CHAPTER IV

RESEARH FINDING

This chapter mainly includes data presentation and findings of the research

A. Data Presentation

In this chapter, the researcher would like to describe and analyze all the data collected through interview as the answer of the research of problem mentioned in chapter one. This chapter was supported by the results of the interview with the subject of the research. They are explanation about the goal of extensive reading, the process of teaching reading, what are the teacher's activities, student's activity, what materials is and evaluations is used in extensive reading.

1. The Goal of Extensive Reading

a. Extensive Reading as additional learning activity

In this case, the researcher described the reasons why the subject in implementing extensive reading at the SMK N 1 Pagerwojo. The subject said that the changing of the old curriculum education policy towards the new curriculum has given significant impact on the changes of time allocation in learning activities. So, in this case the teacher cannot give the material to the maximum, and students do not get the target material according to the learning plan. Based on this situation, the teacher has an

initiative strategy to provide an additional hours which are packaged in extensive reading concepts.

The evidence of the reason from the subject in implementing extensive reading in SMK N 1 Pagerwojo, as follows:

Subjek: "aaa... ya... jadi... aa.. pertama.. extensive reading itu kita adakan kan karena kita pikir bahwasanya materi yang ada itu ndak cukup...buat siswa, jadi aa... kita menambahlah enrichmen, jadi kaya tambahan karena kalau mengandalkan materi yang ada di kurikulum ya kita ndak dapat apa apa siswanya. jadi kita berfikir untuk nambaah bacaan itu...diluar yang digariskan di kurikulum..".

Subject: "aaa ... yes ... so ... aa .. first .. we held the extensive reading because we thought that the material available was not enough ... for students, so aa ... we added enrichments, so rich additional because if we rely on the material in the curriculum so we can not what the students. so we think for additional reading ... beyond what is outlined in the curriculum ... ".

Subjek: "iyaa.. aa.. tambahan.. jadikan, extensive sendirikan diluar yang intensive, jadi kan yang diluar yang digariskan di..dikurikulum, jadi ya tambahan, memang. Posisinya memang tambahan dari materi yang ada."

Subject: "Yeah ... aa ... additions ... make it, extensive itself outside the intensive, so the outside is outlined in ... curriculum, so yes additional, indeed. His position is indeed in addition to existing material. "

Based on the results of the interview above, the researcher concludes that the implementation of extensive reading at SMK 1 Pagerwojo is based on the factor of the lack of time allocation of teaching hours. so, the teachers have the initiative to hold additional hours outside regular hours.

b. To habituate the students to like reading

In this case, the subject said that extensive reading is expected to habituate students in reading. This activity began from the 10 grade because

they are easy to be directed by the teacher. The evidence of the statement as follows:

Subjek: "aa... jadi.. gini, kalau.. untuuuk... extensive reading yang pertamanya kita memembiasakan to.., membudayakan anak suka membacaa.. yaitu kita awali dari kelas sepuluuh karena kebiasaan membacanya biar biar ter..terpupuk dulu..setelah itu baru kita arahkan".

Subject: "aa ... so ... well, if ... for ... extensive reading, we first familiarize to ..., cultivate children who like to read ... that is, we start from the tenth class because of the habit of reading to let it be ... fostered first ... then we will direct it ".

c. To embed the students that reading is fun

The application of the habit of reading culture early on in the era of very rapid technological advancement faces very severe challenges. schools or institutions must be able to package this habit of reading into activities that can be carried out easily and not become a burden on students. related to this matter, the school has formed a literacy team as a forum and a driving force for this reading activity. Moreover, teacher revealed that:

Subjek"itu tadi... karena fungsinya sebagai tambahan dan sifatnya extensive reading itukan tidak... tidak boleh ada paksaan sebenarnya.. jadikan dia fungsinya itu kan membuat siswa merasa free..merasa nyamaan..untuk membacaa...... naa.. kita buat semuanya seperti ini.., agar siswaa gampaang...... aa.. memahami.. dan juga enjoy.., menikmati kegiatan membaca ini, makanya kita pilih extensive reading".

The subject "that was ... because of its function as an extra and broad reading it does not ... there should not be any actual coercion ... make it function that can make students free ... feel the same ... to read ...... naa .. we make it all like this .., so that the students will be happy ...... aa .. happy .. and also enjoy .., enjoy reading this activity, so we choose extensive reading ".

2. The Process of Extensive Reading

a. The school facilitated the students with the resources for Extensive Reading

Facilities in terms of supporting reading activities are very important especially in the school environment. As for what can be used as a facility to support this reading activity, among others, there is a school library, class reading corner and a special area for reading. One of the libraries in the school has a function as a medium for learning activities. Development and structuring of the library is a necessity for ongoing reading activities or school literacy movements and knowledge management based on reading material. With good library management, it will be able to increase the interest in reading for school residents. Ideally the library has a role in coordinating the management of other supporting facilities including Class Reading Corner, reading areas and other literacy facilities in schools.

a) The School provided library to support Extensive Reading

1) Novel

Extensive reading is based on this principle that we learn to read by reading. The selection of the right material for extensive reading is an important factor to consider. Therefore, literary texts (novels) are recommended to be used for extensive reading. First, the varied content supports students' stimulants to choose the stories they like. Second, reason for knowledge, Literature (novels) develop critical thinking skills when they are involved in literary texts and students apply their own feelings and ideas about it. Third, the motivation to read

traditional textbooks seems boring, but using novels as textbooks makes readers more fun and helps them diversify their reading habits.

