Chapter Two

Literature Review

This chapter presents several literatures that are related to this research. In this chapter, some points to be discussed are the definitions of reading, the definition of extensive reading, and online extensive reading, benefit of online extensive reading and challenges of online extensive reading. The last is related studies and conceptual framework.

Reading

Reading is a process that is conducted and used by readers or learner to get a message which delivered by the writer through the text. By reading, someone indirectly has collected every word, after that the reader can conclude a thing based on what the reader finds in the text. Hedgcock and Ferris (2009) stated that reading is process of constructing and understanding the meaning of word in the text.

Reading skill is one of skill that students learn since they were an early age. It is generally taught at a very young age, beginning before kindergarten. Until now it can be said there have been many books or reading materials which they have read. In reading skill there are several of important aspects that must be considered. The National Reading Panel has noted that there are five specific practices that teachers should be using when teaching children to read or when helping them improves their reading skills. They are (1) phonemic cognition, (2) guidance in phonics, (3) oral reading practice with feedback, (4) vocabulary direction, and (5)

comprehension guide strategy (Prado & Plourde, 2005). The most important of five practices is reading comprehension. Reading comprehension is how the reader getting meaning from written text and it is needed by the reader to know and understand what they read.

The reader typically makes use of background of knowledge, vocabulary size, grammatical knowledge, familiar with the text and other strategies to help them understand the text. There are three types of reading, which are skimming, scanning and close reading. First is skimming, skimming is a quick reading to get to know the general meaning of the passage, how the passage is organized or structure of the text, and the last the writer's purpose. It is reading for communicative tasks. Second is scanning, it is reading to extract the specific information; reading for general understanding. Scanning is a technique that is helpful when you are looking for the answer to the question. The last is close reading, it is reading for complete understanding; reading for detailed comprehension (information; function, and discourse). Close reading is the important skill that you need in literary studies.

Reading comprehension

As above mention, the purpose of reading is comprehension or getting meaning from written text. Reading comprehension in this study deals with the students' ability to comprehend reading texts. Reading is the process of understanding a reading text (Grellet 1996). That statement means that when students do a reading activity, they have to make sure that they can comprehend the writer's ideas in the text. Reading comprehension

skill are important for student because it help them for doing effective reading (Roebl, Shiue, 2012).

Current research views reading as the process in which the reader constructs meaning based on information that gathers from the text. Reading comprehension is complete process of constructing meaning from the text through the interaction of (1) the knowledge the reader carries to the text, i.e. vocabulary rich, vocabulary mastery, and knowledge of linguistic rules; (2) the reader's interpretation about the language in the text; and (3) the condition where text is read (Maria, 1990). It can be concluded that reading is process of interpretation the meaning in the text, and it concluded to be points and purposes of the writer using reason and logic. In short, the reader's job was to understand about massage that delivered via the words on the page.

Extensive Reading

Reading is one of activities that that can help to improve student's English language ability. Reading is divided into two types: intensive and extensive, intensive reading is a practice of particular reading skill in which the readers do reading in detail for specific task and objective from the teacher (Renandya, 2007). On the other hand, extensive reading can be defined as reading as much as possible for our pleasure, extensive reading is reading activities where reading confidence and reading fluency are prioritizing. Nation (2009) stated that extensive reading is a way where the readers can focus on the meaning of the text and improve their fluency by doing reading

In the extensive reading activity the role of teachers here is as control and guide for student, stated by Bennetayeb, (2015). So, they free to choose and read the text for enjoyment. In addition, they can extract information about the text without any academic intent. Dao (2014), mention that extensive reading involves 1) lot of handy materials reading; 2) reading for fun; 3) reading to bring up students' confidence, and 4) reading for fluency improvement.

Characteristics of extensive reading. As mentioned earlier, extensive reading is an enjoyable reading activity in which students happy to read a book of their own choices. Day and Bamford (2004) described some characteristics of extensive reading. These features are: (1) level of the reading materials is convenient, (2) a variety of reading materials on a wide range of topics, (3) learners choose reading materials accordance their interest, (4) learners read as much as possible, (5) the aim of reading is related to enjoyment, the interesting information, and general understanding, and (6) it conducted by individually and silently.

