A CLOSER LOOK AT THE CURRENT PRACTICES OF EXTENSIVE READING IN DRAMA CLASS

(A Qualitative Study at the Sixth Semester Students of English Education Study Program of IAIN Bengkulu in Academic Year 2018/2019)

THESIS
Submitted as a Partial Requirement for Sarjana Degree (S.Pd)
in English Language Education



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MOTTO



إِنَّ مَعَ الْعُسْرِ يُسْرًا

Indeed, along with hardship, there is ease (Qs. Al-Insyra: 6)

It is impossible for the sun overtakes the moon, nor the night precedes the day.

Each circulates on its orbit.

(Qs. Ya-sin: 40)

Each flower will bloom at a different time even though it grows on the same stem. So, it is not late when you still continous to struggle.

(Cinthya Lovenna)

Parents are the greatest gift that the God has given us.

DEDICATION

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

- ❖ For both of my unconditional love, my beloved parents, Mr. Zaiful Bahnan, and Mrs. Sus Jahani, Thank you very much for your support, pray, and patience to make my dream come true. You are the greatest gift that God sent to me.
- For my beloved brother, Andika Prasetyo, thanks for your prayer, support, and kind attention. I'll be proud of having you all in my life.
- ❖ My Supervisor I, Dr. Zubaedi, M.Ag.,M.Pd, 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.
- ❖ For Drama Lecturer and Partner of Discussion, Mr. Andriadi, M.A, thank you very much for all ideas about technique of analyzing and interpreting drama text play and Drama performance as well as some corrections in my thesis writing.
- ❖ All lecturers who teach in Tarbiyah and Tadris Faculty, Especially in English Program. Thanks for everything you gave to me.
- Thank you very much for all students of TBI VI D IAIN Bengkulu for your help and cooperation during my research. You made my dream comes true.
- ❖ All of my friends at English study program especially in academic year 2015, especially my closed friends: Dini Syapia Delya Haritsa, Acica Wulandari, and Lusianti. Thanks for your memorable time, attention, and your good friendship.
- ❖ My beloved almamater IAIN Bengkulu.

ABSTRACT

Cinthya Lovenna. (2019). A Closer Look at the Current Practices of Extensive Reading in Drama Class (A Qualitative Study at the Sixth Semester Students of English Education Study Program of IAIN Bengkulu in Academic Year 2018/2019). Tarbiyah and Tadris Faculty. Supervisor 1: Dr. Zubaedi, M.Ag., M.Pd; and Supervisor 2: Feny Martina, M.Pd.

Key Words: Current Practices, Extensive Reading, Drama Class.

The aims of this study were: (1) to investigate the practices of extensive reading in drama class at the sixth semester students of TBI IAIN Bengkulu in academic year 2018/2019; (2) to investigate the procedures of extensive reading implemented by students during drama class; (3) to know the process of students' preparation in the drama performance; and (4) to know the result of the drama performance. This study used qualitative method. The subjects of the research were the sixth semester students of TBI IAIN Bengkulu class VI D that consists of 32 students. The result of the research showed that: : (1) in drama class of TBI VI D IAIN Bengkulu, the students used longer text in form drama-text-play as learning material and practiced extensive reading in the classroom started from choosing their own drama text play and pleasure reading process; and (2) the students passed systematically procedures and planning dealing with the drama performance: from choosing the drama textplay, reading and interpreting the drama text-play, practicing and making preparation, and showing the drama performance; with the result extensive reading activities toward the drama performance produced the students enthusiastic, enjoyable, and curiosity in reading longer text that impacts to the students' reading motivation. In conclusion, drama class in TBI VI D IAIN Bengkulu practiced extensive reading activities that presented pleasure reading for longer text where the final output was in form of drama performance as the result of the students reading and interpretation activities in and out of the classroom which showed students' integrated skills in English and arts.

ABSTRAK

Cinthya Lovenna. (2019). Melihat Lebih Dekat pada Membaca Ekstensif pada Kelas Drama (Penelitian Kualitatif pada Siswa Semester Enam TBI IAIN Bengkulu Tahun Ajaran 2018/2019. Fakultas Tarbiyah dan Tadris. Pembimbing 1: Dr. Zubaedi, M.Ag., M.Pd; dan Pembimbing 2: Feny Martina, M.Pd.

Key Words: Praktek Terkini, Membaca Ekstensif, Kelas Drama.

Tujuan penelitian ini adalah: (1) untuk melihat praktek membaca ekstensif pada kelas drama pada siswa semester enam TBI IAIN Bengkulu tahun ajaran 2018/2019; (2) untuk mengetahui prosedur membaca ekstensif yang diimplementasikan oleh siswa selama kelas drama; (3) untuk mengetahui proses persiapan siswa dalam pementasan drama; dan (4) untuk mengetahui hasil pementasan drama. Penelitian ini menggunakan metode kualitatif. Subjek penelitian ini adalah siswa TBI Semester VI IAIN Bengkulu yang terdiri dari 32 siswa. Hasil penelitian menunjukkan bahwa: (1) dalam kelas drama TBI VI D IAIN Bengkulu, siswa menggunakan bahan ajar berupa teks dengan kuantitas yang lebih panjang dalam bentuk naskah drama; dan praktek membaca ekstensif di kelas dimulai dari memilih naskah secara mandiri dan proses melalui belajar yang menyenangkan; dan (2) siswa melewati prosedur yang sistematis dan perencanaan yang berkaitan dengan pementasan drama dimulai dari: pemilihan naskah drama, membaca dan menginterpretasi naskah drama, latihan dan membuat perencanaan pementasan, dan diakhiri dengan pertunjukkan drama sebagai hasil akhir pembelajaran sehingga membaca ekstensif pada drama menghasilkan sikap antusias, menyenangkan, dan rasa penasaran dalam membaca teks dengan kuantitas bahan bacaan yang lebih panjang dan mempengaruhi motivasi membaca siswa. Dapat disimpulkan bahwa kelas drama pada TBI VID IAIN Bengkulu benar-benar mengaplikasikan aktivitas membaca ekstensif secara sistematis. Aktivitas membaca di kelas merepresentasikan kesenangan dalam membaca untuk teks dengan kuantitas lebih panjang. Hasil akhir pembelajaran dalam bentuk pementasan drama merupakan refleksi dari aktivitas membaca dan interpretasi siswa di dalam ataupun di luar kelas. Pada akhirnya, pementasan drama menunjukkan kemampuan terintegrasi siswa dalam bahasa Inggris dan seni.

ACKNOWLEDGEMENTS

First of all, the researcher would like to express her gratitude to Allah SWT, the almighty that has given her *hidayah* during she wrote this thesis entitled "A Closer Look at the Current Practices of Extensive Reading in Drama Class (A Qualitative Study at the Sixth Semester Students of English Education Study Program of IAIN Bengkulu in Academic Year 2018/2019)". This thesis is as one of the requirements to get bachelor degree (sarjana) in English Education Program, Faculty of Tarbiyah and Tadris of IAIN Bengkulu.

Shalawat and salam is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to the light. In the process of writing this thesis, there are many people provided motivation, advice, and support the researcher. In this valuable chance, the researcher aims to express 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, M.Si, the head of Tadris Department.
- 4. Supervisor I, Dr. Zubaedi, M.Ag., M.Pd. and Supervisor II, Feny Martina, M.Pd.
- 5. All of English lecturers and administration staffs of IAIN Bengkulu.
- 6. All of my best friends, especially in English 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, January 2020

The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Drama is one of the subject in curriculum English education study program that was fulfilled.¹ In learning English drama, the students not only learned about the theories but also practiced and performed the drama as the final examination. Therefore, during one semester the students must prepare well for their drama performance. To conducted the drama performance, the students should master in four skills in English such as reading, speaking, listening, and writing, also language elements such as pronounciation and vocabulary.

Beside that, there was Extensive reading that also one of subject that is learned by English study program. The aim of this subject was to understanding overall reading materials with purpose to train students can read some materials for pleasure directly and fluently without the help of their teachers². Many experts discovered that extensive reading is one of reading approach that gives many benefits and advantages for students. It did not only improve the students' reading abililty and increase reading speed, but also in other skills in English such as listening, speaking, and writing. Besides that, extensive reading also can increase students' vocabulary mastery, and result in higher scores in standardized

¹Interviewed of English Drama Subject at the sixth semester students of IAIN Bengkulu on Thursday, November 29, 2018 at 11.15 AM.

²Reima Al-Jarf. Teaching Extensive Reading to EFL Secondary Students' Online, *Verlag: Lincoum Europa*, Munich, Germany.2009, P. 595-603.

tests such as TOEIC and TOEFL and increasing learner motivation in reading.

Therefore, extensive reading is worth to learn seriously by the students.

Usually, people who conducted reading activities are the one who like reading. In many cases in teaching reading, the teachers pushed their students to read even they do not like reading. Therefore, extensive reading presented to make students like reading. In extensive reading the students are given some easy reading materials that are appropriate with their English levels. In other words, the materials and activities in extensive reading were reading for pleasure. Therfore, one of benefit of extensive reading was to increase the learners' motivation in reading.

Many reading materials for pleasure in extensive reading, for instance: literature works such as novels, short story, and drama text-play. In English study programs, students have been familiar with all kinds of literary texts because they read, analyze, interpret, and assess them in some kinds of courses. They have started to learn it firstly in Introduction to Literature course in the beginning semester. Then, they got more materials in Prose and Poetry courses where the students discuss in detail about prose and poetry. At the last, the students got more detail about drama and drama performance in English Drama course. Before drama performance, the students must read drama text-play. To do this activities, it became a great challenge for students.

Although most experts can discover many advantages and benefits of extensive reading, it did not mean that there are no problems in extensive reading

in the classroom, especially reading literary works like drama text-play. *The first*, the reading culture especially in secondary school even universities is easy disappearing³. Nowadays, the youths are blinded by technology; they spent time to access smartphone than reading their books. Every minute they check their smartphone for social media or playing games. However, they seldom study even when they will face examinations. It causes the good old habit of *burning the midnight oil* in the youths is disappearing.

The second, Administrative gatekeepers in many schools or universities see extensive reading as burdensome and costly⁴. Extensive reading is reading widely in large numbers. It means that to apply extensive reading, we must have many books or reading materials. We can get reading materials from some ways such as buying or accessing them from internet. To buy the book in large numbers, we must have lots of money.

However, not everyone has a lot of money to buy a large number of books, especially for people who are middle to lower economies. They will think many times to spend their money to buy the books. Sometimes it is difficult for them to get some food. It certainly become burdensome for them. In the school, it also became considering because even though at school there is funding from the

³Nwabudike, Christopher Eziafa, Anaso, George., The Effects of Extensive Reading on Some Esl Learners' Vocabulary Development: A Case Study of Nigerian-Turkish International Colleges, *International Journal of Humanities and Social Science Invention ISSN* (Online, Kano, Vol. 2, 2013, Issued 4, P. 34.

