BENEFITS OF EXTENSIVE READING CLASS: STUDENTS’ PERCEPTIONS

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Submitted in Partial Fulfillment of
The Requirements for the Degree of
Sarjana Pendidikan

Hizkia Tentua
112015043

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS KRISTEN SATYA WACANA

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Hizkia Tentua
Table of Contents

COVER ...................................................................................................................................... i
INSIDE COVER PAGE ........................................................................................................... ii
APPROVAL PAGE .............................................................................................................. Error! Bookmark not defined.
PERNYATAAN TIDAK PLAGIAT .................................................................................. Error! Bookmark not defined.
PERNYATAAN PERSETUJUAN AKSES ............................................................................. Error! Bookmark not defined.
PUBLICATION AGREEMENT DECLARATION .................................................................. v
COPYRIGHT STATEMENT ................................................................................................. vi
TABLE OF CONTENT ................................................................................................ .......... 3
ABSTRACT ............................................................................................................................. 3
INTRODUCTION ..................................................................................................................... 3
Background of the study ........................................................................................................ 3
Statement of the problem ........................................................................................................ 6
Research question ................................................................................................................... 6
Purpose of the study ............................................................................................................... 6
The Scope of the study ............................................................................................................ 7
The Context of the study ........................................................................................................ 7
The significance and pedagogical contribution of the study .................................................. 7
REVIEWS OF LITERATURE ................................................................................................. 8
a. Reading .......................................................................................................................... 8
b. Kinds of Reading .......................................................................................................... 8
c. Extensive Reading ......................................................................................................... 9
PREVIOUS STUDY .............................................................................................................. 11
THEORETICAL FRAMEWORK .......................................................................................... 11
METHODOLOGY .................................................................................................................. 12
Participants ........................................................................................................................... 12
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of the study</td>
<td>12</td>
</tr>
<tr>
<td>Data Collection Instruments</td>
<td>12</td>
</tr>
<tr>
<td>Data Collection Procedures</td>
<td>13</td>
</tr>
<tr>
<td>Data Analysis Procedures</td>
<td>14</td>
</tr>
<tr>
<td>FINDINGS AND DISCUSSIONS</td>
<td>14</td>
</tr>
<tr>
<td>1. Time Reading Spent</td>
<td>15</td>
</tr>
<tr>
<td>2. Number of Books Read by Participants</td>
<td>18</td>
</tr>
<tr>
<td>3. Participants’ Input Preference</td>
<td>19</td>
</tr>
<tr>
<td>4. Reading Genres Which Participants Liked to Read</td>
<td>20</td>
</tr>
<tr>
<td>5. Benefited Participants in Learning English</td>
<td>22</td>
</tr>
<tr>
<td>A. Positive opinions</td>
<td>23</td>
</tr>
<tr>
<td>B. Negative opinions</td>
<td>32</td>
</tr>
<tr>
<td>C. Mixed opinions</td>
<td>34</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>35</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>36</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>38</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>39</td>
</tr>
<tr>
<td>Concent Form</td>
<td>39</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>40</td>
</tr>
</tbody>
</table>
ABSTRACT
Extensive Reading class tends to make students enjoy reading better, so they can get a good comprehensible input. When they had good comprehensible input, they could pass the course to fulfill the requirement. The purpose of this study is to know the beneficial aspect of ER class from students’ perceptions. This study uses qualitative research procedures through the use of an open-ended questionnaire. There were fifty-seven (57) students participated from Extensive Reading class within English Education Program, Universitas Kristen Satya Wacana, Salatiga. The results of this study showed that the majority of the participants felt the benefits of Extensive Reading class. Most of the participants enjoy reading more after ER class.

Keywords: Extensive Reading, Comprehensible Input, Benefits

INTRODUCTION
Background of the study
We learn language by understanding messages, that is, when we understand what people say to us and when we comprehend what we read (Krashen, 1997). It is very crucial for learners to convey messages in order to understand the idea. Take an example, when we read books about politics, readers should be able to search the political aspect in the book. Similarly, when learners have difficult comprehension in a particular subject, they think that it has no beneficial aspect on it. That is why they
can underestimate the learning process and make them failed in that particular subject. It is crucial to make learners understand the beneficial aspect of the subject they are learning.

