

## **CHAPTER V**

### **Discussion**

This chapter provides the results of the data analysis, the Goal of Extensive Reading, results, and Process of Extensive Reading.

#### **1. The Goal of Extensive Reading**

##### **a. Extensive Reading as additional learning activity**

According to its role, Extensive Reading aims to build their reading speed and fluency. Further, in Extensive Reading students acquire the new vocabularies, grammars and phrases. Since the regulations in 2013 Curriculum decrease the time allocation in English learning, Extensive Reading becomes one of the solutions in solving this problem. Through the Extensive Reading advantages (vocabulary, grammar and phrase acquisition), it can help the teachers to substitute their limited learning hours. In line with the research conducted by Suk (2017) which stated that vocabulary acquisition can be acquired through Extensive Reading. Another studies of extensive reading also have identified positive impacts of extensive reading on vocabulary acquisition (Al-Homoud & Schmitt, 2009; Beglar, Hunt, & Kite, 2012; Webb & Chang, 2015). However, positive results from these and other studies on extensive reading seem to be mitigated due to methodological issues. It clarifies that extensive reading can increase the students' language proficiency.

##### **b. To habituate the students to like reading**

Since Extensive Reading is an approach to second language reading, and its goal is to make the students enjoy in reading, extensive reading is done

extensively rather than intensively. Through reading, students can explore their talents and potential, encouraging to improve their reasoning skills, focus training, and improve school abilities. Through reading activities, students can simultaneously learn other subjects, and through reading activities, students can search for all types of information that develop around them and process it as knowledge that can be applied in real life.

Considering that there are so many things students learn from reading activities, it is clear that reading is very important for students especially in terms of culture. But in reality the activities of reading society in Indonesia, especially students still need more attention. Interest in reading Indonesian society is still low and has not become a habit. Programme for International Student Assessment (PISA) survey on 2015, for example, ranked Indonesia 64<sup>th</sup> from 72 countries. It shows that the still low interest in reading Indonesian people.

The best way to improve student reading is by reading. Reading like sport or music need to practice. Students who love read and who read a lot is the best reader. It is in line with one of the aims of extensive reading stated in Guide to Extensive Reading (2011), it is stated that “extensive reading helps the students become better at the skill of reading”. Moreover, if the students are confident of their reading, the students are greatly encouraged to learn new language (Day and Bamford, 2002) and it encourages the students to read more that further results in the growth of fluent readers.

Moreover, the students will have positive perception towards L2 reading, confidence and motivation in reading, development of ability in word recognition,

will read at an appropriate rate of students' purpose and without disturbance from dictionary, and will know the purpose of their reading and the way to choose suitable materials on their own (Benettayeb, 2015). Ferdila(2014) added that confidence and motivation gained from repeated reading exposure benefits students to be more active in class participation. Renandya (2016) compiled benefits that students can get from extensive reading as follows:

Enhance vocabulary development. By reading extensively, students frequently encounters words and word patterns that helps in increasing vocabulary size.

- 1) Attain a better grasp of L2 grammar. Students who read a large amount of materials will repeatedly encounter various grammatical patterns which lead them to have a greater sense of how grammar works.
- 2) Develop word recognition skill that leads to faster reading speed which is important for fluent reading.
- 3) Expand background knowledge. Since students read various reading materials, they are exposed to many different topics that increase their knowledge base which is useful for fluent reading and comprehension.
- 4) Build up higher confidence and motivation. Students with low proficiency especially will find ER helpful to boost their confidence and motivation since the reading materials are within or a bit below their linguistic competence range.
- 5) Gain positive attitudes towards reading. Since ER is done within enjoyable environment, students are eager to explore more various reading materials and reading more.

## **2. The Process of Extensive Reading**

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

Learning facilities are facilities that can support the learning process both at home and at school. Completeness of facilities such as a library will make it easy for students to access reference sources in learning, especially in this case is extensive reading. With adequate learning facilities, fluency in learning will be realized. To improve quality must be supported by a variety of facilities, learning resources and personnel assistance among other sources needed and resources to meet the needs of learning resources. Learning facilities in schools that are complete and adequate are also effective schools. Effective school can be interpreted as a school that shows the level of performance expected in the learning process, with which shows the quality of learning outcomes in students in accordance with what is supported in this case extensive reading.