⁴ Ron Murphy . Students' Progress and attitude In An Extensive Reading Class, *The New decade and (2nd) FL Teaching: The initial phase* Rudolf Reinelt Research Laboratory EU Matsuyama, (Online, Japan, 2010, P. 88.

government but sometimes that is not enough even to buy many different kinds of books for different levels of reading.

The third, extensive reading is irrelevant to the testing and test preparation culture⁵. In extensive reading the students are given the freedom to choose the reading they like. It is impossible for them to choose readings about culture, especially their own culture. It causes the students lack of their knowledge about their own culture. In fact, the knowledge related to our own culture is important for young generations to maintain the culture itself.

The fourth, students often do not have time or motivation to complete extensive reading assignments⁶. In extensive reading, the students must conduct some assignments such as fill the sheets of the book report/response (to record the identity of the book), note the weekly reading diary (to record the reading activity), prepare their presentation, and note the result of book presentation. In fact, besides reading assignment, the students also have many duties and tasks. Sometimes, it is difficult for them to manage their time.

The fifth, extensive reading may not be a match to many students' individual prefer learning style or learning strategy⁷. Every student has different style or strategy in learning. There are some students who prefer group learning style to individual learning style. There are some students that prefer studying in

⁵ Ron Murphy. *Ibid.* P. 89.

⁶ Alan Bowman. Are There Any Negative Aspects to Doing Extensive Reading? *Buletin Saga of University Education Organization Journal*, Vol 1, No 5, 2017, P. 60.

⁷ Alan Bowman. *Ibid*. P. 60.

silent to studying in discussion. There are many other differences in students' learning styles. It is certainly difficult for students who prefer individual learning style to adopt extensive reading to group learning style. In short, students' learning style also determines the students' success in learning extensive reading.

The sixth, there are some students who prefer to be taught in detail by the teachers⁸. In extensive reading, the teachers' role is only as models of students or as supervisor. The students require being independent learners. They read individually and discuss each other but not with their teacher, after that they present their reading result by themselves. In fact, there are some students feel that they need their teacher to guiding them in learning for more understanding. This situation makes the students are less control and guidance from the teachers for the extensive reading.

From the explanation above, it can be concluded that the most problems that happen to the students in extensive reading are The reading culture especially in secondary school is easy disappearing, Administrative gatekeepers in many schools is Extensive Reading as burdensome and costly, Extensive reading is irrelevant to the testing and test preparation culture, Students often do not have time or motivation to complete extensive reading assignments, Extensive reading may not be a match to many students' individual prefer learning style or learning strategy, and There are some students who prefer to be taught. Most of the problems related with the habit of the students. Therefore, to

⁸ Alan Bowman. *Ibid.* P. 61.

overcome the students' extensive reading, the English teachers must give more attention to the students to focusing on overcoming these kinds of students' difficulties.

In IAIN Bengkulu, especially at the sixth Semester students of English education study program in academic year 2018/2019, the researcher conducted interview to the English Drama Lecturer as the preliminary reasearch. The researcher observed all the activities both of the lecturer and the students during the lesson. It showed that teaching and learning process in this class run well. The students enthusiastic and enjoy the drama class. The students did not depend on their lecturer. On the other word they became independent students. In the class they conducted many activities such as discussion, presentation, and conference.

The lecturer said that in learning English drama was not different in Indonesian drama, probably the difficulties there was in interprete the drama text play bacause as we knew, it was not our language and there were a lot of figurative languages in the drama text-play. Beside that, the students added that the difficulties in drama class were they lack motivation to read the long text and the average four skills in english still low, only a few students that have standart ability or master in english. The drama text-play including one of literature text that pleasure to reading. Therefore, it became the discussion in extensive reading.

 $^{^9}$ Interviewed of the difficulties in drama class at the Sixth Semester of IAIN Bengkulu, on Thursday, November 29, 2018 at 11.30 AM.

Among the skills, extensive reading was the beginning as the skill that they should mastered because before they started to play the drama they should understand, comprehend, and interprete the drama text-play to knew the plot and characteristic of the drama story, especially for the director, actors, and actresses. Actually, the students had different level in extensive reading ability. It depanded on themselves.

The result of the interview above gived important information for the researcher as background or problem to did research, namely the students still need motivation to read the long text, the students skills in english still low and still difficult to interprete the long text. It meant they still have some problems in extensive reading. From the background and to respond the problem above, it is important to the researcher to do reasearch in Extensive Reading of the students at sixth semester in English education study program to knew the practices of extensive reading in drama class such as what are the procedures, planning, process of the students during drama class. That's why the reasearcher doing a research entitled "A Closer Look at the Current Practices of Extensive Reading in Drama Class (A Qualitative Study at the Sixth Semester Students of English Education Study Program of IAIN Bengkulu in Academic Year 2018/2019)"

The reasearcher interest in conducting this reasearch for several reasons.

They are: (1) Extensive Reading is one of interesting and favourite subject that always warmly discussed among expert. It also gives many benefits in the development of learning English and can make reading culture among the youths

bacause Extensive Reading is reading for pleasure that is appropriated with its reading levels; (2) Different focus with previous research. Many researchers who conduct the research about extensive reading but they do not focus in English drama especially to interpretation the drama text-play; (3) The researcher choose English drama class because it is one of favourite course that always waiting for students in English education study program where it can improve their ability in many aspect such as in pronounciation, interpretation, vocabullary, solidarity, art and others.

B. Identification of the Problem

Based on the detailed explaination in the background above, the problems in this research can be identified that the students in IAIN Bengkulu at the sixth semester students of English education study program still have problems in extensive reading, they were; (1) The students still lack motivation to read longer text; (2) The difficulties interpreting the long text in English, especially drama text play; (3) The students' skills in English were still low, only a few students who have good standart ability or master in English well.

C. Limitation of the Problem

Among the wide problem above, the researcher limited the problem of this reaserch only to find out whether or not the students of the sixth semester of TBI IAIN Bengkulu in academic year 2018/2019 can interprete the drama text play

through *extensive reading* and how was the practice of extensive reading in drama class.

D. Formulation of the Problem

Based on the background above, the problem of this research can be:

- 1. How is the practice of extensive reading in drama class at the sixth semester students of TBI IAIN Bengkulu in academic year 2018/2019?
- 2. What are the procedures of extensive reading practice implemented by students during drama class?

E. Research Objectives

The objectives of this research are:

- 1. To investigate the practices of extensive reading in drama class at the sixth semester students of TBI IAIN Bengkulu in academic year 2018/2019.
- To investigate the procedures of extensive reading implemented by students during drama class.
- 3. To know the process of students' preparation in the drama performance;
- 4. To know the result of the drama performance.

F. Significance of the Study

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

1. For students

a. This study can raise students' knowledge in interpretation the long text.

- b. To give the students motivation in reading and make reading culture among the youths.
- c. To inform the students that English especially reading is not difficult and boring but it is a fun lesson for studying.

2. For Teachers

a. The result of the study is expected can give a contribution to motivate the students in reading skill reading especially interpretation the text.

3. For the Next Researchers

- a. To encourage other researchers to explore extensive reading in different focus that can give more various and benefits in education.
- b. This study is expected can give more information and contribution to the researcher to more creative and innovative to discover the new knowledge.

G. Operational Definition of Key Terms

- 1. *Extensive Reading* is reading for pleasure in large number with purpose to understand and enjoy the reading text without any help from dictionary or teachers.
- 2. *The Current Practices is* the latest and most up-to-date practice.
- 3. *Drama Class* is a place to conduct teaching and learning process about drama started from the process of drama to drama performance.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Extensive Reading

1. The Nature of Extensive Reading

Many researchers have given definitions of extensive reading based on their idealism. However, they have the same basic in defining it. Elley and Mangubhai stated that Extensive reading is reading with a large number with a comfortable "easy" level and the goal for pleasure without having to open a dictionary after reading sentences and paragraphs, so it can create fluency and enjoyment in a sustained reading process. The concept implied that extensive reading is one of approach that give many advantages to improve reading ability in form of easy texts and do it in fun way. In other words, extensive reading is reading for pleasure. The level of texts can avoid students to open their dictionary to know the meaning of the words or sentences when the students want to do reading activities.

Talking about reading, in Islam is the revelation that Allah first sent down to the prophet Muhammad. This show how important reading is. It recommended in the quran surah Al-Alaq: 1:

¹⁰Nwabudike, Christopher Eziafa, Anaso, George. The Effects of Extensive Reading on Some Esl Learners' Vocabulary Development: A Case Study of Nigerian-Turkish International Colleges, *International Journal of Humanities and Social Science Invention ISSN*, Vol. 2, 2013, Issued 4, P. 34.

Read in the name of Allah who created.(QS Al-Alaq: 1)

Then, Al-Jarf defined extensive reading as reading in quantity to gain a general understanding of the material read that aims to train students to read directly and fluently in English as a foreign language (EFL) for pleasure without the help of their teacher¹¹. This concept means that extensive reading is reading activities that aims to comprehend the overall meaning of the material read, enjoy reading, increse reading speed, encourage positive attitudes, towards books and reading in English as a foreign language (EFL); and motivate students to go on reading outside the classroom.

Extensive reading has different characteristics which make it different to most reading that happens in ELT classrooms. Watkins stated some characteristics of extensive reading 12: First, the texts that are used are generally relatively easy for the learners to understand, with few unknown words. This is important because it means that longer texts can be used than would be the case in most classroom situations. Second, ER should be an enjoyable experience, with learners free to select texts on topics they find interesting. Comprehension checks are typically kept to a minimum, as the process of reading is seen as more important than the understanding of

¹¹Reima Al-Jarf. Teaching Extensive Reading to EFL Secondary Students' Online, *LINCOM EUROPA*, Vol. 1, 2019, P.596.

¹²Watkins, P. *Extensive reading in ELT: Why and how?* Part of the Cambridge Papers in ELT series. [pdf] Cambridge: Cambridge University Press, 2018, P. 2.

particular details and also because such checks can be anxiety provoking and lessen the pleasure of reading.

Based on the detail explanation above, the researcher can conclude that extensive reading is limited as reading activities for pleasure with large number of text quantity but easy in language.

2. Extensive Reading Materials

Extensive reading is different from basic reading comprehension. The activities and objects of reading will also be different. In learning extensive reading, the objects can be literary and non-literary work as Harmer's idea. He said that special written materials for extensive reading —what Richard Day and Julian Bamford call "Language learner literature" — are taking form of original fiction and non-fiction books as well as simplifications of established works of literature¹³. The two objects are suggested because the authors used specific lists of allowed words and grammar. This means that students at the appropriate level can read them with ease and confidence.

There are some kinds of literary works to read as extensive reading materials. However, in this research, researcher chose drama-text-play as students' learning materials. It has unique pattern to read that consist of dialogues, monologues, and direction for setting on the stage. Drama-text-play makes wonderful early extensive reading material for university students. It

¹³Jeremy Harmer. *The Practical of English Language Teaching – Third Edition*, USA, Longman, 2003, P. 210.

contains stories told very economically content that can be learned with relative ease, shared and recited together.

