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CONTENTS

THE IMPLEMENTATION OF EXTENSIVE READING IN THE THIRD SEMESTER STUDENT OF ENGLISH DEPARTMENT UNIVERSITAS BANDAR LAMPUNG IN ACADEMIC YEAR 2017-2018

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Abstract

This research is based on the researcher's experience as a student of college in learning English. Most of the students were got failed in motivation to read in class, it happened because we used to give a reading text that we don't know and we don't like it. It make us become lazy to read the material of reading text which is given because of lack of motivation that happened. In the end we often can't get the point of the idea of the reading text that given and felt that the problems have influenced our reading rate become stuck, or there are no improvements. The researcher chose a method extensive reading to overcome the problem.

This research is aimed to know how the improvement of extensive reading approach on the reading motivation, reading rate in the third semester student of English Department Universitas Bandar Lampung studying English as a foreign language. The students' motivation and reading rate improved after the implementation of extensive reading. By this method the students were asked to inculate reading habits behaviour, so the students like reading more and motivated to read than before. This research was qualitative mthod using three indicators observation, questionnaire and interview. The subject of research consisted of 41 students of the third semester students of English Department Universitas Bandar Lampung.

The result showed that extensive reading method could motivate the students to get better achievement in reading. Such as: extensive reading helped them improve their reading rate and motivation to read.

Keywords: extensive reading, reading motivation, reading rate.

1. INTRODUCTION

The goal of English language teaching in Indonesia is the improvement of students' ability in both written and spoken aspects, but when the process is on the way, the fact appears that the teaching learning process is not able to reach the goal. The causes of this unsuccessful process from the students' side are the students do not have enough time to practice the language, have the difficulties in following the step of learning, and do not understand the lesson. Based on these three things, it can be said that the big problems are the students still depend on the teacher so much, and the students don't have enough motivation to learn the lesson. They only learn English in the place where their teachers teach them. The teachers need a method that ask the students to have critical thinking ability, and they are able to respond the events around them.

One of the problem is reading lesson, we all know that students' ability in reading is very important, because it can support other skills. The primary responsibility of educators then is to recognize and provide the conditions necessary to advance motivation and intellectual growth. Lack of motivation can damage a language learning process to a great extent even when all the other essential conditions are provided (Dorneyi, 2010). It means the motivation is needed in the learning process. Besides that, reading also becomes a high mountain that should be climbed by them, because reading is considered as one of the features of cognitive psychology which are necessary for understanding the meaning of written instructions. On the other hand reading motivation is necessary in the learning

process and also reading becomes a cognitive activity in which the reader takes part in a converstation with the author through the text. Realizing or not, we often read the word "reading" in the end of the skills that should be mastered by students. It indirectly influences others to take lightly this major skill. In implementing extensive reading, motivation has always been anissue of primary importance for 2 researchers and practitioners, for second and foreign language learners, motivation might be regarded as a precondition for success since lack of motivation can damage a language learning process. Day & Bamford (1998) stated that extensive reading allows students to self-select books; choosing books based on individual students' reading levels and interests can greatly increase their motivation to read. However, teacher might often observe that students struggle in choosing books, especially in setting where extensive reading ia a new experience, because they don't know how to find books that might complement their interests. To recommend books that appropriately match individual students' interests, it is necessary for teachers to be familiar with and have knowledge about the books in the class library. Teachers can gain knowledge about the books by reading them, collecting information that are popular among their students, and chatting with students about the books that they have read.

Reading has traditionally been divided into 2 types: intensive and extensive. In board terms, intensive reading bmay be described as the practice of particular reading skills and the close linguistic study of text. Extensive reading can be defined as reading a large quantity of text, where reading confidence are reading fluency are prioritize. Studies of extensive reading have identified positive impacts on L2 reading abilities and vocabulary (e.g., Al Homoud & Schmitt, 2009; Beglar, Hunt & Kite, 2012; Horst, 2005; Mason & Krashen, 1997; Pigada & Schmitt, 2006; Webb & Chang, 2015).

However, positive results from these and other studieson extensive reading seem to be moderate due to methodological issues, which raise some questions about the effectiveness of extensive reading on L2 learning. An understanding of concept of extensive reading is important because the way it is precieved can greatly affect how it is practiced. Grabe and Stoller (2011) defined extensive reading as an approach in which learners learn read large quantities of material that are witihin their linguistic competence. According to Bamford and Day (2004), extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language". These 2 definitions share 2 important concepts: (a) in extensive reading, learners read large amounts of text, and (b) in order for learners to read large amounts of text, reading materials should be within the learners' reading-profiiency levels . One important feature of extensive reading, specifically reading materials should be easy enough to facilitate effortless comprehension without commanding any significant learning trouble and keep learners on the task independently. Day and Bamford (1998) stated that reading within the reader's linguistic competence can contribute to developing a sight vocabulary and thus lead to reading fluency. A second key element of extensive reading emphasizes the large amount of meaningful exposure provided in the target language. By being exposed to large quantities of meaningful reading materials for an extended period of time, reading fluency and reading comprehension can develop incrementally (Grabe, 2009; Nation, 2009). A third key featuyre is that learners in an extensive reading program usually read self-selected reading materials. This feature is unique compared with that of other L2 learning approaches because by selecting their own reading materials, L2 learners can satisfy

their individual reading needs, such as reading to obtain information or for enjoyment.