2) Magazine

The selection of extensive reading material is very important. There are many learning media that can be used, one of which is the magazine media. Magazines are mass communication media in printed form whose function is to present actual readings, containing the latest data on things that attract attention, enriching the treasury of knowledge, with the variety of reading material and images that arouse reading motivation.

3) Short Stories Book

The availability of reading material is the responsibility of educators who function as media or material for educators who will direct their activities in the learning process especially reading. As teaching material, short stories can be used to practice language, understand and get general information in reading, and enhance the growth of students' vocabulary.

Teachers as facilitators in learning need to choose so many short stories in the extensive reading activities they manage. Various ways teachers can do in selecting short stories, including: practicality, interesting story content, short story content according to student level.

4) E-book

In the world of literacy, especially about the culture of reading, the rapid development of technology has become a major stepping stone in presenting

reading materials to be accessed through electronic / digital media. The main goal is definitely to facilitate and accelerate access to all types of reading material by students. Current developments in information technology facilitate and provide unlimited information about reading sources, especially in accessing e-books. students can access at any time, cheaper, can arrange comfort in reading so. Students can also read free books without having to download the desired eBook.

b. Teachers activities in Supporting Extensive Reading

The teacher's role is very strategic in improving children's abilities, both in the cognitive, psychomotor, and affective domains. especially in the extensive reading activities, the teacher as an educator, giving focus assistance on the formation of the process of extensive reading activities. The teacher is also given space to take on the role of facilitator, motivator, and inspiration for children.

1) The Teachers gave Motivation to the Students

a) The teacher as a role model in Extensive Reading

An example is an action or action that has a strong influence on others. if a teacher reads the reading material that is the same as the material read and talked about by students, this will give students an example of a reader of the reading material. In this case for a teacher can provide recommendations and instructions to students, teachers and students can interact exchange information in one fun reading community activity.In relation to how a teacher becomes the role of model,the teacher stated that:

Subjek: "Iya awal mulanya kan ya juga guru itu memang harus, kalau dilihat sama siswa kan ya harus suka bacaa..., kan ndak mungkin gurunya ngomong " yo ayo kita baca... ini.. ini.." tapi gurunya gak pernah baca...itukan jadi susah... buat siswanya untuk ngikuti kan berat..kalau nggak pernah lihat gurunya baca. Pegang bukuae gak pernah ngonoikan yo.. muridnya jadi lihatnyaki " iki bener opo endak guruku iki? "

Subject: "Yes, the beginning, right, the teacher must, if you see the student, you must like reading ... it is impossible for the teacher to say" let's read this ... this ... "but the teacher doesn't never read it ... it was hard ... for students to follow it hard ... if you never saw the teacher read it. Hold bukuae never mengonoikan yo ... students so look at him "iki right opo endak my teacher iki? "

b) The teachers review some particular books to stimulate the students in reading

In this case the teacher gives a review or tells a story from the story of a book which will form a communication interaction between the teacher and students. This activity not only activates or grow intellectual aspects, but also emotions, imagination and character development. The purpose of giving a review here to increase children's curiosity of reading material. It is expected that from this activity, children or students can foster their own initiative in reading books available in the library.

2) Teachers as a guide for the students in their Extensive Reading

The teacher as a designer of teaching because it has the ability to plan (design) teaching and learning activities effectively and efficiently. Therefore teachers must understand the stages of the development of student literacy and implement a balanced literacy program. in this study the researcher shows how a teacher accompanies reading activities for students in the learning process using

extensive reading at SMK N 1 Pagerwojo. Based on the results of the researchers' interview with the teacher, the implementation of extensive reading activities can be described as follows:

a) The teachers oriented the students to the goals of the program

From the results of the interview,the teacher started by givingoutreach and briefing to the students in how the extensive reading activity will be done. The teacher conveyed that extensive reading activity is carried out once a week, the chosen time is 15 minutes at the start of the learning hour. Before the reading activity begins the teacher has prepared books and reading material that can be accessed easily in the school library. The teacher chooses a number of two students to represent the class in charge of taking books that have been prepared in the library. The students brought the book into their class, then teacher gave provide instruction and guidance the process of distributing book to each students as reading material.

Subjek: " aa... yang pertama a mereka sudah tahu kegiatan itu ya, jauh sebelumnya kita sosialisasikan, terus pada waktu prakteknya itu pertama mereka secara perwakilan 2 orang ke perpus untuk mengambilkan buku yang sudah dipersiapkan, buku itu dibawa ke kelas setelah itu dibagikan kepada siswa sesuai yang ada atau mungkin mereka suka yang mana, dari situ setelah mereka selesai baca itu dicatet, jadi tidak hanya sekedar membaca tapi dicatet sampai berapa halaman, jadi waktu bacanya kan kurang lebih mungkin dengan persiapan berartikan sekitar 10 menit ya bacanya ,   10 menit itu mereka dapat berapa halaman yang dibaca, terus dituliskan bukunya judulnyaapa gitu... jadi halaman berapa sampai halaman berapa."

