

**STUDENTS' PERCEPTION IN THE IMPACT OF EXTENSIVE
READING COURSE**

A Thesis

**Presented to the Department of English Language Education
as Partial Fulfilment of the Requirements to Obtain the *Sarjana*
Pendidikan Degree in English Language Education**



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**STUDENTS' PERCEPTION IN THE IMPACT OF EXTENSIVE
READING COURSE**

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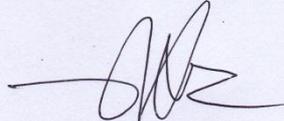
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STATEMENT OF WORKS ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 7th of May 2018

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MOTTO

GOD LOVES YOU MORE THAN ANYTHING

DEDICATIONS

Appreciatively, I dedicated this thesis to ME, another part of myself that always eager for challenges in life. And especially for:

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TABLE OF CONTENT

RATIFICATION SHEET	Error! Bookmark not defined.
STATEMENT OF WORKS ORIGINALITY	Error! Bookmark not defined.
MOTTO	iv
DEDICATIONS	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
LIST OF APPENDICES	xi
ABSTRACT	xii
INTRODUCTION	1
1.2 Identification of the Problem	4
1.3 Limitation of the Problem	6
1.4 Formulation of the	6
1.5 Objective of the Research	6
1. For English Teachers	7
2. For Learners of English Language Education	7
3. For English Language Education Department, Faculty of Psychology and Socio-Cultural Sciences	7
4. For Other Researchers	7
CHAPTER II	8
LITERATURE REVIEW	8
2.1 Literature Review	8
2.2 Relevant Studies	13
2.3 Theoretical Framework	17
2.4 Analytical Construct	18
CHAPTER III	19
RESEARCH DESIGN	19
3.1 Research Method and Design	19
3.2 Data Collecting Techniques	23

3.3 Data Analysis Techniques	24
3.4 Trustworthiness.....	27
CHAPTER IV	30
RESEARCH FINDING AND DISCUSSION	30
4.1 Findings	30
4.1.4 Thematising	46
4.1.5 Coding.....	47
4.2 Discussion	48
4.2.1 Extensive Reading approach.....	48
4.2.2 Characteristics of Extensive Reading	56
CHAPTER V.....	84
CONCLUSION AND SUGGESTION	86
5.1 Conclusion	86
5.2 Suggestion.....	87
Bibliography.....	89

TABLE OF FIGURE

Figure 2.1 Analytical Construct model of study	18
Figure 3.2 Interactive model analysis, Miles & Hubberman, 1984	25
Figure 4.1 Sample of analyzed document (assignment / DCA/2/RE).....	41
Figure 4.2 Excerpt of Document analysis (DCA/4/RE).....	50
Figure 4.5 Excerpt of Document Analysis (DCA/4/RE)	53
Figure 4. 4 Excerpt of Document Analysis (DCA/2/RE)	56
Figure 4.5 Excerpt of Document analysis (DCA/1/RL).....	60
Figure 4.6 Excerpt of Document analysis (DCA/1/RE)....	Error! Bookmark not defined.
Figure 4.7 Excerpt of Observational note (DCA/3/RL).....	73
Figure 8 Excerpt of Analyzed Document (DCA/1/RL)	77
Figure 4.9 Excerpt of Document analysis (DCA/4/RL).....	82

LIST OF APPENDICES

Appendix 1 Interviews

Appendix 2 Document Analysis

Appendix 3 Observation

ABSTRACT

Nowadays, Extensive reading has become an alternative technique for teaching reading. The process of extensive reading involved the students to always read anywhere and anytime because the purpose of extensive reading is enhancing students' reading skill. This case study aims to investigate students' perception on extensive reading approach at English Education Department Islamic University of Indonesia. This study was done by using qualitative research design with four respondents from 2 different classes. The data were collected from the interview as the main source, observational notes and documents analysis as the confirmatory data to support the triangulation. This study revealed that Extensive Reading (henceforth ER) approach boost students' interest in increasing their reading also build students awareness in reading either in class or beyond classroom until it turns into their habits to read more and improve their reading level, thus the students' perception of Extensive Reading course fits the characteristic of extensive reading. Additionally, this study recommend that the efficiency of extensive reading class should be improved, also further study needed to investigate how the lecturer can modify the class to make an output product from Extensive Reading class that can be used continuously through generation, such as story book, dialog book etc.

Key Words: Students' perception, Extensive Reading, Case Study.

CHAPTER I

INTRODUCTION

This chapter presents an overview of this study. It consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study and significance of the study.

1.1. Background of the study

Nowadays, in global education system, Extensive Reading has become an alternative technique for teaching reading. It has common sense observation and copious research evidence bear out the many benefits which come from ER (Waring 2000, 2006). Extensive Reading as a language teaching/learning procedure in that it is reading of large quantities of material or long texts; for global or general understanding; with the intention of obtaining pleasure from the text. Further, because reading is individualized, with students choosing the books they want to read, the books are not discussed in class. (Susser & Robb,1990). In addition, ER can be defined as the independent reading of a large quantity of material for information or pleasure. ER is purposed to enhance students by reading. Therefore, it can push them to read more books and turn it into their activity or hobby. It is very useful to encourage it use to more deeply understand the multiple factors influencing its successful implementation. Extensive Reading's influence on the student's reading comprehension performance (De Morgado, Fernandez, Nelly, 2009).

This research will investigate the benefits of using extensive reading in teaching reading and as well as students' attitudes toward it like building students' perspective that reading is a fascinating activity, creating enjoyable learning atmosphere, helping students in developing a wide vocabulary, improving student's reading comprehension and increasing students' motivation in reading. (Ferdila, Raihani, 2014).

In the area of Second Language Acquisition (SLA) two key approaches to teaching reading are widely followed- Intensive reading and Extensive reading (ER). Intensive reading usually involves a slower process of reading of a relatively small amount of materials with a view to extracting specific information while extensive reading permits students to read a relatively vast amount of simpler texts mainly for getting pleasure. The second language curricula of most developing countries put stress mainly on intensive reading leaving the idea of extensive reading ignored. (Zulfeqar ,2012). The fact that reading a great deal in the target language has positive impact on learning a language authenticates the benefits of ER. It has been argued that students who read a vast volume of texts in the target language become better and more confident readers; they write better, their listening and speaking abilities improve, and their range of vocabulary gets richer. In addition, they develop positive attitudes toward and increased motivation to learning the new language.

Extensive reading program has been reported to have effective contribution to language learning here suggests the extensive reading is an

effective and pleasurable way for undergraduates to learn to read English as a foreign language as an alternative to intensive reading courses. By combining sustained silent reading and out-of-class pleasure reading, students gradually move from a learning-to-read orientation to a reading-to-learn framework. By reading what they choose and enjoying their reading students have a great deal of flexibility, which caters to the different needs and interests of individual students and allow them to develop their reading competence at their own rates. This can turn, students' motivation to read will hopefully increase, also can help them to approach the target language easily. In addition, under the extensive reading program, the interests of students are best served as control of the reading activity is left in their hands rather than those of the teacher with respect to choose of topic, text type and difficulty. Students are permitted to assume responsibility for their own learning, which also helps them to a position of independence of the teacher and is ultimately essential for the development of learner autonomy. According to Meng, Fanshao (2009), the proposal has its constraints. First, it needs research to test the effects of extensive reading on students' reading ability. Second, teachers' shared understanding of the benefits of the extensive reading should be emphasized. Considering there are clear mismatches between teachers' and learners' opinions about the extensive reading, research is needed to learn about the language goals of the university-level students and to suggest how they can be met without abandoning teachers' or program's goals. Third, some new techniques should be explored to be used in the extensive reading program, such as using online discussion board.

ER can be an attractive way for educators to put themselves in learning process. It is not just about on how the students obey what they said, but its about on how educators can give a direct stimulus to their learners through ER. So, the students not only read based on what teacher said but it is because they need it and the think it's the best way to achive material easily. It is not about how the ER works but its about how students will use the ER in and after the class room ended.

This research try to investigate stundents' interest in reading. How they motivate themself to read or any activity which make them need to read a lot. Based on the observation in Extensive reading classes at PBI UII, reseacrher found that the lecturer use Extensive Reading approach to teach the materials and for their reading assignment. Extensive Reading hopefully could be an alternative way for them to build an awarness to read and inculcate it in to their habits.

1.2 Identification of the Problem

Approaching students by using ER reading skills is not good enough. Students just want to read when it is an assignment or an instruction from their teacher, not by themselves. Outside the classroom, it is not often or maybe it is never for them to read by their intuition. In general, we can know that revolution or development of teachers mind settings toward concept and implementation of ER as a model for learning English is really needed in here. All this time, perception that develop around the teacher is that ER only applied in reading class. Actually, ER can be integrated with another skill like speaking, listening,

writing and another language knowledge such as grammar and vocabulary. On the other hand, ER actually must become an important alternative to accelerate language acquisition and increasing knowledge through reading. If ER applied way better, this can help teacher to produce a better output.

Day & Bamford (1998) concluded that the blurry portrait of the reality of reading teaching using the conventional approach (Intensive reading) indicates 3 things: (1) Students who are learning to read in English do not read); (2) Students do not like reading (generally, students are not fond of reading); And (3) Students rarely read (students very rarely read). So, it is a very ironic thing, when the teaching of reading ability is not done with a lot of reading. In its development, ER reach important place in English learning world. This thing caused by positive things that ER brings when teacher try to improve reading skills for specific and speaking English ability in general. The excellence of ER it is not only from the positive effects through the ability learners' language, but also this approach is really flexible to apply without boundaries such as ages and limitation of time. Important to know that from some research related to ER that ER is not only support the improvement of speaking English ability but also have a good response from learners.

Overall, this research is aimed to describe how students' perception toward the implementation of Extensive Reading in teaching reading which a case study that will take in EFL class for the subject Extensive reading for third in English Education Department Islamic University of Indonesia.

1.3 Limitation of the Problem

This research is limited to Extensive Reading and Reading perception. In this case, to get more specific, this research limited the view of English Department Students who take Extensive Reading Class in English Language Education Department of Islamic University of Indonesia, Yogyakarta.

1.4 Formulation of the Problem

This research purposed to get the answer from the question:

1. How do the Extensive Reading course conducted ?
2. How do the students perceive Extensive Reading?

1.5 Objective of the Research

The purposes of this research are:

1. To describe Extensive Reading work in class and help students to reach the idea of learning materials.
2. To investigate the students' perception of Extensive reading as part of their language learning program.

1.6 Significance of the Research

The results of this research are to give contribution to all English teachers who wish to use ER and students who take ER class English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia and other researchers.

1. For English Teachers

This research is expected to be useful for English teachers. This research can be an evaluation on how the ER could be run in classroom. So, they can take the advantage and identify lack of this technique to improve the technique way better.

2. For Learners of English Language Education

This research is expected to inspire learners of English Education Department to improve their knowledge about the advantage of ER itself and how to get more engaged when involved in ER program/course.

3. For English Language Education Department, Faculty of Psychology and Socio-Cultural Sciences

This research is expected to be useful for English Education Department in order to develop English Language teaching more better.

4. For Other Researchers

This research is expected to give some reference to all researcher who want to do same research related to ER.

CHAPTER II

LITERATURE REVIEW

In this chapter, researcher elaborates systematic analysis of references related to the research. The theories discussed in this chapter are thoroughly related to title of the research. This chapter consists of literature review, review on relevant studies, and theoretical framework of the research.

2.1 Literature Review

This subchapter systematically elaborates theories related to the two main key words of the research, which are Extensive Reading and Reading in Foreign Language. Kelly (1969) claimed that Harold Palmer was the first to use the term *extensive reading* in foreign language (FL) teaching. In Palmer's view of ER, students read a great deal and read quickly. He believed that in ER, books were read for both language study and real-world experiences (i.e., pleasure and information). Another ER pioneer was Michael West. Day and Bamford (1998, p. 6) credited West with developing ER methodology. His term for ER was "supplementary" reading (1955, p. 26). It is important to note the use of the terms *reading a great deal*, *reading quickly*, and *real-world experiences* in these early conceptions of extensive reading. These original aspects of ER continued to be recognized and utilized since the early days of ER.

2.1.1 Perception

According to Demuth (2013), perception as the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information. Meanwhile, according to Wien (2010), that perception is a study the world means to study perceptions and ideas we created, and the world is mainly the world of perceptions, images or ideas.

Most relevant theories and explanations of perception as a process of acquiring and processing of information (Demuth, 2013). The automatization of basic information pickup paves the way for the discovery of even more complex relations and finer detail, which in turn becomes progressively easier to process (Bryan & Harter, 1899) as cited in (Kellman & Massey, 2013).

Perception become an essential thing to students process of learning, it defines the meaning of information and transmitted in to understanding. Through perception. student could take a view on something and could develop it in to a fresh idea or inveted something new.

2.1.2 Extensive Reading

Hafiz and Tudor (1989) as cited in Eunseok (2013) defined extensive reading (ER) as quantitative reading in the second language (L2) for a lengthy period of time for personal pleasure without the addition of productive tasks or follow-up language work. It is all started from graded reading.

Meanwhile, According to Renandya & Jacobs, (2002) as cited in Aurora (2012), Extensive Reading is being studied by most reading experts as one alternative reading approach. According to (Day& Bamford, 2004), Extensive reading is a technique in teaching reading which is defined as a situation where students read a lot of materials in their level in a new language; they read for general, for overall meaning, and for information at one with enjoyment. Extensive Reading appears to lead to substantial vocabulary learning and learners show their development in spelling and vocabulary knowledge (Nation, 1997; Pigada & Schmitt, 2006; Robb & Susser, 1989) as cited in (Shen, Ming-Yueh,2008). This approach will take student engagement in the classroom also beyond classroom. The purpose is to build students' awareness on reading, so it becomes their habits. According to Harris (2001) as cited as Poosotri & Davatgari (2016), extensive reading (ER) can play an important role in learners' language education, so it should be a practical option for reading pedagogy in the foreign language curriculum.

2.1.2.1 The Nature of Extensive Reading

Extensive Reading in Foreign language is a process of acquiring new language (not mother tongue) trough words, sentences and text by reading numerous books and motivated to read for pleasure. It is not a big surprise that students reading several self-selected books in a short time will progress in reading and will become more confident in reading (Yildirim, 2014). Through Extensive Reading, hopefully student could foster good reading habits and give stimulus of vocabulary and structure

for students. In the mean time, Day & Bamford (1998, p. 7-8) as cited in Educational Resource (<http://extensivereading.net/docs/ERChar.html>) show some characteristics of an Extensive Reading approach as the following:

1. ***Students read as much as possible***, perhaps in and definitely out of the classroom.
2. ***A variety of materials on a wide range of topics is available*** so as to encourage reading for different reasons and in different ways.
3. ***Students select what they want to read*** and have the freedom to stop reading material that fails to interest them.
4. ***The purposes of reading are usually related to pleasure, information and general understanding***. The purposes are determined by the nature of the material and the interests of the student.
5. ***Reading is its own reward***. There are few or no follow-up exercises after reading.
6. ***Reading materials are well within the linguistic competence of the students*** in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
7. ***Reading is individual and silent***, at the student's own pace, and, outside class, done when and where the student chooses.
8. ***Reading speed is usually faster rather than slower*** as students read books and other material they find easily understandable.

9. *Teachers orient students to the goals of the program, explain* the methodology, *keep track* of what each student reads, and *guide* students in getting the most out of the program.
10. *The teacher is a role model of a reader for the students --* an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

2.1.2.2 The Roles of Extensive Reading

Related to Sampson (2013), Extensive Reading not only has the potential to improve the reading comprehension skills of the second or foreign language learner, it can also foster favorable dispositions toward the task of reading. The fact of promoting autonomous and self-selected readings extensively makes this reading approach suitable for both L2 and EFL learners. Aliponga (2013), assumes that Extensive Reading could motivate students to read more, enabled them to understand the main idea and important details of the reading materials of their choice, and enabled them to think critically. Extensive reading in foreign language have a lot of benefits which is can improve student knowledge through foreign language. They read a lot of books to fulfill their words bank. The fact that the students also build their vocabulary seems to be obvious as well, since they permanently encounter new words due to the fact that they read numerous books (Yildirim, 2014). Research studies show the students become better and more confident readers, they write better, their listening

and speaking abilities improve, and their vocabularies get richer and they develop positive attitudes toward and increased motivation to study the new language (Day & Bamford 2004, 1) as cited in (Yildirim, 2014). Extensive reading could grow positive attitudes about reading in general. This point is related to some research that already conducted by some experts. One of it is by Yang (2001). He conducted a research of Extensive Reading treatment for Fulltime career professionals in Hong Kong to read an English Novel. The results from his research was they greatly appreciated the in-class discussions of the mystery novels because it felt more like authentic conversation in English to them, and they also commented that “answering grammar questions or making sentences in class was boring,” as an alternative (2001, p. 88).

2.2 Relevant Studies

Researches on Extensive reading on Foreign Language class have been carried out by some researchers. This study will overview 4 relevant studies. Related to a research by Yung-Chi Huang (Lecturer at the Language Center of Central Taiwan University of Science and Technology), the research entitled *Extensive Reading in Foreign Language Learning Contexts: Issues and Implications*. This research argues that ER approach can and should be incorporated into foreign language curriculum. There is so many research related to ER and provided the evidence of the benefits of ER for learners in foreign language learning contexts if it implemented under appropriate situations over some period time. Also, show a scene of recent studies in

foreign language learning settings and give a general picture of the latest findings. The respondent of this research are students in L2 reading classrooms. This research show some of latest findings such as how the ER and Vocabulary Knowledge have a relation to improve students' vocabulary, whether ER improves learners' reading speeds and comprehension skills, if ER makes reading fun and how ER associates with attitude changes toward reading. The result of this research is ER could have important implications for L2 teachers who would like to incorporate an ER approach into their teaching. Since an ER approach has potential of creating a real reading experience for L2 learners, it should serve as a complement to an intensive reading approach. Also, ER must become more readily available as more and more research findings are added to support the benefits of ER.

Another research conducted by Fan Shao Meng (2009), with a title *Developing Students' Reading Ability through Extensive Reading*. The aim of this research is to see current situation for teaching and learning reading in Chinese University and propose practical applications of ER to a Chinese University, which is sure to improve students' reading competence as well as their linguistics capabilities. This research is intended for the first –year Chinese majors in Xuchang University who have just admitted to the university by passing the National University Entrance Examination. The practical applications of ER in Chinese University divided into 6 steps, first learn the learners' characteristics, define the goal and features of ER Program, using graded readers as the reading resource to meet the conditions needed for

learning from ER, monitoring and encouraging students' reading, integrating sustained silent reading in class and pleasure reading out of class and the minimum requirements of ER program. The results of this study shows that ER is an effective and pleasurable way for undergraduates to learn to read English as a foreign language as an alternative to intensive reading courses.

Third research is from Matthew Peel (2015). This research is entitled *Implementing an Extensive Reading Program in an Intensive University EAP Curriculum*. The aim of this research is to create and implement a stand-alone, complementary ER program into an existing intensive reading program in a university EAP program. This research was conducted in the intensive English Language Program (IELP) at the University of New Orleans in New Orleans, Louisiana which is consisted of 50% Arabic speakers with the remaining students from various countries in South America, Africa and Asia. IELP curriculum combined the reading class and the listening & speaking class into a blocked class known as the RLS (Reading-Listening-Speaking) course with the period 8 week RLS course met for 100 minute per day, 4 times a week. The curriculum emphasized intensive reading to develop academic reading skills by using reading text from an EAP textbook. The results of this research were to successfully implement of ER program into an existing EAP curriculum.

Last research is from Nelly Fernandez de Morgado (2009). This research is entitled *Extensive Reading: Students' Performance and Perception*. The aim of this research is to examine the factors of the usefulness of Extensive

Reading itself, related to effectiveness and attitude. It is also exploring student's perception of this particular strategy. This research was conducted at Simon Bolivar University in Venezuela with 30 respondents from the third-level EFL scientific reading course. The student attended class on campus traditional four hours a week and Extensive Reading was employed during the class for a duration 45 minutes. The study uses quantitative as well as qualitative data from the first year of a scientific reading course. The results of this research are students very satisfied with Extensive Reading in their course. It helped them to build a better vocabulary, reading comprehension, reading skills and confidence.

Those four researches mentioned earlier are chosen as relevant studies to this research due to the facts that these researches mainly focus on the Extensive Reading approach in Foreign Language. In comparison to these three previous researches, this research mainly focuses on Students' view on Extensive Reading in Foreign Language.

2.3 Theoretical Framework

This research explores students' view on how they experienced the implementation of E.R approach in their EFL readingclass at English Language Department, Islamic University of Indonesia. Meanwhile, the perception of the students is needed to analysis whether the ER approach to teach English for EFL students is success or not from the perception of students themselves. EFL students may need more or different approach than native students. Background knowledge and Mother tongue are expected to be the main reasons for them for learning English in different technique. The materials are same but the strategies on how to deliver it may be different and more attractive to gain their interest and give a good stimulus for them to make reading as their hobby.

ER approach may be an alternative strategy for teacher to engage EFL student to learn English. Teacher give a space for students to read and explore the vary of language so they can know some new things through reading. The student has the freedom and interest to choose what to read just for the pleasure of discovering the writer's message (Varona, 2012)

ER may give a stimulus to students to read and grow their habits to read. As they read so many books, it will help them to understand the foreign language easier because they will be recalling what they already read from the books. Becomes as Gernsbacher 1994; Gaskell 2007 as cited as Chodkiewicz & Trepczyńska (2014) stated that language use for the role of communicative constraints in language use and help to centrality the meaning, especially domain-

specific content and expertise. This study is aim to explain the benefits of using ER strategies in Foreign language for EFL students.

