

CHAPTER II

LITERATURE REVIEW

This chapter provides review related literature. it includes definition of extensive reading, principle of extensive reading, reading material, and role and goal.

A. Definition of Extensive Reading

Theory and practice extensive reading as an approach to foreign language teaching in general, and to the teaching of foreign language reading in particular are worked out by Harold Palmer (1968), extensive reading is reading easy book and don't have to understand every words, the readers are going to go to concern with the general understanding than meaning of sentence (Richard,1998).State that "ER can be defined as the independent reading of a large quantity of material for information or pleasure", students are able to start with easy and interesting text, they choose what they want to read based on their interests. If a student finds a book is too difficult or they don't enjoy it, they can change it for another one. They free to get material and topics easily so that they can read as many topics as possible, the topic can start with picture books so that they get excited with stories and learn and remember them to find information and general description or meaning, overall meaning.

The most important basic principles of extensive reading that the material is simple and reading material from various topics for language learning. extensive

reading will not succeed if students are faced with difficult material, so they have to struggle hard in understanding terms that they do not yet know. finding the material they want and brands they like will encourage interest in reading and minimize boredom in reading. Day and Bamford explicitly state that there are two characteristics as ER principles what students read. They wrote:

What (Exactly) is Extensive Reading?

Because extensive reading depends on students having suitable reading material, it is fitting that the first two principles are about what students read. The rest of principles follow from and depend on these first two.

1. The reading material is easy. This is the most important principles of extensive reading for language learning because students are unlikely to succeed in reading extensively if they have to struggle with difficult material. Learners read material that contains few or no unfamiliar items of vocabulary and grammar. (there are should be no more than one or two unknown vocabulary items per page for beginners and no more than four of five for intermediate learner.)

2. A variety of reading material on a wide range of topics is available.

Variety means that learner can find things they want to read, whatever their interest. Different kinds of reading material also encourage a flexible approach to reading. Learner are lead to read for different reasons (e.g., entertainment, information, passing the time) and in different ways (e.g., skimming, scanning, more careful reading)

B. Principles of Extensive Reading

Principles in teaching reading are the principles that will direct the direction of the goalreading learning process, because a principle will influence and produce various actions or processes. This research will discuss the principles of extensive reading proposed by Julian Bamford and Ricard R. Day , they identify ten characteristics found in successful extensive reading programs (Bamford, J and Day R Richard, 2004).

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3. Learners choose what they want to read.

Self-selection reading is the basis of extensive reading, and it puts students in a different role from that in a traditional classroom, where the teacher chooses or the textbook supplies reading material. One reason that many students enjoy extensive reading is that they choose what they want to read. This choice extends beyond selection of reading material. Learners are also free, indeed encouraged, to stop reading anything that is not interesting or that they find too difficult.

4. Learners read as much as possible.

The language learning benefits of extensive reading come from quantity of reading. For the benefits of extensive reading to take effect, a book a week is an appropriate goal. Books written for beginning language learners are very short, so this is normally a realistic target for learners of any ability level.

5. Reading speed is usually faster rather than slower.

Because learners read material that they can easily understand, it encourages fluent reading. Dictionary use is normally discouraged because it interrupts reading, making fluent reading impossible. Instead, learners are encouraged to ignore or guess at the few unknown language items they may meet.

6. The purpose of reading is usually related to pleasure, information, and general understanding. In contrast to academic reading and intensive reading, and the detailed understanding they require, extensive reading encourages reading for pleasure and information. Rather than 100

percent comprehension, learners aim only for sufficient understanding to achieve their reading purpose.

7. Reading is individual and silent.

Learners read their own pace. In some schools, there are silent reading periods when students read their self-selected books in the classroom. Most extensive reading, however, is homework. It is done out of the classroom in the student's own time, when and where the students chooses.

8. Reading is its own reward.

Because a learner's own experience is the goal, extensive reading is not usually followed by comprehension questions. At the same time, teachers may ask students to complete some kind of follow-up activity after reading. There are a variety of reasons for this: to discover what the students understood and experienced from the reading; to keep track of what students read; to check students attitude toward reading; and to link reading with other parts of the curriculum. What is important is that any follow-up activity respect the integrity of the reading experience and that it encourage rather than discourage further reading.

9. The teacher orients and guides the students.

Extensive reading is different in many ways from traditional classroom practice, and teachers need to explain to students what it is, why they are doing it, and how to go about it. The teacher will also want to keep

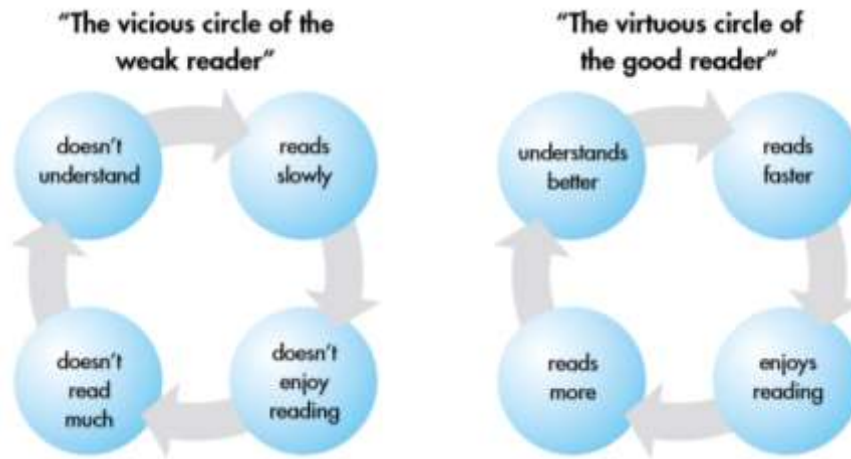
track of what and how much students read and their reactions to what was read in order to guide them in getting the most out of their reading.