Cleophas’ (2006) study found that Indonesian students graduating from senior high school were still not competent in English. Similarly, Mukminatien (2007) found that one of the causes of the errors made by Indonesian students is due to the lack of understanding of the content of the language. Therefore, learners should be able to communicate well or to have a good language competency. Common mistakes learners derive from their previous school curriculum, which makes the learners, learn English only for exam not for communication. In addition to this, Verhoeven (2011) said that they learn English only as a school subject to perform at examination.

My personal experiences as a freshman were struggling in a point when learning English is difficult and exhausting. Every time I attended particular English classes, I had no motivations to learn in the classroom. My purpose of learning English were only to answer teachers’ questions to get good scores for the tests, and to pass the course. I had to study English for acquire English language successfully. The teacher had to use English only when the textbook material was written in English. In short, I had no motivations in classroom, and my social environment did not make me use English to communicate. The humongous question that appeared was why I should struggle to comprehend English and not using it in daily basis.
English Language Education program has many aspects to be taught for learners. These programs are exposing learners to be accustomed in English. Hence, the existing learning programs are to develop learners’ English ability. In other words, teachers need to know to what extent the students comprehensible input from ER. Somehow, mastering the four common skills in English is the aim of every learner to be accomplished. Each of those skills is a requirement for every learner to be equally learned within classroom and real-life context. In short, freshmen should know that existing particular classes are to shape learners skills.

Although many existing learning program in English Language Education, learners should know whether the subject they must take in their first year program are to gain up their interest. Especially Extensive Reading class, the subject will make adequate input in the classroom activities. Bamford& Day (2003) define extensive reading as an approach to language teaching in which learners read a lot of easy material in the new language by choosing their own reading materials for overall meaning, information and enjoyment. Extensive Reading class provides many kinds of activities (e.g. reading novel, comic, online news, etc.). Freshmen can choose their own reading materials is just one of the many aspects provided within the class. Learners can use not only in the classroom, but practice it throughout daily basis. When freshmen are capable to maximize all of the beneficial aspects conveyed within the classroom, they might have enough comprehensible input for their further English learning process. The biggest reason of the reason why this research will be
conducted is sometimes learners subconsciously understand the beneficial sides of having Extensive Reading class. I always believe when learners know many beneficial sides of Extensive Reading, the ongoing learning process will scaffold learners to be successfully comprehend. This kind of research will be beneficial for English Language Education area, considering seldom discussion from Indonesia context. Hopefully, this research will help learners in Indonesia know what Extensive Reading able to do to make learners have English comprehensible input.

Statement of the problem
This study was to investigate participants’ perceptions about the beneficial aspect of ER class. As a consider, some learner might take ER class only to fulfill the requirement of the program. It would be a disappointment if learners wasting their time, money, and energy on the program. Hence, this study show them benefits that comes out from the participants’ perception who already took ER class. Hopefully, after this study, learners who took ER class receive the benefits.

Research question
The research question for this study is: Based on students’ perceptions, what are the benefits of taking Extensive Reading class?

Purpose of the study
This research aim is to find out the students’ perceptions about the benefits of taking Extensive Reading class. Hence, they should know explicitly the beneficial aspects of extensive reading class was to make them got a comprehensible input in English. When they know that extensive reading class was beneficial for them, they
would do the learning process within the class in a purposeful way. The learners should know that output (speaking and writing) was shaped by the input (reading and listening). In brief, learners might had ER class more effective and maximize the reading opportunity provided by ER class regulation.

The Scope of the study

Topic of this research is only on reading out of the four skills in English. The study, especially occur only on Extensive Reading class at the English Language Education Program, UKSW Salatiga.

The Context of the study

The setting of the study will be conducted in Extensive Reading class by the end of Semester I/2018-2019. It will only took three ER classes with total fifty-seven (57) participants. The reason of using university level context is because extensive reading classes only conducted in this faculty.