2.4 Analytical Construct

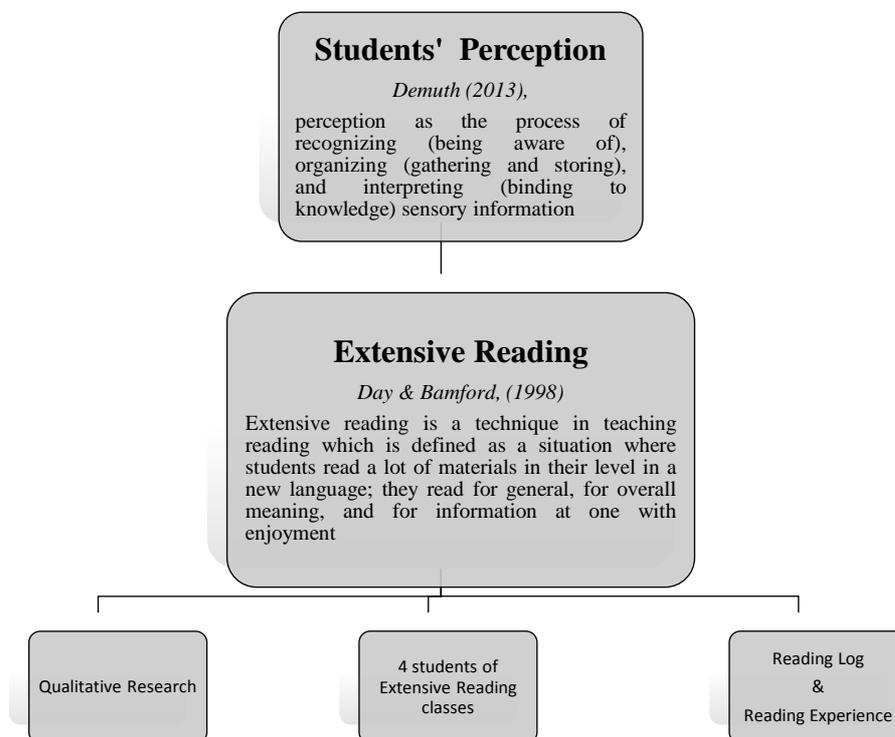


Figure 2.1 Analytical Construct model of study

CHAPTER III

RESEARCH DESIGN

This chapter presents methodology that the researcher uses, including research design and research method, data preparation, data collecting techniques, data analysis and trustworthiness of the research.

3.1 Research Method and Design

This research method is a qualitative. According to Patton and Cochran (2002), qualitative research is showed by its aims, related to understanding some aspect of social life and generate words in general rather than numbers as data analysis. The results of Qualitative research are in form of descriptive result. The results is used to analyze the perceptions of students on Extensive Reading class. According to Merriam (2002) as cited as LaFrance (2015) qualitative research has the characteristics such as:

- a) The primary instrument for data collection is the researcher. The researcher can be immediately responsive and adaptive.
- b) Follows an inductive process – interpretation is from the data, not by deductively testing a hypothesis (can develop hypotheses in process of doing research).
- c) Is richly descriptive (essential for tell our story).

The research design in this research is also using qualitative descriptive design in a form of case study. Gerring (2004) as cited as Starman (2013) said the efforts of many authors to clarify the concept of a case study have often lead to a

definitional jumble because every time someone tries to clarify the confusion using definitions, it only makes it more confusing.

3.1.1 Data Preparation

There are several aspects in data preparation that researcher needs to do during the research. Those aspects are participant/subject/respondent of research, types of data, source of data, research instruments and informed consent.

3.1.2 Respondents of Research

The respondents of this research are the students who learned in English Language of Education Department, Islamic University of Indonesia. English Language of Education Department, Islamic University of Indonesia is a campus whose entire system is based on Islamic value. English Language of Education Department is one of major in Islamic University of Indonesia which is teach their student to be a future educator. This research focused on the students' perceptions towards Extensive Reading class. In this case, there were actually 4 classes of Extensive Reading. Each class consists of 10-20 students. Therefore, this research only took 2 classes, which was more engaging on Extensive Reading. This research will take a deep look on how the class run. This research included the Lecturer as the respondents. Also 4 students from Extensive Reading class as respondents to gain a valid data for this research. This research took 2 students from every classes, that had the highest and the lowest score in Extensive Reading classes. These students were recommended by the lecturer of Extensive Reading

class itself, so the researcher could gain a comparison and variation of data. First respondent is student A from class C which is had the lowest score in the class. Second, student B from the same class with student A but student B had the highest score in the class. Third, student C from class D which is had the lowest score in the class. Last, student D from the same class with student C but student D had the highest score in the class. The data was taken by the authorized from each respondent.

3.1.3 Types of Data

According to Elmusharaf (2012), data collection techniques allow us to systematically collect information about our objects of study (people, objects, phenomena) and about the settings in which they occur. There are 4 types of Data Collection Technique in general, those are Document Review, Observation, Interview (face-to-face) and Focus Group Discussion. But, in this research the researcher will only use 3 kinds of data collection; observation report, interview transcript, and relevant document. The type of data in this research is arranged in form of descriptive, narrative and schematic. The documents from the respondent will be in form of oral and written documents. The report for Observation will be in form of picture, video and voice recorder. Also, the interview section will be collected in voice recorder and transcript.

3.1.4 Source of Data

The source data of this research was collected from students who take Extensive Reading lecture at English Language of Education Department, Islamic University of Indonesia. The primary data will have a lot of variation which are come from video recorder, voice recorder, interviews, and observations. The secondary data or the addition data will be come from another source such as Lecturer of Extensive Reading class.

3.1.5 Informed Consent

According to Patton and Cochran (2002) they state that a researcher must. Always consider the safety of those being interviewed. Think about stigmatisation of the person, further humiliation, additional trauma, victimization and your own security. Because of the researcher, itself is a student at that university, so he has to ask permission before he start his research. First, to the Thesis Supervisor. Second, to the lecturer who teach Extensive Reading. Third, to the students he going to observe and interview. The researcher will choose the best respondent and a private place while doing an interview. Regarding to Patton and Cochran (2002) be careful to choose a good interpreter and take time to brief him or her and limit those present during the interview to a minimum. Try to find a private place, if this is appropriate.

3.2 Data Collecting Techniques

One of the most important step when doing Qualitative research is data collecting techniques, it is the essentials process of research itself. According to Chaleunvong (2009) he states that data-collection techniques allow us to systematically collect information about our objects of study (people, objects, phenomena) and about the settings in which they occur. The researcher will use triangulation from the combination between interview, observation and documentation in this research. The combination from the three data collecting techniques will ease the collecting data while carrying out the research.

3.2.1 Interview

One of the technique in collecting data are interview. According to Easwaramoorthy & Zarinpoush (2006), An interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions.

Interviews gives opportunity to a researcher to gain a valid data from all the informants. The researcher used a semi-structure interview to gain the data. In semi-structure interview, researcher can develop the main questions and conversation to draw information from the respondents about their opinion. Semi-structure interview is depending on how the candidate answers, later, the researcher will ask the follow up questions to gain a more in-depth understanding.

3.2.2 Observation

Observation is one of data collecting techniques which is really essentials for researcher to give a chance in giving an opportunity for researcher in general and extends to view directly. According to Anne Benjamin (1993) as cited as Rencken (1996) Observation gives many practical hints on how someone can effectively observe and record by planning what and when they observe, providing activities that don't directly involve the teacher, and having spots in the room that let teachers see and hear what is happening. Also, Researcher was use video recording to make the observation easier.

3.2.3 Documentation

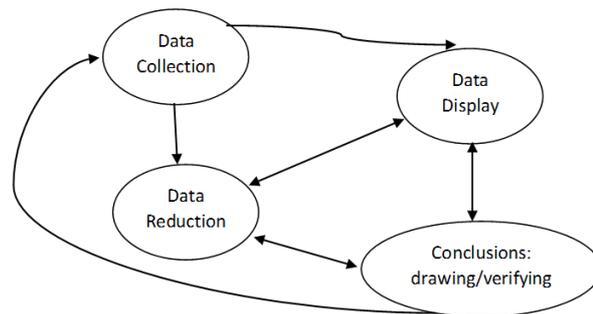
Documentation is one of the way to help researcher gather information effectively. It can use when researcher want to recall or collect the information from the observation or interview sections. Regarding to French Union of Documentation Organizations as stated in Briet (1951), all bases of materially fixed knowledge and capable of being used for consultation, study and proof. This research will use the available documents as a documentation such as pictures and tasks.

3.3 Data Analysis Techniques

This research used descriptive narrative for data analysis technique by Miles and Huberman According to Miles & Hubberman (1994), activities are conducted in the interactive and interactive qualitative data analysis until

completion and the data is updated. This study aims to begin the stages with data collection, data reduction, data display and conclusions / image verification.

Figure 3.2 Interactive model analysis, Miles & Hubberman, 1984



3.3.1 Data Reduction

Every data that already collected, it is need to be reduced to make the data more effective to analyze and used it easier. According to *Travel Time Data Reduction Handbook (1998)*, data reduction will be necessary to summarize or aggregate the link travel time data to a format usable in many analyses.

All the result from the interview data was turned into Textual form to make it clear and easier to read. Reducing process will give an important data for the researcher. The researcher will give an attention to the research question of this research and sorting unused data for effectiveness.

3.3.2 Data Display

Researcher used narrative text, table and brief notes to display the data that has been reduced. Data display in a graphic format is a way of portraying information succinctly and efficiently, illustrating details provided in longer textual information (Verdinelli & Scagnoli ,2013). The data presentation showed in the form of tables, graphs, flowcharts and etc. According to Dey (1993) as cited as Verdinelli & Scagnoli (2013) visual displays provide a multidimensional space to organize data and show connections between different pieces of relevant data.

3.3.3 Drawing Conclusion or Verification

Qualitative research is kind of different on how the conclusions made. Qualitative is more tentative which made the researcher cannot take a hypothesis before they finish the research and analyze the findings. It makes the research become more complex and researcher must be creative in developing research questions in the field related to the respondents answer to dig the information deeply. The preliminary conclusions presented are temporary and altered if strong evidence supporting subsequent data collection is not found. Regarding to *Drawing Conclusions* a book by Morsink & Geurts (p. 272) stated that, the first step in drawing conclusions is to refer to the research questions because, research questions can be descriptive and explanatory in nature. In this research, researcher used students' assignments such as reading log and reading experience as the main

data to describe how they perceive Extensive Reading course and how the Extensive Reading works.

3.4 Trustworthiness

In a research, a research of a researcher must represent a rational set of statements. According to Golafshani (2003), Reliability and validity are conceptualized as trustworthiness, rigor and quality in qualitative paradigm. In doing trustworthiness of the data in this research, the researcher checked through credibility, dependability, conformability and transferability.

3.4.1 Credibility

Every research that already conducted, must have credibility to show that the data they got is valid. Triangulations and research become the most important things to gain that credibility. Triangulations used to guarantee the validity of research when the researcher used a variety method to gain the data with same topic. Triangulations helps researcher to conduct a research with different samples as well as methods of data collection technique to capture the different scene of the same event. Other than that, According to Sugiyono (2013) as cited as Yulianti (2013) references is to support in proving the data that has been found by the researcher such as interview must have recordings, human interaction data or pictures must have photographs and etc.

3.4.2 Dependability

Dependability is important for trustworthiness in a research, because it shows the findings in a research as constant and repeatable. Researcher purposed to gain a verified finding from the data collected. Researcher hopes that if there is another researcher want to conduct a same research, they will found a similar finding they want to make sure that if some other researchers were to look over the data, they would arrive at similar findings, explanations, and conclusions about the data. In order to address the dependability issue more directly, the processes within the study should be reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results (Shenton, 2014) Therefore, the researcher conducted consultation with the lecturer of Extensive Reading class at Islamic University of Indonesia in order to observe the whole researchers' activities when conducting the research.

3. 4. 3 Conformability

Confirmability helps to verify the findings of a research. The findings are formed from the participants and shaped by the researcher for their research. According to Shenton (2004), The concept of confirmability is the qualitative investigator's comparable concern to objectivity. When conducting a research, do not ever made a fake result while, the fact is no activities at all. The researcher is always reported and checked by the lecturer of Extensive Reading class every researcher finish conducted the research in class. Also, lecturer supervisor as a

guidance & expert to give opinion, revision and suggestion about the data analysis.

3.4.4 Transferability

In a research, if findings on that research can be applied in other situations that is mean that research is valid. Besides, the research finding can also relate into another or similar situation, phenomenon, or characteristic of the subject by readers. The finding of this research can be applied to Extensive reading class situations, students' reading behavior also lecturer who going to teach about reading. Also, this research can be used for extend research. According to Shenton (2004) if practitioners believe their situations to be similar to that described in the study, they may relate the findings to their own positions

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes all the findings of the data collected and its analysis. Data of this research is presented the findings while analysis of the research data is elaborated in discussions.

4.1 Findings

In this part, research data which were collected from three different types of data collections, Observation, Interview and Document analysis. As stated earlier, this study aimed to identify what is students' views of Extensive Reading for their reading development. Therefore, the findings of the study are elaborated into 5 parts: Interview, Observation Notes, Document Analysis, Thematising and Coding.

4.1.1 Interview

In this study, the interview was conducted by using an in-depth interview with open-ended questions or as known as shorter case study interview, this is in line with Elmusharaf (2012) The interview involved 4 students from 2 different classes which studied Extensive Reading, 2 Students from class C and 2 students from class D. Researcher involved these 4 participants, 1 student with high score and 1 student with low score from each class. Regarding to the change of

curriculum in UII, English Language Education Department itself, Extensive Reading became one of compulsory course for reading. Those participants are a student of UII, English Language Education Department batch 2017 who had different background of reading. Each of them has different reasons for reading. Each participant was interviewed in same place with different time, and the interviewed conducted in face-to-face.

Next, the voice recording of participants was collected and the researcher listened to it one by one and try to analyze it. The researcher wrote the transcript of every respondent and highlighted some trending topics from the interview.

During the interview session, the researcher asked some questions related to Extensive Reading and their views toward Extensive Reading. The interview went to some important clue that Extensive Reading helps students motivated themselves to read not only as a must but also as a hobby.

Based on the interview conducted with the participants, Extensive Reading approach in teaching reading especially in the class were applied in every meeting except the test session related to the respondents, moreover, it helped them to build awareness for their reading. On the other hand, Extensive reading helped students to develop their background reading. It also pushed their reading as their habits and applied what they have learned from the classroom into their daily life. Students also could recognize their reading ability from the book that they have to read from Extensive Reading class.

Here is the matrix of interview question that was used during the interview section with the participants.

Table 4.1 Interview Question

Construct	Construct References	Conceptual Definition	Component	Interview Question
Extensive Reading	Susser & Robb (1990)	Extensive reading is reading of a large quantity of material or long texts; for global or general understanding; with intention of obtaining pleasure from the text	<ul style="list-style-type: none"> • The fact of promoting autonomous and self-selected readings extensively makes this reading approach suitable for both L2 and EFL learners. • This approach will take student engagement in the classroom also beyond classroom. • The purpose is to build 	<p>1. While you studying in the Extensive Reading class, do you notice any differences of Extensive Reading approach than other reading lesson?</p> <p>- Could you mention the differences of the approach? What are they? Explain!</p> <p>- How do you feel about extensive reading approach?</p> <p>2. After taking the Extensive Reading class, what do you know about Extensive Reading and what do you think about it?</p> <p>3. Based on your experience in Extensive Reading class, what do you think are the purposes of Extensive Reading?</p> <p>4. How was the Extensive Reading approach applied in your class?</p> <p>6. What do you think of Extensive Reading in helping you to become an autonomous reader?</p>

			<p>students' awareness on reading, so it becomes their habits.</p>	<p>7. What is your engagement with extensive reading outside the classroom?</p> <p>- How many hours in a day do you spend for reading?</p> <p>- How many pages in a day do you read?</p> <p>8. How does Extensive reading build your awareness in reading and how was it help you form a reading habit?</p>
Characteristic of Extensive Reading	Day & Bamford (1998)	<p>Day & Bamford explains that there are 10 characteristics of Extensive Reading:</p> <ul style="list-style-type: none"> • <i>Students read as much as possible</i> • <i>A variety of materials on a wide range of topics is available</i> • <i>Students select what they want to read</i> • <i>The purposes of reading</i> 	<ul style="list-style-type: none"> • <i>Students read as much as possible</i> • <i>A variety of materials on a wide range of topics is available</i> • <i>Students select what they want to read</i> • <i>The purposes of reading are usually related to pleasure, information</i> 	<p>9. After taking the Extensive reading class, how many books have you read?</p> <p>- (How many books do you read) in a week?</p> <p>- How do you feel after reading those many books?</p> <p>- What is your motivation to read those many books?</p> <p>10. What kind of topics do you read? Could you mention the variety? Are they various? What are they? Mention them!</p> <p>- What is your motivation to read those topics?</p> <p>11. What is the reward that you get while reading?</p>

<p><i>are usually related to pleasure, information and general understanding.</i></p> <ul style="list-style-type: none"> • <i>Reading is its own reward</i> • <i>Reading materials are well within the linguistic competence of the students</i> • <i>Reading is individual and silent,</i> • <i>Reading speed is usually faster rather than slower</i> • <i>Teachers orient students to the goals of the program, explain</i> • <i>The teacher is a role model</i> 	<p><i>and general understanding.</i></p> <ul style="list-style-type: none"> • <i>Reading is its own reward</i> • <i>Reading materials are well within the linguistic competence of the students</i> • <i>Reading is individual and silent,</i> • <i>Reading speed is usually faster rather than slower</i> • <i>Teachers orient students to the goals of the program, explain</i> • <i>The teacher is</i> 	<p>12. How did the lecturer manage/ lead / guide the students in choosing what they wish to read?</p> <p>13. How did the lecturer manage the materials so they were suitable with your linguistics competence?</p> <p>14. How do you explain the satisfaction that you get while reading?</p> <p>15. How do you adjust your reading material to your reading ability?</p> <p>16. Which do you prefer, reading individually or in a group?</p> <ul style="list-style-type: none"> - Why do you choose that? - What do you think about reading individually /in a group? (based on the opposite of his/her choice) - What is the benefit that you get from reading individually/ in a group? Please explain! - What were the obstacles that you get from reading individually/ in a group? Please explain! <p>17. How is your speed while reading?</p> <ul style="list-style-type: none"> - How many minutes to finish a page? - Is there any improvement to your reading speed after taking Extensive
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*of a reader
for the
students*

*a **role model**
of a reader
for the
students*

Reading class with all the reading assignment? Explain!

- How important is speed in reading for you?

18. Tell me, how did the lecturer **direct your reading in relation to the program objectives** (to help you achieve reading habits, love for reading and increase your vocabulary)?

19. While taking Extensive Reading, what is the role of the lecturer? Is she a role model herself in E.R.? What do you think of her examples?

20. Could you mention more benefits ? Explain !

21. Could you mention any obstacles during the Extensive Reading class? Explain!

The sample excerpt from the interview transcript could be seen in table 4.2 while the complete transcription is attached in appendix.

Table 4. 2 Interview transcript

Transcription 3
 Respondent: Student 4 (class D)
 Time:12.00 - 13.30 PM
 Date: Tuesday, 16th January 2018
 Place: Student Area of PBI UII

I: Interviewer		R: Respondent
Subject	Line	Transcription
I		How you differ Extensive Reading course with other reading courses?
R	1	So, for 1 semester, we are instructed to read at least 30,000 words and report it on our reading log. It is a requirement for our final exam as well and the rest of what we want to read is up to us. Before choosing our book, at the beginning of our meeting, we have a test to determine our level. After finished the test and we knew our level, then, we can read the new novel which is provided with the same level with us.
I		How do you adjust your reading material to your reading ability?
R	2	First, I identify the genre of the book and then analyze the level. If it is easy to understand, I continue to read it until finished, but sometimes, I got book with same level with my level but it was a little bit hard to understand so I stop read that book and I change with another book.
I		What is the important of speed in reading?
R	3	Help us to be faster while reading so we can increase the number of book that we have read. But, in my thoughts, speed is not too necessary, the understanding of the book is the point.
I		What do you think of your use of cooperative learning as a strategy in your teaching?
R	4	Every story always has a message for example love genre teaches to relate well with people like friendship and taking care each other.

4.1.2 Document Analysis

The documents that were investigated in this research were consisted of two documents, doc 1 (reading log) and doc 2 (reading report). Reading log contained students' vocabulary that they had achieve in one semester through reading.

Reading report is a report of their reading

Title of books	Author, Year of Publication, Publisher	level	No of pages	No of words	Start reading (D/M/Y)	Finish reading (D/M/Y)	Reading time	One paragraph synopsis	Remarks
Owl Hall	Robert Campbell, 2012, Macmillan Publisher	3	71	15.338	14/Sept/17	14/Sept/17	An hour	A fifteen-year-old Kara with her mother and younger brother goes to the countryside on holidays. She rented a cottage named Owl hall in unknown place with no internet connection. There are lots of mysteries that finally find out after the 'incident' that Kara's family	This story is very interesting b here we have to guess what's r and it makes me so curious abc next chapter. The unexpected p when Kara finally reveal her st about her younger brother, Ma who dies in that incident'
Spiderman-3	Stan Lee, 2007, Marvel	3	27	9824	4 /Oct/17	4/Oct/17	30 minutes	This is the third and the last part of Spider-man adventures. Three years has passed since Peter Parker became a spider-man. Everything	I think this book is very interesting and I can imagine it very well because I ever watched the movie. And this

					went well, but Peter's friend Harry still hates him and blames him in his father's death and wants to take revenge with his latest discovery.
total	18	50750		3 hours 5 minutes	

Table 4.3 Excerpt of Document Analysis

Reading class could help students to build their awareness to read not just in classroom but experience, about what they have read, where are they read and how is it feels like.

Also beyond the classroom. It showed that the use of Extensive Reading approach in teaching reading gave the lecturers some benefit and challenges in learning such as help the teacher to motivate students in reading, help students become an autonomous reader, and engage students' comprehension by giving them English novel to read.

Table 4.3 shows students' reading log for 1 semester. It is explained what the student had read and words that the student had collected.

Below, is Table 4.4 show the sample of reading report of student for Extensive Reading assignment.

Figure 4.3 Sample of analyzed document (assignment / DCA/2/RE)

My Ordinary Reading Experience

Name : K. P.

On Wednesday, October 4th 2017 I woke up at 5.00 am to prayed subuh, after that I wanted to off to bed one more time because I was still a little bit sleepy but when I tried to close my eyes suddenly the sleepiness got disappeared. Confused about what would I did in the next second, I decided to played my hand phone opened my social medias, chatted with friends, listened to the music. I was enjoyed my activities until I opened the Google Classroom accidentally and found an unexpected thing hahaha yeah there I realized that I forgot about Reading Experience task that should be done by the day before :(I got a little bit panicked attack, to be honest :p and I tried to contact my friends to asked whether they already finished the task or still the same with me.

After a quite long time finally one of my friends replied my message. She said that she hasn't finished her reading experience as well, well, sigh. I was so relieved at that time hehe because I thought that I was the only one that hadn't finished my task.

Soon after that, I planned to read a novel but before that, I got to cleaned up my room first because its so messy hehe :p and when I finished, I felt so hungry so I ate my breakfast at 08.00 am. Instead of took a shower to cleaned up myself, I prefer to read the novel hehe :D because i only had 1 course in the afternoon so I little bit had time to read the novel.

4.1.3 Classroom Observation

The observation of the participants in Extensive Reading class were done five times in each class C and D, the observation sessions were done by recording the whole activities Extensive Reading class. During, the observations, the researcher made field of notes to support the analysis of the research. The purpose of the observations was to see the activities directly related to the students' perception on Extensive Reading. From the observations that have been conducted, the researcher gained much information that could be analyzed and become the verified data source to support the triangulation of the research.

