reading activities in drama class to bring students to be active readers, creative, joyful reading, and clearer image for understanding in form of gesture.

From the detail explanation above, it can be concluded that the students of TBI VI C IAIN Bengkulu in academic year 2018/2019 had active behaviour in extensive reading of drama class that can bee seen from: (1) students' behaviour in choosing drama text play; the students engage and involve in choosing the most appropriate drama text play that they are going to read; (2) in the process of reading drama text play individually in the classroom, the students followed the story of the text seriously; read the information in the text quicker (reading in high speed); easy to remember the detail information and discourse delivered through interesting dialogues and monologues; and doing silent extensive reading in order to get the best critical understanding;

(3) In drama class, the students involved some aspects of active reading behaviour during reading activities, namely: (a) students paid more attention in phonemic awareness when doing the extensive reading activity in the drama class; (a) extensive reading activities in drama class encouraged students to increase their vocabularies and appropriate level of language use of the text

can support students to improve reading fluency; (c) students have ability to responding lecturer's questions actively in drama class; (4) During writing the report, the students had intense discussion with the lecturer. They asked many questions and explanations to make sure that the information they obtained was rightto make sure the accurateness of information from the story. The students were very active in making their report in form of paper of analysis and interpretation of intrinsic and extrinsic elements of drama text play.

(5) The discussion activities above were also encouraged students to do oral production of English and creativity of drama art: (a) students got better language improvement when doing extensive reading and performing drama, such as: improvement in oral language, improvement in vocabulary mastery, reading comprehension skill, and more language experience; (b) extensive reading activity in drama class also support students to be active in improving their oral production that cover: appropriate pronunciation, accent, gesture, speed, and language variation during reading aloud of the text while roling play the text; and (c) improvisation and mime process are the best means for bringing students to be active readers, creative, joyful reading, and clearer image for understanding in form of gesture.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After completing the research, the researcher can concluded that the students of TBI VI C IAIN Bengkulu in academic year 2018/2019 had active behaviour in extensive reading that can be seen from: (1) their active behaviour in schoosing drama play; (2) reading the text play critically in high speed; Active in: (a) phonemic awarness, (b) reading fluency, and (c) responding lecturer's questions; (3) intense dicussion with friends and lecturer and wrote the report in form of paper of understanding and interpretation of intrisnsic and extrinsic elements; (4) Active in oral production: improving reading aloud, vocabulary mastery, and language experience; (5) support matering good oral production: appropriate pronunciation, accent, gesture, speed, and language variation during reading aloud of the text while roling play the text; and (6) improvisation and mime process are the best means for bringing students to be active readers, creative, joyful reading, and clearer image for understanding in form of gesture. In short, extensive reading activities in drama class really supported students to be active in reading behaviour.

B. Suggestions

After doing the research and getting the result from the data analysis, discussion and the conclusion above, researcher would like to give some

suggestions for English teachers, students, and the next researchers for the development of extensive reading in the future:

a. English Teachers

Teachers as the role model for the students, who hold the biggest control in the classroom, should be selective and smart when choose the approach for the students, especially for reading. It is widely known that reading is one of boring activity for many people. Extensive reading is one of alternative that can use for the teachers to overcome this problem. Extensive reading is reading for pleasure which can encourage students to be active in read activity and reading behaviour. As the result, reading activity in the classroom becomes a joy class for students.

b. English Students

Reading for students is one of boring activity. However, reading is important thing for students, especially for English students to get more information and knowledge. Reading is the windows of world so everyone should have a big willingness to read. Extensive reading is one of the best way to get fun reading, and encourage reader to enjoy reading text because reader or students can choose the text by themselves and when students feel enjoy in reading, it can make students to be motivated and grow better motivation in reading.

c. The Next Researchers

In this research, the researcher aimed to tanalyze students' reading behavior through extensive reading activities in drama class at the Sixth semester students of TBI IAIN Bengkulu. The result this research showed the students' reading behavior when they were doing extensive reading activities, especially reading drama text play in the classroom. Extensive reading can give some benefits in reading and change students reading behavior. For the next researchers, it is suggestd to conduct the research related to extensive reading, but in different focus and broader scoop.

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