10. The teacher is a role and model of a reader.

Example is the most powerful instructor. If the teacher reads some of the same material that the students are reading and talks them about it, this gives the students a model of what it is to be a reader. It also makes it possible for the teacher to recommend reading material to individual students. In this way, teacher and students can become an informal reading community, experiencing together the value and pleasure to be found in the written word.

C. Extensive Reading Materials

Reading for pleasure requires a large selection of books be available for students to choose from at their level. According to Harmer one of the fundamental conditions of a successful extensive reading program is that students should be reading material which they can understand (Harmer, 2001). Here, teachers can make good use of graded readers (books which have been written specifically for EFL/ESL students or which have been adapted from authentic texts). Selecting appropriate reading materials can help build reading confidence, reading ability and build a life-long love of reading in English. Conversely, selecting inappropriate materials can lead to a vicious circle of poor reading (The Extensive Reading Foundation (ERF) 2011).



Teachers must be flexible about allowing students to read at their own ability level, where they feel most comfortable, let students get to choose what they read and no particular reading material should be forced on them because only the students know what they can and can't cope with, selecting the right book is the student's decision.

Teachers should be careful to watch that students do not choose their books too quickly. The students should:

- read some of the book itself, not only look at the title, cover and illustrations
- choose something interesting to read. If the book becomes boring or too difficult, they should put it down and read something else

- find something they can read at about 150-200 words per minute
- choose something they can read without a dictionary
- be able to understand almost everything in the book.

According to Jacobs, G. M. (2014), there are three material reading level in extensive reading, they are : Frustrational, instructional, and independent. Students find Frustrational level materials too difficult to understand, even with assistance from teachers and other resources. Instructional level reading materials can be difficult for students, but can become comprehensible with significant assistance from teachers, peers, and other resources, such as online dictionaries. Normally, students find ER materials to be at the third reading level: their independent reading level. In other words, students can comprehend the materials with little or no outside assistance. Students make such materials comprehensible by using clues, such as contextual clues, and their knowledge of the content area. Furthermore, some language items need not be understood in order to comprehend and enjoy a reading text.

Furthermore, Jacob G. M. (2014) explains that there are 16 ideas for finding such materials for extensive reading, one of them is online material. Online material is easily accessible at this time, students are able to access it anytime and anywhere, especially when extensive reading activities take place. They can find any kind of material they like and the appropriate level. Online material is very cheap and easy to access for student, it may help student find their material need.

The ease of speeding in getting material also benefits for students, they can make their time more effective in reading.

D. The Role and the Goal of Extensive Reading

In developing fluent foreign language readers, extensive reading has important role. The role of extensive reading in developing each of the components is as follows:

1. It can developing a large sight vocabulary

The development of a large sight vocabulary can be seen as over learning words to the point that they are automatically recognized in their printed form. The best and easiest to accomplish this it to read a great deal. Beginning readers have to encounter repeatedly words with which they have some familiarity (Richard R. Day and Julian Bamford, 1998).

2. It can enhance learners' general language competence

The importance of extensive reading in providing learners with practice in automaticity of word recognition and decoding the symbols on the printed page (often called bottom - up processing).

3. It can developing different knowledge types

The final factor necessary for fluent reading is knowledge, for it is on knowledge that comprehension depends. Interestingly, it seems as

though reading is an excellent source of the knowledge that is needed for reading comprehension. Albert Harris and Edward Sipay (1971) in discussing first language reading development, state that “wide reading not only increases word-meaning knowledge but can also produce gain and *topica and word knowledge* [italics added] that can further facilitate reading comprehension” (Brown, 1994).

4. It can increase knowledge of vocabulary

In fact, only a small percentage of such learning is due to direct vocabulary instruction, the remainder being due to acquisition of words from reading. This suggests that traditional approaches to the teaching of vocabulary, in which the number of new words taught in each class was carefully controlled (words often being presented in related sets), is much less effective in promoting vocabulary growth than simply getting students to spend time on silent reading of interesting books.

5. It can lead to improvement in writing

Krashen (1984) reviewed a number of L1 studies that appear to show the positive effect of reading on subject writing skills, indicating that students who are prolific readers in their pre-college years become better writers when they enter college. These results again support the case for an input – based, acquisition – oriented reading program based on extensive reading as an affective means of fostering improvements in students writing.

6. It can motivate learners to read

Reading material selected for extensive reading programs should address students' needs, tastes and interests, so as to energize and motivate them to read the books. In the Yemen, this was achieved through the use of familiar material and popular titles reflecting the local culture (Aladdin and His Lamp).

7. It can consolidate previously learned language

Extensive reading of high-interest material for both children and adults offers the potential for reinforcing and recombining language learned in the classroom. Graded readers have a controlled grammatical and lexical load, and provide regular and sufficient repetition of new language forms. Therefore, students automatically receive the necessary reinforcement and recycling of language required to ensure that new input is retained and made available for spoken and written production.

8. It helps build confidence with extended text.

Much classroom reading work has traditionally focused on the exploitation of short text, either for presenting lexical and grammatical points or for providing students with limited practice in various reading skills and strategies. However, a large number of students in the EFL/ESL world require reading for academic purposes, and therefore need training in study skills and strategies for reading longer text and books.

9. It facilitates the development of prediction skills

Once of currently accepted perspectives on the reading process is that it involves the exploitation of background knowledge. Such knowledge is seen as providing a platform for readers to predict the content of a text on the basis of a pre-existing schema. When students read, these schema are activated and help the reader to decode and interpret the message beyond the printed words. These processes presuppose that readers predict, sample, hypothesize and reorganize their understanding of the message as it unfolds while reading (Nunan, 1991).