The observation showed that teaching reading in Extensive Reading class by engaging Extensive Reading approach seemed to be effective for

the students and creates an essential learning circumstances so that the students are engaged in learning also seems to enjoy their reading while in the classroom, it helped the students to give the best progress in learning reading especially in Extensive Reading class and also helped the teacher to reach the goals of program. Also, teacher adjust the material so it is fit in with students' criteria to fulfill their linguistics competence. There were group work and individual while in the class, and for the final exam, work in group and make a poster as the final submission of this class, even Extensive Reading tend to set their students to work in group, the students had reading log and reading report for their individual assessment.

During the observation, the researcher found that Extensive Reading approach was implemented in the classroom after the lecturer explained the topic of activity and then it continued by group discussion which the students instructed to discuss the book that they had read with their friends and promote it. The students seemed engaged when they discuss or work in a group, some background knowledge exchanges happens in the discussion and also mostly happen is that when the students instructed to modify the ending of a novel, they seemed to share every idea they had and choose the better one. Moreover, in some situation or activity, students showed an act-out as and applied of what they have read on a story or novel, they worked together as a team in a drama. Overall, the used of Extensive Reading approach in Extensive Reading class seemed to be a helpful solution to boost students' reading, reading skills and words bank based on what researchers have observed in the observation phase.

Table 4.4 shows the excerpt of observational notes, while the complete excerpt notes could be seen in Appendix

Table 4. 4 Excerpt of observational notes

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	14/11/2017	Book Talk	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The lecturer checking student's assignment by asking them who has submit it and who hasn't - The teacher arranges the class for next activity - The Teacher put students in a group randomly by using number - The Teacher explains about what they are going to do today, it is about book talk - The Teacher give 15 minutes for students to do a book talk - After 15 minutes, teacher choose one volunteer on each group to explain in front of class about they have discussed in group for 5 minutes - The teacher asks the students what they have learned today - The Teacher checking student's progress on reading with minimum 30.000 words before the end of semester. - Today's sessions are about promoting book and checking student's progress on reading 	<ul style="list-style-type: none"> -The student involved in group to promote his book with his friend - While book talk, student promote his book to his group and decided to be their group's book - the students not yet finished 30.000 words of reading

Table 4.5 Excerpt of observational video

Transcript video observation on 07th November 2017

L : Good morning students

S: Good morning ms

L: before we start let's pray together, pray begin... over. Okay before we start, are you already submitted your reading experience in google classroom?

S: yes

L: good, who haven't?

S: me

L: oh, why? why you haven't submit it?

S: I just joined the google classroom 3 hours ago

L: oh my god, why you just joined in 3 hours ago? you missed the information or you didn't know or what?

S: I forgot about it

L: because i talked about this since the beginning ya so I what I would like to do toady is related to reading experience, i'll group you into 7 group, 1 group contains of 4 students and that will be your group for another task whenever I give you a group assignment, okay?

S: okay

L: so let's take a random choices. kita shuffle ajaya kayak arisangitu. just try remember the that you have read ya, because your assignment will be connected with your reading. I always ask book that you have read. please take a piece of paper in the corner. on that paper, you'll see the number and find your friends with the same number to work in group

L: okay you already sit with your group, right? so we are going to do about book talk. so you are going to talk about book that you have read. The idea is same with a movie trailer. Do you know movie trailer?

S: Yes ms

L: So, usually what kind of things that contains in a trailer?

S: Tittle ms

L: yes of course the tittle, kalau gak ada tittle ya gimana, terus what else?

S: the actor, tanggal tayang, beberapa adegan penting,

L: what is it for? adegannya kenapa di tampilin?

S: buat bikin penasaran

L: yes of course you have to make the audiences curious jadi kayak pengen tau gitu ya kayak ada apa ya, apalagi? and do you think you need to give adjectives to the film? like petualangan, animasi, beautiful dsb

S: perlu ms

L: ya namanya promosi kalau gak di kasih apa apa kan gak promosi jadinya you have to know the adjectives, so book talk sama seperti movie trailer, dan the objective of this adalah you promote your book jadi sebenarnya denya kalian mempromosikan buku yang sudah kalian baca, pastikan kalian sudah membaca seluruh isi bukunya. you have to make decision which book you choose as your project in your group. so just choose the most interesting one. but its later, today you just need to promote it. are you reading on e-book or printed book?

S: e-book ms

L: when you promote later you have to show the book cover on your phone and you have to give ratings to the books, and you need to read the important things on the book. kan biasanya ada quotation nya kan. and then introduces yourself to your group and the book, the author number of pages and genres of course, don't give too many spoiler just hunch, and don't give the endings Highlight important point and let the audiences want to know more. tidak boleh tanya endingnya, bikin curious yaa. So you can start now i'll give you 15 minutes

4.1.4 Thematising

In this section, the researcher categorized the data to make it easy for classifying the data. The categorizations were showed and approved the sign themes, which were exposed into more specific subthemes to be practical.

Thematising is presented in table 4.6

Table 4.6 Thematising's Matrix

No	Code	Themes	Code	Sub-Themes
1	EXR	Extensive Reading	AUS	Autonomous and self-selected readings
			EBC	Engagement & Beyond Classroom
			BSB	Build students' awareness & Becomes their habits
2	CER	Characteristic of Extensive Reading	RMP	Read as much as possible
			WRT	Wide range of topics
			SS	Student select
			RP	Related to pleasure
			RR	Reading as a reward
			LC	Linguistics Competence
			RI	Reading is individual
			RS	Reading Speed
			GP	Goals of Program
RM	Role Model			

4.1.5 Coding

Coding is the process of inputting evidence into categorization based on theme and giving certain code on the evidence. In this research, the researcher created coding system for evidence from all data sources.

Table 4.7 displays the coding system for all data from interview, document analysis, and observation.

Table 4.7 Coding Systems

Data Source	Coding Sample	Meaning
Interview	I/1/EXR/1	'I' (for Interview) means the data is gathered from Interview. '1' for respondent 1. 'CLS' is the theme, which is abbreviation from Extensive Reading. '1' means it is from interview transcript line 1.

Document Analysis	DCA/1/EXR	‘DCA’ for (Document Classroom Assignment) means the data is gathered from Document Classroom Assignments. ‘1’ for Document number 1. ‘EXR’ is the theme, which is abbreviation from Extensive Reading.
Observation	O/EXR/1/1 O/CER/2/1	‘O’ (for Observation) means the data is gathered from observation notes ‘EXR’ and ‘CER’ is the theme, which is abbreviation from Extensive Reading and Characteristics of Extensive Reading ‘1’ means it is from observation note on meeting 1 lecturer A and ‘2’ means from lecturer B

4.2 Discussion

4.2.1 Extensive Reading approach

The discussion below would discuss each of its components comprehensively based on the three data sources, interview, document analysis and observational notes.

a. Autonomous & Self-Selected Readings

From the interview (I/1/AUS/3), (I/1/EXR/2) which also supported by interview (I/1/RI/13) it can be concluded that the use of Extensive Reading approach is more efficient to boost students' reading by the lecturer because both of lecturer A and lecturer B believe by applied Extensive Reading approach it will help the students engage in learning and as in Extensive Reading class students asked to be able to analyze and understand things they have read so that reading individually without any intervention is more preferable and by applied Extensive Reading, students will have opportunity to increase their word bank through reading. Also, it helps them

to engage with foreign language in a book so they will get used with foreign language and able to use it.

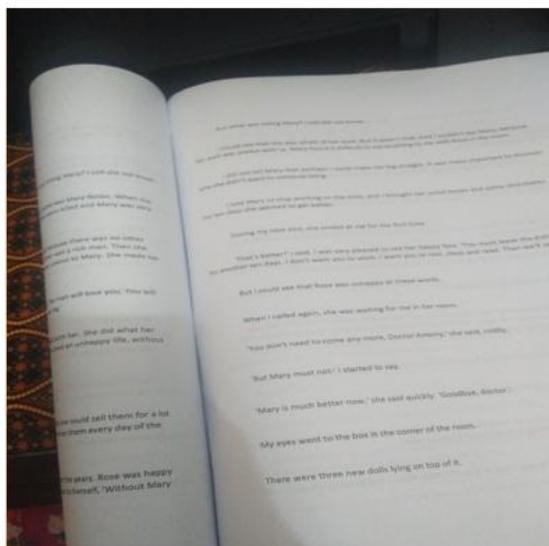
“..It is really help me, in one semester, we have to finish our reading log, it is like our notes for Extensive Reading, we have to read at least 30.000 words before the end of semester and wrote it on our reading log. So, we must read every week to reach the minimum and also we instructed to make a poster and uploading photos” (I/1/AUS/3)

“.. reading is my hobby, and when I took this class, it helps me to boost my hobby, it also helped me to analyze and deeply understanding on what we read, so we could get more information clearly” (I/1/EXR/2)

“i prefer reading individually rather than in a group...while in group, there are so many intervention such as chit chat with our friends, and reading individually help me to finish my book” (I/1/RI/13)

This finding is in line with the theory related to Extensive reading that administered “to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (Richard & Schmidt, 2002: 193-194) as cited in (Shen, Ming-Yueh, 2008). Thus, Extensive Reading was believed as an approach that could help the students in learning. Moreover, this finding support the data from) Document Analysis (DCA/4/RE).

Figure 4.4 Excerpt of Document analysis (DCA/4/RE)



Okay I continued my reading in Wednesday, I went to UII's library at 10.14 at first I looked for the best venue for reading a book. And I read the book with the title Mr. Bean in Town I am very like to reading in the library, because the atmosphere is calm. And then I have reading my book until finished. I think I just need more or less 1 hour to finished that book.

These evidence shows that the use of Extensive Reading approach is helpful for students to be a self-autonomous reader and help them to engage in learning and there will be a comprehensive discussion by applied Extensive Reading approach in the class.

b. Students' Engagement & Reading Beyond Classroom

According to Hafiz & Tudor (1989) Extensive reading (ER) as quantitative reading in the second language (L2) for a lengthy period of time

for personal pleasure without the addition of productive tasks or follow-up language work.

As in Extensive Reading, students worked in a group for reading activity while in the classroom, but they have to read individually too outside the classroom as addition knowledge for their reading ability. Each person in the group is come up with different levels and reading abilities and how is teacher's consideration when divided the students into a group so it can help students to engage with the material.

From the interview (I/2/EBC/4) with supporting data from(I/2/AUS/3) it showed that how the student in the class with the activity. Student read outside the classroom as she has to fulfill the reading log and also to help student engage with the reading it selves, so it can help the student to analyze and understand the material in the class room easily. In the end, it also become their pleasures to read a book.

“...the book is giving me a good vibe and it is my own pleasure, in some situations when I felt really sad, I read some book that helped me to calmed myself from the problemsrather than telling to my friends about my problems. Usually, I read some story that could motivated myself and it was really enjoyable behind the Extensive Reading class it selves”
(I/2/EBC/4)

“.....I'm using English E-Reader for read and unconsciously I have read more than 30.000 words but I still wanted to read, so I did not including those reading but just for my needed for reading ”
(I/2/AUS/3)

This finding is in line with the theory mentioned above that Extensive Reading helped the students to enjoy their reading not only in class room but also outside the classroom. Moreover, it became a chance for

1	14/11/2017	Book Talk	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The lecturer checking student's assignment by asking them who has submit it and who hasn't - The teacher arranges the class for next activity - The Teacher put students in a group randomly by using number - The Teacher explains about what they are going to do today, it is about book talk - The Teacher give 15 minutes for students to do a book talk - After 15 minutes, teacher choose one volunteer on each group to explain in front of class about they have discussed in group for 5 minutes - The teacher asks the students what they have learned today 	<ul style="list-style-type: none"> -The student involved in group to promote her book with her friend - While book talk, student promote her book to her group and decided to be their group's book - The teacher instructs the student to read her book in front of class -The student explains the book that she had read to the class - the students not yet finished 30.000 words of reading
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them to increase their word bank and the student really enjoy that. It

can help student to have a good vibe for themselves.

The result of interview sessions also could be connected on the results of observational note, that could be seen at (O/CER2/1) and supported by the document analysis

Table 4.8 Excerpt of Observational Notes (O/CER2/1)

Figure 4.5 Excerpt of Document Analysis (DCA/4/RE)



Those evidences showed that as Extensive Reading class can engage them to read outside the classroom and give them a pleasure while reading.

C. Build Students' awareness and become their habits

Regarding to Day & Bamford (1998) Extensive reading is not only focus on how to develop the student interest on reading but also help the reader to be an independent reader. It explains that student have an intuition to read not by an instruction but by their interest.

As in Extensive Reading, students are instructed to always read a book anywhere and anytime. The lecturer always reminds them that they would not lose anything while reading. It helped them to understand new words and get used with foreign language. It turned students to be aware of reading and as long as it was a must to passed the class, it became their habits to fulfill their free time or to get some new words.

From the interview (I/4/BSB/6) with supporting data from (I/4/RMP/5) it showed that how student pushed their reading to reach the minimum words for their reading log. The student read to achieve good score and suddenly it builds the awareness of reading for the student and repeat it every day so it became habitual.

“...30.000 words is the requirements of our reading log, in the beginning, I was afraid could not passed the minimum, **but suddenly, it was fun to read and made me addicted with reading**“ (I/4/BSB/6)

“.....I have read 15 book this semester.. **I don't believe it that I can read all those book, because in recent years I never read that much**” (I/4/RMP/5)

This finding is in line with the theory mentioned above that Extensive Reading helped the students to build their awareness and become their habits. Also, as they took Extensive Reading class, it pushes them become a next level reader. The result of interview sessions also could be connected on the results of observational notes& document analysis, that could be seen at (O/CER/4/3) & (DCA/2/RE)

Table 4.9 Excerpt of Observational Note (O/CER/4/3)

06/12/2017

Poster Presentation

Face to Face

100 Minutes

-
- The Teacher asking students to prepare their draft of poster presentation and explains it in front of class based on group numbers
 - Each group explains their poster presentation based on what book they have choose to make it in to a poster in front of class
 - The Teacher asking every group poster related to the book such as the important scene, the main character, plot etc
 - The Teacher give some feedback to the students related to their knowledge of the book they wanted to make it in to a poster
 - The Teacher reminds students to put some important information of the book in the poster and motto for reading
 - The Teacher explains what they need to submit for the Final Exam such as poster, reading log and reading report
 - The Teacher asking student's progress of reading, it is above 30.000 thousand or not.
 - This meeting is about poster presentation and checking student's progress for reading
- The student and her group choose sports genre as their poster which tittle 'The Running Dreams'
 - The Student and her group asked by the teacher are they already read it or not, the student is only the one who already finished the book but the group was not read the book yet, only a half of that book
 - **The Teacher told them to change the book because the level was too high, the book level is advanced**
 - **The Student is already reach 30.000 words**
-

Figure 4. 6 Excerpt of Document Analysis (DCA/2/RE)



This picture was taken by my friend. The second novel that I read entitled *Around The World in Eighty Days* by Jules Verne. The novel was really good and I really like it because the genre is adventure so I could felt so thrilled. I really recommend this book for those who like adventure novel. The unexpected plot made me wanted to kept on reading this novel. But this novel was kinda short so I just spent about a half of an hour to read it :D oh yeah at the time I didn't brought my laptop so I borrowed my friend's laptop when she was already finished her reading session.

Those evidences showed that as Extensive Reading class can build their awareness and become their habits.

4.2.2 Characteristics of Extensive Reading

Extensive Reading is not only allocated students to do an assignment, students have a level to determine their reading abilities so it help them to pick the right book to read that suitable with them. Extensive Reading is being studied by most reading experts as one alternative reading approach, Renandya and Jacob (2002) as cited in Tuan (20112).

a. Learners Linguistics Development

Students have a big control for their reading abilities. Students with different background literally have a different richness of vocabulary. It

depends on how many books they have read and the way they analyze the new words from the book so they can use it for their reading comprehension. Fortunately, Lecturer always reminds them to always read a book to enrich their vocabulary and analyze the book easily. It pointing to ER appears to lead to substantial vocabulary learning and learners show their development in spelling and vocabulary knowledge (Nation, 1997; Pigada & Schmitt, 2006; Robb & Sussner, 1989) as cited in (Shen, Ming-Yueh,2008). Related to (I/3/RMP/5) with supporting data from (I/3EBC/4) it indicated that reading as much as possible could help the student to enrich vocabulary, get a new knowledge, develop their imagination and references for some good quotes.

"... I enjoyed my reading experience by using English E-Reader, it's really good, I've done 30.000 words but the deadline not yet to come, so I want to increase my words bank, it's really good to develop my knowledge' (I/2/AUS/3)

"I've got a lot of knowledge and information, so we know how to kill our boredom rather than spend our money in a cafe, I prefer reading than that, increase my vocabulary too" (I/3/RP/8)

"I think if you pushed someone to read something that they didn't like, I believe it won't be effective and will not get the point, so I choose what I want to read, it makes me happy and develop my imagination" (I/2/SS/9)

"... for new references of some good quotes that I can use someday also for my knowledge, so I have a lot of information" (I/3EBC/4)

The result of interview sessions also could be connected at (O/CER/3/1) & (DCA/1/RL) which are confirmed by researcher's observational note and document analysis below

Table 4.10 Excerpt of Observational note (O/CER/1/3)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
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05/12/2017

Draft Poster Presentation

Face to Face
100 Minutes

-
- - The Teacher asking students to prepare their draft of poster presentation and explains it in front of class based on group numbers
 - Each group explains their poster presentation based on what book they have choose to make it in to a poster in front of class
 - The Teacher asking every group poster related to the book such as the important scene, the main character, plot etc
 - The Teacher give some feedback to the students related to their knowledge of the book they wanted to make it in to a poster
 - The Teacher explains what they need to submit for the Final Exam such as poster, reading log and reading report
 - This meeting is about
- The student present her poster with his group which entitled 'Secret Garden'
 - The Student and her group explain about the setting and genre of the book, also the reading motto for her poster
 - The Teacher ask her what will her poster look like, the picture and where she will take the photo for the cover
 - The Teacher told her to read the book until finish to get the point from the book.
 - **The Teacher ask all students about their reading log, the teacher reminds them to finish the reading log and already read above 30.000 words**
-

Figure 4.7 Excerpt of Document analysis (DCA/I/RL)

Title of books	Author, Year of publication, publisher	level	No of pages	No of words	Start reading (D/M/Y)	Finish reading (D/M/Y)	Reading time	One paragraph synopsis	Remarks
Owl Hall	Robert Campbell, 2012, Macmillan Publisher	3	71	15.338	14/Sept/17	14/Sept/17	An hour	A <u>fifteen year old</u> Kara with her mother and younger brother goes to the country side on holidays. She rented a cottage named Owl hall in unknown <u>place</u> <u>with</u> no internet	This story is very interesting because here we have to guess what's next and it makes me so curious about the next chapter. The unexpected plot when Kara finally reveal her story about

Those evidence proof that while book talk and book promote activity, the student involved in this activity which means the student already read some to discussed it with the class. Although, the student did not reach 30.000 words yet but the student still on progress for reading some books. This is in line with Day and Bamford (1998) statement about characteristics of Extensive Reading. One of the characteristics is students read as much as possible.

b. Wide Range of Topics & Genre

Day & Bamford (1998) mentioned that one of characteristic from Extensive Reading is reader have wide range of topics on what they read. Lecturer set a wide range of topics for student to read so there are no boundaries for them to choose any topics & genre they want and let them enjoy on what they read. Data from interview (I/1/WRT/7) indicated that student have a vary of topics they have read. Mostly, they read novel but sometimes they read any kind of text such as news or educational book.

“I read news a lot, I also read some newest novel such as *Dilan 1990*, some dialog books, history and ICT” (I/1/WRT/7)

The result of interview sessions also could be connected on the results of document analysis and observational note (DCA/1/RE). On observational note shows while the student has to promote the book the student have read and suddenly student's book was choosing to be the

group's book which is confirmed by researcher's observational note

(O/CER/1/1)

"...and I have finished reading 3 books namely Mr. Beanin Town, Peterpan and Spiderman. Yahh that's because the results of my vocabulary it's elementary level so I have to read more books to achieve the target of reading 30,000 words. **So now I started reading another new book called White Death**" (DCA/1/RE).

Table 4.11 Excerpt of Observational note (O/CER/1/1)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	14/11/2017	Book Talk	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The lecturer checking student's assignment by asking them who has submit it and who hasn't - The teacher arranges the class for next activity - The Teacher put students in a group randomly by using number - The Teacher explains about what they are going to do today, it is about book talk - The Teacher give 15 minutes for students to do a book talk - After 15 minutes, teacher choose one volunteer on each group to explain in front of class about they have discussed in group for 5 minutes 	<ul style="list-style-type: none"> -The student involved in group to promote his book with his friend - While book talk, student promote his book to his group and decided to be their group's book - the students not yet finished 30.000 words of reading

c. Students Select

In Extensive Reading approach, lecturer let the students to choose any books that they want to read, in condition it still same with their levels or they can understand the book. Related to Day & Bamford (1998) that student select what they want to read and have the freedom to stop reading material that fails to interest them.

From the interview (I/2/SS/9) the student explains that it was a privilege for the reader to choose whatever they want. It helps them to build their mood and imagination.

"I think if you pushed someone to read something that they didn't like, I believe it won't be effective and will not get the point, so I choose what I want to read, it makes me happy and develop my imagination" (I/2/SS/9)

The data from document analysis especially (DCA/2/RE) and the data from researcher's observational note (O/CER/2/2) strengthen the data above that it helped them build their reading abilities and they can enjoy their reading.

"...I really recommend this book for those who like adventure novel. The unexpected plot made me wanted to kept on reading this novel" (DCA/2/RE)

"The novel which I read entitled Spiderman-3 by Stan Lee hehe :DI ever watched the movie so I tried to compared it with the novel and I thought that both of them are really great and worth a huge appreciation"(DCA/2/RE)

Table 4.12 Excerpt of Observational note (O/CER/2/2)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
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4

05/12/2017

Role Play

Face to Face

100Minutes

- The Teacher checking students' absence and asking if the students who perform today already come
- The Teacher give a time to students to prepared their costume, music and property
- The teacher give 15 minutes for the role play
- The Students perform their role play in front of class according to the scene on the book that they have chose
- The teacher give a feedback for the performances and asking the reason why they choose that scene
- The Teacher continue the class with next activity
- The Teacher instruct the group who performed to make a group with the spectators
- The students have to modified the ending of the story that thay already performed
- They have 15 minutes to discuss it in a group
- The Students read the make-up ending in ffont of class and teacher give a response and feedback through their ending
- The Teacher explains what they need to do next meeting and for Final exam, they have to make Poster related to the book that they already read
- The Teacher asking students reading progress
- This meeting is about role pay, modified the ending of the
- **The Student performed her role play with her group with tittle 'Christmas Party'**
- **The Student became a friend of the main character on this role play**
- The Teacher give a good feedback for their performance
- The Student and her friends make a group with spectators and discussed the modified ending
- The Student and her group modified the ending in to thrilling ending
- In this meeting, student almost reach 30.000 words for his reading progress

d. Related to Pleasure

Reading is good for students to explore new knowledge and get some new information. Students feel while they are reading, they not only read the main theme of the book, but also they get another new information that they do not know before. Also, when students enjoy the reading process, they will be satisfied with their reading because they can achieve the information that they want. Reading for pleasure is so much more than just a form of play or escapism – it is also a way of connecting with text (Clark & Rumbold, 2006). Related to (I/2/RP/11) it indicated that reading gives the reader not only information but the feeling of satisfaction.

