Students' Perception on the Implementation of Extensive Reading

at English Language Education Department

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Abstract

The purpose of this research is to investigate the students' perception on the implementation of extensive reading. This research focuses on two main objectives such as the benefits and the obstacles on the implementation of extensive reading. This research was conducted at English Language Education Department (ELED) of private university in Yogyakarta. The qualitative design was used as a research method of this research. The research data was collected through the interview. The participants in this research were three students who were involved and had experiences in reading date. The results of the research revealed that extensive reading gave four benefits for students as they get the enjoyment, grow the imagination, improve language English skill, and increase the knowledge. Additionally, this research also found that there were four findings on the students' perception on the obstacles. The obstacles were language style of the the text, low motivation, lack of language proficiency, and low persistency to develop the habit.

Keywords: Extensive reading, the students' perception, the benefits and the obstacles.
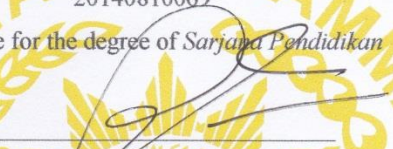
Approval Sheet

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Language Education Faculty

English Language Education Department

We hereby approve the *Skripsi* of

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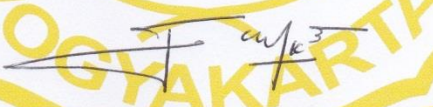Candidate for the degree of *Sarjana Pendidikan*

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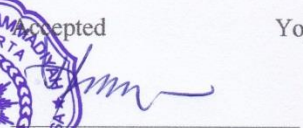
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Introduction

The advantages of reading ability include getting new information, opening the insight and knowledge, and increasing the memory quality. According to Krashen and Annamalay (2013), from reading, readers develop their better writing ability, high vocabulary, and good language structure grammatically. Reading has something inside that can express what students need to search for. Grabe (2009) stated that reading has positive impacts that bring many advantages on learning especially in reading achievement. It is in line with identifying the components of reading as phonemic awareness, phonics, fluency, vocabulary, and comprehension (Renandya & Jacobs, 2001). While developing the second language, one of the most valuable and encouraging skills is the reading ability.

Reading has basically been differentiated into two types: intensive and extensive. Waring (2011) mentioned that reading differentiated into two basic types. In line with Brown (2007), in reading there are two types of reading performance, such as extensive reading and intensive reading. Intensive reading may be described as the practice of extraordinary reading skills and the close linguistic study of text including reading journal as the weekly activity. On the other side, extensive reading can be illustrated as reading a large mount of text and having happiness to explore reading text, where reading confidence and reading fluency are prioritized such as reading novel for pleasure to get knowledge. Extensive reading is a way to read book for pleasure. Nuttall (2005) stated that extensive reading as the easiest and most effective way to increase students' skills and claimed that it is easier to teach people to read better if they are learning in a favorable condition.

The way of doing Extensive Reading is the students are free to choose their favorite book to read. Extensive reading is an approach of teaching and learning a foreign language by reading texts or books which are selected personally by the students (Day & Bamford, 1998). In this approach, the extensive reading's purpose is to improve the reading habit on the part of students, let them enjoy their reading, and have a general comprehension of what they read without using dictionaries (Day & Bamford, 1998). Then, through this kind of foreign language spreading by reading and freedom of choice, the students can have some new practical experiences that might have a motivating influence on their way of learning the language.

Literature Review

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.

Extensive Reading

Definition of Extensive Reading. There are several definitons of extensive reading. Doing extensive reading means someone need to read book freely. Waring (2011) stated that extensive reading is the the practice time where learners read a lot of easy book to read texts wholly. They try to read as fast as possible and as effective 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.

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.

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.

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.

Improving Grammar. 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).

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.

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.

Slow Working Memory. 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.

Teacher Learning Center. 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.

Methodology

This research aims at finding out students' perception on the implementation of extensive reading. It focused in the benefits and obstacles of doing extensive reading. This research used qualitative approach. According to Creswell (2012) qualitative research is conducted from small group of individuals in order to gain the depth information. Qualitative method helped the researcher to investigate the diverse opinions for finding out good result (Hancock, Ockleford, & Windridge, 2007). Through diverse students' perception about implementation of extensive reading, to get various answers and collect the data deeper, this research used qualitative research.

In this current study, type of the interview used was open-ended and unstructured interview to gain various data from the participants. This statement was supported by Cohen, et al. (2011) who stated that to gain unique, non-standardized, personalized information about how individuals view the world; qualitative, open-ended, unstructured interviewing was conducted. In addition, Cohen et al. added that unstructured interview is an open situation, having greater

flexibility and freedom. One of the benefits of using unstructured interview is that the researcher will be able to use words flexibly.

Finding

The findings of this research are related to benefits and obstacles in the implementation of Extensive Reading. Some related scholars' arguments were provided in the discussion part to support the findings. By conducting the interview, the researcher found several benefits and obstacles in the implementation of Extensive Reading. According to the research data, there are four benefits of the implementation of extensive reading such as to get the enjoyment,   grow the imagination, improve language English skill, and increase the knowledge. Even things extensive reading has given a lot of benefits, one can not deny that there are some obstacles in doing extensive reading. Based on the findings of this research, the researcher found that there are four obstacles in the implementation of extensive reading such as the language style of the the text, low motivation, lack of language proficiency, and have low persistency to develop the habit.

Conclusion

This research is aimed to reveal the students' perception on the implementation of extensive reading at ELED. The objective of this study covers two different things. The first objective of this research is to investigate the benefits on the implementation of extensive reading in Reading Date at ELED. The second objective of this research is to investigate the obstacles on the implementation of extensive reading in Reading Date at ELED. Interview was used as the instrument to collect the data while the whole question related to interview was compiled in interview guidelines.

Based on the findings, there are two results. The first result shows the students' perception toward the benefits on the implementation of extensive reading. The second result describes the students' perception towards the obstacles on the implementation of extensive reading. A brief conclusion of every result will be provided.

There are two kinds of this research results in this. The first result of this research covers about the students' perception towards the benefits on the implementation of extensive reading at ELED. Based on the findings, there are four findings. The benefits are such as get the enjoyment, grow the imagination, improve language English skill, and increase the knowledge.

The second result of this research also found the obstacles that students faced when doing extensive reading. There are four findings that has been mentioned by all the participants. The obstacles are such as the language style of the the text, low motivation, lack of language proficiency, and low persistency to develop the habit.

Recommendation

Based on the outcome of this research, the researcher provides some recommendation for several parties that are related to this research such as students, teachers, other researcher and other institutions. **For students.** On the implementation of extensive reading, the researcher recommends the student to recognize more benefits on the implementation of extensive reading. The students should do a lot of reading book. Thus, they will be more familiar with Extensive Reading which have many benefits. Extensive reading offers students a freely access to open the students' mind in reading anywhere and anytime as long as there is a good interest in reading habit. It means that extensive reading provides knowledge inside the materials. **For teachers**. In implementing extensive reading, it is necessary for the teachers to select appropriate materials

for students to develop their reading habits. Especially, when implementing extensive reading, teachers should give attention to the reading material that will be read by students which can grow the enjoyment to read it. The teacher should be a good motivator to the students and support their interest in reading. **For other researchers**. The recommendation would be for the other researcher. The researcher expects other researcher to conduct a further study related to extensive reading with different place or different research setting. The researcher also recommend to investigate the same topic but with deeper characteristics such as the strategy in implementing extensive reading.

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