The significance and pedagogical contribution of the study

From this study, learners must maximize the beneficial aspect of ER class to gain comprehensible input. It can effectively aid learners to become successfully in English learning. The teacher should able to motivate learners to be more perseverance and persistence when having an activity inside the classroom. The teachers are expected to know how to design extensive reading program because the aim of extensive reading is to make reading enjoyable for learners. Hopefully, this study can change also the freshmen belief indifferent in extensive reading class. My
biggest fears that the freshmen do mistake that I have made at the past. When they do not want to extend their reading they will fail to have proper comprehensible input. They will only waste money to take extensive reading class.

**REVIEW OF LITERATURE**

*Reading*

Commonly, reading is an input which can be obtained by any learners. Reading is a receptive skill where learners can receive any particular information. According to Englishclub.com reading is the process of looking at a series of written symbols and the meaning is derived from it. Indeed, when we read learners will use their eyes to enhance what we read. Our brain also takes part to convert what we have read into words, sentences, and paragraphs. It can produce something to communicate to others. In addition, reading can be done in two ways: silently (within learners head) and loudly (orally spoken so others can hear). Other reading definition taken from Study.com also supports the idea that reading is a thinking process. Hence, reading allows learners to use what they have known already during the reading process (known as prior knowledge). There are three important reading components which are using: strategies to understand on what they are read, themes to organize ideas, and contextual clues to find meaning of new words.

*Kinds of Reading*

As mentioned before that reading is to receive any particular information. That is why kinds of reading can determine learners reading purpose. Different kinds
of reading makes different result after learners implement in their daily basis. Pugh (1978) and Lunzer and Gardner (1979) described various kinds of reading, and this terminology has been taken into ELT methodology. First, receptive reading in which learners can enjoy their reading such as reading story is undertaken. Then, reflective reading is effectively used when learners want to look back on the particular topic or sub-topic in which they are interested. The third is skim reading. This is used when readers want to get the general idea of what they have read. Reader does not merely need to know each of the word in the text in order to know the whole messages. After that, scanning involves quick search in order to find a specific point of information. Last but not least, intensive reading which makes reader to look carefully within the text. In conclusion, learners can choose what kinds of reading they want to use while reading.

**Extensive Reading**

According to Day & Bamford (1998) Extensive Reading program can be beneficial for learners if they know what should they do while reading. The meanings of Extensive Reading occur when learners have their own independent reading in large amount of material to get in formations or to enjoy reading. The successful ER program measure by: (1) learners read humongous printed reading material, (2) learners read various topic or genre, (3) the reading material level suitable with learners current comprehension, (4) learners choose their own reading, (5) reading for its own reward, (6) read for pleasure, information, and general idea, (7) learners choose their own reading pace, (8) reading is individual, (9) teacher is the good
reading model for learners, and (10) teacher guide and track learners progress. Hence, learners should experience that reading can be enjoyable and beneficial for them. Takase (2007) suggests for the teachers, that they have to overcome learners’ hesitations by setting up a compulsory extensive reading activity that takes place within the classroom. It means, ER program which are conducted in a classroom context able to make learners read more. In short, learners will be willingly continuing their reading outside the classroom.

In Colin’s journal, he conducted study in Singapore and Cameroon showing evidence of ER program are being implemented. He also found similarly result as the aim of ER programs. The results are:

“In the ER class, pupils are given the time, encouragement, materials to read pleasurably, within their own comprehension level, as many books as they can with no pressures of testing or marks. Learners are only competing against themselves. Teachers also provide motivations and monitoring to measure learners progress” (Davis, 1995).

It acknowledges learners that ER purposes can be obtain by any learners who want to extend their reading process.

Extensive Reading is different from Intensive Reading. The aim of IR is to help learners get the detailed meaning from the text, to develop reading skills, (e.g. identifying main ideas and recognizing text connectors) and to enhance vocabulary and grammar knowledge. Bamford and Day (2004) says that several empirical studies supported positive impact of Extensive Reading approach compared with Intensive
Reading approach in promoting reading rate of L2. However, these both of approaches cannot be seen as contradictory against each other. Both of those approaches should be serve according to different purposes (Carrell & Carson, 1997).