“I really satisfied while reading, because I like it and I enjoy the process, **if someone enjoy the process of reading, they will get the information that they want** ...(I/2/RP/11)

Also, another supporting resource from document analysis of student's reading report show that the respondent was really enjoy with the reading activity

"...The novel was really good and I really like it because the genre is adventure **so I could felt so thrilled"** (DCA/2/RE)

The data from Observational note especially in book talk activity (O/CER/2/1) showed that the students enjoy the reading process so the information absorbed clearly and feeling satisfied.

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	14/11/2017	Book Talk	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The teacher divided the students into two group - The teacher divide some text about employment and entrepreneur to each group, everyone in the group got each text - The teacher asks the students to highlight the discourse markers and consider which one they are going to choose, to be an employment or an entrepreneur. - The students read the text in their group seat and discuss the text - The teacher asks the students to change their seat and read the text on the table after they change their position so asks them if they are changes their mind or not after read the different text. - The teacher asks some students to come to the front of class and ask them to write their choice and reason based on the terms that written on the white board 	<ul style="list-style-type: none"> -The student involved in group to promote her book with her friend - While book talk, student promote her book to her group and decided to be their group's book - The teacher instructs the student to read her book in front of class The student explains the book that she had read to the class - the students not yet finished 30.000 words of reading

Table 4.13 Excerpt of Observational note (O/CER/2/1)

Those evidences showed that reading give pleasure or satisfied feeling to the reader when the reader enjoy it.

e. Reading as reward

According to Characteristic of Extensive Reading, Day & Bamford (1998) that reading is own reward for the readers. ER appears to lead to substantial vocabulary learning and learners show their development in spelling and vocabulary knowledge (Nation, 1997; Pigada & Schmitt, 2006; Robb & Sussner, 1989) as cited in (Shen, Ming-Yueh, 2008). Behind the requirements of the course and an instruction from the lecture, reading give the students another reward for students such as boost their mood, enrich vocabulary and help them to take a message from what they have read. Data from interview (I/4/RP/8) & (I/4/EBC/4) indicated that reading help them to develop their imagination, and towards reading help them to increase their word banks.

“... every story has its message, for example love story, it teaches us to keep a good relationship with others, friendship and how to keep it”
(I/4/RP/8)

“... at the first time to get a good score, but suddenly it also increases my word banks so I have many words to say when I speak English (I/4/EBC/4)

The data from (O/CER/4/2) & (DCA/1/RE) support this data and proof by researcher observational note & document analysis below

06/12/2017

Role Play

Face to Face

101Minutes

- The Teacher checking students' absence and asking if the students who perform today already come
- The Teacher told students that there are 3 performances today because last meeting, some member of the second group did not come
- The teacher give 15 minutes for the role play
- The Students perform their role play in front of class according to the scene on the book that they have chose
- The teacher give a feedback for the performances and asking the reason why they choose that scene
- The Teacher continue the class with next activity
- The Teacher instruct the group who performed to make a group with the spectators
- The students have to modified the ending of the story that they already performed
- They have 15 minutes to discuss it in a group
- The Students read the makeup ending in front of class and teacher give a response and feedback through their ending
- The Teacher explains what they need to do next meeting and for Final exam, they have to make Poster related to the book that they already read
- The Teacher asking students reading progress
- The Student perform 'Peterpan' with her friends
- The Student become 'Wendy' on that role play
- **The student can go deep in to the character of 'Wendy' because the student already read the book**
- **The student got complement from lecturer for the performance and the understanding of the book that the student has read**
- The Student with her group make a modified ending with the spectators
- The Students modified the story in to funny ending
- The Student did not reach 30.000 words yet

Table 4.14 Excerpt of Observational note (O/CER/4/2)

f. Matching Linguistics Competence

Extensive reading class is purposed to enhance students reading through the activities that evolved them to read. Alongside with their reading, lecturer give some activity that directed students to read the materials that fit with their reading abilities. In the beginning of the class, teacher instructed the students to do some test to find out their levels of reading. It helped the lecturer to decide the range of materials that the lecturer will give to the students and the students will be easier to work or read the materials that fit with their reading abilities. Extensive reading exposes learners to "large quantities of material within their linguistic competence" which is, at the same time, pleasurable (Grabe and Stoller, 2002, p. 259) as cited in Mikeladze, (2014). Data from interview

I read it in my room, and this picture was taken by my sister. The novel which I read entitled Spiderman-3 by Stan Lee hehe :D I ever watched the movie so I tried to compared it with the novel and I thought that both of them are really great and worth a huge appreciation. When I read the novel my imagination got me like wahh.. it felt amazing. I spent about half of an hour to read it. After I read the novel, I took a shower and went to my friend's house and attended the class.

On Friday, October 6th 2017 after morning class, my friends and I had breakfast and after that we agreed to continued read the next novel in the UII's central library. When we went there, quite crowded but the good vibes to read made us felt concentrate when read the novel.

(I/2/LC/10) indicated that the test helped them to define their levels and made them easier to choose the book that they want to read. In the beginning week of meeting, lecturer set some of book for them to read, after

finished the book, they can continue their reading with their own choices. It showed on Document analysis (DCA/3/RL)

" ... at the first meeting, lecturer instructed us to do some **test to know on what levels are our reading abilities**. We were tested by using Vocabulary Level and each student will get their level after the test finished, it helps us to choose the book that fit with our level (I/2/LC/10)"

"... from the test, **my level was Intermediate**"(I/2/LC/10)

Table 4.15 Excerpt of Observational note (O/CER/2/1)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
---------	------	-------	------------	------	----------	------

1	14/11/2017	Book Talk	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The lecturer checking student's assignment by asking them who has submit it and who hasn't - The teacher arranges the class for next activity - The Teacher put students in a group randomly by using number - The Teacher explains about what they are going to do today, it is about book talk - The Teacher give 15 minutes for students to do a book talk - After 15 minutes, teacher choose one volunteer on each group to explain in front of class about they have discussed in group for 5 minutes 	<p>-The student involved in group to promote her book with her friend</p> <p>- While book talk, student promote her book to her group and decided to be their group's book</p> <p>- The teacher instructs the student to read her book in front of class</p> <p>The student explains the book that she had read to the class</p> <p>- the students not yet finished 30.000 words of reading</p>
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Figure 4.8 Excerpt of Observational note (DCA/3/RL)

Title Of Books	Year of publication , publisher	Level	No Of Pages	No Of Words	Start Reading (D/M/Y)	Finish Reading (D/M/Y)	Reading Time	One Paragraph Synopsis	Remarks
Mr. Bean in town	Richard Curtis, 12 January 2014	1	30	4,441	(16/9/2017)	(17/9/2017)	1 hour	it was Mr. Bean's birthday. and he wanted to enjoy it. <u>Mr.Bean</u> is a good comedian because his have a unique character	The story is very <u>interest</u> and I enjoy read this book with laugh.

g. Reading is Individualized and Silent

Student tend to be a silent reader rather than reading in a group. Mostly, it helped them to prevent any intervention that could distract their concentration while reading. Student could read in a quiet circumstance and easier to achieve the information while reading individually. Student said that reading in a group mostly not efficient, too much interactions that could distract them to focus on what they read. Susser and Robb (1990) as cited in Mikeladze (2014). mentioned about characterize of extensive reading: (a) reading is individualized, with student choosing the books they want to read, (b) the books are not discussed in class. Data from interview (I/3/RI/13) indicated that reading individually make them more focus on what they read and easier to achieve the information.

" ... I prefer individual reading **because it makes me more focus and literally help me to understand the story faster**, rather than in a

group which there are many intervention, so it blocks the information absorbed clearly((I/3/RI/13))"

"... the benefit of reading individually are **quiet and easy to get the point** (I/3/RI/13)"

The data from document analysis &observational note (DCA/3/RE), (O/CER/3/2) strengthen the data above that student is prefer reading individually.

"... I'm reading at the alfamidi because the place that is so low budget hahaha, **Previously i have reading until the half of the book**, so I continue to read my book here.(DCA/3/RE)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
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05/12/2017

Role Play

Face to Face

102Minutes

- The Teacher checking students' absence and asking if the students who perform today already come
- The Teacher give a time to students to prepared their costume, music and property
- The teacher give 15 minutes for the role play
- The Students perform their role play in front of class according to the scene on the book that they have chose
- The teacher give a feedback for the performances and asking the reason why they choose that scene
- The Teacher continue the class with next activity
- The Teacher instruct the group who performed to make a group with the spectators
- The students have to modified the ending of the story that thay already performed
- They have 15 minutes to discuss it in a group
- The Students read the make-up ending in ffont of class and teacher give a response and feedback through their ending
- The Teacher explains what they need to do next meeting and for Final exam, they have to make Poster related to the book that they already read
- The Teacher asking students reading progress₇₅
- This meeting is about role pay, modified the ending of the
- **The Student performed her role play with her group with tittle 'Christmas Party'**
- **The Student became a friend of the main character on this role play**
- The Teacher give a good feedback for their performance
- **The Student and her friends make a group with spectators and discussed the modified ending**
- The Student and her group modified the ending in to thrilling ending
- **In this meeting, student almost reach 30.000 words for his reading progress**

Table 4.16 Excerpt of Observational note (O/CER/3/2)

h. Faster Reading Speed

Reading speed helps student to save more time while reading. Related to (Bell, 2001; Manson & Krashen, 1997) as cited in (Shen, Ming-Yueh, 2008) ER has been shown to be effective in increasing reading speed and comprehension. Mikeladze (2014) said that reading speed in extensive reading is relatively fast, but it should be comfortable for a reader

Student believes that reading faster could help them to manage their time between their activity and their reading. Extensive reading help the student to improve the speed of reading. Data from interview (I/1/RS/14, I/1/RS/15) indicated that reading faster is really helpful to manage the time as a student.

" ... I'm feeling a new speed of reading and it helps me to finish some new book with different levels (I/4/IRC/15)"

"... Extensive really help me to improve my reading speed, especially in reading English book, in the class, we had limited time to read English book, so I just get used with that"(I/1/RS/15)

The data from document analysis (DCA/1/RL) strengthen the data above that reading faster is finally achieved for the student.

Figure 9 Excerpt of Analyzed Document (DCA/1/RL)

Reading Logs

Name : Muh Syarif Al-Qadri
 NIM : 17322072
 Class : Extensive Reading (C)

Title Of Books	Author , Year of publication , publisher	Level	No Of Pages	No Of Words	Start Reading (D/M/Y)	Finish Reading (D/M/Y)	Reading Time
Mr. Bean in town	Richard Curtis , 12 January 2014	1	30	4,441	(16/9/2017)	(17/9/2017)	1 hour
<u>Peterpan</u>	J . M . Barrie 21 juni 2015	1	27	3.317	(17/9/2017)	(17/9/2017)	1 hour

The data from observational note (O/CER/1/2) strengthen the data above that reading faster is finally achieved for the student.

Table 4.17 Excerpt of Observational note (O/CER/1/2)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
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4	05/12/2017	Role Play	Face to Face Minutes	<ul style="list-style-type: none"> - The Teacher checking student's absence and asking if the students who perform today already come - The Teacher give a time to students to prepared their costume, music and property - The teacher give 15 minutes for the role play - The Students perform their role play in front of class according to the scene on the book that they have chose - The teacher give a feedback for the performances and asking the reason why they choose that scene - The Teacher continue the class with next activity - The Teacher instruct the group who performed to make a group with the spectators - The students have to modified the ending of the story that that already performed - They have 15 minutes to discuss it in a group - 	<ul style="list-style-type: none"> - The Student performed his role play with his group with tittle 'Cinderella' - The Student became a narrator on this role play - The Teacher give a good feedback for their performance - The Student and his friends make a group with spectators and discussed the modified ending - The Student and his group modified the ending in to sad ending <p>In this meeting, student almost reach 30.000 words for his reading progress</p>
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i. Teachers orient students to the goals

According to (Day & Bamford, 1997, as cited in Jacobs, 2002) the key impediment to successful ER implementation lies in a teacher-centered view of reading instruction. Lecturer motivated the students using the task and reminds them to always read anywhere and anytime to build their awareness of reading, make them love of reading and enhance their vocabulary. Mikeladze (2014) explained that teachers should be able to ask students to describe either orally or in writing what they are thinking as they read and amount of reading learners do in a reading class is crucial. Data from interview (I/4/GP/16) indicated that the lecturer always orient them to the goals of the study.

"... always motivated, if you want to speak English fluently, then read, that's the key. It can help you on your writing and reading, your word banks will always increase." (I/4/GP/16)

The data from document analysis & observational note (I/2/RM/17), (O/CER/4/3) strengthen the data above that lecturer directs the students to the goals of the class.

"... lecturer always said, there are lot of benefits we will get while reading and we will not lose anything while reading, if it is good for you and have a lot of benefits, why you did not apply it?" (I/2/RM/17)

Table 4.18 Excerpt of Observational note (O/CER/2/3)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
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6	05/12/2017	Poster Presentation	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The Teacher asking students to prepare their poster presentation and explains it in front of class based on group numbers - Each group explains their poster presentation based on what book they have choose to make it in to a poster in front of class - The Teacher asking every group poster related to the book such as the important scene, the main character, plot etc - The Teacher give some feedback to the students related to their knowledge of the book they wanted to make it in to a poster - The Teacher reminds students to put some important information of the book in the poster and motto for reading - The Teacher explains what they need to submit for the Final Exam such as poster <ul style="list-style-type: none"> - The student present her poster with her group which entitled 'Secret Garden' - The Student and her group explain about the setting and genre of the book, also the reading motto for her poster - The Teacher ask her what will her poster look like, the picture and where she will take the photo for the cover - The Teacher told her to read the book until finish to get the point from the book. - The Teacher ask all students about their reading log, the teacher reminds them to finish the reading log and already read above 30.000 words
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j. The Teacher as a role model

The lecturer always become a role model for the students while in the classroom. The student believes that the lecturer give big influences for

reading habits. Lecturer told the student that reading is really useful and the student would not loss anything. Students assumed that lecturer has done become a good role model for them to push their interest on reading and build reading as their habits. Modelling by teacher educators as the practice of intentionally displaying certain teaching behaviour with the aim of promoting student teachers' professional learning (Gallimore & Tharp, 1992) as cited in (Lunenberg, Korthagen & Swennen, 2007). Data from interview (I/2/RM/17) indicated that the lecturer always become students' role model for their reading. Data from interview (I/3/RM/17) indicated that the lecturer become a role model for student to read.

"... of course, lecturer showed how to read properly and tips on how to understand the book easily, giving the trick on reading that the lecturer often used and lead us to always reading."

Also, document analysis (DCA/4/RL) showed how the lecturer become a role model for them, so they are capable to read more than 30.000 words in one semester which is impossible at the first meeting for them.

Figure 4.10 Excerpt of Document analysis (DCA/4/RL)

Total	710	76.54 0			216 hours 17 minutes		
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The data from observational note (O/CER/2/3) strengthen the data above the students reached beyond the minimum hours and words for their reading log.

05/12/2017

Poster Presentation

Face to Face

100 Minutes

- The Teacher asking students to prepare their poster presentation and explains it in front of class based on group numbers
- Each group explains their poster presentation based on what book they have choose to make it in to a poster in front of class
- The Teacher asking every group poster related to the book such as the important scene, the main character, plot etc
- The Teacher give some feedback to the students related to their knowledge of the book they wanted to make it in to a poster
- The Teacher reminds students to put some important information of the book in the poster and motto for reading
- The Teacher explains what they need to submit for the Final Exam such as poster
- The student present her poster with her group which entitled 'Secret Garden'
- The Student and her group explain about the setting and genre of the book, also the reading motto for her poster
- **The Teacher ask her what will her poster look like, the picture and where she will take the photo for the cover**
- **The Teacher told her to read the book until finish to get the point from the book.**
- **The Teacher ask all students about their reading log, the teacher reminds them to finish the reading log and already read above 30.000 words**

Table 4. 19 Excerpt of Observational Note (O/CER/2/3)

4.3 Emergent Finding

Despite all the trending from the data, researcher found some emergent finding related to Extensive Reading course. From the data of Interview transcription (I/4/EBC/4) student mentioned what things that motivated her to learned Extensive Reading is to get a high score. Mostly, the students said they want to increase their vocabulary and word banks. Meanwhile, this student not only wanted to increase those things but also wanted to get a high score on Extensive Reading course. Related to Usher (2012), If students are not motivated, it is difficult, if not imposisble, to improve their academic achievement. That statement showed that high score could motivated student to learn more, it is like an achievement for their efforts on learning. Other findings from the data of Interview Transcription (I/1/RS/14) he mentioned that he prefers reading slower than reading faster. One of the characteristic of Extensive Reading is Reading usually faster, he said that Extensive Reading course really helps him to improve his reading speed. Although he gains a new speed on reading, he prefers to read slower than faster because when he read slowly, he can enjoy the content of the book rather than faster. According to Seabra (2017) mentioned that reading speed (RS) or fluency should be a component of reading comprehension (RC) models, the findings suggest that RS could contribute to RC in Portuguese beyond the variance shared with listening and, mainly, word recognition, but such a contribution was very small. That evidence, could explain that reading faster affect on students reading comprehension,

although it is very small, but it still gives an effect on student reading process especially on their ability.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the summary of the research based-on research findings in previous chapter. Moreover, recommendation for further research and task types for visually impaired students' implementation in the future are also covered in the end of this chapter.

5.1 Conclusion

From this research that aimed to describe the perspective of student on Extensive Reading class, the researcher concludes that:

1. Extensive Reading implemented well in the class. Students can enjoy any activities that given to them. Extensive reading teaches the students to always read and analyze the book that suitable with their reading abilities. Extensive reading help them to become a self-autonomous reader and increase their word banks. It can push them to continue their reading as much as possible to improve their levels of reading ability. The task also evolved them to read beyond the class room that turned them in to a habitual reader.
2. This study found that students are clearly engaged with the activities on Extensive Reading class. It could boost students interest on reading, build their awareness to read and become their habits. The activity push them to read the book until finished and understand the point of the book. The activities made them realize that reading is not a such bored activity, there are many ways to make reading really interesting and fun.

5.2 Suggestion

In general, suggestion in this research are divided into two. The first is suggestion for improvement of classroom task for Extensive Reading students in the future while the second is recommendation for further research.

1. Keep up the good learning process for reading through Extensive Reading. Any variety of activity could give them new feelings/way of learning reading such as videos related to reading activity. It may become a fun activity in the class that student would not miss.
2. The researcher recommends to increase more interest of student to reading through Extensive Reading, lecturer can give the students another genre of book that might be interest the student.
3. For the improvements of Extensive reading class, it could be efficient, if the class is still held on "reading in the home week" but the reading activity is also not discontinued, from the results of the study there are a few weeks of students not tin the class room and reading at home instead. Maybe students can stay in the class and continue their reading, but also keep doing their work in the class, to train them become multi-tasking student.
4. The researcher recommends that more studies are needed on the area of Extensive Reading approach in Indonesia context with emphasis on the instructional design. Besides, the researcher also suggests that study on how the lecturer can modify the class to make an output

product from Extensive Reading class that can be used continuously through generation, such as story book, dialog book etc.