In the context of extensive reading, drama-text-play is as one of literature genres provided specific lists of new words (unfamiliar words) and language grammar. By analyzing it, students can learn new words in English and understand their meaning in different context. In addition, the readers can find various kinds of creative English grammar in dialogue and monologue in different tense. This situation can encourage students to be more creative in pattering sentences in their real life. In short, by reading and interpreting drama-text-play, it supports students to be more creative in using language.

Reading drama text-play is a great challenge for readers or students to improve their ability in higher level of reading. For beginner students or readers, understanding the story of drama-text-play needs challenges because some parts need interpretation. To understand it, students or readers need other aspects to interpret them; they should find an appropriate strategy to know the discourse (main idea) of the play based on its historical age. By having ability to understand texts that are abstract for people, the students have reached better ability in understanding various texts, included dramatext-play as one of genre of literature.

Relating to the materials used in ER, there are several aspects to take into account. Here are account. Here are several aspects to take into account. Here are account. Here are account. Here are account. Here are account and account. Here are account. H

The materials also should picture books, children's simplified stories, and children's encyclopedias, children's magazines within the students' proficiency level and depending on availability (in paper form, on CD-ROM or on the Internet). Besides that, select material with a writing style that entails a certain amount of repetition without monotony. New vocabulary items should not coincide with difficulties of grammatical structures and it should be introduced slowly in such a way that their meaning can b inferred from context. Then, Select material that is at a lower level of difficulty than that for intensive reading. Material selected should have simple grammatical structures with vocabularies that often appear in the text and should be already familiar.

The last, In L2 learning contexts, most ER material has to be graded to meet the first key principle set out by Day and Bamford, which states that

¹⁴Aurora Varona Archer. *Loc Cit.* P. 177.

¹⁵Reima Al-Jarf. Extensive Reading in English Language Teaching. *Verlag: LINCOM EUROPA*, Munich, Germany, 2009, P. 3.

reading should be relatively easy.¹⁶ Through this grading we can devide reading from the difficult level to the lowest level. It also make easy in dividing reading based on the students' level in second language learning. The readings include fiction and non fiction works. Besides that, the reading designs also such us comics, magazines and novels.

In implementing extensive reading in EFL, as well as providing appropriate material, teachers also need to guide and orient their learners so this would include explaining the ER program and its requirements, as well as ensuring that learners understand the potential benefits of ER. Then, as their characters in ER, teachers requires to act as role models as readers. This may include sharing reading experiences, as well as taking part in silent reading activities in class. The rationale is that learners will be influenced by, and will pick up, the good L2 reading habits of their teachers.

According Day and Bamford, students select only books in which they are interested, with the freedom stop reading when they want to, with no questions asked¹⁸. Within this statement, reading is an independent activity with the teacher's role not to instruct, but to encourage students as a model reader, an active member of the classroom reading community. Renandya, Rajan, and Jacobs found that in class ER interaction not only reinforced

¹⁶Watkins, P. Loc Cit. P. 6.

¹⁷ Watkins, P. Op Cit, P. 5.

¹⁸David P. Shea. Extensive Reading in A University EFL Classroom: Issues of Fluency, Vocabulary, and Proximity, *Journal of Foreign Language Education*, Vol. 13, 2016, P. 67.

learning vocabulary, it also gave students a sense of progress and broader understanding.

Learners usually begin with great enthusiasm, it naturally subsides and reading decreases. Yet, in order for extensive reading to be truly extensive, learners must continue to read large amounts for long periods of time, usually exceeding several months.¹⁹ From the explanation of ER implementation we know that realized or not, ER makes improve students' motivation and interest in reading. The students are given freedom to explore their ability in reading with their teachers as the models and supervisor in active reading class.

3. Principle and Activities in Learning Extensive Reading

In doing extensive reading, it has different activities with intensive reading. Day and Bamford in their research discover at least ten list of extensive reading principle²⁰. *First*, the reading material in extensive reading is easy. It means that reading materials is relatively easy to understand by the readers. It consists of very few numbers of unknown words. This kind of materials makes extensive reading understandable. As the result, it gives pleasure for the readers.

Second, a variety of reading material on a wide range of topics must be available. In extensive reading, the teacher should give knowledge for

¹⁹ Cheryl Kirchhoff. Extensive Reading in the EFL Classroom: Benefits of a Face-to-Face Collaboration Activity. Nagano Prefectural College, 2011, P. 54.

²⁰Watkins, P. Extensive reading in ELT: Why and how? *Part of the Cambridge Papers in ELT series*, Cambridge: Cambridge University Press, Vol 1, 2018, P. 2.

students that extensive reading has various kinds of choices learning materials. *Third*, Learners can choose what they want to read. Among many sources of extensive reading, the students have right to choose the learning materials based on their interest in order that they can enjoy the materials because the materials are based on their interest.

Fourth, Learners read as much as possible. In EFL classroom, especially in university level, the students read literary works that have many quantity of materials. The literary works can be novels and drama text-play. These kinds of materials enable students to read as much as possible. They do not only read novel and drama texts, but they also should read other sources that related to social construction or culture of the text they are reading.

Fifth, the purpose of reading is usually related to pleasure, information and general understanding.²¹ The texts that are reading by students contained pleasure aspects. The texts can entertain the readers very well. Therefore, the kinds of texts are mostly in form of literary works that discuss a certain discourse related to the human's spacets of life. The aspects discuss information about life experience that is still general for common readers to understand.

Sixth, Reading is its own reward. The different of extensive reading with other reading activities relied on the own reward. It means that the students will choose the reading materials by themselves. They can choose the books

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²¹ Watkins, P. *Ibid*. P.2.

based on their interest. This condition supports students to do extensive reading based on their own inisiative. Therefore, reading activities will be easier, fun, and meaningful for students as readers.

Seventh, Reading speed is usually faster rather than slower. In doing extensive reading, the students should finish their reading as fast as possible in order that they can understand the series of plot stated in literary works that they learn. The texts must be finished because each chapter has relationship each other in constructing meaning and issue deliver trough the text. This situation encourages students to finish their reading as soon as possible.

Eight, Reading is individual and silent. In doing extensive reading, the students usually do it at home individually.²² They need to make sense the text in order to find the text as an entertainment media. When the students have found it, reading for pleasure can be reached. The students will have discussions with friends in the classroom for sharing their experience about the texts that they have read.

Ninth, Teachers orient and guide their students and *the last*, the teacher is a role model of a reader. In extensive reading activities, the teachers only guide students in the classroom to read. The teacher also exaplify how to read a large quantity source in fun ways. Therefore, the learning explanation can be done in the classroom, while the reading activity can be done outside the classroom, especially at home.

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²² Watkins, P. *Ibid*, P.2

Ten principles of extensive reading show that extensive reading has characteristics that different to the most reading in ELT classrooms. Through reading appropriate to the learner's passion, the learners are not forced to understand something that they dislike, and the reading materials is easy absorbed into the brain of the learners. Therefore, extensive reading can make reading activity fun and attractive.

In extensive reading, there are two kinds of activities done by students: oral and writing activities²³. It means that the benefits discussed in extensive reading are not the only value of ER activities related to reading text activities. However, classroom activities associated with the extensive reading both oral and written activities are also important as follow up main activities in extensive reading.

Day & Bamford and Kusunagi found that written reports and disscussion story in pairs or in groups as highly effective follow-up to students' extensive reading activities. Students' written report allows the teacher to monitor progress and students' attitudes. These reports also allow students to interact retrospectively with the story, the characters, and the grammar and vocabulary. Then, oral activity like letting students discuss the stories in pairs or in groups is highly effective. These allow students the opportunity to recycle vocabulary and grammar, engage in oral

²³ Murphy, Ron (2010) Students' Progress and Attitudes in an Extensive Reading Class. In: Reinelt, R. (ed.), *The new decade and (2nd) FL Teaching: The initial phase* Rudolf Reinelt Research Laboratory EU Matsuyama, Japan, 2010, p. 88 – 99.

communication, and expand their views and share someone's experience through reading because they do not often contact people from other generations or in other social contexts.

4. Benefits of Extensive Reading

Extensive reading is suggested to do in the classroom because it can give important advantages for students. The benefits of ER are not limited to reading alone²⁴. It means that the students who learn ER tend to be more motivated students, and it is probably because ER engage learner autonomy, which itself can have a powerful impact on motivation. The fact of promoting autonomous and self-selected readings extensively is as a factor factor that support motivation (Renandya & Jacobs) ²⁵. In other words, ER encourage students to do reading based on their own interest and choices that can build students' motivation in learning.

Many studies have shown that extensive reading also contributes to vocabulary development, which obviously benefits the performance of all language skills. A fluent reader has a great opportunity of developing a large stock of vocabulary and improving his skills on the linguistic structures of the target language²⁶. It come from speculation that students who are seeing

²⁵Aurora Varona Archer. Analyzing the Extensive Reading Approach: Benefits and Challenges in the Mexican Context, *A Colombian Journals for Teachers of English*, Vol 1, 2012, P. 170.

²⁴ Watkins, P. Loc Cit, P. 3.

²⁶Nwabudike, Christopher Eziafa, Anaso, George. The Effects of Extensive Reading on Some Esl Learners' Vocabulary Development: A Case Study of Nigerian-Turkish International Colleges, Kano. *International Journal of Humanities and Social Science Invention, Vol.* 2(4), P.35.

vocabulary items in context, as happens in ER, helps students' understanding of issues like collocational frequency and register, and that therefore the quality of a learner's vocabulary knowledge may improve, as well as the quantity.

Some researchers have also seen benefits from ER in terms of writing development and grammar acquisition²⁷. In doing extensive reading, the students also involve in writing activities where they should write written report and disscussion story in pairs or in groups. In writing written report, the students can improve their skill in writing by describing intrinsic elements of the story. Through writing, the students can also use various of grammar. A good writing should apply good grammar in order that the sentences used in the report can be undestood by the readers.

As well as the linguistic benefits of ER, learners also can increase knowledge of the world and other cultures²⁸. The students will find various kinds of words in various forms and many sentences in different pattern. They will help students to expand their skill in linguistics. In addition, reading a literary works is the same as reading a certain discourse in a real life, about human nature and social construction. Especially for reading foreign literary works, the readers will face culture represented in the story. It represents the way of life a certain community. Therefore, extensive reading with

²⁷Watkins. *Loc Cit.* P. 3.

²⁸David P. Shea. Extensive Reading in a University EFL Classroom: Issue of Fluency, Vocabulary, and Promiximity, *Journal of Foreign Language Education*, Vol. 13, 2016, P. 67-68.

comprehensive activities can develop students' knowledge of linguistics, social and cultural knowledge.

Based on the explanation above, it can be concluded that extensive reading give many benefits for students, namely: supporting students to be independent readers, motivate students to read based on their interest, increasing students' English vocabulary mastery, improving students' writing development and grammar acquisition, and develop students' knowledge in linguistics, social and cultural experience.

