

Chapter Two

Literature Review

This chapter mainly discusses several reviews of related literature to supports the researcher's opinions. The discussion focuses on the students' perception, extensive reading, benefits and obstacle on doing extensive reading. The Literature review of this research explains some important aspects in this research

Students' Perception

Perception is objects' experiences, events or relationships obtained by summarizing informations and construeing the messages. According to Setiawan (2014, p. 8) perception is a result of experience about object, event, and relation which is obtained through concluding specific information into meaningful messages. Besides that, perception is a process of a sign which is organized to make structural picture about a situation. Perception can conclude about the result of someone's observation about something in the area. Perception is also obtained the information from student and observing it by self through the phenomenon, so people can make positive or negative feedbacks or responses about the information. Those things happen after someone watching or observing some phenomenon in their area or environment.

By knowing what perception is, student can give positive or negative feedback about phenomenon or the information. According to Sudarman (2007) there are two forms of perception namely positive perception and negative perception. First, positive perception is a view of object which is perceived and tends to accept the received object, because it is appropriate with their opinion. Second, negative perception is a view of object where perceived subject tend to refuse the object because it does not relate to their opinion.

Basically, perception is relating with someone and their environment through their senses. After someone observes some objects in their environment, then their brain starts to process the results of sensing. There arises the meaning of that object. Perception is the ability of sensing which is processing information in the various environment. Through the perception, the researcher will know how the opinions of the students about the implementation of extensive reading, focusing in benefits and obstacles in doing extensive reading. Then, in this research the researcher wants to know about the students' perception on the implementation of extensive reading in ELED.

Extensive Reading

Definition of Extensive Reading. There are several definitions of extensive reading. Doing extensive reading means someone needs to read books freely. Waring (2011) stated that extensive reading is the practice time where learners read a lot of easy books to read texts wholly. They try to read as fast as possible and as effectively as possible. Then, they have to search the crucial points of the topic fast. Extensive reading helps students in becoming autonomous through providing books or texts, students are able to read independently, books which are of interest to the students, and independent to choose books (Brown, 2012). Students are also responsible for the step at which they read books.

By knowing the appropriate material reading, extensive reading can be done effectively. According to Grabe (2009) Extensive reading is an approach to teach and learn reading that uses reading materials. The reading materials should be understandable and meaningful to the learner in order for learners to be able to read large amounts of books or texts. The Extensive Reading purpose is improvement in reading ability, fluency, vocabulary and enjoyment (Day & Bamford, 1998; Krashen, 2011). Whereas, extensive reading is reading in quantity in order to gather an

understanding of what learners have been read. Thus, extensive reading is the activity that people do for pleasure. The readers can freely choose the text that they like, such as a novel, magazine and others. It is intended a strategy to improve good reading habits, to construct knowledge of vocabulary and structure and also to promote a liking for reading.

Implementation of Extensive Reading. Extensive reading is when the people read particular books or text freely. In extensive reading, the people can choose their favorite book freely that they think easier and interesting. Krashen (2004) said that extensive reading can improve their enjoyment in reading. During extensive reading, to improve their enjoyment, they can add the activities by inviting their friends to read together. They also may discuss together regarding with the book texts they read. This makes them strengthen their communication skills in delivering the ideas about the text while discussing. Additionally, reading together makes their friendship improved. It is more excited than reading alone. In line with Grabe (et al., 2009) said that they get the joy and pleasure after witnessing the extensive reading program. Nuttall (et al., 2005) also stated that once a reader knows the stories, he or she will have enjoyment of reading, which results in improving reading ability such as frequency and, ultimately, reading more books.

Purposes of Extensive Reading. Doing extensive reading which is selecting the books to enjoy. They look to find the information as much as possible and find the main topic of it. So, it is impossible for the people to read the text word by word. Murtiningsih (et al, 2016) stated that extensive reading involves reading with the focus on the meaning of the text. It makes easier the readers without reading the whole detail text. Rankin (2005) said that extensive reading is more individualized and made to repeat real-life reading in the following areas; first is Reading purpose: Reading is seen

as a means to search of meaning and general understanding of something. The reader's aim is get enjoyment and/or to collect more knowledge. Second is Reading style: Learners can choose their own books by reading fairly quick using the dictionary minimumly. Waring (et al, 2011) stated that the reader essentially focused on the message of the text and what it is saying. Extensive reading is also greatly individualized approach where the instructor's main responsibility should be able to build the comfort condition for reading.

Benefits on doing Extensive Reading

Reading Fluency. As stated by experts, When the people do extensive reading, they will get many benefits from it. Inderjit (2014, p. 71) stated that "through reading, student acquire knowledge, information, and improve vocabulary". Krashen as quoted by Hann (2012) stated that reading habits for EFL is the main point of the development of grammatical competence, reading fluency, and spelling. Of course in reading, the people are needed to know first about the knowledge of the language such as grammar, vocabulary and literacy. Grabe (2004) devised a list of important order implications, such as the need to promote extensive reading and implementing extensive reading.