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APPENDIX 1

INTERVIEW TRANSCRIPTION 1

Transcription 1 Respondent : Student 1 (Muhammad Syarif Al - Qodri) Time : 10.20 AM Date : Tuesday, 15 th January 2018 Place : Student Area FPSB I: Interviewer R: Respondent				
No.	Subject	Transcription	Theme	Coding
1	I	Oke, Syarif sebelumnya saya mau tanya selama kamu belajar di kelas Extensive Reading, apakah kamu bias membedakan belajar membaca di kelas Extensive Reading dengan belajar membaca di kelas lain?	Extensive Reading	I/1/EXR/1
2	R	Pasti ada, soalnya kalua kita cuman belajar reading aja gak seperti di kelas Extensive Reading ini paling cuman di suruh membaca buku buku yang sesuai dengan kemampuan baca tapi kalua Extensive lebih mendalam seperti bagaimana cara membaca dan memahami materi bacaan		
3	I	Nah setelah belajar di kelas Extensive Reading nih, perasaan kamu gimana sih di kelas Extensive Reading itu sendiri? Merasa terbantu, puas atau biasa aja?	Extensive Reading	I/1/EXR/2
4	R	Terbantu sih, jadi di kelas tuh ada di tugas yang Reading log itu, sekitar 30.000 kata gitu, jadi tiap minggu kita baca baca terus biar banyak sama ada disuruh lagi yang buat poster itu, ngeupload foto gitu		
5	I	lalu pertanyaan selanjutnya, kamu rasa Extensive Reading ini ngebantu kamu gak jadi pembaca yang mandiri? maksudnya ketika kamu membaca sudah bukan karena disuruh tapi karena inisiatif ?	Self - Autonomous Reader	I/1/AUS/3
6	R	Kalau aku sih iya, karena dari dulu udah suka baca, baru di tambah dapet Extensive reading kita di ajarkan lagi kelas baca itu gimana terus kesulitan-kesulitan bacaanya pun buku yang bahasa inggris gitu, jadi kita bisa lebih paham lebih dalam lagi lah.		
7	I	Oke kamu <i>basic</i> nya udah suka baca ya otomatis kamu gak baca cuman dalam kelas ya berarti di luar juga, oke kalau gitu dengan adanya Extensive Reading ini membantu kamu menumbuhkan minat	Engagement in the classroom also beyond classroom.	I/1/EBC/4

		membaca dan menambah wawasan tentang reading, nah menurut kamu apakah pengaruh Extensive reading ini yang bisa memotivasi kamu membaca gak cuman di kelas tapi juga di luar kelas?		
8	R	Ada sih karena pas di test Extensive reading yang tentang berapa kata yang di kuasai itu saya rendah kan dapet elementary jadi ya itu memotivasi buat baca banyak, kata ms nya itu gakpapa baca yang di level kita samoai selesai kalau udah merasa bisa baca di level yang selanjutnya boleh di coba. Tingkat kesulitan kata katanya beda beda juga kan jadi itu yang memotivasi buat baca banyak lagi.		
9	I	Nah berarti udah dapet ya motivasinya, sekarang aku mau tanya biasanya sehari berapa jam buat baca?	Students read as much as possible	I/1/RMP/5
10	R	kalau lagi mood sih biasanya bisa sampai habis, tapi kalau misalnya bukunya baru biasanya cuman 10 halaman gitu		
11	I	A berarti kira kiranya segitu ya, terus kalau menurut kamu gimana sih Extensive reading ini bikin kamu jadi giat membaca?	build students' awareness on reading, so it becomes their habits.	I/1/BSB/6
12	R	dari yang test itu sih, aku kan dapetnya rendah nah pas di pertemuan terakhir ada testnya lagi nah disitu udah keliatan tuh perkembangan baca ku seperti naik satu level gitu lumayan juga buat nambah pengetahuan sendiri.		
13	I	bisa jelasin topiknya apa aja? novel komik atau berita mungkin	Wide Range of Topics	I/1/WRT/7
14	R	berita sering sih, kalau novel juga iya yang baru baru ini kayak <i>Dilan</i> juga buku buku yang ada dialog gitu, tentang sejarah sama ICT gitu		
15	I	Oke terus kalau menurut kamu , apa yang kamu dapatkan dari membaca tersebut? seperti <i>reward</i> gitu?	Reading is own reward	I/1/RP/8
16	R	dapet sih kadang kita lakuin sesuatu terus keingat sesuatu yang pernah kita baca , wah ini sama nih kayak yang di buku, jadi kayak		

		keingat ingat gitu, informasi juga banyak disitu		
17	I	oke tadi kamu ada jelasin soal membaca sesuai level, dosen ngasih keleluasaan gak buat kalian mau baca topik yang kalian suka?	Student select	I/1/SS/9
18	R	kalau awalnya enggak harus sesuai level, buat belajar seperti deskripsiin dsb tapi buat reading log sih terserah mau baca apa aja yang penting sesuai levelnya nanti kalau udah sanggup yang lebih atas ya di lanjut ke level yang selanjutnya		
19	I	nah menurut kamu gimana sih cara dosen nyesuaiin bahan bacaan buat kalian biar pas levelnya?	Reading materials are suitable with linguistics competence	I/1/LC/10
20	R	biasanya dulu di bikin kelompok gitu ntar suruh baca masing masing lalu ngereview perkelompok gitu terus minta saran ini cocok gak di jadiin bacaan, kan biasanya sekelompok ada 3-4 orang gitu dan bawa buku masing masing nah entar di kelompok itu cuman 1 buku yang di pilih yang paling cocok.		
21	I	okay, untuk kamu sendiri dapet kepuasan gak saat membaca?	Related to Pleasure	I/1/RP/11
22	R	dapet sih, cuman kadang waktu yang kurang karena tiap di kelas ms nya juga ngingetin untuk baca		
23	I	gimana sih kamu ngatur apa yang mau baca dengan kemampuan atau level yang kamu miliki?	Reading materials are suitable with linguistics competence	I/1/LC/12
24	R	tergantung mood sama waktu sih biasanya kalau ada waktu cari yang agak sulit di pahami, tapi kalau lagi agak sibuk baca yang langsung mudah di pahami gitu sih.		
25	I	nah buat kamu mana yang kamu pilih, membaca individu atau dalam kelompok?	Reading is individual and silent	I/1/RI/13
26	R	individu soalnya lebih tenang dan gak ada gangguan, bisa nyelesaiin sih, kalau rame kadang gak sampai selesai		
27	I	orang kan kadang ada yang bacanya cepet dan lambat, kalau kamu yang cepet atau lambat?	Reading is usually	I/1/RS/14

			faster	
28	R	tergantung topik sih kalau susah ya lama kalau gampang ya cepet, tapi aku gak terlalu suka cepet sih jadi agak susah mengahaytinya		
29	I	extensive bantu kamu ngak buat ningkatin kecepatan bacamu?	Reading is usually faster	I/1/RS/15
30	R	banget apalagi pas baca buku yang bahasa inggris soalnya di kelas dibiasaain baca yang bahasa inggris dangan batasan waktu jadi begitu diluar jadi kayak ngerasa biasa		
31	I	nah syarif ketika di kelas dosen ngarahin kamu ke tujuan dari kelas tersebut gak? misalnya ngarahin kamu supaya rajin membaca, suka membaca bahkan nambah vocab kamu ?	Teacher orients students to the goals	I/1/GP/16
32	R	selalu setiap pertemuan		
33	I	dari materi sendiri juga membantu biar suka membaca gak?	Teacher orients students to the goals	I/1/GP/17
34	R	iya sih materinya juga tentang membaca jadi memang keharusan dan jadinya biasa gitu		
35	I	nah ketika kamu di kelas, bagaimana dosen menjadi contoh buat kamu gak untuk rajin membaca?	Teacher is a role model	I/1/RM/18
36	R	iya sih soalnya kan dosen ya apalagi buat pahami materi gitu dalam sebuah buku, jadi baca buku juga di pahami betul isinya		
37	I	okay keuntungan extensive reading?	Characteristics of Extensive Reading	I/1/CER/19
38	R	rajin baca, makin cepet baca dan nambah voca ku sih juga bisa pahami buku bahasa inggris lebih mudah	Characteristics of Extensive Reading	I/1/CER/20
39	I	kalau kekurangannya?	Characteristics of Extensive Reading	I/1/CER/21
40	R	mungkin yang disuruh baca di luar zona nyaman sih soalnya kadang gak fokus gitu karena gak biasa	Characteristics of Extensive Reading	I/1/CER/22

INTERVIEW TRANSCRIPTION 2

Transcription 2 Respondent : Student 2 (Kartin Priadji) Time : 12.00 PM Date : Tuesday, 15 th January 2018 Place : Student Area FPSB I: Interviewer R: Respondent				
No.	Subject	Transcription	Theme	Coding
1	I	Alhamdulillah Oke, Kartin sebelumnya saya mau tanya selama kamu belajar di kelas Extensive Reading, kamu bisa gak ngebedaiin belajar membaca di kelas Extensive Reading dengan belajar membaca di kelas lain?	Extensive Reading	I/2/EXR/1
2	R	Ada pasti, kalau di Extensive itu lebih fokus ke pembaca terus kelasnya juga menyenangkan dan yang aku kira baca itu banyak dan bosenin itu ternyata enak dan seru, terus ada eada reading experience juga yang ternyata baca juga bisa sambil cari suasana biar gampang dipahamin		
3	I	berarti seru ya, nah setelah belajar di kelas Extensive Reading nih, perasaan kamu gimana sih di kelas Extensive Reading itu sendiri?	Extensive Reading	I/2/EXR/2
4	R	Seru sih, enak gitu terus ada kayak act-out gitu kita jadi bisa kerja sama tim gitu terus bikin kayak drama gitu nah kan kita perlu wawasan yang luas tentang buku itu makanya kita baca.		
5	I	lalu lalu pertanyaan selanjutnya, kamu rasa Extensive Reading ini ngebantu kamu gak jadi pembaca yang mandiri? maksudnya ketika kamu membaca sudah bukan karena disuruh tapi karena inisiatif ?	Self - Autonomous Reader	I/2/AUS/3
6	R	kalau aku pas itu liat di English E-Reader kayak Ebook gitu, nah itu ternyata bagus bagus aku kan udah 30.000 kata tapi belum deadlinenya jadi aku pengen nambah gitu enak aja tapi aku gak masukin ke rading log tapi buat pengetahuanku sendiri		

7	I	Oke berarti buat pengetahuan kedepannya ya kalau gitu, nah menurut kamu apakah pengaruh Extensive reading ini yang bisa memotivasi kamu membaca gak cuman di kelas tapi juga di luar kelas?	Engagement in the classroom also beyond classroom.	I/2/EBC/4
8	R	itu kesenangan tersendiri sih, karena bacanya itu lagi galau misalnya kita tuh biasa baca yang bisa tenangin hati kita dari pada curhat ke temen yaa nah biasa kita baca kisah kisah yang bisa memotivasi buat lebih baik sih di luar pelajaran itu sendiri sih		
9	I	Nah berarti udah bisa memotivasi banget ya, sekarang aku mau tanya biasanya sehari berapa jam buat baca?	Students read as much as possible	I/2/RMP/5
10	R	30-60 menit,biasanya kalau novel di ebook aku dapet 50 halaman gitu sih		
11	I	berarti minat membacanya sudah besar ya, terus kalau menurut kamu gimana sih Extensive reading ini menumbuhkan rasa giat membaca?	build students' awareness on reading, so it becomes their habits.	I/2/BSB/6
12	R	kalau Extensive reading ini ngajarin supaya gak bosan pas baca ternyata banyak banget cara gitu, salah satunya dengan bikin poster, kita survey tempat untuk nyari tempat buat baca juga reading experience juga jadi baca itu gak harus di perpustakaan mantengin buku tapi diluar pakai laptop atau hp juga bisa nah mahasiswa jadi lebih tertariklah buat membaca		
13	I	bisa jelasin topiknya apa aja? novel komik atau berita mungkin	Wide Range of Topics	I/2/WRT/7
14	R	kebanyakan sih novel genrenya kayak adventure, drama,thriller sama love story gitu		
15	I	Oke terus kalau menurut kamu , apa yang kamu dapatkan dari membaca tersebut? seperti <i>reward</i> gitu?	Reading is own reward	I/2/RP/8
16	R	dapet banget sih, jadi baca buku itu kayak dengerin cerita orang		

		soalnya aku suka dengerin orang cerita kayak dapet refrensi baru gitu dan bikin aku jadi bisa imajinasi		
17	I	apakah dosen ngasih keleluasaan buat kalian mau baca topik yang kalian suka? jelaskan !	Student select	I/2/SS/9
18	R	soalnya kalau orang harus di paksaiin baca satu buku misal tapi gak mood atau gak suka ya gak bakal masuk, biar imajinasi kita lebih jalan dan lebih pas lah bacanya		
19	I	bagaimana sih cara dosen nyesuaiin bahan bacaan buat kalian biar pas levelnya?	Reading materials are suitable with linguistics competence	I/2/LC/10
20	R	nah kita awalnya di test dulu pakai vocabulary level nah terus tiap anak nanti dapet level yang beda beda gitu nanti biar enak milih bukunya kalau udah tau levelnya, kebetulan aku di level 3		
21	I	okay, untuk kamu sendiri dapet kepuasan gak saat membaca?	Related to Pleasure	I/2/RP/11
22	R	iya dapet karena aku suka dan nikmatin, kalau orang nikmatin pasti dapet yang dia inginkan gitu		
23	I	terus gimana sih kamu ngatur apa yang mau baca dengan kemampuan atau level yang kamu miliki?	Reading materials are suitable with linguistics competence	I/2/LC/12
24	R	aku cari yang sesuai levelku dulu habis itu aku cari genre yang aku suka misal adventure terus aku liat deh pilihannya apa aja		
25	I	nah buat kamu mana yang kamu pilih, membaca individu atau dalam kelompok?	Reading is individual and silent	I/2/RI/13
26	R	individu dong soalnya lebih imajinatif kalau rame ntar pada cerita jadi gak konsen bacanya, bisa lebih nyERP jalan ceritanya sih		
27	I	orang kan kadang ada yang bacanya cepet dan lambat, kalau kamu yang cepet atau lambat?	Reading is usually faster	I/2/RS/14
28	R	kalau aku sebenarnya suka yang cepet soalnya kalau misal kayak baca		

		novel yang bahasa inggris kayak challenge gitu kayak aku bisa memahamin kata lebih cepat		
29	I	setelah ngambil extensive reading, ada improvement gak yang bantu kamu buat ningkatin kecepatan bacamu?	Reading is usually faster	I/2/IRC/15
30	R	bukan dari cepet sih tapi minat nya, kalau cepet memang kadang udah tak biasaain		
31	I	nah kartin ketika di kelas dosen ngarahin kamu ke tujuan dari kelas tersebut gak? misalnya ngarahin kamu supaya rajin membaca, suka membaca bahkan nambah vocab kamu?	Teacher orients students to the goals	I/2/GP/16
32	R	iya sih mengarahkan dari tugas atau kerja kelompok		
33	I	nah ketika kamu di kelas, bagaimana dosen menjadi contoh buat kamu gak untuk rajin membaca?	Teacher is a role model	I/2/RM/17
34	R	ya sih soalnya kan dosen selalu bilang gak ada ruginya kalau baca terus kalau gak rugi dan ada manfaatnya kenapa gak dilakuin aja		
37	I	okay keuntungan extensive reading?	Characteristics of Extensive Reading	I/2/CER/18
38	R	ya kita pasti jadi rajin membaca walaupun misal cuman dari novel aja tapi kan vocabnya pasti nambah kan terus juga misal mau buat essay atau paper kita juga butuh wawasan dan harus baca, di novel juga banyak contoh kata sih buat refrensi	Characteristics of Extensive Reading	I/2/CER/19
39	I	kalau kekurangannya?	Characteristics of Extensive Reading	I/2/CER/20
40	R	sebenarnya gak ada sih udah mencakup semua udah pas tapi kalau menurutku pas reading experience waktunya terlalu lama sekitar seminggu kosong cuman buat reading experience mending tetep kuliah tapi reading experiencenya juga tetep jalan sebagai tugas	Characteristics of Extensive Reading	I/2/CER/21

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INTERVIEW TRANSCRIPTION 3

Transcription 3 Respondent : Student 3 (Singgih Prasetyo) Time : 10.20 AM Date : Wednesday, 16 th January 2018 Place : Student Area FPSB I: Interviewer R: Respondent				
No.	Subject	Transcription	Theme	Coding
1	I	Oke, Singgih sebelumnya saya mau tanya selama kamu belajar di kelas Extensive Reading, apakah kamu bias membedakan belajar membaca di kelas Extensive Reading dengan belajar membaca di kelas lain?	Extensive Reading	I3/EXR/1
2	R	kalau di Extensive sih bacanya bukan di satu tempat tapi di suruh untuk baca diluar tempat kayak cafe alam terbuka kamar juga, kita sehabis membaca kita mendata berapa words yang kita dapat, kesimpulannya terus kita data udah dapet berapa kata gitu		
3	I	Nah setelah belajar di kelas Extensive Reading nih, perasaan kamu gimana sih di kelas Extensive Reading itu sendiri? senang atau sebaliknya?	Extensive Reading	I3/EXR/2
4	R	enak sih, teman temannya yang asik santai sambil belajar serius tapi juga tetep santai		
5	I	lalu pertanyaan selanjutnya, kamu rasa Extensive Reading ini ngebantu kamu gak jadi pembaca yang mandiri? maksudnya ketika kamu membaca sudah bukan karena disuruh tapi karena inisiatif ?	Self - Autonomous Reader	I3/AUS/3
6	R	Kalau aku sih iya, soalnya aku membaca buat waktu luang aja kalau sibuk sih gak baca tapi kalau kayak ada libur baca		
7	I	oke kalau gitu dengan adanya Extensive Reading ini membantu kamu	Engagement in the	I3/EBC/4

		menumbuhkan minat membaca , nah menurut kamu apakah pengaruh Extensive reading ini yang bisa memotivasi kamu membaca gak cuman di kelas tapi juga di luar kelas?	classroom also beyond classroom.	
8	R	motivasi nya biar gak bosan sih, cari quote bagus juga yang bisa aku pakai nanti dengan suasana baru dan cari yang tenang biar gak bosan lah pokoknya		
9	I	Nah berarti udah dapet ya motivasi nya, sekarang aku mau tanya biasanya sehari berapa jam buat baca?	Students read as much as possible	I/3/RMP/5
10	R	aku sampai sekarang udah baca 6 buku. aku senang dan pilih bukunya juga yang aku suka, biasanya seminggu tuh bisa 1 buku dan 2-3 kalau sebulan, itupun kalau gak sibuk nugas, biasa kalau seru 3-4 jam sih buat baca sekitar 100-150 halaman gitu		
11	I	berarti kira kiranya segitu ya, terus kalau menurut kamu gimana sih Extensive reading ini bikin kamu jadi giat membaca dan jadi kebiasaan kamu?	build students' awareness on reading, so it becomes their habits.	I/3/BSB/6
12	R	awalnya agak berat sih aku soalnya jarang baca tapi karena ada kewajiban untuk reading log jadi harus baca dan nge data berapa kata yang sudah di baca di buku		
13	I	bisa jelasin topik nya apa aja? novel komik atau berita mungkin	Wide Range of Topics	I/3/WRT/7
14	R	lebih suka novel sih berita jarang, novel indonesia, kalau yang luar itu dari extensive itu sendiri		
15	I	Oke terus kalau menurut kamu , apa yang kamu dapatkan dari membaca tersebut? seperti <i>reward</i> gitu?	Reading is own reward	I/3/RP/8
16	R	dapet pengetahuan karena banyak informasi jadi kita tahu menghilangkan rasa bosan daripada habisin duit jalan ke kafe mending baca lumayan dapet kata kata baru juga		
17	I	terus dosen ngasih keleluasaan gak buat kalian mau baca topik yang	Student select	I/3/SS/9

		kalian suka?		
18	R	iya terserah kalian sih yang kalian suka takutnya gak suka nanti gak di baca dosen juga bilang gitu		
19	I	nah menurut kamu gimana sih cara dosen nyesuaiin bahan bacaan buat kalian biar pas levelnya?	Reading materials are suitable with linguistics competence	I/3/LC/10
20	R	nah setiap novel tuh ada levelnya dosen ngasih website buat download novel terus cari level yang sesuai, jangan maksain yang levelnya gak sesuai kata dosen ntar malah jadi susah pahamnya		
21	I	okay, untuk kamu sendiri dapet kepuasan gak saat membaca?	Related to Pleasure	I/3/RP/11
22	R	kadang kalau dari buku yang disuruh sih dapet kata kata baru gitu jadi lumayan buat refrensi terus kalau udah paham bisa naik ke level selanjutnya supaya bisa meningkat lagi membacanya jadi untuk pengetahuan sendiri		
23	I	lalu gimana sih kamu ngatur apa yang mau baca dengan kemampuan atau level yang kamu miliki?	Reading materials are suitable with linguistics competence	I/3/LC/12
24	R	pertama liat dari novelnya sih, kalau seru terus liat isinya, kalau aku rasa agak susah pahamannya berarti ganti novel yang lain yang lebih mudah agar bisa nyesuaiin pas baca		
25	I	kalau menurut kamu membaca individu atau dalam kelompok?	Reading is individual and silent Reading is usually faster	I/3/RI/13
26	R	individu soalnya lebih fokus dan masuk apa yang kita baca kalau grup banyak gangguan jadi gak masuk, lebih tenang jadi lebih cepet pahamnya		I/3/RS/14
27	I	orang kan kadang ada yang bacanya cepet dan lambat, kalau kamu yang cepet atau lambat?		
28	R	aku lambat sih sebenarnya, kadang kalau udah 1 halaman, itu aku		

		ulang lagi biar bisa lebih di mengerti		
29	I	extensive bantu kamu ngak buat ningkatin kecepatan bacamu?	Reading is usually faster	I/3/IRC/15
30	R	ada sih , kita juga perlu waktu di extensive reading jadi agak ningkatin cara membacaku sih biar agak cepet		
31	I	nah singgih ketika di kelas dosen ngarahin kamu ke tujuan dari kelas tersebut gak? misalnya ngarahin kamu supaya rajin membaca, suka membaca bahkan nambah vocab kamu ?	Teacher orients students to the goals	I/3/GP/16
32	R	s ngarahin sih ke arah biar kita berkembang, soalnya kita di motivasi biar dapet vocab yang lebih banyak		
33	I	nah ketika kamu di kelas, bagaimana dosen menjadi contoh buat kamu gak untuk rajin membaca?	Teacher is a role model	I/3/RM/17
34	R	pasti, dosen mencontohkan membaca yang baik juga memberi tips agar mudah dalam membaca, trik yang sering dia pakai dalam membaca dosen kan mengarahkan kita supaya membaca lebih bagus, menyarankan bahan bacaan, membantu memahami vocab, juga memberi kata kata yang tidak sulit		
37	I	okay keuntungan extensive reading?	Characteristics of Extensive Reading	I/3/CER/18
38	R	jadi rajin baca, aku terakhir baca terakhir sebelum masuk kuliah tapi sejak Extensive reading aku jadi baca bacaan yang baru	Characteristics of Extensive Reading	I/3/CER/19
39	I	kalau kekurangannya?	Characteristics of Extensive Reading	I/3/CER/20
40	R	waktu untuk reading log dan harus mencatat sinopsi sinopsisnya, jadi kayak kepepet waktu	Characteristics of Extensive Reading	I/3/CER/21

INTERVIEW TRANSCRIPTION 4

Transcription 4				
Respondent : Student 4 (Tri Retna Astari)				
Time : 12.00 PM				
Date : Wednesday, 16 th January 2018				
Place : Student Area FPSB				
I: Interviewer R: Respondent				
No.	Subject	Transcription	Theme	Coding
1	I	Alhamdulillah Oke, Tari sebelumnya saya mau tanya selama kamu belajar di kelas Extensive Reading, kamu bisa gak ngebedaiin belajar membaca di kelas Extensive Reading dengan belajar membaca di kelas lain?	Extensive Reading	I/4/EXR/1
2	R	Iya perbedaanya kalau di Extensive itu lebih di tekan kan untuk membaca kalau di kelas lain gak terlalu, jadi selama 1 semester kita disuruh membaca minimal 30.000 kata nah itu jadi syarat kelulusan kita juga nah kan bacanya terserah kita juga kan jadi awalnya kita di test dulu untuk nentuin level baru kalau udah ntar baca novel novel yang sudah di sediakan		
3	I	berarti seru ya, nah setelah belajar di kelas Extensive Reading nih, perasaan kamu gimana sih di kelas Extensive Reading itu sendiri?	Extensive Reading	I/4/EXR/2
4	R	Seru sih, enak gitu terus ada kayak act-out gitu kita jadi bisa kerja sama tim gitu terus bikin kayak drama gitu nah kan kita perlu wawasan yang luas tentang buku itu makanya kita baca.		
5	I	lalu pertanyaan selanjutnya, kamu rasa Extensive Reading ini ngebanu kamu gak jadi pembaca yang mandiri? maksudnya ketika kamu membaca sudah bukan karena disuruh tapi karena inisiatif ?	Self - Autonomous Reader	I/4/AUS/3
6	R	membantu soalnya kita kayak ditekankan jadi ada rasa takut kalau gak berhasil dapet 30.000 kata minimal		
7	I	berarti memang harus membaca yaa, nah menurut kamu apakah pengaruh Extensive reading ini yang bisa memotivasi kamu membaca gak cuman di kelas tapi juga di luar kelas?	Engagement in the classroom also beyond classroom.	I/4/EBC/4
8	R	mengejar nilai sih awalnya taui makin kesini sama nambah vocab juga biar bisa banyak di pakai katanya		
9	I	sekarang aku mau tanya biasanya sehari berapa jam buat baca?	Students read as	I/4/RMP/5