Research related to library facilities conducted by Oluwunmi (2016), a student from Covenant University with the title Student's Perceived Quality of Library Facilities and Services in Nigerian Private Universities. The results showed that students' perceptions about Library services at four universities are above average, however, their perception of some facilities in the library such as the place Parking and evacuation routes in case of disaster are very low. Recommended for the provider of library facilities must ensure that University

library facilities or services are given more attention great in terms of budgeting, and quality improvement.

Within the scope of the school, the student is an academic component that is seeking knowledge, for that reading should be a routine activity carried out by students at school. Reading benefits readers to find or obtain diverse information, add broad insights, and can improve reading skills. Therefore, students must have a high interest in reading. This is in line with a *Economic Education Analysis Journal* by Rukmana (2017) stated that the better library facilities, library performance and library material management result in better reading interest in students.

There are two types of library: class library and school library. Its implementation decision depends on the program needs. If extensive reading is introduced for the first time, it is preferable and wiser to start it with small library of appropriate level that depends on the money, time used, also the number of students participated (Benettayeb, 2015).

Class library can be started by asking students to bring one or two English materials and put them on the bookshelf or simply a box or a trolley in the classroom where several students in turn act as librarian who are responsible for borrowing and returning data. The materials are registered and numbered to have it returned to the original donors after the materials are completely used or in need of change. Other sources for materials can come from other donors outside the class members, publishing houses, or other institutions (Benettayeb, 2015).

Class library benefits for immediate and easy access to the materials especially for reading time in class, freely obtain and change materials during extensive reading period, share, react and recommend each other, and for teacher to guide students to choose materials that suit their age, proficiency, and interest. Moreover, students prefer the materials to be stored in their own room instead of making a journey to the library. Teacher is also able to try introducing how to operate a class library to the students (Benettayeb, 2015).

In other hand, school library has major benefit in the organization of check-out system since the school librarian is the one who responsible to monitor the borrowing and returning activity thus can be an ideal resources for extensive reading. The students also have opportunity to report directly to the librarian anytime they face difficulties in selecting materials which later can be conveyed to the teacher.

Furthermore, in selecting materials teachers must have an effective knowledge strategy on how to choose reading material that suits their desires. Thus, materials should be at a variety of reading levels, so that all students have materials at their independent reading level. Students may turn away from reading if the materials are too difficult. On the other hand if the reading material has variations that many students will find it easy to get material according to their level of interest, so this will lead students towards reading activities in their interest. For an ER program to succeed, students need materials that they are capable of reading and want to read. Below are 16 ideas for finding such materials, in addition to the standard route of schools and other educational

institutions purchasing the materials. No doubt, readers of this article and their students will have more ideas. This matter is supported by an article conducted by Jacobs, G. M. (2014) as followed:

- 1) Online materials are becoming increasingly available. These materials often come with audio accompaniment. Unfortunately, any list of sources of online materials quickly goes out of date. Consult colleagues, librarians, and students for the latest information. One source is Extensive Reading Central (n.d.). Of course, online resources require reliable hardware and internet connections.
- 2) Students can become keypals, i.e., internet friends, with students their age in other locations. These locations can be other classrooms, schools, cities, or even countries. Social networks offer a related source of reading materials. Of course, especially with younger students, care must be taken, as the internet can be a dangerous place.
- 3) Former students can donate materials that they no longer want.
- 4) Similarly, graduating students can donate books as farewell gifts to the school and as a way to leave a bit of themselves behind. They might also want to write a message to future readers of the books and include their name in the books they donate. For example, in their notes to future readers, graduating students could explain why the books meant something special to them when they were younger.
- 5) Teaching and administrative staff can contribute books. Maybe after a thorough spring cleaning, they have books that they no longer have

space for. Some adults use the “Ten Year Rule,” i.e., if they have not read a book in ten years, it is time to pass it on to someone more likely to read it.