B. Drama Class in EFL Classroom

At the first, theater was used as educational device because its allure as one of art that involve and entertain audiences. So, it is not wondering if in the middle ages in Europe, the theater appear as a ritual in Christian church to teach scriptures from biblical events to the congregations, because the use of theater is probably will make the congregations easy to remember the massages or lessons are delivered. Nowadays, the use of drama as a teaching device in education continues to be explored and documented not only on literature even on general education and healthy²⁹. It means that drama has included into university curriculum in certain study programs. It is learned academically and scientifically.

²⁹ Aileen B Stephens-Hernandez, Jonathan N Livingston, Karen Dacons- Brock, Howard L Craft, Amura Cameron, Steven O Franklin, Allyn C Howlett. Drama-based education to motivate participation in substance abuse prevention. *Bio Med Central: North Carolina*, 2007, P. 2.

Drama can be defined in different ways, but they have similar substance. Morgan said that drama is comunication art that esential in teaching literature³⁰. Drama and literature, whether contemporary or old, are in line with the common cultural ground of the people who speak the target language. Through the drama both text play and performance, people can know and see the culture of the people in detail. It is because before begining to show or read drama, the audiences have to learn about the culture in deep from the drama that we want to read or watch. Furthermore, from the drama audience or readers can see social life of the people even can conclude what the differences social life from one country to another country or from age to age. It also can make readers or audiences know the developing life from age to age through drama-text-playor performance.

In Islamic perspective, literature became separate discussion in the surah as-syu'ara which means poet, as found in verse 227. In addition, some hadiths also strengthen it as in HR Bukhari: 6145.

Indeed, among the poems (literature) there is a wisdom. (HR. Al-Bukhari: 6145).

³⁰Mahmoud Dawoud Ali Shakfa. Difficulties Students Face in Understanding Drama in English Literature at the Islamic University of Gaza (IUG), *English Language Teaching Journal*, Vol. 5, No. 9; 2012, P. 95.

Drama can help the learners apply the language they have learned (Scheutz and Colangelo).³¹ The learners have the opportunity to express themselves in less controlled but more creative situations from drama. It become a good technique to teaching foreign language as well. The learners can find many new vocabularies in drama text-play and they enjoy to memorize and improvize it because to play and deep a character in drama needs a process in order to be plesure activity to do.

In the literary communication, drama differs from that of prose or lyric texts, it is because drama envisages several types of addressee. The reader reads the playwright's text, while the spectator watches a performance, but the text as read through the eyes of the director and actors, actualised according to the audience's expectations and habits. It follows that the drama recipient is a triple one, composed of readers, the director and actors, and spectators. According to Patrice Pavis, drama texts are simply traces of a certain performance practice; while reading, we should envision how their creation was shaped by the limitations of acting and staging.³²

Witnessing the ways drama activity make the students' imaginations to work, these teachers experienced drama's value as a powerful teaching and learning strategy that invites students of all ages to move collaboratively inside

³¹Mahmoud Dawoud Ali Shakfa. Difficulties Students Face in Understanding Drama in English Literature at the Islamic University of Gaza (IUG), P. 96.

³²Mateja Pezdirc Bartol. Reading a Drama Text: An Empirical Case Study. *Primerjalna književnost Journal*, Vol 34, No 2, 2011, P. 272.

classroom content, human issues, and significant events. When teachers harness drama's power with accurate learning outcomes, a precise structure, and appropriate drama techniques, drama activity can become a method for integrating reading, writing, speaking, listening, researching, technology applications, and art experiences.³³ Inside the use imagine in drama, students use their own lives and perceptions as a supply of ideas for taking on roles and through their interactions with others, dramatizing and reflecting on the experiences and circumstances which people face throughout a lifetime. Drama inspires students to know with different often opposing points of view, beliefs and values, to play the character of human problems and dilemmas, and to understand the fundamental issues that enliven content area topics and themes for the purpose of gaining knowledge and the pleasure of developing awareness. Like any thoughtfully planned classroom strategy, drama has the potential to maximize rather than limit instruction while it also supports students' emerging discoveries about content and concepts, the human condition, and themselves as creative makers of ideas in interaction with others.

C. From Drama Text-Play to Drama Performance: Interpretation Process

Drama is two dimensions of literature: drama-text-play and drama performance³⁴. It means that one side, drama has literature dimension, on the

³³Joanne Kilgour Dowdy, Sarah Kaplan. *Teaching Drama in the Classroom: A Toolbox for Teachers*, (Sense Publishers: Netherland, 2011), P. 1.

³⁴Cahyaningrum Dewojati. *Teori Drama*. Yogyakarta, UGM Press, 2009, P. 5.

other side, drama has performance dimension. Literature dimension refers to the drama-text-play. On the other hand, the performance dimension refers to the art of drama when it is performed on a stage. In the context of extensive reading, the researcher focuses on the drama-text-play where the readers read it for interpretation. Then, the resul of interpretation is not only limited on their opinion on a paper of critics, but it will focus on the total interpretation based on the drama performance. In the other words, a drama-text-play will really have full meaning when it has been performed on the stage.

There are a series of steps to get total meaning of drama. For this case, Bartol proposed a concept of drama understanding. The real steps can be³⁵: (1) Perception of the constituent parts of the play; (2) Understanding and Interpretation; (3) Evaluation and appreciation; and (4) Comparison between the readers' textual worlds and the theatre realisation. The procedures of drama understanding above can be described as the following detail:

1. Perception of the Constituent Parts of the Play

To judge by the answers involving the protagonist, the linguistic features and the spatio-temporal dimensions of the play, the activities mostly focuse on the protagonist (characterisation, personality traits, facial expression and gestures, costume, and complexity), as these answers were in the

³⁵Mateja Pezdirc Bartol. Reading a Drama Text: An Empirical Case Study, *Pkn*, Volume 34, Number 2, Ljubljana, August 2011, P. 274-278.

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majority.³⁶ The answers of those who had read the text in advance gave the impression of being more exhaustive, precise and reflective in the above categories, but the questions were not posed decisively enough to an authoritative conclusion.

Then, it is suggested that the interpretation will focus on the plot of drama itself. It enables readers to focus more attentively on the performance elements listed above, with the exception of linguistic peculiarities, objects, props, other scenic elements, such as materials and colours, or music; the perception of these elements was generally weaker, and not even the familiarity with the plot ensured by a preliminary reading channelled attention to these performance segments.

Another aspect to interprete is costume as selective attention in interpretaing drama. The readers should pay attention on interpretative costume that is wearing by the actors and actress. The focus is on the overal elements of custume, namely:kind of clothes, cap/hat, ladies pouch, accesories, and others. The second ideas is that the performance should begin by surprising the spectator, arousing his interest and wonder, if it is to secure his attention. This was borne out at several levels. To give two instances: the list of objects remembered by the spectators was headed by the unusual, surprising and therefore fascinating ones (e.g., the object with pins, the urinal, the lamppost, the animal); the same applies to the scenes which proved

³⁶ Mateja Pezdirc Bartol. *Ibid.* P. 274.

memorable, i.e., the scenes commanding attention by being shocking, funny, emotionally charged or enacted with exceptional persuasion.

2. Understanding and Interpretation

This part means that it is important to understand and interpretation overall drama-text-play and performance.³⁷ All the scences must be understood and interpreted to get the meaning both dialogues and monologues in each act of drama. Therefore, it is suggested that the holistic understanding of a play requires both reading the text and seeing its performance in order to be able to identify the message of the play.

3. Evaluation and Appreciation

Both text and performance rated very highly on the enjoyability scale. The spectators praised particularly the cast, the comic portrayal of serious problems and the topical theme, that is, the reality of contemporary society.³⁸ To these, brilliant dialogues, monologue, composition, and the use of varied language registers are important to consider. Furthermore, a theatre performance admits more types of comedy than one, and the comic quality accordingly ranked more highly with the spectators than with the readers. While surprised by the frequent oaths and vulgarisms, the interviewees found them meaningful and effective in the context of the text/performance.

Mateja Pezdirc Bartol. *Ibid.* P. 275.
 Mateja Pezdirc Bartol. *Ibid.* P. 276.

4. Comparison between the readers' textual worlds and the theatre realisation.

The comparison between the drama text and its performance is basedn the similarities and differences between the text and its staging as perceived and interpreted by the recipients. What is assessed, then, is primarily the correspondence between the text and the verbal component of the performance, as well as between the textual worlds formed by the readers and by the authors of the performance. Except for a handful of line omissions or sentence additions, the performance strictly followed the text without interfering. However, the representations formed on the basis of reading often differed from the theatre realisation. The readers experienced the play as problem-oriented and serious, while the performance took a lighter and more comical perspective. Moreover, the settings were envisaged differently: the readers had imagined a prison with bars, while the scene on the stage was in fact minimalistic, with the rapidly shifting settings usually marked only with a representative object.

It is important to underline that the image of the protagonist evoked by the text was surprisingly close to the one evoked by the production.⁴⁰ The association between character physical appearance with the actor, that covers: hair, height, and image must be relevant because the text gives or no clue as to

³⁹ Mateja Pezdirc Bartol. *Ibid.* P. 277.

⁴⁰ Mateja Pezdirc Bartol. *Ibid.* P. 278.

the characters' appearance. The second example involves a character's costume, for example: concentrating on the character of psychiatrist Daniel Parker, the only one who wears an unchanging set of clothes throughout the performance. On the basis of reading, Daniel was envisaged as wearing elegant, expensive, refined clothing (examples of answers include: an impeccable suit of the latest fashion, formal trousers and a white shirt, an elegant dark-coloured suit with a loud tie, a stern, formal appearance, an expensive brand name suit, brand name shoes such as Hugo Boss, black lacquered shoes, fashionable glasses, etc.).

Since the text gives no specific clue as to the characters' appearance, the strikingly uniform answers in this case presumably stem from a general socio-cultural knowledge, which generates in advance mental representations.

D. Related Previous Studies

For many years, many researchers have been conducted research which concerned with the practice of extensive reading in drama class and its Impact on students' drama text-play interpretation. One of them is Shea (2016) who conducted his reasearch entitled *Extensive Reading in a University EFL Classroom: Issues of Fluency, Vocabulary, and Proximity*. The findings from his study is students overwhelmingly endorsed ER, reporting faster reading speeds and more positive attitudes, yet a number of students felt that their vocabulary

declined, due to skipping unknown words. However, diagnostic tests suggested that although academic vocabulary may have declined slightly, general vocabulary likely increased. While a modified ER approach may be effective, it may be helpful students in reading with vocabulary practice and on the idea of ER. In this research also find that learning to read with speed and enjoyment in the EFL classroom can play an important role in preparing first-year intermediate students to deal successfully with upcoming challenges, including English medium instruction⁴¹.

Then, Yavuz (2014) who also conducted a research about drama entitled *Teaching and interpreting literary texts: Difficulties of 4th year ELT students at a Turkish university Teaching and interpreting literary texts: Difficulties of 4th year ELT students at a Turkish university.* The findings of his research demonstrated important issues about difficulties in understanding and interpreting literary texts such as, understanding the relationship between the writer/poet, period of the text, and the theme/s of the literary piece; finding out and interpreting figures of speech; difficulties in suggesting rich variety of classroom implications in relation by using literature in teaching English; and finally the pronunciation and intonation difficulties.⁴²

⁴¹David P. Shea. Extensive Reading in A University EFL Classroom: Issues of Fluency, Vocabulary, and Proximity, *Journal of Foreign Language Education*, Vol 13, 2016, P.80.