10	R	2-3 jam sih tapi itu gak urut ada istirahatnya juga dan gak tiap hari juga tergantung mood, bisa 1 buku kalau moodnya bagus tapi biasanya 15-20 halaman	much as possible	
11	I	berarti minat membacanya sudah besar ya, terus kalau menurut kamu gimana sih Extensive reading ini menumbuhkan rasa giat membaca?	build students' awareness on reading, so it becomes their habits.	I/4/BSB/6
12	R	ya dari tuntutan dari matkulnya juga, awalnya kayak ngerasa gak percaya bisa 30.000 kata tapi makin kesini ternyata bukunya juga asik buat di baca malah jadi ketagihan		
13	I	terus bisa di jelasin topiknya apa aja? novel komik atau berita mungkin atau majalah	Wide Range of Topics	I/4/WRT/7
14	R	sukanya novel yang love story gitu soalnya bacaanya ringan gak bikin pusing		
15	I	lalu , apa yang kamu dapatkan dari membaca tersebut? seperti <i>reward</i> gitu?	Reading is own reward	I/4/RP/8
16	R	tiap cerita tuh kan ada pesannya misal di love story ngajarin agar berhubungan baik dengan orang gitu terus kayak persahabatan dan menjaganya		
17	I	lalu bagaimana dosen ngasih keleluasaan buat kalian mau baca topik yang kalian suka?	Student select	I/4/SS/9
18	R	iya terserah yang penting sesuai level dan terserah bacanya mau dimana, buat kenyamanan kita soalnya kalau gak nyaman gak bisa mengejar targetnya itu		
19	I	lalu saat dikelas, bagaimana sih cara dosen nyesuain bahan bacaan buat kalian biar pas levelnya?	Reading materials are suitable with linguistics competence	I/4/LC/10
20	R	di awal semester dosen ngasih link buat test nah itu buat nentuin level kita nah dari situ kita tau buku yang levelnya sesuai buat kita, aku di pre intermediate		
21	I	lalu untuk kamu sendiri dapet kepuasan gak saat membaca?	Related to Pleasure	I/4/RP/11

22	R	puas banget sih, misal gak ada kerjaan diisi dengan membaca dari pada gak ngapa ngapain		
23	I	terus gimana sih kamu ngatur apa yang mau baca dengan kemampuan atau level yang kamu miliki?	Reading materials are suitable with linguistics competence	I/4/LC/12
24	R	ya pertama liat di genrenya dulu baru cari levelnya kalau itu gampang saya lanjutin tapi ada yang kadang sudah levelnya sama tapi agak susah di pahami jadi saya stop bacanya dan saya ganti judulnya		
25	I	berarti di sesuaikan dulu ya, nah buat kamu mana yang kamu pilih, membaca individu atau dalam kelompok?	Reading is individual and silent Reading is usually faster	I/4/RI/13
26	R	individu, soalnya grup kan rame rame pertama baca tapi ujung ujungnya cerita cerita kalau sendiri kan bisa lebih konsentrasi paling kalau grup fokusnya cuman 2-3 menit , lebih cepat dan waktunya bisa lebih di persingkat		
27	I	orang kan kadang ada yang bacanya cepet dan lambat, kalau kamu yang cepet atau lambat? atau mungkin sedang?		
28	R	sedang sedang aja sih tapi kalau emang ceritanya bagus moodnya bagus bacanya bisa cepat		
29	I	setelah ngambil extensive reading, ada improvement gak yang bantu kamu buat ningkatin kecepatan bacamu?	Reading is usually faster	I/4/IRC/15
30	R	iya membacanya lebih cepet apalagi bukunya yang isinya agak berat pahami bisa agak cepet		
31	I	nah tari ketika di kelas dosen ngarahin kamu ke tujuan dari kelas tersebut gak? misalnya ngarahin kamu supaya rajin membaca, suka membaca bahkan nambah vocab kamu?	Teacher orients students to the goals	I/4/GP/16
32	R	ibunya lebih memotivasi sih kalau kamu mau lancar berbahasa ya baca dulu karena kuncinya itu ya membaca bisa buat writing sama listening kan vocabnya nambah terus		
33	I	nah ketika kamu di kelas, bagaimana dosen menjadi contoh buat kamu gak untuk rajin membaca?	Teacher is a role model	I/4/RM/17
34	R	iya ms juga suka membaca dia pernah bilang misal lagi di bandara gitu dia sempetin baca jadi aku termotivasi buat rajin baca		

37	I	okay keuntungan extensive reading?	Characteristics of Extensive Reading	I/4/CER/18
38	R	menambah word bank, ngebantu buat di writing juga di vocab nambah listening juga bagus	Characteristics of Extensive Reading	I/4/CER/19
39	I	kalau kekurangannya?	Characteristics of Extensive Reading	I/4/CER/20
40	R	kalau di targetin sih jadi menurutku gak usah di target berapa kata gitu soalnya bikin takut	Characteristics of Extensive Reading	I/4/CER/21

APPENDIX 2

Reading Logs 1

Name : Muh Syarif Al-Qadri
 NIM : 17322072
 Class : Extensive Reading (C)

Tittle Of Books	Author , Year of publication , publisher	Level	No Of Pages	No Of Words	Start Reading (D/M/Y)	Finish Reading (D/M/Y)	Reading Time	One Paragraph Synopsis	Remarks
Mr. Bean in town	Richard Curtis , 12 January 2014	1	30	4,441	(16/9/2017)	(17/9/2017)	1 hour	it was Mr. Bean's birthday. and he wanted to enjoy it . Mr.Bean is a good comedian because his have a unique character	The story is very interst and I enjoy read this book with laugh.
Peterpan	J . M . Barrie 21 juni 2015	1	27	3.317	(17/9/2017)	(17/9/2017)	1 hour	how old you peter? ask wendy. I don't know, but i'm young. I don't want to grow up. I always want to be a boy and have fun.	Wonderfull story from peterpan and his friens
Spiderman	Stan Lee 26 may 2016	1	40	4.538	(24/26/2017)	(24/26/2017)	1 hour	"It's an old story, young man,' he said. 'It happens every day. My first girlfriend 16left me for a new man. I was very angry too. I hated him. But I didn't want to kill him. Come on. Let's go	There was amazing story from peter parker and spiderman.
The Canterbury	Geoffrey Chaucer	1	44	5.133	(27/10/2017)	27/10/2017)	1 hour	"Why don't you pay me everything? I did	One's history never die.

tales	13 april 2016							everything you asked of me, didn't I? The black rocks disappeared."	
Three men in a boot	Jerome K Jerome 5 aug 2012	2	65	6.825	(12/12/2017)	(13/12/2017)	2 hour 20 minute	"I'll get the wood and make a fire,' George said. 'You two can peel the potatoes."	This story teach how to be a good friend.
White death	Tim Vicary 16 sep 2017	1	42	6.145	(7/10/2017)	(7/10/2017)	1 hour 15 minute	"It's an old story, young man,' he said. 'It happens every day. My first girlfriend 16left me for a new man.	There will be a good son with a good parents.
Murder at coyote canyon	Clemen D.B Gina 11 march 2017	2	67	9.103	(20/12/2017)	(23/12/2017)	2 hour	"The name is Y-U-K-A-T - Yukat - Yukat!" he cried. "It's an American Indian last name! But not Chumash."	I think it is a good family and scary story in that but I enjoyed .

READING LOGS 2

Name: Kartin Priadji

NIM: 17322087

Class: C

Title of books	Author, Year of publication, publisher	level	No of pages	No of words	Start reading (D/M/Y)	Finish reading (D/M/Y)	Reading time	One paragraph synopsis	Remarks
Owl Hall	Robert Campbell, 2012, Macmillan Publisher	3	71	15.338	14/Sept/17	14/Sept/17	An hour	A fifteen year old Kara with her mother and younger brother goes to the countryside on holidays. She rented a cottage named Owl hall in unknown place with no internet connection. There are lots of mysteries that finally find out after the	This story is very interesting because here we have to guess what's next and it makes me so curious about the next chapter. The unexpected plot when Kara finally reveal her story about her younger brother, Martin who dies in that 'incident'

								'incident' that Kara's family	
Spider man-3	Stan Lee, 2007, Marvel	3	27	9824	4/Oct/17	4/Oct/17	30 minutes	This is the third and the last part of Spider-man adventures. Three years has past since Peter Parker became a spider-man. Everything went well, but Peter's friend Harry still hates him and blames him in his father's death and wants to take revenge with his latest discovery.	I think this book is very interesting and I can imagine it very well because I ever watched the movie. And this
Around the World in Eighty Days	Jules Verne, 2004, Penguin Books (first published 1872)	3	22	8341	6/Oct/17	6/Oct/17	30 minutes	A very rich and respectable English gentleman Phileas Fogg made a bet that he could go around the world in only 80 days with his French manservant in the second half of the 19 th century.	I think this book is very great to read because it feels like I'm in that adventure and it so cool. The best part is when Mr. Phileas asked Mrs. Aouda to be his wife. And when they prove that the detective was wrong about the robbery case.

								<p>This journey became more incredible when detective Fix accused him of robbing and a bank begun to chase Phileas and he would have a very interesting journey and finally he found his love.</p>	
Missing In Sydney	Andrea M Hutchings, 2008, Langenscheidt	2	26	8331	30/Oct/2017		30 minutes	<p>This book tells a story about 3 friends decided to have a great holiday before entering university. They went to Australia to celebrate new year in Sydney. But suddenly one of them was missing and the whole friends was looking for her they went on an adventure and finally they can found her.</p>	<p>I think this book is great. Because here we can really feel how worried they are and desperate when they looking for their missing friend in a foreign country. The best part I think is when they finally find their missing friend without any wounds on her. And they can celebrate new year with peace and joyful feeling.</p>

The House of Seven Gables	Nathaniel Hawthorne, 1851, Ticknor and Fields of Boston.	3	42	8916	5/Nov/2017		35 minute	A man named Matthew Maule built a small hut. It happened in the town of New England. He was the first who built a hut in that street. But Maule rumored practiced magic and got a death sentence because of the rumor which spread by Colonel Pyncheon then he cursed the Pyncheon family so they became so gloomy and when they died they became ghost in the house of seven gables. But after a century everything changed when a young Pyncheon cousin named Phoebe came into that house	I think this book was good but a little bit confusing because the time sequence sometimes didn't match with the plot. The best part of the book is when the young phoebe wanted to help her Pyncheon family broke the curse from Maule
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books	publication, publisher		pages	words	reading (D/M/Y)	Reading (D/M/Y)	time	Paragraph synopsis	
Mr.Bean In Town	Richard Curtis	1	22	4,441	18/Sept/17	22/Sept/17	60 minutes	Mr. Bean decided to go to the restaurant on his Birthday, because he wanted to enjoy his celebration. But to be at the restaurants was unusual situation for him. And our hero demonstrated his strange behavior there. People didn't understand him. He hadn't enough money for the order, so he choosed "steak tartare". He didn't like this food and big plate for food had bad impression on him. Mr. Bean didn't know what to do with it. And had found a great decision to hide the meat in things surrounding him. He considered	i enjoy this story because there are are some parts of the story make me laugh and i get a new vocabulary

								himself very smart in this situation. Than he showed to waiter this dirty place and manager took him a new table and he had a new embarrassing position... Later our hero had to clean his dress and went to the to the launderette. In the launderette he has found a new adventures...	
Spider-Man	Stan Lee, Steve Ditko	2	28	4,538	28/sept/17	5/oct/2017	60 minutes	Peter Parker (Tobey Maguire) lives in Forest Hills, a quiet suburban neighborhood in the New York City of Queens borough, with Uncle Ben (Cliff Robertson) and Aunt May (Rosemary Harris). She secretly loves Mary Jane Watson (Kirsten Dunst), a warm-hearted girl next	when I read this novel, I learned from a peter parker who worked hard and very smart even though her father and mother were gone. with his way of loving marry jane it is so amazing. from this novel also i get new sentence and vocabulary.

								<p>door, but too embarrassed to approach her. Her best friend Harry Osborn (James Franco) is the son of Dr. Norman Osborn (Willem Dafoe), president of OSCORP manufacturing company, who works to win contracts to supply weapons to the United States Army. On a visit to the genetic laboratory, Peter was bitten by a genetically engineered spider. He falls unconscious in his bedroom at home, and waking up to find the visit is perfect, he has developed super powers, build wrist strings web strings, and his super fast reflexes. At school, he saved Mary Jane from a split-second</p>	
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								reduction and easily beat her bullying girlfriend Flash Thompson (Joe Manganiello) in a fight. Aware of the spider bite that has been operating, he trains himself to wall scales, jumps between rooftops, and swings through the city.	
Missing in sydney	Andrea M. Hutchinson	1	29	4,512	10/oct/17	15/oct/17	40 minutes.	Three friends Ami, Lisa and Claire decided to have a great holiday before entering the university. The friends had been planning this vacation for two years. They arrived in hot Australia from cold London in search of adventures and impressions. What could be better than a celebration of New Year on the beach in Sydney? During the party Lisa	In this novel I learned carelessness and carelessness make severe, and do not be sorts in other countries that we do not know, it will make other people difficult. in this novel many words are quite new to me.

								discovered that she had forgotten her purse. So she asked her friends to lend her some money. Instead of a not big sum she got many reproaches form Ami and Claire that she was always forgetting her money. Lisa got angry and joined another group which was also celebrating. The beach was full of people. After the party Ami and Claire didn't find Lisa. She wasn't in the room of the hostel where they stayed. She didn't come in the morning either. The girls started looking for her.	
Romeo and Julliet.	b. William Shakespeare	3	58	9,886	17/oct/17	23/oct/17	120 minutes.	There has never been a more tragic story than this one of Romeo and Juliet... It was a love at first sight, boundless	this novel is very sad for me because love sincere romeo and julliet must be hindered by family problem which related to relationship of both of them. in this novel a lot of new words and sentences

								<p>and everlasting. And pointless death because of families excessive feud. Montague and Capulet are leaders in the city of Verona but they also blooded enemies. Two old men couldn't even remember what was the cause of their feud. All members of their families hate each other and barely defend themselves from each other. The Prince of Verona didn't want endure these fights anymore, because they disturbed the streets of the city and citizens had to participate in feuds. Both of them will die if either of them breaks the peace. That was the new rule for Montague and Capulet and</p>	<p>that I found from the previous novel.</p>
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								their relatives. But it was not easy to follow it.	
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Treasure Island	c. Robert Louis Stevenson	2	53	12,427	2/nov/17	19/nov/17	80 minutes.	The book is a classic pirate's adventure novel. It's fascinating story about the search of treasure that has been hidden by the captain Flint on a desert island. A young boy Jim is very important role. It started when an old seaman had arrived to the inn, owned by the boy's father. It was immediately clear that this man accustomed to command. He introduced himself as Capitan and was a cad and drank constantly. He tried to avoid any society, but when he was drunk, he told his sea stories for all around. Captain was paying Jim Hawkins for watching the emergence of seaman with one	I do not like this novel, but I am curious about the end of the story so I just finished reading this novel hehe, so many new words that I get. I deliberately read with many word novels at the end because I want to know if I can read with many new words.
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								leg, it seems he is very afraid to meet one-legged sailor for some reason. Soon, Jim's routine life was turned upside down by terrible and unexpected accidents.	
TOTAL				35,804					

READING LOGS 4

<p>Nama : Tri Retna Astari NIM : 17322116 Class : D</p>

Title of	Author,	Level	No Of	No Of	Start	Finish	Readin	One Paragraph	Remarks
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books	Year of publication, publisher		Pages	Words	Reading (D/M/Y)	Reading (D/M/Y)	g Time	synopsis	
The Doll	Gallico Paul	Elementary	38	3893	02/08/2017	02/08/2017	2 hours 7 minute 4 hours	It began in October, Doctor Stephen Amony want to buy a gift for his niece and he looked for the gift in the shop. Then he saw a beautiful doll, the face to special but have the sad eyes and he really wants to meet with someone that who makes the doll. The shopkeeper said the doll is made	I like this story because this story makes me feel that I'm in that story too. I have read it one more but because I really enjoyed this book I read for twice. Because this book teaches us how to love someone without seeing how the physical. And we can find and feel love when we feel need to each other.

								<p>by a beautiful girl. When the doctor meets with the girl, the girl is beautiful but her left leg is twisted. Doctor Army see that the girl is unhappiness girl she doesn't have the spirit to live. Doctor Army really want to help her and treat her so her leg can be used again. But the aunt angry and doesn't want her niece to heal. But the doctor insists because the doctor feels that he</p>	
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								already in love with the girl.	
Mr. Bean in Town	Ricard Curtis	Elementary	44	4420	06/08/2017	06/08/2017	2 hours 5 minutes	Today is Mr. Bean Birthday he want to celebrate his birthday in the restaurant. He already using the good shirt and shoes then he ready to go to the restaurant. Went in the restaurant he doesn't know want to order the menu and he doesn't have a lot of money but he didn't want looks like a stupid men. The other part Mr. Bean is in the	This story is really funny. I'm not bored to read this story. This story has two part. In the part one is telling us about Mr. Bean that he wants to celebrate his birthday in the restaurant. And the second part is telling us about when Mr. Bean in the laundry and meet the younger boy and mock fun him. Mr. Bean wants to reply his behaviour with working on the young man. But at least Mr. Bean get the return that he locked in the washing machine.

								laundry and want to wash his clothes but there are many surprises in the story.	
Romeo and Juliet	William Shakespeare	Pre - Intermediate	110	9865					I don't finish read this story, because this story has the different between the movie and the story. That's make me confuse.
About a Boy	Nick Hornby	Pre - Intermediate	199	20958	08/10/2017	24 / 10/2017	72 hours 39 minutes	This story is telling about a man and a boy, the boy has a single parent mother who always cried every day because have a depressed. And he wants to help his mother by finding the new	Okay, I think this story is circulated for over 17 years because this love stories me really makes me fantasize and imagine how to dating and got out with a boy. And this story tells me how to look at people, socialize, make people happy with jokes that are not so funny. And don't get depressed and killing ourselves, because happy can we get without a doubt and we must kill the doubt

								husband or the new father for him. One day he met a man called Wil, Wil doesn't have a job but he never lack property. And one day he fell in love with a single parent mother and he joined the SPAT association for a divorced person. Then Wil becomes friend with that boy, Marcus. Marcus doesn't have a friend in his new school, but one day he met a girl	not kill ourselves.
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								and fall in love with her. At last Marcus get happy and not ostracized again, and people know that Marcus would be Ok and happy without any doubt.	
The Snow Goose	Gallico Paul	Elementary	19	5317	25/10/2017	27/ 10/ 2017	5 hours 12 minutes	There was a boy the name is Philip he was moved to move places. Until he arrived in the Lighthouse on the Great Marsh. He was a lonely boy because no one wants to be his friend. Because of he is a hunchback, his	I don't know how I explain this story, I really like this love story. There are the Lonely, sad, happy fell there. This story also teaches us don't judge people by the cover although that people have the deficiency maybe that people have the skill in the other ways. So I really like this book because make me sure that there is the real love here. And usually we new feel loved when we lost that person.

								left arm was weak and thin twisted, and his left hand looked like a bird's foot. His face bearded, strange body and his dark that make people afraid when day looked him. One day there is a young, thin and untidy girl come to the lighthouse and bring a large white bird much with blood in the feathers. And she wants to Philip to take care the bird. After a long time,	
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								<p>Philip feels if he falls in love with this girl but he doesn't want to tell this girl. One day The girl comes to the lighthouse to meet with Philip but Philip wants to go. And the girl new feel if she loves with Philip. Philip has gone to the dangerous place and her afraid if the Philip never come back again. At last, the goose came just self without Philip and the girl sure if</p>	
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								<p>this is the separation mark if Philip never comes back again. After a few day, the lighthouse was destroyed with the bomb.</p>	
One Day	Nicholls David	Pre - Intermediate	179	19801	30/10/2017	9/11/2017	67 hours	<p>This story telling me about Dexter and Emma, at first they just a friend they met when they in university. Then, the more they get closer and they are best friend. Dexter always have to drink he like to go to a club, by drink the vodka. He</p>	<p>I think this story makes me confused because this story tells me a year a chapter, then every chapter have the different year and different story. And then this story also this story is told with a flow back and forth, so it makes me really confused. But although like that I still like this story. Because this story tells me behind the sadness there must be fun. Although we waiting and get bored but of course we get the return with happiness.</p>

								always drinks because he has many problems, like his problem with Emma, his problem when he teaches in school and has a girlfriend with his student, and also have a problem in his family, his mother was ill and not have longer live again. Year by year has passed, Dexter and Emma getting old, and Dexter have to marriage with the other girl, Emma really hit	
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								with that situation. But not long after that Dexter has to divorce his wife. Then Dexter have the second marriage, yes this is the second he has a marriage with Emma, and then they really happy. They have three children know, but not long after that Emma has died and know he is just alone to take care his children.	
The Railway Children	E. Nesbit	Elementary	92	9299	20/11/2017	21/11/2017	6 hours 37 minutes	“There were not railway children at the beginning.	Okay, I think this story is boring because the words are heavy and foreign, even though the level is

								<p>They live with their father and mother in London. There were three of them. Roberta- she always called Bobbie and was the oldest. Next came Peter, who wanted to be an engineer when he grew up. And the youngest was Phyllis, who was always trying to be good” but their story begins when their father goes away on business but they know there is something happen here. And</p>	<p>elementary. But there is something behind this story, although this story boring makes me very curious. When I want to stop but there is something to push me to proceed the next page. Always like that every I read.</p>
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								<p>they move to the other city and become poor people.</p> <p>Now they live near the railway station and become the railway children.</p> <p>Their mother doesn't want if begging although they poor people.</p> <p>Their mother always writing every day for their can eat every day.</p> <p>One day Bobbie find the newspaper which is written that “</p> <p>FIVE YEARS IN</p>	
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								<p>PRISON FOR SPY” and the name of the “SPY” is the name of her father. Bobbie asks the truth to her mother and the mother explain to her that there is someone who doesn’t like with his father job in the Government and always wants to make him falling blamed. But Bobbie wants to help her father and convincing to people that her</p>	
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								<p>father isn't an "SPY". Then with her smarter and ask help to someone at least the to prove if her father isn't an "SPY". one day when Bobbie going to a railway station to take a newspaper and see today just only three people got out of the train. The first is a woman with three boxes of chicken. The second was a woman with a brown suitcase and third is her</p>	
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								Daddy.	
Missing in a Sidney	M. Hutchison	Elementary	92	4491	21/11/2017	21/11/2017	3 hours	<p>There are three best friends Lisa, Amy and Claire they want to celebrate Christmas Party and New Year in Australia. When they are already in Australia on the night of Christmas party they have to argue and one of them left the other.</p> <p>After that the one of them Lisa lost and didn't back to their hostel. So Amy and Claire try to find them</p>	Okay, I think this story is good that we may not get the trouble with our friend if we have a problem we must to solve the problem. And however we got angry with our friend but of course, our friend will help us.

								but don't find Lisa. They went to the police station but they have seen the kidnappers and suspects him. So they follow him until arriving at one house that there is Lisa in there. So they try to save Lisa and call the police station. So Lisa can save and celebrate the new year with their friend.	
Amigo Brothers	Piri Thomas	Pre - Intermediate	13	4477	20/12/2017	21/12/2017	2 hours 15 minute	This story is telling about two best friends who	I like this story because this story makes me remember with my childhood friend, we are always

								<p>had been friends since childhood, and the couple is like boxing. Their names are Antonio and Felix. They have some different physical but there is no trouble between them. Because they have the same hobby so they always exercise together. One day, they get a news they have to compete, and they want to compete with the net. They also exercise together</p>	<p>together wherever we go, and this story teach me also how you want to be a winner but the strong friendship can make lose that hope.</p>
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								<p>until one day they don't want exercise together because of they can't focus. So one of them it goes to their aunt's house. Until the day come so they compete and they beat each other until the last round when the final round has ended they shook hands and hugged, and believed that no one won and no one lost. And when the judge wants to announce</p>	
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								the winner they couple have to leave the ring.	
Audrey Hepburn	Chris Rice	Elementary	34	3884	24/12/2017	24/12/2017	2 hours	This story has biography genre who telling about Audrey Hepburn who was born on May, 4th 1929. She loves the white color because that can make her always remember with his father. She likes dancing but she has the too fat body. When there is a war in her city, then her mother bring her to move into	I love this story because with this story I can know one of the figures, then when we have some trouble in what we want we must to take with spirit but if we can't get that one maybe God has chosen the best one for us. Then when we have successful we may not be arrogant and we must back and help people like we have to feel before.