One of the important principles in extensive reading is that the reading materials should be easy so that the students can read and understood the texts well. As Nation (2008) noted that "educators should be aware that the essence of extensive reading is that it involves a large quantity of reading materials, selected by our self, pleasurable reading at a reasonably fluent speed" (p.50). It is supported by Harmer, 2007 who argue that "students' interest needs to take it for granted based on their level of difficulty and topics they are interested in and understand" (p.283). Another

point is when students do an extensive reading; they can do it at any place that they want. Even extensive reading can be done do in outside the formal class, and it can be done in wherever or whenever they want as long as student comfort for reading (Krashen, 2004). Another important point of extensive reading principles is the students free to choose reading materials in accordance with their interests, such as comic, novel, magazines, newspapers, storybooks, or online texts. Also, they do not have to depend on reading materials supplied by the teacher.

Online Extensive Reading. As the students have known that Internet has a significant role in human life. The Internet as an online media brings more advantages especially to students. Internet presenting various sources readings that have a lot of benefit for many people, it is included various texts in English. There are many content in the Internet which is using English. The fact above support for extensive reading activities, so extensive reading can also be done through online. Online extensive reading made up of reading text as part of electronic screen page (Pino-Silva, 2006). As a conclusion, online extensive reading is reading activities using the Internet as source of reading texts through electronic gadgets such as Smartphone and notebook.

The Benefits of online extensive reading. Internet provided many sources for extensive reading in language learning. Using the Internet for extensive reading is numerous advantages. The Internet can provide a lot of interesting materials. Guo (2012) contended that all of authentic materials from the Internet are highly worthy because those materials can generate

greater interest among teachers and students than materials that structured traditionally done. Pino-Silva (2006) conducted a study on online extensive reading and found that students could gain access to hundreds of newer and interesting articles. It can be said that people have many choices accordance with their interest, and they can be found it easier. It is more practical to read online than reading from printed books (Pino-Silva, 2006).

Since the era of computer and electronic mobile devices has progressed incredibly, the Internet also has significant development. Internet facilitates the student to search a lot of reading materials. Arnold (2009) stated that nowadays students can get reading material so easy because the Internet is so popular among universities, so they can enjoy for doing extensive whenever they want. In addition, the students can access the Internet through the computer or the smartphone easier. Technological developments make learners can easily access their needs anywhere and at any time they want.

Online extensive reading also can improve student's English skills, one of skills that can be developed through online extensive reading activity is vocabulary skill. Guo (2012) stated that extensive reading through the Internet can help student improve vocabulary because it makes the student should dealt with new vocab and strengthen the vocabs that already known repeatedly. Based on the explanations above, we can conclude that online extensive reading is useful for improving student's vocabulary knowledge.

Online extensive reading helps the reader to improving their skill for grammar and structured in English. Poorsoti & Asl (2016) stated that "It is obvious that constant repetition of writing styles, structures and words in an extensive text has the potential to lead the learner to pick up them subconsciously that will subsequently contribute to better writing in terms of fluency and accuracy" (p.199).

Challenges of online extensive reading. Extensive reading through online activities should be done with relaxed and no pressure. But there are some issues that are often faced by the student, for example, may be the language that is used by the author. First, the reader may sometimes encounter reading materials use languages that are too high or scientific. Husin (2014) stated that understanding tough vocabs and the incapacity to define these sentences are among the general obstacles for the students to enjoy their reading material. For some readers, online extensive reading is not always easy to be done. The reader sometimes feels difficult in order to comprehending the text on screen because the reader actually used to reading through printed book. As Coiro (2014) stated that nowadays, the researcher cannot always believe that the reader who read well in the books will also be good reader on the Internet. In addition, Myberg dan Wiberg (2015) stated that it is more about the readers' manner toward the digital media than the true experience of reading. There are skepticism toward online reading so it be a common perspective that online reading rather than the goal of reading.

The researcher also believe that online extensive reading is reading for pleasure but sometimes the reader has lost their attention to the reading material because the reading material are too long in paragraph. Husin (2014) stated that the goal of extensive reading is to have fun in reading, it's not successfully achieved because the selected materials are too various and so many word which are unknown to the reader.

The last, extensive reading seldom has materials that are related to educational or curriculum. Otherwise, the teachers are often used materials that are focus on curricular responsibilities, for example, textbook task, revising essays, and preparation for tests. It also can be a challenge for the teacher, because it is difficult to how teachers value and handle student's responsibility for their extensive reading (Robb & Kano, 2013).