**PREVIOUS STUDY**

Extensive Reading in English as a Foreign Language (EFL) field has been researched and resulted in several kinds of conclusion. A study from Mária Kredátusová (“Masaryk University”, n.d.) for instance about, “The Benefits of Extensive Reading in EFL.” This study was to point out that ER approach was valuable alternative for traditional teaching approaches. EFL students who become her participants also stated that ER materials was interesting. The result of this study stated that implementing ER in teaching was a useful experience.

The other study come from Richard and Julian (1998) about, “Extensive Reading in The Second Language Classroom.” In this journal, researchers just brief the conclusion that they agree that ER had a very crucial role on learners’ second language development. The researcher also encourage any schools, that the time to begin ER program is now.

**THEORETICAL FRAMEWORK**

In learning English as a Foreign Language, students as participants should have good comprehensible input while reading in order to successfully learning in English. That is why when they are attending reading class, they must get the beneficial aspect of it. It is important to know that in this study, participants were explicitly told that ER class help them to enjoy reading. When they enjoy in reading, they can easily achieve a good comprehensible input. The data collection in this study was from ER class from batch 2018 by using a questionnaire protocol. The data were
analyzed using theme analysis. As the result of her study, implementing ER into the teaching was

METHODOLOGY

There are several items in methodology including participants, instrument if data collection, and data collection analysis procedure. The aim of this study is to measure until what extent participants

Participants

The research was conducted at Faculty of Language and Arts, UKSW Salatiga. The participants of this study were those who took Extensive Reading classes in Semester I/2018-2019. The total participants were fifty-seven in three ER classes.

Context of the study

The research was conducted in Extensive Reading class by the end of Semester I/2018-2019. The participants were students of the Extensive Reading class at the English Language Education Program, Faculty of Language and Arts, UKSW Salatiga.

Data Collection Instruments

This research used qualitative research to compile the data. Open-ended questionnaire was used to collect the data. The instrument that was used in the research study was a questionnaire protocol.
Data Collection Procedures
Distributing the open-ended questionnaires

This research used open-ended questionnaires to collect data. The questionnaire contains eight open-ended questions to get participants’ Extensive Reading class opinions. The questionnaire was distributed at the end of Semester I/2018-2019. The participants had the chance to answer the questions based on their own opinion. All questions on the questionnaire addressed the research questions as the purpose:

1. In the students’ perception, what are the benefits of taking Extensive Reading class?

Below are the list of the questions for the open-ended questionnaire:

1. How much time do you usually spend on reading (per day)?
2. How many books do you read (average) in a week?
3. Do you prefer reading or listening?
4. What kind(s) of book do you usually read (e.g. novels, newspapers, text books, comics, magazine, online news)?
5. Do you enjoy reading in English? Why?
6. Does ER class help you to like reading?
7. Please give reason(s) for number 6?
8. After taking ER class, do you feel that it made you enjoy reading more?
**Data Analysis Procedures**

According to this research, collected data were analyzed through content analysis and theme analysis. All the data were collected from questionnaire. First, I distributed the questionnaire into three Extensive Reading classes with total fifty-seven (57) participants. After that, I began coding the questionnaire and interpreting the result of the questionnaire. At last, I discussed the findings and made conclusion from the research. The data were analyzed from thematic analysis method. From this method, could help researcher to capture the data meaning.

**FINDINGS AND DISCUSSIONS**

**Introduction**

In this section shows participants’ answers of the questionnaires distributed on Semester I/2018-2019. The findings of the research will describe the benefits of ER for the participants. Considering that those participants were freshmen, it is important to find out several aspects of the ER class.

There were eight questions of this study. The questions were as follows:

1. To How much time do you usually spend on reading (per day)?
2. How many books do you read (average) in a week?
3. Do you prefer reading or listening?
4. What kind(s) of book that you usually read (e.g. novels, newspapers, text books, comics, magazine, online news)?