- 6) Students’ family members may have reading materials to donate. As with any donation solicitation, it is important to specify the types of books requested; otherwise, many of the donated books will not be appropriate to your students.
- 7) Old magazines, yearbooks, etc. can also become ER materials. Anything that students might enjoy reading is fine.
- 8) Civic organizations, foundations, embassies and consulates, and companies are eager to help education, and almost everyone agrees that reading is fundamental to education.
- 9) Teachers can exchange ER materials with colleagues. After one class has read many of the books in one classroom’s collection, why not exchange some of all the books with another class?
- 10) Subject files can be compiled with articles from newspapers and magazines. Such files allow students to pursue their interest in particular topics. Students can help find and bring in new articles for a particular file, and then can suggest new files on different topics.
- 11) Second-hand book shops and families’ moving sales can be treasure troves of reading materials.
- 12) Students can swap books with each other. To facilitate the swap, they can draw numbers to decide who can choose which book or who swaps



with who. If Student A receives a book that Student B wants, Student A can bring the book for the next swap session. After students read the book they received in the swap, they can give their reaction to the person with whom they swapped. Swapping can be a regular affair to encourage students to think ahead about which books they might want to swap with classmates. A good time for swapping is just before a school break, to help students gather reading materials to enjoy during the break.

- 13) Student writing, after it has been polished and suitably published, and teacher-written materials tailored especially for students offer rich veins of ER materials.
- 14) Libraries and bookstores. For instance, some public libraries periodically have book sales. What the public libraries in one town do is to invite teachers to shop one day before the sale is open to the general public. That way, teachers have the best choices in order to stock their class library. Bookstores often have special bargain sections with reduced-price books.
- 15) Some bookstores will give students a tour – highlighting areas of the store of specific interest to a particular class or to particular students - and a special discount after the tour. Some students, even older students, have never been to a bookstore, may not know how they are organized, and may not feel comfortable spending time reading and browsing.

16) On students' birthdays, students and their families can donate books to the class library. These can be a new or gently used, but they should be ones that students believe will be enjoyed by classmates. Students whose birthday falls on a date when school is not in session can donate on their "half birthday," i.e., the day six months before their birthday.

**b. Teachers activities in Supporting Extensive Reading**

In extensive reading program, the teacher roles are strongly emphasized. It is important to remember that extensive reading activity is student-centered and student-managed. Extensive reading requires teacher's involvement as a role model of reading, a counsellor, and an enthusiast (Benettayeb, 2015).

Teacher as a role model means that teacher is also a reader that participates in reading while the students read their materials. It aims to motivate students intrinsically by showing the actual reading attitudes. By participating in reading, teacher opens the chance to discuss, read aloud from favorite materials and share views about what they read together. A lot of reading is also needed for teacher in order to know which level of the books linguistically suitable for the students.

Teacher as counsellor means the teacher is demanded to advise, assist, remedy, broaden the students' interests, and foster them to analyze their own reading by speaking out their views about the materials they read (Hedge, cited in Benettayeb, 2015). It is a chance to provide support to talk about the students' problems then guide them for possible guidance relating their materials. It is suggested that if extensive reading's allocation periods are two or three periods per week and the discussion takes about 5 students every period, then a five-

minute discussion with every student of the class per month is possible. A checklist of questions to record students' responses can be used and then compared at the beginning, during, and the end of the program. Possible questions that can be asked may include: do you enjoy reading? what kind of books do you like? what books have you enjoyed reading? do you have any problems with or worries about reading? and about how long does it usually take you to finish reading a library book? (Benettayeb, 2015).

Teacher as enthusiast is shown by enthusiasm and appreciation for extensive reading. The benefit of enthusiastic and caring teacher is especially help the weak and reluctant students. They need special attention and help from positive and encouraging teacher (Benettayeb, 2015).