⁴²Aysun Yavuz. Teaching and interpreting literary texts: Difficulties of 4th year ELT students at a Turkish university. *Procedia - Social and Behavioral Sciences*, Vol 1, No *158*, 2014 . P. 27.

In addition, Pavis from University of London (2018) conducted her research entitled *On the Analysis of Texts or Performances in Playwriting Workshops: a brief reflection on a long odyssey*. The findings of the research is the need to compare and to bring into confrontation three types of knowledge that encourage to reconsider the institutional, but also artificial frontiers between the specialism of theatre studies and the frontiers between the different studies of performance. It is thus up to us to reimagine the programme of studies, in particular the distinction made by conservatoires and universities between acting, staging, dramatic and theatre writing, scenography, the act of documentation, activism and the politics of the 'theatre artist', The important thing in her research is it must return to the managerialist discourse that underlies theatre and its teaching, the organisational activity of a creative and theoretical knowledge. Then, it should not a priori discredit the notion of the management of studies or the organisation of a writing workshop.

Based on the three related previous studies above, it can be concluded that this research has similarities and differences with this research. The similarities. Shea (2016) has similar focused in his research on extensive reading. Then, Yavuz (2014) also has similar focus with this research. She focused on interpreting literary work, especially drama text-play. In addition, Pavis (2018) focused his research on drama. In short, the three previous studies above have

⁴³Patrice Pavis. On the Analysis of Texts or Performances in Playwriting Workshops: a brief reflection on a long odyssey, *Brazzilian Journal*, Vol 8, No 1, 2018. P. 141.

some similarities with this research. However, it will have differences and the findings with this research.

The difference can be seen from some point of views. *First*, Shea (2016) explored his research in the issues of fluency, vocabulary, and proxmity. On the other hand, this research will focus on the practice of extensive reading on drama class and explore its impacts on students' drama-text-play interpretation. *Second*, Yuvus (2014) explored his research in issue of interpreting but, he focused on the teaching and students' difficulties in interpretating drama-text-play. *Third*, Pavis (2018) focused his research on interpretation of drama performance, not drama-text-play. *Fourth*, the three previous studies above applied different research methods with this research. *The last*, different object of the research will cause the difference in the research findings.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied qualitative method. Qualitative method is a research that focuses on the *quality* of a particular activity that investigate the quality of relationships, activities, situations, or materials⁴⁴. In this research, the use of method focused on the quality of the sixth semester students of TBI IAIN Bengkulu in practicing extensive reading in drama class. The researcher used the method in order to investigate the learning situation, activities, and learning materials in drama subject, and the teaching learning components relationship that can impact to the students' ability in interpretation drama text-play.

Then, Yin stated that qualitative research is a method that studying the meaning of people's life or real life condition, representing the views and perspectives of the people' contributing insights into existing or emerging concepts that may help to *explain* human social behavior, and striving to use *multiple sources of evidence* rather than relying on a single source alone ⁴⁵. In doing this research, the researcher described the perspectives of the concept of students' parctices of extensive reading in drama class in a real. Then, the

⁴⁴Jack R. Fraenkel, Norman E. Wallen, and Hellen H. Hyun. *How to Design and Evaluate Research in Education Eighth Edition*, USA, McGraw Hill, 2012, P. 426.

⁴⁵Robert K. Yin. *Qualitative Research from Start to Finish*, London: The Guildford Press, 2011, P. 7-8.

researcher also described the contribution of this lesson to the students' ability in interpreting English drama text-play.

From the explanation above, it can be concluded that the researcher used qualitative research to describe the quality of the sixth semester students of TBI IAIN Bengkulu in practicing extensive reading in drama class that covers the investigation of learning situation, activities, and learning materials in drama subject, and the teaching learning components relationship that can show the impact of the activities to the students' ability in interpretation English drama text-play.

B. Subjects of the Research

In this research, the researcher applied the purposive sampling technique. The purposive sampling technique is a nonrandom technique that does not need underlying theories or a set number of participants or the deliberate choice of a participant due to the qualities the participant possesses, so to get the data, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience.⁴⁶

There are four classes of sixth semester students of TBI IAIN Bengkulu in academic year 2018/2019. However, the subjects of the research were the sixth

⁴⁶ Ilker Etikan, Sulaiman Abubakar Musa, Rukayya Sunusi Alkassim. Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*. Vol. 5, No. 1, 2016, P. 1-4.

semester students of TBI IAIN Bengkulu class VI D that consists of 32 students. The students can be the subject of the research because the researcher's supervisor suggested to take the class that the lecturer appropriate with the field of the researcher's research. Then after the researcher met the english drama lecturer, he recommended this class as the researcher's subjects in this research. Beside that, they were also preparing for drama subject and did reading drama text play in their lesson. Ely at al stated that the participant in qualitative research has the same job to do; taking on any one of these depends on the opportunities the setting provides as well as the researcher's abilities and desire to do so⁴⁷. It means that the activities in the four classes of drama classes in the sixth grade students were the same because the classes had the same curriculum and syllabus. Therefore, it is better to take only one of the classes. In this research, the researcher conducted the research at the sixth semester students of TBI IAIN Bengkulu in academic year 2018/2019.

C. Data Collecting Technique and Instrument

1. Primary Data

a) Observation Checklist

To collect the data, the researcher design an observation checklist to equipt her in obtaining the data. The observation checklist was used to

⁴⁷Margot Ely, at al. *Doing Qualitative Research: Circle within Circle*, (London: Falmer Press, 2003). P. 44.

observe the students' and lecturer's activities in drama class that related to extensive reading activities. The observation was conducted from beginning till the end of the lesson in drama subject in order to get complete data. The procedure was the researcher gave the observation checklist to the students and they will give check $(\sqrt{})$ in the observation checklist in order to know about students' involvement in extensive reading activities in drama class.

b) Interview

To get deeper information, the researcher used interview. There are two kind of interview. They were Open and Closed interview. Close Interview is a question that requires more specific answers. This type of question makes it easy for the interviewer to control the interview and get the information he needs. Open Interview is a question that is designed to get a lot of extensive information or answers. This makes people interviewed more able to control the interview. The researcher used face-to-face interview to lecturer, students, and spectators in order to check the accuracy or to verify the impression gained through observation. In here the researcher use close interview. Therefore, the researcher used structured interview in conducting this research. The researcher designed a series of structured questions to elicit specific answers from respondents that were used to obtain information from respondents. The questions were related to information of extensive reading activities in drama class and the impacts on the students' ability in interpretation of drama text-play. Then, the questions in interview can be raise

based on the progress of phenomenon in the field during the research in order to complete the information or data. The procedure is the researcher will interview students, lecturer/teacher, and spectators for deeper information.

2. Secondary Data

a) Field Note

During the observation, the researcher wrote all activities that are related to the core of the research, especially the students' and lecturer activities in drama class that related to extensive reading activities. Then, the field note was analyze as one one source of research data. The procedure is the researcher made important notes of all activities that are regarded as important and influencing activities in extensive reading activities. The written data were in form of field note or written report.

3. Suplementary Data

a) Documentation

Documentation was used to obtain data from all documents used for proving the data. In this research, the documentation can be all of the observation checklists, field notes, interview transcripts, and photographs used during the teaching and learning process during the process of teaching and learning drama, especially all activities related to extensive reading. The documentation of the data above was used to support the authenticity of the data in this research. The procedure is the researcher came to the drama class

and follow the lessson. Then the researcher recorded the students' extensive reading activities in form of video.

D. Data Analysis

In analyzing the data, the researcher applied the data analysis stages proposed by Miles and Huberman who proposes three stages of data analysis, namely: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion.⁴⁸

a) Data Reduction

Data reduction occurs continually through out the analysis. In early stages, 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 abstract concepts is also a way of reducing the data.

b) Data Display

Data Display is the process showing data simply in the form of words, sentence, narrative, table, and graphic in order that the data collected are

⁴⁸ Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebbook Third Edition*, USA, Sage Publishing, 1994, P. 174.

mastered by the researcher as the basic to take appropriate conclusion. A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this research, the researcher used narrative essay in displaying the data because it is the most common data display used in qualitative research.

c) Drawing and verifying conclusion

Reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. Making conclusion is the process of drawing the content of data collected and the form of a good statement and having clear data. The conclusion drawing can be started from tentative conclusion which still needs to be completed. After getting the data, it is analyzed continuously and verified about the validity. Using multiple methods to "triangulate" (i.e., confirm and deepen understanding by using multiple sources all focusing on the same process/event) within the same case is described. Finally, the last conclusion which is more significant and clear can be obtained.

E. Trustworthiness of the Data

1.Triangulation

To make sure the validity of data in qualitative research the researcher will use *triangulation* of the data. Triangulation is multimode approach that conducted by the researcher in collecting the data in order to get better

understanding of research phenomena in order to get higher level of the truth⁴⁹. It means in triangulation, it combined some methods to measure phenomenon in different point of views or perspectives in order to check the data truth or information got by researcher from varies perspectives to reduce bias happened in collecting and analyze the data. In this research, the researcher would do the following triangulation of data: ⁵⁰.

a) Triangulation of Method

Triangulation of method was conducted by comparing information/data in different ways. In this research, researcher used interview, observation checklist, and documentation to get the truth of information. The researcher also used different informant to check the truth of information to get higher level of the truth.

b) Triangulation of Data Sources

In this case, the researcher explored the information by using some methods and sources of data. In this research, besides interview and observation, the researcher also used participant observation, field notes, and

⁴⁹Mudjia Rahardjo. *Triangulasi dalam Penelitian Kualitatif*. Retrieved on February 18, 2019 from https://www.uin-malang.ac.id/r/101001/triangulasi-dalam-penelitian-kualitatif.html

⁵⁰John W.Cresswel. Research . *Qualitative Research*, USA, Routledge, 2009, P.185.

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photo. These different ways resulted different data and then give different insights about the phenomenon that is being observed.

So, by using those methods, the researcher was able to compare the result of each method. From those different methods, the data collected by the researcher must be the same.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presented the result of the research and its detail discussion. The result explaines the detail process of data analysis that produces research findings. On the other hand, discussion discusses about the process of all parts of the research. The detail description of result and discussion is as the following description:

A. Result of the Research

The result of the research focused on the extensive reading practices in drama class. The extensive reading practices does not only focus on *the extensive* reading activities but it also involve students' interpretation of drama text-play. The detail explanation can be seen from the following explanation:

1. The Practices of Extensive Reading in Drama Class

a. Extensive Reading Learning Materials

Extensive reading is different from basic reading comprehension. The activities and objects of reading will also be different. In learning extensive reading, the objects can be literary and non-literary works. It can be original fiction and non-fiction books. Extensive reading is large in quantity and reading for pleasure.