5. Do you enjoy reading in English? Why?

6. Does ER class help you to like reading?

7. Please give reason(s) for number 6?

8. After taking ER class, do you feel that it made you enjoy reading more?

Below are the detail discussions of participants’ answers:

1. Time Reading Spent

The First question in the questionnaire was about participants’ reading time while they took ER class. This section was to investigate participants’ time reading in a day.

![Total Hours Spent by The Participants](image_url)
From the above figure, it is clear that there were three different lines appear. Each line represented different class of participants who took ER. Each of the class had different number of participants: the first class contained eighteen, the second class twenty, and the third class contained nineteen participants. Hence, the data classification was not by the class, but by the least until the most time reading hour. In total participants, there were fifty-seven (57) who had already answered the questionnaires. However, there were five irrelevant participants’ answers with the questionnaire question. Irrelevant means that the participants could not answer related with the researcher question. This was the reason why only fifty-four dots appear in each line in the figure.

In this section, participants’ amount of reading time was different one to another. In the beginning, there were nine participants who read below an hour a day. The first, there were two participants answer with never read a book in a day. There was one participant who read fifteen minutes a day. Also there was another participant who read twenty minutes a day. There was other one participant read twenty-five minutes. Next, there was also one participants claimed that only read thirty minutes in a day. It followed by another one participant who read forty minutes.

Also, there was one participant read forty-five minutes in a day. There were nine participants who claimed that they read an hour a day. Moreover, there were eight participants who read two hour. Another ten participants wrote that they read three
hour a day. There were also seven participants that spend four out of twenty-four hour to read a book. Repeatedly there were six participants who read five hour a day.

Furthermore, there were four participants who like to read six hour a day. At the most hour spent by the participants in reading, there was a participant who read about six-forty in a day. Those who read more than three hours must be interest with doing it. The study from Guthrie (2008) exclaimed that “A large amount of statistical research shows that intrinsic motivation to read—reading for interest and pleasure—drives how much students read.” It means, participants who like to spend reading more, they had intrinsic motivation. When they are motivated, they can read with pleasure.

In short summary of this section showed that, the highest hour spent by the participants were six hour forty minutes in a day. The lowest time reading spent by the participants were in fifteen minutes a day. Ten participants were the highest number that read in three hours a day. Overall, reading time that participants spend could aid them to achieve a good comprehensible input.
2. Number of Books Read by Participants

In this section, the analyses are focusing on the participants’ number of books that they read every week. In this section alone, fifty-seven participants were included. The figure was showed also by three different colors. Each color also represents different classes where participants belong to. Just like what had explained above in figure 1.0 that the numbers of participants in each class were different. Below is the detail discussion of participants answer in figure 2.0:

The result was quite fascinating, because the majority of participants read more than a book in a week. There were only two participants who read a book in a week. This result is followed by seventeen participants who read two books in a week. After that, twenty-three participants read three books in total within the week. Furthermore, there were seven participants who read four books in a week. Unfortunately, the more number of books which was read, the fewer participants like to read.
As explained on the figure, that only six participants read five books. In addition, only one participant liked to read six books in a week. Repeatedly, there was only one participant who claimed to read eight books in a week. As shown above, the highest number of participants who liked to read three books in a week were twenty-three participants. Nevertheless, only one participant liked to read more than five books in a week. At least, the total books which were read in every week did not come up with a book. It means that, ER class able to gain participants reading activity, despite the fact that ER policy had to finish 1250 pages in one semester.

3. Participants’ Input Preference

This section will discuss about participants’ preferences to get comprehensible input. As it has been identified before that there were two English input skills, those are: reading and listening. What participants’ preferred could affect while they attend ER class. Below is figure 3.0:
As it was written above that there were three classifications area. Generally, participants whose numbers appeared highly in previous section, preferred reading rather than listening. In contrast, those who choose listening rather than reading, appear to have few reading hours either in a day or week. It was shown in the figure above that the highest percentile appears in the reading section.

In addition to this result, there were twenty-six participants who choose reading rather than listening as their input. Slightly almost as much as reading, twenty-three participants preferred listening as their input. Although only had more three participants range to listening, the highest percentile which appeared was reading. However, this result did not stop only to the specific English skills input. There were also eight participants who prefer reading and listening to get input comprehensibly.