								<p>England. In the new school in England, she doesn't like English and sport, but she has a new friend who always invites her to join play. When 1939 she took away from England because there is a war there, then they move to Holland. In the Holland, she more interested in dance but she can't join because of her body. But not long after that in Holland there is</p>	
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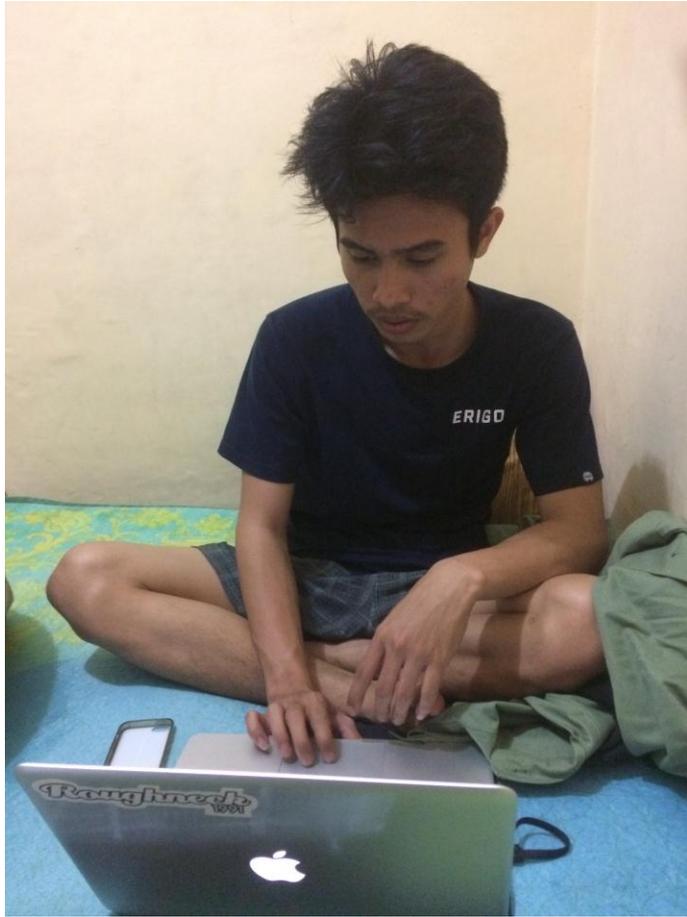
								<p>a war again and she cant goes everywhere and she becomes a tiny girl because there isn't food to eat. When the war has end they move again to Amsterdam where she wants to join the dance but her body too tall now then she cant join dance again, so she chooses the other she took singing and succeed in that field. When she becomes an adult there is a boy who</p>	
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								wants to marry her, she wants because she loves to with that's boy but she still wants to be in the movie so she declined the offer. After she has two or three movies she follows the socialize organization and when she returned from Africa she got sick and the doctor can't help her again. She has one hope before she dies she wants to see snow on the mountain, she has	
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								said if that the best Christmas in her life. On January 20, 1993, Audrey Hepburn died. She was sixty-four.	
Total			710	76.54 0			216 hours 17 minutes		

Reading Experience 1

This week is so exhausting, there are many tasks to be done, one of the tasks it's reading experience that I am writing righthnow. I started reading from 19 november 2017 and I have finished reading 3 books namely Mr.Bean In Town, Peterpan and Spiderman. Yahh that's because the results of my vocabulary it's elementary level so I have to read more books to achieve the target of reading 30,000 words. So now I started reading another new book called White Death and I chose to start reading in a place that I find very comfortable to read that is in my boardinghouse. Today is Friday at 11:37 pm and I myself might be tomorrow I ask for help from one of friend in my boarding house to take my photo while reading. It is now 1:30 and I have finished reading 42 pages of white death that tells about a couple of teenagers who are on holiday abroad and it turns out they are carrying a type of drug's Heroin in their bag that makes them have to be arrested and threatened with death sentence. but it turns out the heroin is not theirs but the ex-boyfriend of Sarah, the woman who just broke up from her ex-boyfriend stephen before they went on a trip overseas with Hassan. And thanks to the help of Sarah's mother, Anna Harland managed to uncover the stephen who put heroin in Hassan's 'new boyfriend sarah' bag in the hope of hassan could be in death law. and finally Hassan and Sarah are free from the death penalty. That's the description of the story from this book and I think I should read one more book to complete my reading experience but it's late so I choose to continue tomorrow and now I need to sleep because I'm so sleepy. Now it's sunday and i forgot to finish this tasks so i think it's enough because i don't have time anymore to read a new book. And you can see my picture in the next page . Wassalamualaikum warahmatullahi wabarakatu .



READING EXPERIENCE 2

My Ordinary Reading Experience

Name : Kartin Priadji

NIM : 17322087

On Wednesday, October 4th 2017 I woke up at 5.00 am to prayed subuh, after that I wanted to off to bed one more time because I was still a little bit sleepy but when I tried to close my eyes suddenly the sleepiness got disappeared. Confused about what would I did in the next second, I decided to played my hand phone opened my social medias, chatted with friends, listened to the music. I was enjoyed my activities until I opened the Google Classroom accidentally and found an unexpected thing hahaha yeah there I realized that I forgot about Reading Experience task that should be done by the day before :(I got a little bit panicked attack, to be honest :p and I tried to contact my friends to asked whether they already finished the task or still the same with me.

After a quite long time finally one of my friends replied my message. She said that she hasn't finished her reading experience as well, well.. sigh.. I was so relieved at that time hehe because I thought that I was the only one that hadn't finished my task.

Soon after that, I planned to read a novel but before that, I got to cleaned up my room first because its so messy hehe :p and when I finished, I felt so hungry so I ate my breakfast at 08.00 am. Instead of took a shower to cleaned up myself, I prefer to read the novel hehe :D because i only had 1 course in the afternoon so I little bit had time to read the novel.

I read it in my room, and this picture was taken by my sister. The novel which I read entitled Spiderman-3 by Stan Lee hehe :D I ever watched the movie so I tried to compared it with the novel and I thought that both of them are really great and worth a huge appreciation. When I read the novel my imagination got me like wagh.. it felt

amazing. I spent about half of an hour to read it. After I read the novel, I took a shower and went to my friend's house and attended the class.

On Friday, October 6th 2017 after morning class, my friends and I had breakfast and after that we agreed to continued read the next novel in the UII's central library. When we went there, quite crowded but the good vibes to read made us felt concentrate when read the novel.

This picture was taken by my friend. The second novel that I read entitled *Around The World in Eighty Days* by Jules Verne. The novel was really good and I really like it because the genre is adventure so I could felt so thrilled. I really recommend this book for those who like adventure novel. The unexpected plot made me wanted to kept on reading this novel. But this novel was kinda short so I just spent about a half of an hour to read it :D oh yeah at the time I didn't brought my laptop so I borrowed my friend's laptop when she was already finished her reading session.

Okay that's all my reading experience, very ordinary isn't?:') well I hope I can go to a nice place to continue my reading but this week I was so hectic with lots of task and activities :(but I think its enough, and later on, I'll find a nice place to read when I have time, InsyaAllah :)



READING EXPERIENCE 3

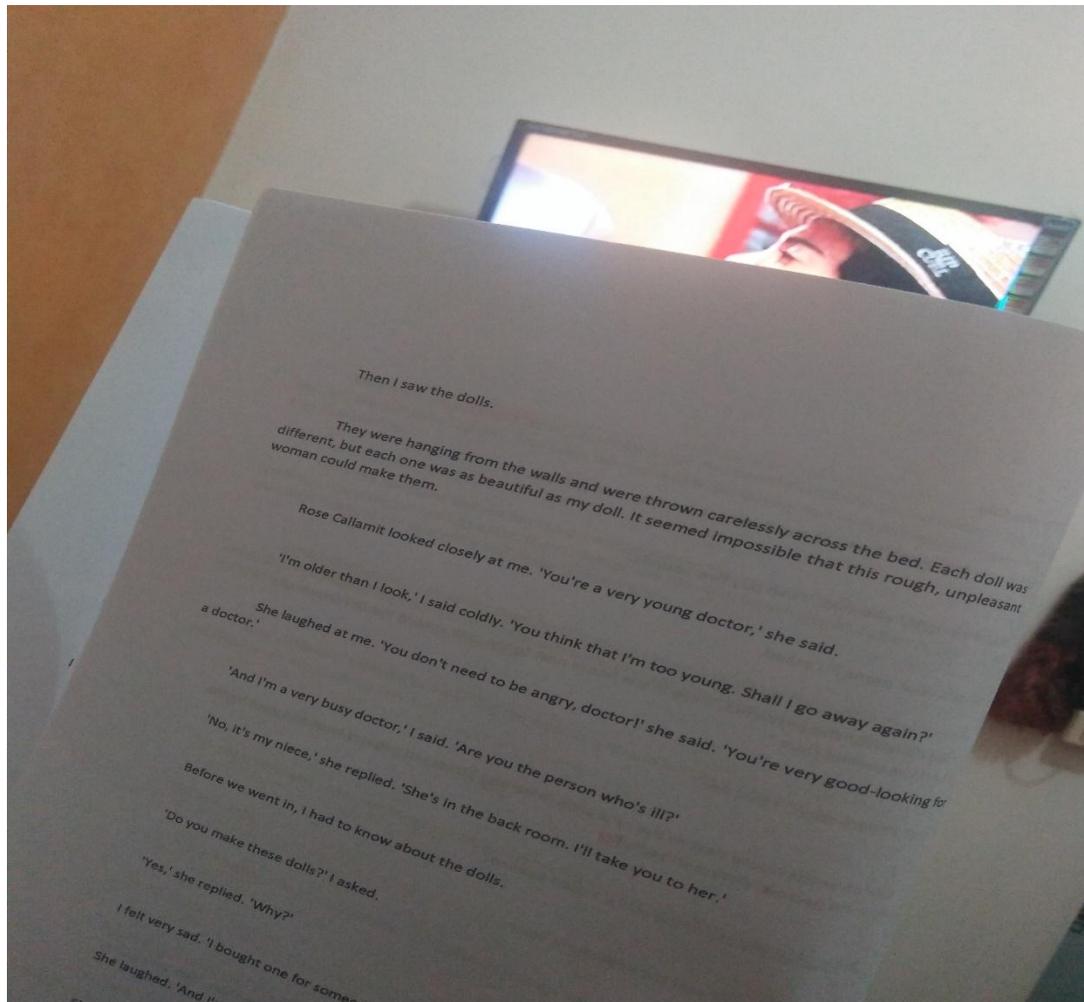


When i reading book in the laptop, i choose to go outside to find some place for reading book. I'm reading book 'Spider-Man', i think this book is very good and amazing. I'm reading at the alfamidi with my friends because the place that is so low budget hahaha. So i buy some drink and snack then start reading, in a moment my friend let fall drink hahaha and he go to inside of mart and pick some coffee. Previously i have reading till the half book, so i only time here. I'm finished reading the book and the time is already 1 AM, and my friends invite to me playing game werewolf in the phone till 2 AM huh. Oh, i'm forget i going to alfamidi 11 PM with my friends, i feel so sleepy and so i decided go back to home.

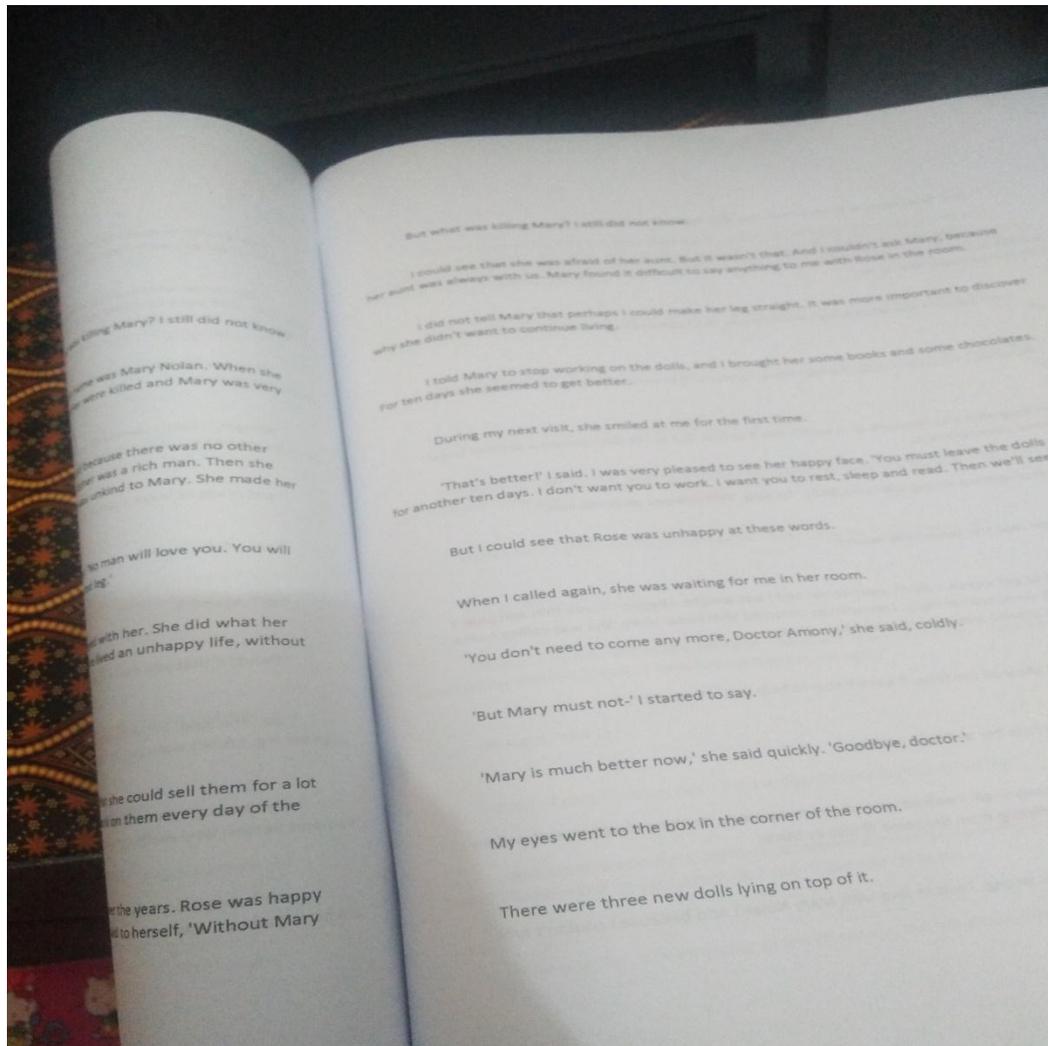
READING EXPERIENCE 4

Hello my name is Tri Retna Astari, I was born on April, 30th 1999. I come from Amuntai, Hulu Sungai Utara, Kalimantan Selatan. Okay I want to tell you about my reading experience.

Today is Saturday I have started reading a book with new title, the title is The Doll I just reading a book in my bedroom because I don't know where will I want to go. I read that's book from 10.36 until prayer Zuhur. After Zuhur I was sleeping and I continued my reading from 16.13 until 17.45. when I reading my book I still doing the other, like playing my handphone and see television.



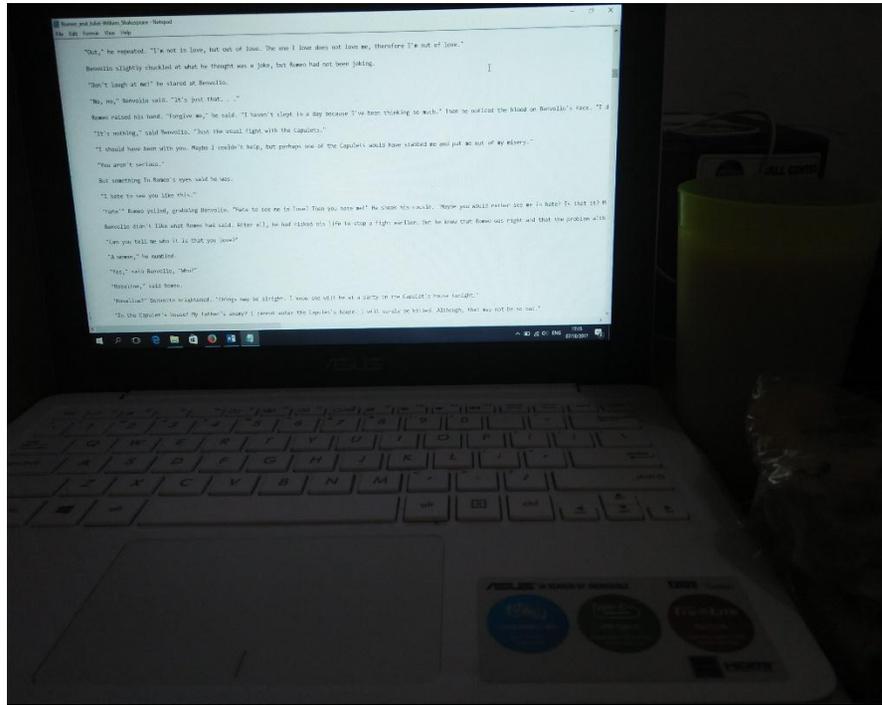
It's the second day, I continued my reading still with the same place I read my book from 17.30 and I have finished one title. When I want to continued my reading with the other title but there is a trouble I can't search the other book because the server was down.



Okay I continued my reading in Wednesday, I went to UII's library at 10.14 at first I looked for the best venue for reading a book. And I read the book with the title Mr. Bean in Town I am very like to reading in the library, because the atmosphere is calm. And then I have reading my book until finished. I think I just need more or less 1 hour to finish that book.



Yaps it's Saturday again, I started to reading in my bedroom again with a new title again. The title is Romeo and Juliet. I begin my reading at 16.45 but not long time after that I feel hungry, however I must going to buy something for eat. Than I have an idea I will going to Angkringan in front of my beloved kost and continue my reading there. But when I arrived there the angkringan very very full. And I don't got a seat, so I just can take home my food. And I bought a cup of hot ginger and some fried food. And I continued my reading in my bedroom again heeeuuh ☺. At the middle of my reading I got confused with the story, I don't like the story maybe because I have read the story before and I get some different story so that really make me confused. And I think I will change the story tomorrow because know already near with Maghrib.



Today is Sunday I went to Bukit Bintang, I have about more or less 1 hour to arrived there, that's because I got rain in the street. Oh ya before I am going to Bukit Bintang at first I am stop by to Hartono mall to buy Dum-Dum. Okay back to Bukit Bintang's story Overthere I have read with the new title About a boy, I am very enjoy when I read because the view really wonderful more night the view more wonderful. I love it really really love it.



I think I read from 17.00 until maghrib actually I don't want a move from there because I really enjoyed there. I don't feel like noisy I feel I am very happy there, and of course I enjoyed to read there, but how ever it's already night so I must come back.



And now at 20.45 I am here in Malioboro Mall to take dinner first before I back to my beloved kost. When I have dinner I think I must continued my reading although just a little, so I am here while eating and reading.



When I finished my dinner I want back to my beloved kost. So today I am really really happy and really enjoyed my reading.