There are some kinds of literary works can be used as extensive reading materials. Drama text-play become one of them. It has unique pattern to read that consist of dialogues, monologues, and direction for setting on the stage. Drama text-play makes wonderful early extensive reading material for university students. It contains stories told very economically content that can be learned with relative ease, shared, and recited together.

In this research, the researcher conducted the study at the sixth semester students of English Education Study program of IAIN Bengkulu, especially in TBI VI D class. The drama text-play that they chose entitled Yerma by Spanish dramatist Federico García Lorca. It was written in 1934 and first performed in the same year. It is a tragedy drama. The play tells the story of a childless woman living in rural Spain. Her desperate desire for motherhood becomes an obsession that eventually drives her to commit a horrific crime. To know the story, here is the synopsis of the story:

YERMA

The play follows the story of its protagonist Yerma, a woman who longs dearly for a child, and whose desire for motherhood manifests as an obsessive preoccupation with her body and its unfulfilled purpose. In English, Yerma can be translated to mean barren.

After a 2 year marriage, Yerma becomes desperate to give birth, and while her husband Juan is working away at the olive groves, she begins to sing lullabies to the child she imagines or wishes she were carrying. On returning from taking Juan his dinner, Yerma meets an old woman who assures her that the sole surefire route to conception is passion, something which is evidently lacking between her and Juan. Her second encounter in this section of the play involves two girls with attitudes which directly contrast Yerma's intense yearning for a child; the first leaves her baby alone, and the second is content being childless. Three years on, the play focuses on the discussions of others and the idea of gossip, similarly a common theme in Lorca's La Casa de Bernarda Alba. The dialogue is between five women who speak of a childless woman, with a secret desire for a man other than her husband; clear references to Yerma.

By this point in the play, Juan has sent his two sisters to watch over Yerma, to ensure she isn't causing any suspicion amongst neighbors or sparking gossip; however, Yerma struggles to stay within the confines of a house she considers a 'prison' without children. Yerma's friend Maria is forced to stop visiting, as the sight of her own baby causes a deep emotional reaction on Yerma's part. Meanwhile, Victor, the character

Yerma is seemingly attracted to, announces he is soon to take his leave, as Juan has purchased his sheep. Angry at Juan's involvement in Victor's leaving, Yerma visits Dolores immediately, a woman with supposed powers facilitating pregnancy in barren women. In Act 3, the final Act, the old woman returns to suggest Yerma abscond with her especially virile son, but Yerma rejects this idea out of commitment to upholding honor. On overhearing, Juan, enraged, advises Yerma to be content with a childless marriage, and consequentially, Yerma strangles and kills Juan on realizing he will never want a child. The closing lines of the play are "I myself have killed my son!"

Extensive reading is reading done at comfortable and easy level. It means that the students do reading by their own motivation and the texts as the materials can be understood easily by the students without opening dictionaries many times. In this text, the students did not find serious problems in language use of the text. The students did not to open dictionary many times. ⁵¹ The main goal to read without having to reach for a dictionary after every sentence or every paragraph can be reached through reading this drama text play. In addition, it also created reading fluency as well as enjoyment during reading process in the classroom.

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⁵¹ Description: See Appendix 8 point 1.

Based on the result of observation in the classroom, the students of TBI VI D class can understand overall the text without open dictionary many times durimng the process of reading drama text play that they have chosen. Furthermore, they really enjoyed to read it because there were very few difficult words found. Then, in the language point of view, it uses simple grammatical structure in every sentence. It means that the students did not need a hard thinking to read and understand most of Yerma as a drama-text-play in extensive reading class. 4

Yerma drama text-play has 80 pages. It is including large number reading text and one of the long reading text material, because it is more than fifty pages. Therefore, TBI VI D class can not read it by one sitting. ⁵⁵ It is known that drama text-play includes one of fiction that is really amusing and enjoyable to read because the aim of writing is to entertain its readers. Students did not feel bored to read it. In other words, it become interesting material for extensive reading activities that make them antusiasm. ⁵⁶ Yerma drama text-play that they read also based on their own interest. They chose it by themselve and their lecturer as their supervisor was only guide them to read and understand the drama text. Therefore, it

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⁵² Description: See Appendix 8 point 4.

⁵³ Description: See Appendix 8 point 2 and 3.

⁵⁴ Description: See Appendix 8 point 5.

⁵⁵ Description: See Appendix 8 point 6, 7, and 8.

⁵⁶ Description: See Appendix 8 point 9,10, and 12.

can really motivated them in doing extensive reading activities through that drama text play.⁵⁷

Based on the detail analysis and explanation above, it is clear that drama text play, in this case drama text play entitled *Yerma* known as one of literature genre used as extensive reading materials, and it is an appropriate text for extensive reading material because the language can be understood easily by the students.

b. Extensive Reading Activities

Extensive reading is an approach to language teaching in which learners read a lot of easy material in English. They choose their own reading material and read it independently. They read for general, overall meaning, and they read for information and enjoyment. They encouraged to stop reading if the material is not interesting or if it is too difficult. They are also encouraged to expand their reading comfort zone.

Before the students faced the drama performance, they conducted some preparation such as: searching the drama text-play, reading and interpreting the drama text play, doing practice, collecting and making the things that they need in the drama performance and show their performance. It means that there were some activities that the students do

⁵⁷ Description: See Appendix 4 point 11, 13-15.

in drama class related to extensive reading activities. As the first step is *preparation*. In this stage, the students chose their own drama text-play to read and perform on the stage. The second step is *reading and interpreting process*. In this stage, the students read the drama text play and interprete some parts that needed more understanding. The students needed to do discussion in their group and a whole class to get the real meaning. The third step is *reporting in form of written and oral report*.

Both oral and written report activities are important as follow up main activities in extensive reading. Written reports and disscussion story in pairs or in groups as highly effective follow-up to students' extensive reading activities. Students' written report allows them to monitor progress and students' attitudes. These reports also allow students to interact retrospectively with the story, the characters, and the grammar and vocabulary. Then, oral activity like letting students discuss the stories in pairs or in groups is highly effective. These allow students the opportunity to recycle vocabulary and grammar, engage in oral communication, and expand their views and share someone's experience through reading because they do not often contact people from other generations or in other social contexts. Then, the students involve a lot in teaching learning

process. Meanwhile their lecturer just as a mediator that gives them suggestions and guide.⁵⁸

Based on the analysis above, it can be concluded that there are many good things happened in a great deal of English class. Extensive reading activities that covers: preparation, reading and interpretation process, written and oral report of drama encourage students to be confident readers, better in writing, good at speaking and listening, and broader in vocabulary mastery by recycling process. In addition, they can develop positive attitudes and increase motivation to study English.

Based on the detail explanation about the practices of extensive reading in drama class of TBI VI D, it can be underlined that drama text play that is known as one of literature genre can be an appropriate text for extensive reading material because the language can be understood easily by the students. Then, the lecturer adopted extensive reading activities in the classroom that covered some steps, namely: preparation, reading and interpretation process, written and oral report of drama that can encourage students to improve some areas of English skills and English elements, such as: reading, speaking, listening, and English vocabulary.

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⁵⁸ Description: See Appendix 8 point 11, 12, 13, and 14.

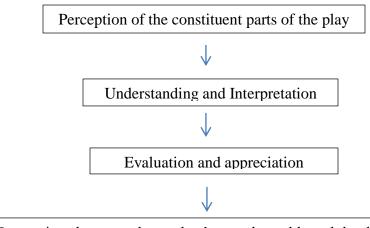
2. The Procedures of Extensive Reading Implemented by Students During Drama Class

1. Drama Text-Play: Students' Interpretation for Clearer Meaning

Drama is called as double dimensions of literature, namely: drama text-play and drama performance. It means that one side drama has literature dimension, on the other side, drama has performance dimension. Literature dimension refers to the drama text-play. While the performance dimension refers to the art of drama when it is performed on a stage. In the context of extensive reading, the researcher focused on the drama text-play where the readers read it for interpretation. Then, the result of interpretation is not only limited on their opinion on a paper of critics, but it focused on the total interpretation based on the drama performance. In the other words, a drama text-play really has a full meaning when it has been performed on the stage as a theatre.

There are series of steps to interprete and get total meaning of drama.

There are four steps are proposed by Bartol:



Comparison between the readers' textual worlds and the theatre realisation

Figure 1 (The Series of steps to interprete and get total meaning of drama)

The steps of interretation above can be explained as the following detail:

a. Perception of the constituent parts of the play

The students did some activities to reach the goals of this stage. *First*, the investigation is on the students' mastery in drama plot. In the drama class, the students know and mastery the plot of the drama text-play that they were reading. They know about the plot from reading overall the drama text-play by reading it several times. To make easy understanding, some of them read per scene of the drama. To get more understanding, they also watch some videos about the previous drama performance on youtube as references. They found many references about their drama performance and watch them one by one in order to compare a real story from the drama text play.

Second, the investigation focused on the students' interpretation in costume and properties would like to use in the drama performance. The students can interprete it easily.⁶¹ They know about the costume, accessories, and properties from some clues proposed culturally by the text. The students read the description and imagine them and implement them in

⁶⁰ Description: See Appendix 10 point 1.

⁵⁹ Description: See Appendix 9 point 1.

⁶¹ Description: See Appendix 9 point 2 and 3.

transforming the drama on the stage. Then, they can decide the properties, costume, and accessories that must be prepared to visualize drama performance. After getting clear description of properties, costume, and accessories, the students can find them. The students tried to use all the properties, costume and accessories as similar as possible with the drama text-play description and their interpretation.⁶²

Third, the investigation was on the students' interpretation through Audiences who were impressed and entertained by the drama performance on the stage. The researcher asked the spectators or audiences after the performance. The result showed that most of them felt satisfied and entertained with the performance of drama entitled Yerma. 63 They told that they are impressed with the drama performance where every spectator has their own favorite scene. All the characters make them speechless with their performance. The actors and actresses really like professional actors and actresses. They can speak English like native. They felt that they lived in a real country with the trully culture. In addition, the spectators said that the setting, properties, and ornaments that the students used in the performance suitable with the condition of the socio-cultural of the country, and felt the sense of the era of the drama. It means that the students were succeeded in interpreting drama text-play. As the result, they

Description: See Appendix 9 point 2 and 3.Description: See Appendix 9 point 10.

can present the drama performance that impressed and entertain the audience.

b. Understanding and Interpretation

In the process of understanding and interpretation, there were some stages that the students conducted. *First*, the Students focused on interpretation for issue and critic delivered through the drama-text-play. Although this process was rather difficult to understand for the issue and critic in the long text, they did not have any meaningful obstacles. Through reading the drama text-play several times, the students started to understand scene per scene of the story, finally they can interpret the issue and critic from the drama. There were only few students who were still confused to fine the isue and critic.⁶⁴ It means that the students were succeeded in doing the process of understanding and interpretation the isue and critic.