4. Reading Genres Which Participants Liked to Read

In this section, Question No.4 was about reading genre chosen by the participants would be discussed further. All participants answer differently one another. Figure 4.0 shows the detailed explanations:
In order to know what type of preferences the participants choose towards reading material, there are examples provided in the questionnaire. As it is shown in figure 4.0, there are six genres which were: novel, comic, online newspaper, magazine, text book, and newspaper. It is important to note that the provided examples were not in the purpose to direct participants to answer with certain feedback. It was proven through others participants’ answers who mentioned other reading genre as their answers.

In addition to this, the participants in this section did not answer with only one reading genre. A participant, for example, was able to answer with two or more reading genre. Hence, the total number of participants’ reading genre was not in line with the number of total participants.

Here was the explanation about the figure 4.0. First, it was found that novel was the most picked genre by forty-five participants. Then, it was followed with twenty-two participants who liked to read comic and online news. After that, participants’ reading genre decreased with only six participants choose magazine. Moreover, there were six participants who choose magazine as their reading genre. The fifth, the option of text book were only chosen by three female participants.

It is presumably possible that those three participants were in favor of academic reasons to choose text book as their reading genre. In addition, there were also participants who had their own reading genre. There was a male participant who read
compilation of quotation for life. Slightly the same, another female participant like to read motivational book. A biography books was also chosen by another male participant to read. Quite almost the same, this male participants’ genre was a classic story. This was proven by a male participant who liked to read game story. At last there was shown that nobody choose newspaper as their reading genre.

5. Benefited Participants in Learning English

This section discusses the last four questions in the questionnaire. Those were about: participants’ feelings about reading in English, participants’ reason about ER class, and the impact of reading after took ER class. The first item was drawn based on the findings, that is, freshmen’s opinions on the beneficial aspects on ER, the negative aspects on ER, and mixed opinions. The other three, would follow as a completion to show the result. The aim of this research is to show how ER is beneficial for freshmen for their language proficiency. This section provided the results of the study which were presented in attempt to answer the research questions (i.e. questionnaire question number 5, 6, 7, and 8). Those questions and answers were related each other, so it would be written unto one section.

The segmentation of the perceptions was derived based on the freshmen’s statements on the questionnaires. On this matter, the data collection procedure used was open ended questionnaire to express freshmen’s opinions. Later in the figure 5.0, it could be seen that majority of participants answers were positive. Below is the Figure 5.0:
From the figure above, it can be derived that 85% (45 participants) participants shared positive opinions after taking ER classes. It means, about 45 out of 53 participants got benefits for their language acquisition. In the meantime, there are seven participants who had negative opinions or about 13%, and one mixed opinion about ER, which only 2%.

It was quite unfortunate to find that in this section, there were four participants were not included while reporting the data. The reason behind the demission is because those participants’ did not understand the questions. This makes only fifty-three participants responses to recorded on the above figure. The detailed explanations about all of participants’ opinions above are described in the later section.

**A. Positive opinions**
This section only shows freshmen’s opinions that had particularly got benefits after taking ER class. There were forty-five participants’ opinions that would be discussed.
Below table is showing the exact number of participants who majorly get positive responses towards ER:

![Positive Opinions in Reading English](figure5.1)

From the figure above, freshmen’s opinions about ER also split in various points. Seven participants showed that ER was interesting. Then, the other twenty participants were able to find new vocabulary while studied ER. In addition, four of them showed that ER gave them unexpected story. Another five said that ER helped them to study English. The Eleventh result explained that ER was fun and challenging. The detailed explanations are discussed below.

**a. Being Interested in Reading English**

The first freshman’s opinion thought that ER class was interesting. Most of below opinions are supported one of Day and Bamford (1998)’s measurements (number 6): is to read for pleasure. As it could be seen from the chart, there are about
seven freshmen who felt so. First, Student 1 stated that, "Reading in English is interesting." She followed with, "I can improve my English and learn new words every time I read" when she attended ER class. From her statement, it could be analyzed that when participants are interested in reading, they could get the benefit attending of ER class.