Subject: "aa ... the first a they already knew the activity yes, long before we socialized, then at the time of practice it was their first representative of 2 people to the library to get the book that was prepared, the book was brought to class after it was distributed to students according to what they have or maybe which one they like, from there after they finish

reading it is painted, so it's not just reading but how many pages are painted, so the reading time is more or less possible with preparation means about 10 minutes read it, 10 minutes that they got how many pages were read, then the title of the book was written like that ... so what page to what page. "

b) The teachers took the responsibility in explaining the methodology of Extensive Reading

The teacher must introduce the extensive reading program well so that the program starts well because students have different reading backgrounds and maybe some of them don't like to read or might not have enough time with this extensive reading activity. Teacher Provided an explanation of this extensive reading activity not to learn languages but to practice reading and build reading speed and ensure this is an easy activity.

c) The teachers kept the students on track on what each students read

Choosing the right reading material can help build confidence in reading, reading ability and build a love of reading English. Conversely, improper material selection can result in poor reading skills in an endless circle. The teacher makes sure the book that is read is an interesting book, if it becomes bored or too difficult students should stop and read other books and it would be better to choose books that can be understood without a dictionary.

In principle in extensive reading, students read books that fit their level, so there is no need to give a test to students. This is because part of making decisions about what books are chosen is one measure that they can understand the book they will read, before they start reading. Extensive reading is not about

tests, but is more about helping students to improve their reading speed and fluency, become confident English readers and not to measure students' ability levels.

Subjek: "aaa...kalau menurut saya, dengan pengalaman dilapangan ya memang ada penambahan meskipupn tidak signifikan, ya maksudnya tidak bisa dikatakan langsung... pinter..gitu... kan ndak, tetapi itu bisa kita lihat bahwa ecrichment divocabularinya itu meningkat. jadi kalau kita test itu... buat mengecek ya.. maksudnya bukan untuk mengukur tingkat kemampuan ndak...tapi Cuma mengecek itu...ada peningkatan...mereka mengerti kata kata barulah buat siswa, yaitu mereka ada peningkatan disitu jadi ndak nul puthul sama sekali ndak, jadi ada penambahan lah,".

Subject: "aaa ... if in my opinion, with experience in the field, yes, there is indeed an increase even though it is insignificant, so the meaning cannot be said directly ... clever ... that's right ... no, but that we can see that the divocular ecrichment is increased. so if we test it ... to check yes ... the intention is not to measure the level of ability not ... but just checking it ... there is an increase ... they understand new words for students, ie they have an increase there so it is not nul puthul not at all, so there was an addition, ".

3. Students' Activities in Extensive Reading

In this study the researchers will show the activities carried out by students of SMK N 1 Pagerwojo in extensive reading activities. Based on the results of the interview explained as follows:

a. The students selected the book what they are interested in

The teacher helps choose books starting from an easy book, so that even the students with the lowest ability can read, so that all students can grasp the

intent of extensive reading itself. Providing the same number of titles for several students with the aim of making the reading process easier and emphasizing pleasure and speed reading.

a) The students wrote the vocabularies that they are not familiar in their in note book

In this stage students are asked to make a small note of their extensive reading, this activity aims to increase and strengthen the growth of students' vocabulary obtained during extensive reading activities. Students also write general information obtained from reading such as (title or theme, characters, events, last page read) as a capability to support reading activities in the next extensive reading activity.

b. The students are required to review and make summary about the reading material that they have read.

Students can write or present reports on book reports and summaries or create posters and presentations that summarize the contents of the book's story. They can also comment on the characters in the book, the story line, or their reaction to the stories they read. Students with lower abilities can practice completing sentences such as 'my favorite character is ..... because ...' or 'I (don't) like this book because ...', or write their reactions using their first language.

B. The Result Data of Finding

In this paragraph, the researcher described the result of finding from the interview as in table 4.1:

Table 4.1 the result of data analysis

Aspect	Indicators	Activity/Action	Media
The Goal of Extensive Reading	Extensive Reading as additional learning activity		
	To habituate the students to like reading		
	To embed the students that reading is fun		
The Process of Extensive Reading	The school facilitated the students with the resources for Extensive Reading	The School provided a library to support Extensive Reading	Novel, Magazine, Short Stories, E-book
		The school purchased the book every month to update the reading resource	
	Teachers activities in Supporting Extensive Reading	The Teachers gave Motivation to the Students	The teacher as a role model in Extensive Reading
			The teachers review some particular books to stimulate the students in reading
		Teachers as a guide for the students in their Extensive Reading	The teachers oriented the students to the goals of the

			program
			The teachers took the responsibility in explaining the methodology of Extensive Reading
			The teachers kept the students on track on what each students read
	Students' Activities in Extensive Reading	The students selected the book what they are interested in	The students wrote the vocabularies that they are not familiar in their in note book
		The students are required to review and make summary about the reading material that they have read.	