

CHAPTER II

LITERATURE REVIEW

This chapter explains about the theories of this study. It covers the theories of reading, extensive reading and reading log.

2.1 Extensive Reading

Extensive reading is a pleasurable reading activity for students to enjoy reading books of their own choices (Dao, 2014). De Morgado (2009) also mentioned that Extensive Reading is defined as the reading of large quantities of material for information or pleasure. Day and Bamford (1998) proposed that extensive reading is a reading activity that is pleasurable for students to gain an overall understanding. In order to have a better approach for extensive reading course, Day and Bamford (2002) clearly describe ten characteristics for a successful Extensive Reading Programs:

- a) students can read as much as possible, it means;
- b) a variety of materials on a range of topics is available;
- c) the purposes of reading are usually related to pleasure, information and general understanding;
- d) reading is its own reward;
- e) reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar;
- f) reading is individual and silent;
- g) reading speed is usually faster than slower;
- h) teachers orient students to the goals of the program;
- i) the teacher is a role model of a reader for the students;
- j) students select what

they want to read. The first characteristic is the crucial element in learning to read. There is no upper limit to read, but the more the students read, the more they can gain the benefits of extensive reading. The second characteristic, students are provided with many varieties of reading material for which they want to read. In the third characteristic, to make students motivated to read they must be read the texts that consider their language ability. In this characteristic, students are allowed to choose the book that they expect to learn, to understand and to enjoy from it. Next, reading itself is its own reward, therefore when the students read the book it's already in the center process of the extensive reading. In the next characteristic, the purpose of extensive reading is for the students' pleasure which students can interact with the text that they read. The seventh is that read at faster rate, its mean that speed, enjoyment and comprehension are connected to one and another seeing that the students choose the book by themselves and based their language ability. In the eighth characteristic reading is individual and silent because it makes students allowed to read at their own pace and should be stay away from any distractions. Next, is that teacher is students' role model, the teacher needs to give good influence to their students. The last one is that teachers orient students to the goals because students need an accurate introduction through the process. This study use ten characteristic mentioned above to investigate students' perception in using reading log in extensive reading skill.

There are some previous researches that relevant to this study. Based on the research in De Morgado (2009) shows that the EFL students' perception of Extensive Reading was very positive. Besides being enjoyable, they felt it helped them build vocabulary, reading comprehension, reading skills and confidence. Other studies Ro (2013) shows that pleasure reading lowered the EFL participant's fears while increasing motivation towards second language reading. The major difference between those research were De Morgado is providing ideas for increasing students and teachers experience while learning extensive reading. While Ro shows a study of extensive reading with unmotivated learner. These related studies discuss about extensive reading in EFL higher education that involve a variety of reading topics. The result of the relevant studies support 10 characteristics of successful extensive reading program from Day and Bamford (2002).

2.2 Reading Log in Extensive Reading

Reading log is known as reading journal, a response journal or a reading diary for pre-, during-, and post-reading activities. Reading log is recording how many pages they read and how much time they spent in reading (Lee and Hsu, 2009). The reading log suggested by Lyutaya (2011) consist of title of the book, content or article, prediction of substance in light of the title, an interesting sentence or section, inferential or basic inquiries, conclusion about the story, and summary or plot.

The use of reading log is to keep written notes of students' personal reactions to text on several levels. A study done by Lyutaya (2011) tells that reading log is an opportunity for students to express their attitudes towards the text, reflect on their findings, and make connections between what they know and what they learn. Lee and Hsu (2009) also explains about that students allowed to choose based on their interest and language proficiency level. Extensive reading require reading widely for pleasure, without interruption in practice such as daily reports or difficult reading comprehension questions. Therefore, the reading log should not interfere with the extensive reading objectives, but must be part of the whole project. Although they have different ability, reading and writing complement each other in the learning process because of their similarities, including awareness of the contextualize process, reading habit, and rhetorical elements that make up literary texts (Lyutaya, 2011). Hence, reading log is the ideal method for easy access to literary texts.



2.3 Theoretical Framework