2. LITERATURE REVIEW
The Concept of Reading Skill
Reading skill is important in developing language learners. (Alfassi,2004) stated that reading is a complex cognitive activity that is important for acceptable functioning and for obtaining information in current society and requires an integration of memory and meaning construction. Which strengthened by (Walker, 2000), that reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension and use the social context to reflect their response.

The Concept of Teaching and Reading
One of the qualifications to be good teacher is to understand the teaching learning process in more depth. This facilitates better appreciation of the teaching profession as well as the process of imparting education. The learning increases when the teacher builds on the previous experience of the student. Sequeira, A.H (2012) stated that teaching is a set of events, outside the learners which are designed to support internal process of learning.

Reading an academic text doesn't simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the readers recreate the meaning of the text. Readers negotiate the meaning with the author by applying their prior knowledge to it. It can be concluded that teaching reading is a set of events which are designed to support internal process of learning reading material.

The Concept of Extensive Reading
An understanding of the concept of extensive reading is important because the way it is perceived can greatly affect how it is practiced. Reading has been divided into 2 types: intensive and extensive reading. According ti Bamfor and Day (2004), "Extensive reading is an approach to language teaching in which learners read a lot og easy materials in the new language". In wide terms, intensive reading may be described as the practice of particular reading skills and the close linguistic study of text.

Graded Readers
Graded readers are books of various genres that are specially created for learners of foreign languages. They may be simplified versions of existing works, original stories or books that are factual in nature. They are graded in the sens that the syntax and lexis are controlled in order to make the content accessible to learners of the language. Graded readers are written with specific levels of grammatical complexity in mind and with vocabulary that is limited by the rate of words that counts. For example, level 1 in a series might be restricted to 500 words, level 2 to 600 words and level 3 to 700 words (Wikipedia).

On the other hand, it is a tool to develop an extensive reading to second language learning. One of them is er-central.com or extensive reading central. Extensive reading and extensive listening approach to foreign and second language learning. It was started by Dr. Rob Warning of Note Dame Seishin University, Okayama, Japan and Dr. Charles Browne of Meji Gakuin University, Tokyo, Japan as a free service to the EFL community. In er-central.com provide the materials of teaching learning process for students and also teachers, for the students it provides about 1000's of essay text, 20 levels of reading difficulty and also provide speed reading practice and for the teacher it provides ER material, ER resources, ER guide, etc (Wikipedia). It means this website is very useful as a tool for helping the students to develop their motivation to read.

Related Studies

The first study is accomplished by Domenica, Petulla (2010), "Extensive reading in the classroom", second study is done by NamheeSuk (2016), "The effects of extensive reading on reading comprehension, reading rate and vocabulary acquisition.", and third study is done by Maryam Ghanbari, Amir Marzban (2013), "Effects of extensive reading on incidental vocabulary retention".

Domenica, Petullahas (2010), implemted extensive reading to explore the advantages and benefits of extensive reading in an ESL classroom.

NamheeSuk 2016), has investigated the impact of an extensive reading approach over a 15-weeks semester on the reading comprehension, reading rate, and vocabulary acquisition of Korean university students studying English as a foreign language.

Maryam Ghanbari, Amir Marzban (2013), tried to solve the problems of gab between the students' scopes of vocabulary and reading texts. It was hoped that students' scope of vocabulary through extensive reading would aid in better understanding the educational effects of text readings.

Pre-Understanding

From all of the theories above, implementing extensive reading from the researcher's view is suitable in increasing students' motivation and students' reading rate in reading class. In class, because the teacher only provide materials and the students who will choos the materials that they want to learn. From constructivism side, this method will also make students feel enjoy and comfortable in learning the materials, and also the students will get a new experience in the learning process.

The role of the teacher is only a facilitator, more than just an instructor. The students are the active participants here. The teacher or text books or other materials only conduct the students, control their activities and organize their learning.

3. METHODOLOGY

Population and Sampling

In this research the researcher used the purposive sampling technique in order to make the process of sampling technique easier. The purposive sampling technique used to called judgement sampling, is the intentional choice of a participant due to the qualities the participant possesses. It is a non-random technique that doesn't need basic theories of participants. The researcher decided what needs to be known and sets out to find people who can and are willing to provide the information by goodness of knowledge of experience. The research is done at reading III c;ass of English Education Study Program of Teachina Education of Bandar Lampung University.

Data Gathering Technique

The data gathered by observing the students in the class, providing them questionnaires, and do the interview. Analyzing the data from the observation sheet, questionnaire and do the interview.

The result of this observation became the baseline in making the questionnaire, it distributed in the end of class reading III. The questionnaire later will be made on Google Form.

Data Analysis Technique

After all of the data are gathered, the researcher combined the result in forms of paragraph. After taking some notes based on the indicators and the students' statement from the result of questionnaire and the interview, the researcher wrote the result in full version.