Improving Grammar. When the people do extensive reading, they can train their grammar. They will know which one is the present and past participle. The other benefit is reading fluency. Based on the definition of extensive reading, the people are asked to read fast and get the information of the text as much as possible, So extensive reading can train specify the information carefully. In providing exposure to valuable linguistic input and practice, extensive reading programs benefit learners' reading ability by increasing reading comprehension, reading fluency, reading strategies and also vocabulary size (Asraf & Ahmad, 2003; Hitosugi & Day, 2004; Leung, 2002; Taguchi, Takayasu-Maass, & Gorsuch, 2004; Tanaka & Stapleton, 2007).

The other example of the advantages of reading extensive comes from the research. This told about how to improve the extensive reading toward junior high school in one of the school in Indonesia. Suparni (2015) found that with extensive reading, the students can read structurally. In her research, the first step that the students do is survey. This step train them to identify the profile of the book like the publisher, table of contain, and the writers of the book. Then, they continue to read the text but they do not have all of the text. After reading, they summarize what they have read. This step has a function to improve their creativity about how they process the information in their brain and they deliver them orally. They also can write the findings.

Increasing Vocabulary Size. By implementing extensive reading, it turns out that vocabulary size will increase. According to Renandya and Jacobs (2001) extensive reading supports in developing ordinary vocabulary, particular vocabulary and the knowledge of the target language. In line with Krashen (et al., 2004) states free voluntary reading extensively, and speculates it superior to direct instruction in terms of reading acquisition, grammar, vocabulary and writing. Waring (et al., 2011) mentioned that One of the famous benefits of reading extensively is the effect has on vocabulary mastery. The more words a learner meets and the more frequently they are met, the greater the probability long-term acquisition will take place. Reading should be a pleasurable activity for the student which has benefit of extensive reading is that constant exposure of the target language will make the students improve and enrich vocabulary (Murtiningsih, et al, 2016). Yamashita (2008) conducted a study in which 31 Japanese university students did an Extensive Reading course in 15-week. The results showed that the strength of extensive reading tends to be revealed in terms of general reading ability, and that linguistic abilities are also improving such as morphosyntax, spelling and vocabulary. Kweon and Kim (2008) were focus in

vocabulary acquisition and retention in extensive reading. In their study, the results of 12 Korean learners that did three vocabulary tests indicated between the pretest and posttest 1, there is a significant difference.

Obstacle on doing Extensive Reading

Lack of Vocabulary. Although it has many benefits for the people, it also has the obstacle when the people implement extensive reading. According to Shehu (2015) the difficulties often occur even the people who master in reading the book/text. The first problem is the vocabulary. The people often find many new words and they do not understand what the meaning of them. Moreover, vocabulary is the most important thing to understand the text because it can be the main points of the text is in the difficult words. Without knowing the meaning of word, people is hard to make a purposeful sentence.

Slow Working Memory. Secondly, working memory is usually faced by the people. When they read the text, they usually forget what they have read. Consequently, when they are asked to retell the information of the text, they cannot explain them. According to Shehu (2015) extensive reading needs strong memory to hold the information. So, they can remember the information accurately. Waring(2006) stated that extensive reading supports students to consolidate and integrate language that they have studied previously. Extensive reading also needs reinteracting with previous word, So they can save it in mind.

Long Period Time. The next obstacle is extensive reading need long period time in doing those activity. The extensive reading needs long time to apply in general reading. Learners' motivation to read can also decrease greatly over a long time (de Burgh-Hirabe, 2011; Judge, 2011; Nishino, 2007). Although beneficial significant of

extensive reading have been indicated, these benefits do not occur in short time applying. The amount of reading can takes long period time to mastering, however, extensive reading programs often need more time than one academic term or in 15 weeks before the progress in reading ability is consistent and able to estimate (Karlin & Romanko, 2008; Taguchi, Gorsuch, & Sasamoto, 2006).

Teacher Learning Center. Basically, in Indonesia teaching method is using teacher learning centered style. The students are seldom with the autonomous style of learning by them selves in extensive reading, and are doubt if autonomous learning is good for them. According to Gorsuch (2001) The students are usual with the teacher centered approach in the classroom. The students only wait for the reading material from what teacher's teaching and asking for. They do not have awareness to read books automatically. Learners have other priorities than reading such as study for other classes, work and social life, So they could not make reading as main priority for their own good (de Burgh-Hirabe, 2011).

Reading Date

Reading Date is an extracurricular held by ELED. Reading Date is a teaching innovation proposed by lecturers of Basic Reading and Writing courses for the badge of 2017. Basically, Reading date is a place where the gathering of people who like to read for enjoyment and finding information. The cordinator explained the purpose of this Reading Date program is to introduce the literacy to the students and to grow the interest in reading for students of the early semester.