I think enough for my reading experience. Thank you 😊

APPENDIX 3

Observation Note 1

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	14/11/2017	Book Talk	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The lecturer checking student's assignment by asking them who has submit it and who hasn't - The teacher arrange the class for next activity - The Teacher put students in a group randomly by using number - The Teacher explains about what they are going to do today, it is about book talk - The Teacher give 15 minutes for students to do a book talk - After 15 minutes, teacher choose one volunteer on each group to explain in front of class about they have discussed in group for 5 minutes 	<ul style="list-style-type: none"> -The student involved in group to promote his book with his friend - While book talk, student promote his book to his group and decided to be their group's book - the students not yet finished 30.000 words of reading

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	14/11/2017	Book Talk	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The teacher asks the students what they have learned today - The Teacher checking student's progress on reading with minimum 30.000 words before the end of semester. - Today's sessions is about promoting book and checking student's progress on reading 	

4

05/12/2017

Role Play

Face to Face

103Minutes

- The Teacher checking students absence and asking if the students who perform today already come
- The Teacher give a time to students to prepared their costume, music and property
- The teacher give 15 minutes for the role play
- The Students perform their role play in front of class according to the scene on the book that they have chose
- The teacher give a feedback for the performances and asking the reason why they choose that scene
- The Teacher continue the class with next activity
- The Teacher instruct the group who performed to make a group with the spectators
- The students have to modified the ending of the story that thay already performed
- They have 15 minutes to discuss it in a group
- The Students read the make up ending in ffront of class and teacher give a response and feedback through their ending
- The Teacher explains what they need to do next meeting and for Final exam, they have to make Poster related to the book that they already read
- The Teacher asking students reading
- The Student performed his role play with his group with tittle 'Cinderella'
- The Student became a narrator on this role play
- The Teacher give a good feedback for their performance
- The Student and his friends make a group with spectators and discussed the modified ending
- The Student and his group modified the ending in to sad ending
- In this meeting, student almost reach 30.000 words for his reading progress

Meeting	Date	Topic	Class Mode	Time	Activity	Note
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6	05/12/2017	Poster Presentation	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The Teacher asking students to prepare their poster presentation and explains it in front of class based on group numbers - Each group explains their poster presentation based on what book they have choose to make it in to a poster in front of class - The Teacher asking every group poster related to the book such as the important scene, the main character, plot etc - The Teacher give some feedback to the students related to their knowledge of the book they wanted to make it in to a poster - The Teacher reminds students to put some important information of the book in the poster and motto for reading - The Teacher explains what they need to submit for the Final Exam such as poster, reading log and reading report - The Teacher asking student's progress of reading, it is above 30.000 thousand or not. - This meeting is about poster presentation and checking student's progress for reading 	<ul style="list-style-type: none"> - The student present his poster with his group which entitled 'Murder at Coyote Canyon' - The Student and his group explain about the setting and genre of the book, also the reading motto for his poster - The Teacher ask him if he already read the book - The Student did not finish it yet, he only did a skimming - The Teacher told him to finish the book and don't skim it. - The Teacher ask all students about their reading log, the teacher reminds them to finish the reading log and already read above 30.000 words
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CODING OBSERVATION NOTE 1

Meeting	Note	Code
1	<ul style="list-style-type: none"> - The lecturer checking student's assignment by asking them who has submit it and who hasn't - The teacher arrange the class for next activity - The Teacher put students in a group randomly by using number - The Teacher explains about what they are going to do today, it is about book talk - The Teacher give 15 minutes for students to do a book talk - After 15 minutes, teacher choose one volunteer on each group to explain in front of class about they have discussed in group for 5 minutes - The teacher asks the students what they have learned today - The Teacher checking student's progress on reading with minimum 30.000 words before the end of semester. - Today's sessions is about promoting book and checking student's progress on reading <p>Comment :</p> <ul style="list-style-type: none"> -The student involved in group to promote his book with his friend - While book talk, student promote his book to his group and decided to be their group's book - the students not yet finished 30.000 words of reading 	<p>O/EXR/1/1</p> <p>O/CER/1/1</p>

<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> - sThe Teacher asking students to prepare their poster presentation and explains it in front of class based on group numbers - Each group explains their poster presentation based on what book they have choose to make it in to a poster in front of class - The Teacher asking every group poster related to the book such as the important scene, the main character, plot etc - The Teacher give some feedback to the students related to their knowledge of the book they wanted to make it in to a poster - The Teacher reminds students to put some important information of the book in the poster and motto for reading - The Students read the make up ending in ffront of class and teacher give a response and feedback through their ending - The Teacher explains what they need to do next meeting and for Final exam, they have to make Poster related to the book that they already read - The Teacher asking students reading progress - This meeting is about role pay, modified the ending of the story and preparation for poster presentation <p>Comment :</p> <ul style="list-style-type: none"> - The Student performed his role play with his group with tittle 'Cinderella' - The Student became a narrator on this role play - The Teacher give a good feedback for their performance - The Student and his friends make a group with spectators and discussed the modified ending - The Student and his group modified the ending in to sad ending - In this meeting, student almost reach 30.000 words for his reading progress 	<p style="text-align: center;">O/EXR/1/2</p> <p style="text-align: center;">O/CER/1/2</p>
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<p style="text-align: center;">6</p>	<ul style="list-style-type: none"> - The Teacher asking students to prepare their poster presentation and explains it in front of class based on group numbers - Each group explains their poster presentation based on what book they have choose to make it in to a poster in front of class - The Teacher asking every group poster related to the book such as the important scene, the main character, plot etc - The Teacher give some feedback to the students related to their knowledge of the book they wanted to make it in to a poster - The Teacher reminds students to put some important information of the book in the poster and motto for reading - The Teacher explains what they need to submit for the Final Exam such as poster, reading log and reading report - The Teacher asking student's progress of reading, it is above 30.000 thousand or not. - This meeting is about poster presentation and checking student's progress for reading <p>Comment :</p> <ul style="list-style-type: none"> - The student present his poster with his group which entitled 'Murder at Coyote Canyon' - The Student and his group explain about the setting and genre of the book, also the reading motto for his poster - The Teacher ask him if he already read the book - The Student did not finish it yet, he only did a skimming - The Teacher told him to finish the book and don't skim it. - The Teacher ask all students about their reading log, the teacher reminds them to finish the reading log and already read above 30.000 words 	<p style="text-align: center;">O/EXR/1/3</p> <p style="text-align: center;">O/CER/1/3</p>
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Observation Note 2

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	14/11/2017	Book Talk	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The lecturer checking student's assignment by asking them who has submit it and who hasn't - The teacher arrange the class for next activity - The Teacher put students in a group randomly by using number - The Teacher explains about what they are going to do today, it is about book talk - The Teacher give 15 minutes for students to do a book talk - After 15 minutes, teacher choose one volunteer on each group to explain in front of class about they have discussed in group for 5 minutes 	<ul style="list-style-type: none"> -The student involved in group to promote herbook with her friend - While book talk, student promote her book to her group and decided to be their group's book - The teacher instructs the student to read her book in front of class <p>The student explains the book that she had read to the class</p> <ul style="list-style-type: none"> - the students not yet finished 30.000 words of reading

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	14/11/2017	Book Talk	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The teacher asks the students what they have learned today - The Teacher checking student's progress on reading with minimum 30.000 words before the end of semester. - Today's sessions are about promoting book and checking student's progress on reading 	

05/12/2017

Role Play

Face to Face

104Minutes

- The Teacher checking students absence and asking if the students who perform today already come
- The Teacher give a time to students to prepared their costume, music and property
- The teacher give 15 minutes for the role play
- The Students perform their role play in front of class according to the scene on the book that they have chose
- The teacher give a feedback for the performances and asking the reason why they choose that scene
- The Teacher continue the class with next activity
- The Teacher instruct the group who performed to make a group with the spectators
- The students have to modified the ending of the story that they already performed
- They have 15 minutes to discuss it in a group
- The Students read the make up ending in ffont of class and teacher give a response and feedback through their ending
- The Teacher explains what they need to do next meeting and for Final exam, they have to make Poster related to the book that they already read
- The Teacher asking students reading
- The Student performed her role play with her group with tittle 'Christmas Party'
- The Student became a friend of the main character on this role play
- The Teacher give a good feedback for their performance
- The Student and her friends make a group with spectators and discussed the modified ending
- The Student and her group modified the ending in to thrilling ending
- In this meeting, student almost reach 30.000 words for his reading progress

Meeting	Date	Topic	Class Mode	Time	Activity	Note
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6	05/12/2017	Poster Presentation	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The Teacher asking students to prepare their poster presentation and explains it in front of class based on group numbers - Each group explains their poster presentation based on what book they have choose to make it in to a poster in front of class - The Teacher asking every group poster related to the book such as the important scene, the main character, plot etc - The Teacher give some feedback to the students related to their knowledge of the book they wanted to make it in to a poster - The Teacher reminds students to put some important information of the book in the poster and motto for reading - The Teacher explains what they need to submit for the Final Exam such as poster, reading log and reading report - The Teacher asking student's progress of reading, it is above 30.000 thousand or not. - This meeting is about poster presentation and checking student's progress for reading 	<ul style="list-style-type: none"> - The student present her poster with his group which entitled 'Secret Garden' - The Student and her group explain about the setting and genre of the book, also the reading motto for her poster - The Teacher ask her what will her poster look like, the picture and where she will take the photo for the cover - The Teacher told her to read the book until finish to get the point from the book. - The Teacher ask all students about their reading log, the teacher reminds them to finish the reading log and already read above 30.000 words
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CODING OBSERVATION NOTE 1

Meeting	Note	Code
<p align="center">1</p>	<ul style="list-style-type: none"> - The lecturer checking student's assignment by asking them who has submit it and who hasn't - The teacher arrange the class for next activity - The Teacher put students in a group randomly by using number - The Teacher explains about what they are going to do today, it is about book talk - The Teacher give 15 minutes for students to do a book talk - After 15 minutes, teacher choose one volunteer on each group to explain in front of class about they have discussed in group for 5 minutes - The teacher asks the students what they have learned today - The Teacher checking student's progress on reading with minimum 30.000 words before the end of semester. - Today's sessions are about promoting book and checking student's progress on reading <p>Comment :</p> <ul style="list-style-type: none"> -The student involved in group to promote herbook with her friend - While book talk, student promote her book to her group and decided to be their group's book - The teacher instructs the student to read her book in front of class <p>The student explains the book that she had read to the class</p>	<p align="center">O/EXR/2/1</p> <p align="center">O/CER/2/1</p>

	<ul style="list-style-type: none"> - the students not yet finished 30.000 words of reading The student explains the book that she had read to the class - the students not yet finished 30.000 words of reading 	
<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> - The Teacher checking students absence and asking if the students who perform today already come - The Teacher give a time to students to prepared their costume, music and property - The teacher give 15 minutes for the role play - The Students perform their role play in front of class according to the scene on the book that they have chose - The teacher give a feedback for the performances and asking the reason why they choose that scene - The Teacher continue the class with next activity - The Teacher instruct the group who performed to make a group with the spectators - The students have to modified the ending of the story that thay already performed - They have 15 minutes to discuss it in a group - The Students read the make up ending in ffont of class and teacher give a response and feedback through their ending - The Teacher explains what they need to do next meeting and for Final exam, they have to make Poster related to the book that they already read - The Teacher asking students reading progress - This meeting is about role pay, modified the ending of the story and preparation for poster presentation 	<p style="text-align: center;">O/EXR/2/2</p> <p style="text-align: center;">O/CER/2/2</p>

	<p>Comment :</p> <ul style="list-style-type: none"> - The Student performed her role play with her group with tittle 'Christmas Party' - The Student became a friend of the main character on this role play - The Teacher give a good feedback for their performance - The Student and her friends make a group with spectators and discussed the modified ending - The Student and her group modified the ending in to thrilling ending - In this meeting, student almost reach 30.000 words for his reading progress 	
<p style="text-align: center;">6</p>	<ul style="list-style-type: none"> - The Teacher asking students to prepare their poster presentation and explains it in front of class based on group numbers - Each group explains their poster presentation based on what book they have choose to make it in to a poster in front of class - The Teacher asking every group poster related to the book such as the important scene, the main character, plot etc - The Teacher give some feedback to the students related to their knowledge of the book they wanted to make it in to a poster - The Teacher reminds students to put some important information of the book in the poster and motto for reading <p>Comment :</p> <ul style="list-style-type: none"> - The student present her poster with his group - The student present her poster with his group which entitled 'Secret Garden' - The Student and her group explain about the setting and genre of the book, also the reading motto for her poster - The Teacher ask her what will her poster look like, the picture and where she will take the photo for the cover - The Teacher told her to read the book until finish to get the point from the book. - The Teacher ask all students about their reading log, the teacher reminds them to finish the reading log and already read above 	<p style="text-align: center;">O/EXR/2/3</p> <p style="text-align: center;">O/CER/2/3</p>

	30.000 words	
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Observation Note 3

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	15/11/2017	Book Talk	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The lecturer asking the students about their reading experiences - The teacher arrange the class for next activity - The Teacher explains about what they are going to do today, it is about book talk - The Teacher asking students understanding about book talk which is different with synopsis - The Teacher put students in a group randomly by using number - The Teacher give 15 minutes for students to do a book talk - After 15 minutes, the teacher give 5 minutes for students to promote their book to their friends 	<ul style="list-style-type: none"> -The student involved in group of books talk - The student promotes his book with his friend - The students not yet finished 30.000 words of reading but already a half of that

Meeting	Date	Topic	Class Mode	Time	Activity	Note
	15/11/2017	Book Talk	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The teacher asks the students what they have learned today - The Teacher checking student's progress on reading with minimum 30.000 words before the end of semester. - Today's sessions is about promoting book and checking student's progress on reading 	

Meeting	Date	Topic	Class Mode	Time	Activity	Note
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4

06/12/2017

Role Play

Face to Face

105Minutes

- The Teacher checking students absence and asking if the students who perform today already come
- The Teacher told students that there are 3 performenaces today because last meeting,some member of the sceond group did not come
- The teacher give 15 minutes for the role play
- The Students perform their role play in front of class according to the scene on the book that they have chose
- The teacher give a feedback for the performances and asking the reason why they choose that scene
- The Teacher continue the class with next activity
- The Teacher instruct the group who performed to make a group with the spectators
- The students have to modified the ending of the story that thay already performed
- They have 15 minutes to discuss it in a group
- The Students read the make up ending in ffont of class and teacher give a response and feedback through their ending
- The Teacher explains what they need to do next meeting and for Final exam, they have to make Poster related to the book
- The Student perform 'Peterpan' with his friends
- The Student become a fairy on that role play
- The Student with his group make a modified ending with the spectators
- The Students modified the story in to funny ending
- The Student did not reach 30.000 words yet

Meeting	Date	Topic	Class Mode	Time	Activity	Note
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6	06/12/2017	Poster Presentation	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The Teacher asking students to prepare their draft of poster presentation and explains it in front of class based on group numbers - Each group explains their poster presentation based on what book they have choose to make it in to a poster in front of class - The Teacher asking every group poster related to the book such as the important scene, the main character, plot etc - The Teacher give some feedback to the students related to their knowledge of the book they wanted to make it in to a poster - The Teacher reminds students to put some important information of the book in the poster and motto for reading - The Teacher explains what they need to submit for the Final Exam such as poster, reading log and reading report - The Teacher asking student's progress of reading, it is above 30.000 thousand or not. - This meeting is about poster presentation and checking student's progress for reading 	<ul style="list-style-type: none"> - The Student was absence in this meeting - The Student was in group 1 and the group choosing a comedy novel as their poster - The group did not read the book yes - The Teacher told them to finish their reading and then make the draft of the poster
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CODING OBSERVATION NOTE 1

Meeting	Note	Code
1	<ul style="list-style-type: none"> - The lecturer asking the students about their reading experiences - The teacher arrange the class for next activity - The Teacher explains about what they are going to do today, it is about book talk - The Teacher asking students understanding about book talk which is different with synopsis - The Teacher put students in a group randomly by using number - The Teacher give 15 minutes for students to do a book talk - After 15 minutes, the teacher give 5 minutes for students to promote their book to their friends - The teacher asks the students what they have learned today - The Teacher checking student's progress on reading with minimum 30.000 words before the end of semester. - Today's sessions is about promoting book and checking student's progress on reading <p>Comment:</p> <ul style="list-style-type: none"> -The student involved in group of books talk - The student promotes his book with his friend - The students not yet finished 30.000 words of reading 	<p align="center">O/EXR/3/1</p> <p align="center">O/CER/3/1</p>
4	<ul style="list-style-type: none"> - The Teacher checking students absence and asking if the students who perform today already come - The Teacher told students that there are 3 performenaces today because last 	<p align="center">O/EXR/3/2</p>

	<p>meeting,some member of the sceond group did not come</p> <ul style="list-style-type: none"> - The teacher give 15 minutes for the role play - The Students perform their role play in front of class according to the scene on the book that they have chose - The teacher give a feedback for the performances and asking the reason why they choose that scene - The Teacher continue the class with next activity - The Teacher instruct the group who performed to make a group with the spectators - The students have to modified the ending of the story that thay already performed - They have 15 minutes to discuss it in a group - The Students read the make up ending in ffont of class and teacher give a response and feedback through their ending - The Teacher explains what they need to do next meeting and for Final exam, they have to make Poster related to the book that they already read - The Teacher asking students reading progress - This meeting is about role pay, modified the ending of the story and preparation for poster presentation <p>Comment :</p> <ul style="list-style-type: none"> - The Student perform 'Peterpan' with his 'Peterpan' with his friends - The Student become a fairy on that role play - The Student with his group make a modified ending with the spectators - The Students modified the story in to funny ending - The Student did not reach 30.000 words yet 	<p>O/CER/3/2</p>
<p>6</p>	<ul style="list-style-type: none"> - The Teacher asking students to prepare their draft of poster presentation and explains it in front of class based on group numbers - Each group explains their poster presentation based on what book they 	<p>O/EXR/3/3</p> <p>O/CER/3/3</p>

	<p>have choose to make it in to a poster in front of class</p> <ul style="list-style-type: none"> - The Teacher asking every group poster related to the book such as the important scene, the main character, plot etc - The Teacher give some feedback to the students related to their knowledge of the book they wanted to make it in to a poster - The Teacher reminds students to put some important information of the book in the poster and motto for reading - The Teacher explains what they need to submit for the Final Exam such as poster, reading log and reading report - The Teacher asking student's progress of reading, it is above 30.000 thousand or not. - This meeting is about poster presentation and checking student's progress for reading - <p>Comment :</p> <ul style="list-style-type: none"> - The Student was absence in this meeting - The Student was absence in this meeting - The Student was in group 1 and the group choosing a comedy novel as their poster - The group did not read the book yes - The Teacher told them to finish their reading and then make the draft of the poster 	
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Observation Note 4

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	15/11/2017	Book Talk	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The lecturer asking the students about their reading experiences - The teacher arrange the class for next activity - The Teacher explains about what they are going to do today, it is about book talk - The Teacher asking students understanding about book talk which is different with synopsis - The Teacher put students in a group randomly by using number - The Teacher give 15 minutes for students to do a book talk - After 15 minutes, the teacher give 5 minutes for students to promote their book to their friends 	<ul style="list-style-type: none"> -The student involved in group of books talk - The student promotes her book with her friend - The students not yet finished 30.000 words of reading

Meeting	Date	Topic	Class Mode	Time	Activity	Note
	15/11/2017	Book Talk	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The teacher asks the students what they have learned today - The Teacher checking student's progress on reading with minimum 30.000 words before the end of semester. - Today's sessions are about promoting book and checking student's progress on reading 	

Meeting	Date	Topic	Class Mode	Time	Activity	Note
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4

06/12/2017

Role Play

Face to Face

106Minutes

- The Teacher checking students absence and asking if the students who perform today already come
- The Teacher told students that there are 3 performenaces today because last meeting,some member of the sceond group did not come
- The teacher give 15 minutes for the role play
- The Students perform their role play in front of class according to the scene on the book that they have chose
- The teacher give a feedback for the performances and asking the reason why they choose that scene
- The Teacher continue the class with next activity
- The Teacher instruct the group who performed to make a group with the spectators
- The students have to modified the ending of the story that thay already performed
- They have 15 minutes to discuss it in a group
- The Students read the make up ending in ffont of class and teacher give a response and feedback through their ending
- The Teacher explains what they need to do next meeting and for Final exam, they have to make Poster related to the book that they read
- The Student perform 'Peterpan' with her friends
- The Student become 'Wendy' on that role play
- The Student with her group make a modified ending with the spectators
- The Students modified the story in to funny ending
- The Student did not reach 30.000 words yet

Meeting	Date	Topic	Class Mode	Time	Activity	Note
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6	06/12/2017	Poster Presentation	Face to Face	100 Minutes	<ul style="list-style-type: none"> - The Teacher asking students to prepare their draft of poster presentation and explains it in front of class based on group numbers - Each group explains their poster presentation based on what book they have choose to make it in to a poster in front of class - The Teacher asking every group poster related to the book such as the important scene, the main character, plot etc - The Teacher give some feedback to the students related to their knowledge of the book they wanted to make it in to a poster - The Teacher reminds students to put some important information of the book in the poster and motto for reading - The Teacher explains what they need to submit for the Final Exam such as poster, reading log and reading report - The Teacher asking student's progress of reading, it is above 30.000 thousand or not. - This meeting is about poster presentation and checking student's progress for reading 	<ul style="list-style-type: none"> - The student and her group choose sports genre as their poster which tittle 'The Running Dreams' - The Student and her group asked by the teacher are they already read it or not, the student is only the one who already finished the book but the group was not read the book yet, only a half of that book - The Teacher told them to change the book because the level was too high, the book level is advanced - The Student is already reach 30.000 words
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CODING OBSERVATION NOTE 1

Meeting	Note	Code
1	<ul style="list-style-type: none"> - The lecturer asking the students about their reading experiences - The teacher arrange the class for next activity - The Teacher explains about what they are going to do today, it is about book talk - The Teacher asking students understanding about book talk which is different with synopsis - The Teacher put students in a group randomly by using number - The Teacher give 15 minutes for students to do a book talk - The teacher asks the students what they have learned today - The Teacher checking student's progress on reading with minimum 30.000 words before the end of semester. - Today's sessions is about promoting book and checking student's progress on reading - After 15 minutes, the teacher give 5 minutes for students to promote their book to their friends <p>Comment:</p> <ul style="list-style-type: none"> -The student involved in group of books talk - The student promotes her book with her friend - The students not yet finished 30.000 words of reading 	<p align="center">O/EXR/4/1</p> <p align="center">O/CER/4/1</p>
4	<ul style="list-style-type: none"> - The Teacher checking students absence and asking if the students who perform today already come - The Teacher told students that there are 3 performenaces today because last 	O/EXR/4/2

	<p>meeting,some member of the sceond group did not come</p> <ul style="list-style-type: none"> - The teacher give 15 minutes for the role play - The Students perform their role play in front of class according to the scene on the book that they have chose - The teacher give a feedback for the performances and asking the reason why they choose that scene - The Teacher continue the class with next activity - The Teacher instruct the group who performed to make a group with the spectators - The students have to modified the ending of the story that thay already performed - They have 15 minutes to discuss it in a group - The Students read the make up ending in front of class and teacher give a response and feedback through their ending - The Teacher explains what they need to do next meeting and for Final exam, they have to make Poster related to the book that they already read - The Teacher asking students reading progress - This meeting is about role pay, modified the ending of the story and preparation for poster presentation <p>Comment :</p> <ul style="list-style-type: none"> - The Student perform 'Peterpan' with her friends - The Student become 'Wendy' on that role play - The Student with her group make a modified ending with the spectators - The Students modified the story in to funny ending - The Student did not reach 30.000 words yet 	<p>O/CER/4/2</p>
<p>6</p>	<ul style="list-style-type: none"> - The Teacher asking students to prepare their draft of poster presentation and explains it in front of class based on group numbers - Each group explains their poster 	<p>O/EXR/4/3</p> <p>O/CER/4/3</p>

	<p>presentation based on what book they have choose to make it in to a poster in front of class</p> <ul style="list-style-type: none"> - The Teacher asking every group poster related to the book such as the important scene, the main character, plot etc - The Teacher give some feedback to the students related to their knowledge of the book they wanted to make it in to a poster - The Teacher reminds students to put some important information of the book in the poster and motto for reading - The Teacher explains what they need to submit for the Final Exam such as poster, reading log and reading report - The Teacher asking student's progress of reading, it is above 30.000 thousand or not. - This meeting is about poster presentation and checking student's progress for reading <p>Comment:</p> <ul style="list-style-type: none"> - The student and her group choose sports genre as their poster which tittle 'The Running Dreams' - The Student and her group asked by the teacher are they already read it or not, the student is only the one who already finished the book but the group was not read the book yet, only a half of that book - The Teacher told them to change the book because the level was too high, the book level is advanced - The Student is already reach 30.000 words 	
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