Second, the activities focused on the students' interpretation the meaning through dialogue and monologue. Even though only a few students become actors and actress, but all of the students had to understands and interpret the dialogue and monologue. As the result, most of them can get the meaning from the dialogue and monologue without any

⁶⁴ Description: See Appendix 9 point 4.

obstacles.⁶⁵ The students especially the actors and actress visualized the gesture directed by the text in order to give more stronger effect for dialogue and monologue meaning. This activity made the students that had a role as actors and actress more understand their character and build strong characterization. Deep understanding of the text also helped the students to do improvisation and develop dialogue and monologue by their own words without changing the substance of the meaning.⁶⁶

c. Evaluation and Appreciation

The success of the drama reading and interpretation that finally gained the success of drama performance on the stage is the main goal of extensive reading activity in the context of drama class. The success of drama performance is as an evidance of the success of students' reading and interpretation process toward the drama test-play. For this case, there were some steps conducted by students. As the beginning step, the students' interpretation through the actors and actresses show the briliant dialogue, monologue, composition, and the use of varied language registers in the drama performance conducted by students VI D TBI IAIN Bengkulu in academic year 2018/2019. All the actors and actresses can show it in their drama performance perfectly.⁶⁷

⁶⁵ Description: See Appendix 9 point 5.66 Description: See Appendix 10 point 5.

⁶⁷ Description: See Appendix 10 point 6.

The students can explore and develop their characters very well. This success, of course, cannot be separated from their success of reading, understanding, and interpretation the drama text-play seriously. In addition, they also improve and develop the drama text-play by their own language on the stage. It was also helped by their appropriate expressions and intonations when they played their characters.⁶⁸

Based on the explanation above, it can be concluded that to reach a briliant dialogue, monologue, composition, and the use of varied language registers in the drama performance, the students needed to deep reading, understanding, and interpretation toward the drama-text-play as well as did improvisation of language and used appropriate expressions and intonations based on the difference of characters.

d. Comparison between the Readers' Textual Worlds and the Theatre

Realisation

Doing transformation from a drama text-play into drama performance needed many improvement to reach dramatic result of drama. As the result, the drama performance on the stage can be appreciated by the spectators. The improvement made some parts of drama changed. However, the changes are still in the limit of the

⁶⁸ Description: See Appendix 11 point 6.

tolerance that did not change the substance of the drama text-play as the source and guide.

After watching the drama performance peerfomed by TBI VI D entitled Yerma, the researcher found some basic facts. *First*, the students were succeeded in interpreting the drama text-play although causes some differences from the real texts. It is difficult to find actors and actresses who who similar characteristics of physical appearance because the students are from different country. The text showed that the actors are from Spain and the performars in this drama are the students from Indonesia, especially Islamic Students who have totally different culture. However, the students can reach the soul characterization in each characters in the drama entitled Yerma. In other words, the student's interpretation through the comparison between the drama text and its performance are based on the similarities and differences between the text and its staging as perceived and interpreted by the recipients can run very well.⁶⁹

The readers' textual world in the drama that performed by TBI VI D TBI IAIN Bengkulu and drama realization on the stage has differences in verbal components, where in the performance, the actors improved the language into their own words. However, it was still in the limit of the

⁶⁹ Description: See Appendix 10 point 9.

context proposed by the text. The readers' textual words and performance realization were similar in this drama performance.

Second, the Students' interpretation through the correspondence between drama text-play and the verbal component of the performance. The students setting and prepare the performance based on the drama text-play, therefore of course there is correspondance between drama text-play and the verbal component of the performance. All objects were made as simillar as possible in the drama text-play. They made it by they own self. In the drama performance, it can be found properties that represents the setting based on social and historical context described in the drama text-play, so did the use of music illustration and lighting. However, the improvisation of setting and properties help them to make sure the realistic setting.

Third, the Students' interpretation through the character physical appearance and the actors and actresses look relevant in the drama performance. All the characters in the drama performance look relevant from the characters' description in the text with the characters in the drama performance. It is because before the drama performance the director truly select the actors and the actresses through a real audition process. Therefore, every character has her/his own physical

⁷⁰ Description: See Appendix 10 point 8.

⁷¹ Description: See Appendix 11 point 8.

⁷² Description: See Appendix 10 point 7.

characteristics and characterization. The director and team chose the most appropriate actors and actresses based on drama text play guide. In addition, stage make up and appropriate custom that the actors and actresses wear help them to complete their appearance on the stage as the characters that they play.⁷³

2. Transformation Process from Drama Text Play toward Performance

Transformation process from drama text play toward drama performance on the stage passed some important process. To discuss this part, it is important to know about the aims of learning English drama as follows:

The drama course is designed to develop students' ability to discuss and interpret drama written in English. It introduces drama by its genres; Realist, Modern, Tragedy, Comedy, History; in form of one-act play as well as longer classics of English and American Drama. Then, it is also designed to help students to acquire ability to perform drama written in English. Students are also hoped to improve their language skills, acting skills, understanding dramas, and knowledge regarding the technical aspects of drama performance (See appendix 1 about Lecturer Lesson Plan).

To reach those aims of English drama lesson where that final output in form of drama performance, the lecturer divided the learning process into three main processed, namely: Preparation (six meetings: from 1 to 6 meeting); Training for Drama Performance (8 meetings: from meeting 7 to meeting 15); and drama performance (1 meeting: meeting 16). The detail explanation is as the following detail:

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⁷³ Description: See Appendix 11 point 7.

a. Preparation Stage

The preparation process was conducted by the lecturer for six meetings (meeting 1 to meeting 6). At the first meeting of the lesson, the lecturer introduced the drama lesson, explained the scoop of the drama, explanned the planning of drama performance, and asked the students to choose drama text play that they were going to perform as the output of the lesson. The students must give report to the lecturer for the drama that they are choosen at the next meeting.⁷⁴

At the second meeting, the students showed that the drama text play that they are going to read and perform as the output. Then, they discussed about drama as an art that covered: The Nature of Drama, The Art of Drama, The History of Drama, Kinds of Drama, Some Terms in Drama, and Elements of Drama Text Play. After getting the detail about those explanation, the students implemented those into the drama text play that they were going to read. This process was important as the introduction for students in understanding drama text components.⁷⁵

At the third meeting, the class discussed about reading and interpreting short play in different genre that covered: (1) Reading and interpreting short play of tragedy; (2) Reading and interpreting short play of comedy; and (3) Reading and interpreting short play of History. After doing these activities,

Description: See Appnedix 11 about Field Note Meeting 1.
 Description: See Appnedix 12 about Field Note Meeting 2.

the students could read and interpret drama text play entitled Yerma. Then, they can also determined the genre of the drama text played. They knew Yerma is a tragedy. ⁷⁶

At the fourth meeting, the class discussed and got a short training related to elements of drama performance. The activities covered: Elements of Drama Performance (play, actors, director, costume, stage, lighting, sound, audience) and Concept of Drama Stage (satge models and Stage Map). The students got basic training how to chose actors and actresses based on their physical and inner characterization proposed by the drama text drama. The function and roles of director, how costume represented the characters, how to designed stage as supporting art of drama performance, the correct lighting based on setting and situations, music illustration to support the atmosphere, and audience management – how to get many audiences for drama performance.⁷⁷

The fifth meeting, the class discussed about basic drama performance and actor's and actress' training. The first discussion was related to the description of actors and skills that they had to master. The skills covered: vocal skill, body training, soul training, and memorization training. Then, the lecturer explained about the principle of acting that the actors must understand to produce good practice. At the last section, the lecturer gave some examples of actor's skills and being a strong character. Then, the lecturer asked all

Description: See Appnedix 13 about Field Note Meeting 3.
 Description: See Appnedix 14 about Field Note Meeting 4.

students, especially students who became actors and actresses in the drama performance later.⁷⁸

At the sixth meeting, the class dicussed about stage make up to support the characters' characterization and helped the actors to shape strong characters in that they were roling play in the later drama performance. The activities covered: the explanation of character make-up for stage performance both the scoop and its functions in drama performance. Then, the lecturer showed the transformation of Characters through make-up by examplifying a character for appropriate make up for her characters. In this class, the lecturer gave example make up for main character Yerma. The final activity, the students tried to build a strong characters through make up (demonstration make up activity).

All the meetings of the preparation stage above gave students basic skills on understanding basic concept of drama related to the understanding of drama text elements and process of transformation from text to drama performance. The students got good understanding from choosing a good drama; reading and iterprating drama text play; knowing the drama text play elements; interpreting the drama that result a good knowledge in choosing the best actors, properties, costumes, stage concep, music illustration, appropriate gestures, and acting. Last but not least, students could understand how to build

⁷⁸ Description: See Appnedix 15 about Field Note Meeting 5.

Description: See Appendix 16 about filed note meeting 6.

strong character through cosmetology. The knowledge above was a reflection of students' extensive reading and interpretation of drama text-play as the guide of drama making.⁸⁰

b. Training for Drama Performance

Training for drama performance was conducted for 8 meetings, from meeting 7 to meeting 15. At the seventh and eighth meetings, the class had started to basic training for drama performance. The lecturer made sure about the drama text play that the students wre going to use as guide for training. The lecturer activities were: make sure the students' report regarding the basic facts of the play (topics/themes, short summary, genre, performance history, number of characters, setting and stage, costume and properties, and also includes consultation regarding the role distribution; editing issues; and other technical consideration) were accepted to realization Yerma.⁸¹

At the ninth meeting, the students did pers conferences and report their interpretation on the chosen play and gave clear description about their roles in the drama performance orally in a forum. They did work based on their *Standard Operational Procedures* that they had discussed.⁸² In this stage, the students have known about their roles in drama performance and explained

Description: see appendix 1 and 2 about the lecturer's lesson plan and syllabus and appendix 11 – appendix 16 about field note meeting 1 to field note 6.

⁸¹ Description: See Appendix 17 about filed note meeting 7 and 8.

⁸² Description: See Appendix 23.

their detail roles detailly one by one. It can be seen from their explanation about their planning to do their roles in making success the drama performance. Then, the lecturer completed what the students have explained and planned.83

At the tenth to fourteenth meetings, the class prepared for drama performance. They prepared seriously about: understanding and interpreting issue in drama text play through language used in the text; the students excercised for acting and actualized the drama text play into performance; highlighted the cultural presentation delivered through the drama that related to certain issue; the students discussed the stage management related to settings and properties on the stage; edited some issues that were difficult to realized in the drama performance; edited some fragments that were difficult to do on the stage. The students did those activities four five weeks intensively.⁸⁴

At the fifteenth meeting, the students did finishing activity. In this stage, the students prepared for all supporting instruments for drama performance, such as: submission of edited/complete drama text play, prepared tikets, pamphlets, and banners as well as drama trailler to support drama promotion to the public. In this last meeting, the students did serious excercise in the college hall to make sure that they were familiar for the stage. In addition, the

 ⁸³ Description: See Appendix 19 Field Note Meeting 9.
 ⁸⁴ Description: See Appendix 20 about field note meeting 10 to meeting 14.

team fit for all things they used in drama performance in the next day, such as properties and costumes. In this stage, the students were ready to perform their drama in the next day for a great number of spectators.⁸⁵

c. Drama Performance

At the sixteenth meeting, the students conducted drama performance in college hall. They prepared the stage properties, lighting properties, and actors' make up from morning till performance at 02:00 .p.m. This drama performance was as a project for students' final test. The drama performance lasted for almost two hours. There were about 420 items of tickets sold out. The spectators came from senior high schools, college students, and literature community from Bengkulu Province. ⁸⁶s

Based on the detail analisis above, the students' extensive reading activities in drama class was succeeded. The students did extensive reading activities systematically and seriously. They used appropriate teaching material for drama with extensive reading activities. The students could understand the drama-text-play through pleasure process in the classroom and out of the classroom. Then, they could understand and interpret the text in detail in each part.