4. RESULT

Result Findings

The observation was conducted by the researcher 4 weeks on 1st – 31st December 2017. The researcher recorded the students' activities in the class using note, video and picture.

Result of Observation

The first observation was conducted in December 2017 in the third semester students of English Department Bandar Lampung University. The first meeting, lecturer gave some books to be read by students, and the students will choose the books. The students were participanting and active with the practice of reading III class but there were also some students who didn't participate. The researcher found the students still read mumbling that means they read horizontally.

Result of Questionnaire

The researcher give the questionnaire in the form of a statement, and there are 5 answer choices.

Based on the first statement, the statement is "I was encourage to do the reading assignments from the lecturer", the result showed (27,8%) students choose Strongly Agree, (72,2%) choose Agree. In fact, there were no student choosing Neutral, Disagree and Strongly Disagree.

Based on the second statement, the statement is "I am motivated to do my task without other people' helps", the result showed (41,7%) students choose Strongly Agree, (44,4%) choose Agree, and (13,9%) choose Neutral. In fact, there were no student choosing Disagree, and Strongly Disagree.

Baed on the third statement, the statement is "I was compelled to be prepared in facing the learning material test without prior notice", the result showed (36,1%) students choose Agree, (33,3%) students choose Neutral and (19,4%) choose Disagree. In fact, there were no students choosing Strongly Disagree.

Based on the forth statement, the statement is "I am motivated to try to get high score in reading class", the result showed (77,8%) students choose Strongly Agree, (19,4%) choose Agree. In fact, there were no students choosing Disagree and Strongly Disagree.

Based on the fifth statement, the statement is "I am compelled in learning reading after getting reward and punishment from lecturer", the result showed (33,3%) students choose Strongly Agree, (44,4%) students choose Agree and (16,7%) students choose Neutral. In fact there were no students choosing Strongly Disagree.

The sixth statement, the statement is "I am motivated in learning after getting praise or gift if I got high score in reading class", the result showed (22,2%) students choose Strongly Agree, (38,9%) choose Agree and (25%) choose Neutral.

The seventh statement, the statement is "I am compelled to do practice in reading learning", the result showed (16,7%) students choose Strongly Agree, (58,2%) choose Agree and (25%) choose Neutral.

The eighth statement, the statement is "I am compelled to learn various learning models from lecturers", the result showed (41,7%) students choose Strongly Agree, (50%) choose Agree.

The ninth statement, the statement is "I am compelled to study if the situation in the class is quiet when the reading learning process occurred", the result showed (61,1%) students choose Strongly Agree, (30,6%) choose Agree.

The tenth statement, the statement is "I am compelled to condition myself not to cause a ruckus during the reading learning process", the result showed (52,8%) students choose Strongly Agree, (44,4%) choose Agree.

The evelenth statement, the statement is : "I am motivated to folloq the additional study hours from lecturer or private course", the result showed (16,7%) students choose Strongly Agree, (66,7%) choose Agree, (16,7%) choose Neutral.

The twelfth statement, the statement is "I am compelled to learn the material that is given by the lecturer", the result showed (30,6%) students choose Strongly Agree, (66,7%) choose Agree.

Result of Interview

The interview is used to get some others data to support the result of the questionnaire. The researcher interviewed five chosen students of the class randomly. The interview used open-ended questions, and the researcher used note to take a record about students' opinion about extensive reading.

Students' Motivation
Based on the result of overall observation, the students' motivation in the class was mostly good eventhough there were some students who didn't participate in the class. The students who didn't participate time by time became active because of the material which was given to them was interesting enough. The lecturer emphasized them to read and remember the vocabularies and English expressions from book or articles as many as they can with a spaced time at home.

Based on the result of interview, the researcher asked 5 questions to 5 students. Most of their responds showed that Extensive Reading method gave positive impact to their reading skill. It was strengthened by Day & Bamford 1998, Grabe 2009, Grabe & Stoller 2011) stated that extensive reading require teachers to engage students in reading large amounts of interesting materials within their linguistic competenve for long periodsof time ad consistently motivate students to read.

Students' Reading Rate
Extensive reading helped the students to improve their reading rate; they were more active to read in the class or at home because extensive reading class made them inculcating the reading habits.

Based on the result, there was improvement in terms of students motivation, and reading rate after implementing Extensive Reading method. It gave positive impacts. It was strengthened by Al Homoud & Schmitt (2009) that studies of extensive reading have identified positive impacts of extensive reading on L2 reading abilities and vocabulary.

5. CONCLUSION

The goal of English language teaching in Indonesia is the improvement of students' ability in both written and spoken aspects, but when the process is on the way, the fact appears that the teaching learning process is not able to reach the goal. The causes of this unsuccessful process from the students' side are the students don't have enough time to practice the language. One of the skills that should be mastered in learning English is Reading. Many teachers tried to find an appriopriate method to make their students feel more excited and interested in learning English. Extensive Reading can be a solution to that problems of learners' achievement.

Based on the result, researcher concluded their achievements in reading rate and motivation by using extensive reading was successful. Based on the result of observation, questionnaire and interview, it showed that there were mostly positive feedbacks acquired by the students and also the negative one.

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