Reading Date activity aims to monitor the extent to which students read the book of their choice and also to improve students' reading skill. Students are also asked to share what they get from books they have read. Basically, Reading date is a place to

gather people who love reading. The whole series of activities in this program takes 10 meetings. The reading date program always did outside the classroom. The students arrange their selves to meet somewhere.

Review of Related Research

To support this research, many researchers which are relevant with this research are presented here. Those are the first research is from de Morgado (2009). This research considers two things, one related to effectiveness and the other to attitude. The aims of this research are to examines Extensive Reading's influence on the student's reading comprehension performance. Besides, this research explores the student's perception of this particular strategy. This research design uses quantitative and qualitative data from students in the first year of a scientific reading course which consist of 30 students from the third-level EFL scientific reading course in a Venezuelan university. The findings show that reading comprehension performance was improving with an Extensive Reading Program. Nonetheless, the program did seem to positively impact participating students. The Extensive Reading Group did significantly better in the post-test than in the pre-test. Furthermore, the students' perception of Extensive Reading was very positive. Besides, the students felt enjoyable, they felt it helped them build vocabulary, reading comprehension, reading skills and confidence.

The second research is by Guo (2012). Thus, this research investigated the impact of authentic materials as the main source of extensive reading in National Taipei College of Business. This research used quantitative study to employe a pre- and post-test design using a simulated English proficiency test and an attitudinal survey. Besides, other data such as course exams and students' class participation records were also

included to increase validity. This research intended to discover the effects of extensive reading using online materials on students' language proficiency, and students' attitudes toward the extensive reading activity. This research results indicated that there is a strong relationship between extensive reading and vocabulary development. This research showed evidence of vocabulary gain and motivation increase as a result of extensive reading of authentic texts. The students thought that extensive reading also enhanced their overall English ability and knowledge. In addition, students experienced gains in knowledge, sources for communication, and other language skills. They also became more involved in class discussions.

According to the results of research on both studies, it can be concluded that Extensive Reading has brought various benefits and obstacles in implementing Extensive Reading. Morgado (2009) stated that extensive reading program was conducted to examine Extensive Reading's influence on the student's reading comprehension performance and explore the student's perception of this particular strategy of using Extensive Reading program. The result show reading comprehension performance was improving with an Extensive Reading Program. Similarly, Guo (2012) stated that investigated the impact of authentic materials as the main source of extensive reading in National Taipei College of Business. This research showed evidence of vocabulary gain and motivation increase as a result of extensive reading of authentic texts. This is in line with this research that aim to investigate students' perception on the implementation of extensive reading, focusing in benefits and obstacles in doing extensive reading at ELED.

Conceptual Framework

Reading is one of skill in language learning besides listening, speaking and writing. Reading is one of dominant aspects because it can support to other skills. In our daily life, reading is leading an important factor. From the reading, we can get new information, open the insight and increase the knowledge. Reading also one parts of the communication. Reading is one of communications aspect that made by reader and writer through the texts, and the reader need the information from the text. From the statement above, reading is important aspects, because reading has many advantages especially in every individual.

Reading has differentiated into two type: intensive and extensive reading. Waring (et al, 2011) stated that reading has two basic types. Intensive reading is a way to read book to get information and fullfil the task from the teacher as the daily activity. On the other side, extensive reading is a way to read book to get knowledge and have enjoyment in reading a large mount of book.

Extensive reading is important factor to influence student's independent reading, the variety of reading topics chosen and their enjoyment of reading. Rankin (2015) found that the positive reading attitude is related to student's achievement, they also have passion in doing extensive reading. Extensive reading provides benefits, challanges, obstacle and strategy, but researcher will be focus in benefits and obstacles. The researcher will find out the students' perception on the use of extensive reading at EED.

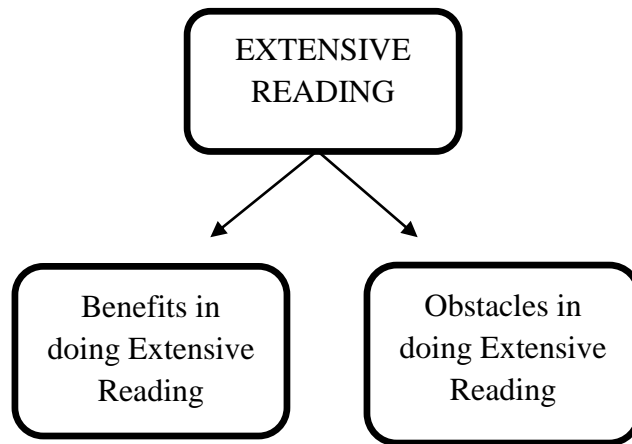


Figure 1 conceptual framework