In short, it is summarized as the role of the teacher that includes setting up the program in a way that students are able to find suitable books within their level and interest, planning reading motivating class activities, using various ways in checking whether students are actually reading, overseeing the record of materials that students have read, giving advises to students who are left behind individually, and giving feedback on students' journal reports or other works.

Nevertheless, (Yulia, 2018) asserts that teachers nowadays play as guide or facilitator than as model reader who are responsible in monitoring whether students engage on task, select proper materials, or need help on comprehension of choosing the comfort level material while circulating and interacting quietly with individual students during in-class extensive reading.

### **c. Students' Activities in Extensive Reading**

Extensive reading is a language learning approach where the reader reads a lot of readings and is easy in a new language. They choose to read themselves according to what they like. They read with an orientation to get information in general and to get information that is pleasant. They are also encouraged to stop reading and choose new topics if they find it difficult or uncomfortable. This is in accordance with the explanation of the 10 principles of extensive reading conveyed by Julian Bamford and Richard R. Day (2004).

- 1) The reading material is easy
- 2) A variety of reading material on a wide range topic is available.
- 3) Learners choose what they want to read.
- 4) Learners read as much as possible.
- 5) Reading speed is usually faster rather than slower.
- 6) The purpose of reading is usually related to pleasure, information, and general understanding.
- 7) Reading is individual and silent.
- 8) Reading is its own reward.
- 9) The teacher orients and guides the students.
- 10) The teacher is a role model of a reader.

The ten principles provide language instructors with guidelines for conducting successful extensive reading. The principles say that the teachers need to provide easy materials on a variety of topics at different levels; learners are independent readers free to choose reading texts to read for pleasure at their own

learning pace; and teachers play the role of facilitator and are role models. To satisfy these guidelines graded readers of diverse topics and levels are suggested and usually used in most extensive reading.

The principle of extensive reading will direct how or what such extensive reading activity is carried out in the process of extensive reading activities by students. The various sources of reading that are facilitated by schools do not have to be all read, but they are given the freedom to choose what is appropriate and what they are interested in, so they feel comfortable and will be stimulated to read. They are able to choose text that they think is easy, so the student will not be getting bored in reading. Alderson and Urquhart (1984) declare that "we are committed to believing that simplified texts can be authentic". Easy reading material is the most important principle of extensive reading for language learning because students are unlikely to succeed in reading extensively if they have struggle with difficult material. Learner read material that contain few or unfamiliar items of vocabulary and grammar. (there should be no more than one or two unknown vocabulary items per page for beginners and no more than four or five for intermediate learners).

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text (Bamford, Extensive Reading Activities 1). The reading is individualized, what means that students choose books they want to read, they read it independently of the teacher and they are not required to do any tasks after reading. Reading 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. This is a realistic target as books written for beginning language learners are very short.

Reading activities are considered as habits that will later appear as reading behavior when the reading activities are repeatedly carried out, where the reading habits of students can be seen in the number of readings, the frequency of reading and the average time spent on reading (Chettri, 2013). In addition, Clark (2005) also added that in addition to the amount of reading, frequency and time spent reading, someone's reading behavior is known from the type of reading read or the preferred type of reading.

Chettri(2013) divides reading behavior based on the number of books read into 4 groups: (1) Heavy Readers (regular readers) This type of reader usually reads 24 or more books each year or 2 books per month; (2) Moderate Readers (rather routine readers), this type of reader usually reads 7-22 books per year or 1 book a month; (3) Rare Readers (rare readers) of this type usually read books 1-6 per year or 1 book per two months; and the last (4) Non Readers (not readers) of this type do not carry out reading activities in two months or can not spend 1 book reading in two months. The last two types namely types (3) and (4) are usually experienced by children aged 9-10 years which shows that reading habits have not developed properly.

While Rosenblatt (1991) classifies reading patterns into 2 types, namely Aesthetic Reading and Efferent Reading, (1) Aesthetic Reading is a reading activity carried out by someone due to seeking pleasure or to take advantage of their free time, because readers can enjoy reading, while (2) Efferent Reading is a reading activity aimed at achieving an interest, such as to fulfill a school assignment or reading in order to answer the test questions.