Review of Related Studies

There have been a few studies related to online extensive reading. The first is journal research by Pino-Silva (2006), conducted research about extensive reading through online. The main focus of this research is the implementation of online extensive reading program which was called by Web-based ER program (w-ERP) in Universidad Simon Bolivar. The participant of this research is 200 students of Universidad Simon Bolivar in Venezuela. The result revealed that there are several benefits or gains perceived by participants in the w-ERP. There some benefits were the following: 1) extensive reading through the Internet helps to gain access to hundreds of newer and interesting articles magazine articles, 2) students can

practice reading after the course is over. It only depends on my interest, 3) it is easier, faster and more practical than reading from a book, 4) extensive reading through the internet helped me with my vocabulary. Based on this study, the researcher would like to adopt the point of view of Pino-Silva and the result of this study as the strong supportive study of this research. The research above has more differences than the similarity what the researcher has researched. The differences are on the setting and the participants, method and the data analysis.

The second is journal research by Sun (2003), conducted research about online extensive reading. The main focus of this research is on the implementation of online reading program toward teacher and student of EFL in Taiwan. The project had two major goals. The first was to design and implement an online reading programs in which the researcher provide several features to support English learners and teachers when they do online reading program. The second goal was to find out the learners' perspective on the effectiveness of the program. The result of the study reported that student have a positive attitude toward the ERO (Extensive Reading Online) system and consider it effective in enhancing their language skill. From this research, the researcher would like to adopt the ideas from Sun about offering online reading platform for English foreign language learner.

The last, there is a research conducted by Cote and Milliner (2011) entitled Implementing and Managing Online Extensive Reading: Student Performance and Perceptions. The main focus of this research is to reflect

on student attitudes and perceptions of reading digitally at private university in Tokyo. The participants of this research were 95 students of five EFL classes, a total of 27 males' students and 68 females' students took part in this research. In order to collect the data about students' perception of digital reading and their attitudes toward it, the researcher created an online questionnaire with using website *www.surveymonkey.com* and then distribute to the student during the first and last of the semester. The result revealed that some participants held positive attitudes toward implementation of Digital Reading. However, some student noted a variety of technical issue while they do Digital Reading. It is the risk of delays and software freezing will always be an issue. Based on this research, the researcher would like to adopt the point of view of Cote and Milliner and what the researcher found for being strong support for this research.

Those research above has related to this research as the purposes of this research are to explore the students' perception on the benefits and the challenges of online extensive reading. As the current researcher mentioned above, the aims of the second and the third research are to find out the learners' perspective on the effectiveness of reading online programs and students' perception on reading digitally. From those previous statements above, it concluded that those research was related to current research to find the students' perspective on the online extensive reading. However, the second research only mentioned the students' perspective without explaining the perspectives in specific. In addition, the third research reveals that the purposes of the research are related to this research. As the third

research mentioned above, one of the aim of the research is to find out the effectiveness of the reading online programs. I means the third research did reveal the student perception on the benefit of online extensive reading. It showed that this research about students' perception on the online extensive reading was worth to do

Conceptual Framework

It has been mentioned before that reading skill is one of the skill that students learn since they were an early age and it is one of aspect in language skill. The most important practices in reading activity is reading comprehension. Reading is a process that conducted by the reader to construct the meaning from written text. One of the types of reading is Extensive Reading. Extensive Reading can be defined as reading as much as possible, for our pleasure, where reading confidence and reading fluency are prioritized. Extensive Reading is done individually and silently. And the role of the teacher here is as control and guide for student.

Extensive reading is when the students do as much reading as possible of a variety of texts within their pleasure zone; they choose and read texts for enjoyment and sometimes they extract information about the texts, but not with any academic intent. And one of the media that can be used to do extensive reading is the Internet. Obviously that the Internet had many benefits for student especially student of English Language Department, as researcher discover in field. Using the Internet to find reading materials of reading was lot of students done. Internet can provide easy access to readers to get a large quantity of reading materials. Extensive

reading using the Internet as a source will enables the student to free to

choose reading materials in accordance with their interest.

Therefore, this research has a purpose to know how perception

students about extensive reading through online. The conceptual framework

of this research will be explained in the figure below.

Figure 1.1 Conceptual Framework

Conduct   Use

| Student | → | Extensive Reading | → | Online Media |

↑   ↓ Find

| ELED students' perception on extensive reading through online | ← | Benefit and Challenge |