The students' success in understanding and interpretating drama-textplay as well as their consistancy in doing exercise helped the success of drama

⁸⁵ Description: See Appendix 21 field note meeting 15.

⁸⁶ Desription: See Appendix 17 about field note meeting 16.

performance on the stage. A good team work and fixed Standard Operational Procedures in conducting all the drama activities also supported the success for the drama. In other word, the students could do transformation process from drama-text-play toward drama performance. In short, the students' drama performance was success and had a lot of spectators who watch the drama performance.

B. Discussion

This research was conducted because of ome problems problems happened. The problems became the background of the research. The problems were: *First*, the students still lack motivation to read longer text. For some students, reading is one of boring activity. Not many students are interested in reading even just to read easy and short text, especially, text in foreign language. In many cases in teaching reading, the teachers pushed their students to read even they did not like reading. *Second*, The difficulties in interpreting drama text play. The drama text play is one of literature text, of course the readers found some of figurative languages within the text. It became one of the obstacles to understand and interpret the drama text-play, although most of the word are easy to understand. Addition, the drama text-play that they read also in foreign language, in this case in English. *The last*, the sudents' skills in English were still low, only a few students who have good standard ability or master in English well. Related to English skill, there are four skills in English namely speaking, reading, llistening, and writing. The four skills are needed in drama

performance. Therefore, the students have to master in them to support their estensive reading of drama text play and drama performance.

To resolve those problems above, the researcher adopted a certain theory that can be an appropriate loop to discuss the problems. In extensive reading theory, Al-Jarf proposed a detail concept of extensive reading where he defined it as reading in large quantity to gain a general understanding of the material read that aims to train students to read directly and fluently in English as a foreign language for pleasure without the help of their teacher. This concept means that extensive reading is reading activities that aims to comprehend the overall meaning of the material read, enjoy reading, increse reading speed, encourage positive attitudes, towards books and reading in English as a foreign language (EFL); and motivate students to go on reading outside the classroom.

To dig the detail information about extensive reading, the researcher conducted the research entitled *A Closer look at the Current Practices of Extensive Reading in Drama Class at the Sixth semester Students of English Education Study Program of IAIN Bengkulu*. The aims of this research were to: (1) investigate practice of extensive in drama class at the sixth semester students of TBI IAIN Bengkulu in academic year 2018/2019; (2) to know the procedures and planning of students in dealing the drama performance; (3) to investigate the process of students

⁸⁷ Reima Al-Jarf. Teaching Extensive Reading to EFL Secondary Students' Online, Lincom Europa, Vol 1, 2019, P. 596.

preparation in the drama perfromance; and (4) How is the result of extensive reading toward the drama performance.

The researcher used qualitative research method by using some instruments to collect the data, namely: observation checklist, interview and field note. Therefore, the information that the researcher get from completing the research were: First, the practices of extensive reading in drama class. The sixth semester students of TBI IAIN Bengkulu in academic year 2018/2019 used longer text in form of drama text play entitled Yerma in learning Drama and the class practices extensive reading activities in reading and interpretating drama text play. Drama text play, in this case drama text play entitled Yerma known as one of literature genre used as extensive reading materials, and it is an appropriate text for extensive reading material because the language can be understood easily by the students. It is important to know that the drama text play was chosen by students, not the lecturer. So, the text was based on the students' own interest. Then, the lecturer adopted extensive reading activities in the classroom that covered some steps, namely: preparation, reading and interpretation process, written and oral report of drama that can encourage students to improve some areas of English skills and English elements, such as: reading, speaking, listening, and English vocabulary. It is important to underlined that the students read and interpreted the drama text play at home. They were so enthusiastic and enjoy the drama text-play very much. They don't feel bored even they read the long text about 80 pages.

Second, the procedures of extensive reading practice implemented by students during drama class. It passed some meaningful processes, namely: choosing the drama text play to read and perform; process of reading and interpretating text; audition for selecting actors and actresess; theatrical practice for performance preparation; and perform the drama on the stage. In choosing drama text play, the lecturer asked the students to choose the drama text play based on their own interest with the language level appropriate with the students' language ability. Therefore, the students were very curious to learn the text that hey have chosen. Then, in the process of reaing and interpretation drama text play, the students do some activities for clearer meaning, namely: (1) Perception of the constituent parts of the play; (2) Understanding and interpretation; (3) Evaluation and appreciation; and (4) Comparison between the readers' textual worlds and the theatre realisation. After getting the meaning of the drama text play, the director and team did audition for selecting actors and actresess. By understanding the meaning of drama text play, the director and team can determine the actors and actresses based on the text description of physical appearance and inner characterization. The next step was theatrical practices for the actors and actreses for some weeks for preparation of drama performance. The final activity was drama performance on the stage. The drama was performed in Auditorium of IAIN Bengkulu that was watched by students in Bengkulu city. The drama performance was watched by more than 1000 spectators by using commercial tickets to watch.

The students passed long procedures for preparation of drama performance. The proces was divided into three phases, namely: (1) *Preparation stage*. It was conducted in six meetings. It was conducted from 1 to 6 meeting of the lecture; (2) Training for Drama Performance. It was conducted in 8 meetings. It was conducted from meeting 7 to meeting 15; and (3) drama performance. It was conducted in 1 meeting. It was conducted in meeting 16. In other words, the drama performance was prepared in one semester (16 meetings of lecture). It was conducted from choosing drama text play, reading and interpretation process, preparation for performance, did pers conference, and drama performance as the output of the drama class.

The process of students' preparations in the drama performance such as first the students choose their drama text-play and read overall the text. Second, they interpret the text and conduct the presentation group by group and their lecturer as a mediator. Then, they did conference to know how far their interpretation in drama text-play. After that they began to practices, actor and actresses focus to memorize the dialogue and monologue under control the director, assistant director, and some coaches. Meanwhile other group focus on their group to prepare all the things they need in drama performance. The groups are stage group, make up and custom group, and lighting group. They practiced and made the preparation about five weeks. The last, they showed their performance to the public.

The result of students' extensive reading toward the drama performance was success. Based on the observation, the result of extensive reading toward the drama performance is the students enthusiastic and don't feel bored in reading, they enjoy

and have motivation in reading especially the long text. They also did not have difficulties to interpret the text because they choose the drama text play by themselves and it is appropriate with their level in reading as well as their interest. They became better and more confidence readers, they write better, their llistening and speaking abilities improve, and their vocabularies get richer. It means extensive reading really helped them to master in English skills such as reading, speaking, vocabbularies, writing and listening. In addition they develop positive attitudes toward and increased motivation to study English and also can show the best english drama performance to the audiences.

The students' extensive reading activities in drama class was succeeded. The students did extensive reading activities systematically and seriously. They used appropriate teaching material for drama with extensive reading activities. The students could understand the drama-text-play through pleasure process in the classroom and out of the classroom. Then, they could understand and interpret the text in detail in each part.

The students' success in understanding and interpretating drama-text-play as well as their consistancy in doing exercise helped the success of drama performance on the stage. A good team work and fixed Standard Operational Procedures in conducting all the drama activities also supported the success for the drama. In other word, the students could do transformation process from drama-text-play toward drama performance. In short, the students' drama performance was success and had a lot of spectators who watched the drama performance.

Based on the detail explanation above, it can be concluded the practices of extensive reading in drama class of TBI VI D IAIN Bengkulu, the drama text play that is known as one of literature genre can be an appropriate text for extensive reading material because the language can be understood easily by the students. Then, the lecturer adopted extensive reading activities in the classroom that covered some steps, namely: preparation, reading and interpretation process, written and oral report of drama that can encourage students to improve some areas of English skills and English elements, such as: reading, speaking, listening, and English vocabulary. In addition, learning process was divided into three main processed, namely: Preparation (six meetings: from 1 to 6 meeting); Training for Drama Performance (8 meetings: from meeting 7 to meeting 15); and drama performance (1 meeting: meeting 16). Then, the students' success in understanding and interpretating drama-text-play as well as their consistancy in doing exercise helped the success of drama performance on the stage. A good team work and fixed Standard Operational Procedures in conducting all the drama activities also supported the success for the drama. In other word, the students could do transformation process from drama-text-play toward drama performance. In short, the students' drama performance was success and had a lot of spectators who watched the drama performance. It means that the students' extensive reading activities, interpretation, and training for performance can result a readable drama performance as an art.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing the research, the result showed that: : (1) in drama class of TBI VI D IAIN Bengkulu, the students used longer text in form drama-text-play as learning material and practiced extensive reading in the classroom started from choosing their own drama text play and pleasure reading process; and (2) the students passed systematically procedures and planning dealing with the drama performance: from choosing the drama text-play, reading and interpreting the drama text-play, practicing and making preparation, and showing the drama performance; with the result extensive reading activities toward the drama performance produced the students enthusiastic, enjoyable, and curiosity in reading longer text that impacts to the students' reading motivation. In conclusion, drama class in TBI VI D IAIN Bengkulu practiced extensive reading activities that presented pleasure reading for longer text where the final output was in form of drama performance as the result of the students reading and interpretating activities in and out of the classroom which showed students' integrated skills in English and arts.

B. Suggestions

Based on the results of the data analysis, discussions, and conclusions above, the researcher would like to suggest some suggestions which are

hopefully beneficial for English teachers/lecturers, students, and future researcheras.

1. English teachers/lecturers

As a person who has big role in teaching and learning process, teachers must be selective and innovative in using approaches. Using extensive reading can be one of alternative ways for teachers to motivate students in reading. There are a lot of benefits from extensive reading that make students antusism and interested in English. The more often use extensive reading, the better achievements and improvements will achieve in English teaching learning process.

2. English Students

Reading can be one of boring activity for some students. However, reading has many benefits to get more knowledge and information. In some countries especially Indonesia have low level in reading. It is so pathetic. Whereas, through reading students can create gold generation to bring big progress to our country. As students and young generations, this responsibility is in our hand. To start it, it is important to try to read in your level and your favorite genre and loving with it. It can be good motivation to make reading habit. So, never give up to find your book genre until you fall in love.

3. Future Researchers

In this research, the researcher aimed to closer look at the current practices of extensive reading especially in drama class at VI D TBI IAIN Bengkulu. As the results, this research showed many advantages and benefits in using extensive reading, not only in reading class but also in other class like drama class. Therefore, based on the results, for the future research, the researcher suggested to conduct this research in other field or levels of school or university, in order to know the practices extensive reading at those levels.

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