Followed by Student 13 who mentioned, "Because my books are very interesting." She liked to read in English. She also expressed that "because of ER class, now I like reading". Student 1 only said that reading was interesting, but also need to consider the matter of what did we read. The book which mentioned by Student 13 had more specific object rather than only reading like Student 1; because reading can be found anywhere (i.e. notification on the phone, direction, etc). Moreover, interesting also can be described implicitly like what Student 36 stated that "because it is one of my hobby." After she took ER class, she said that ER helped her to read "because it guides me more excellently." In general, what makes a particular matter as hobby must be interested for him or her? The same interest can be seen while someone enjoying doing something. However even though participants are interested to read in English like Student 2, it does not always mean that they feel ER help them in reading. He said that "just enjoy reading in many languages." Then he continued with ER help but not much in reading. His statement said that "it help but not much: because it's a must that we need to read and made some report." According to Day & Bamford (1998) the meaning of ER was to enjoy reading. Student 2 had to
fulfill ER requirement and it was like a burden for him. Hence, he speak out that ER class did not really help him to enjoy reading more. However, ER policy (i.e. must read 1250 pages) did not make Student 14 spoke like Student 2 about ER class that aid to had enjoy reading. She mentioned that “I like English”, then she followed with “because in ER class we must read to 1250 pages of books, so we must read many books.” It proofed the fact that when participants like reading activity, no matter what they want to spend hours reading on it.

Student 46 also pointed out that “I read English every day.” That was why toward ER class, she said that “It is very helpful.” She felt that ER class facilitated her to read more, because she had already had it. Student 8 slightly showed that “since I joined extensive reading, I do really love reading in English.” Her statement about ER class was “it makes me wants to read books in English more and more, I got addicted.” It clearly had shown that ER class able to gain freshmen interest in reading. In total there were seven participants who classified that ER were interesting for them. Only one out of seven participants felt after ER class did not make much enjoyment in reading.

b. Fun while Reading English

Secondly, below were the result of ten participants who claimed to have fun and feel challenging in reading and get benefit from ER class. Student 22 said that “Because basically reading is fun. Once you could read in that language, you would enjoy it more.” He had fun when reading in English; he claimed to enjoy it more
when he was able to read that language. In ER class, he concluded with “once you are forced to do something for a long period, you will get used to and start to love it.”

Basically, ER policy helped him to love reading. Another opinion was expressed by Student 24. She said that “Because it is challenging to reading in English, so also it more fun.” She felt that something fun was came from something challenging. Her feeling toward ER class was “karenaterbiasamembacamakaakanlebihbudahmamakaiteksbahasaInggris” (i.e. because being used to read, it will make easier to use English text) It means that ER class helped the participants to be used to reading.

In ER class, Student 22 were being used to reading English, so she thought it was easier as well. Same point also came out from Student 29, she said “It challenges me and feel fun.” Her ER class results in helping her in reading also same as Student 22. Similar result to this, Student 40 said that “Because it is challenging and make me know a lot of new vocabulary” toward reading in English. ER class also helped her used to reading. Hence after four previous participants’ results, it could be concluded that being used to read in ER class help participants in reading. Student 31 said “Because reading is fun.” She also was being helped with ER class “because in ER class I must be reading English book.” When she was being forced to read in class, indeed made her get the benefit. Student 33 also expressed the same result about ER class. She said that “it forces me to read, but as times passed I never feel forced by this course.” The reason of she did not felt of being forced is “Because it (English) is
fun and challenging." Student 38 added with “It is fun and not boring.” It made her positive intention to attend ER class. She said “because the first time I read I think will be boring but actually it is fun.” Her positivity helped her to overcome the boring unto fun while reading.

Moreover, Student 47 also pointed out that reading English is fun and not boring at all. ER policy did not make her bored or lazy to read. She also said that “because we have to read 1250 pages”, I agree that ER class help me to like reading. Student 17 reason for liking reading English was implicitly deliver. She said that “Because reading make me spent my time more useful than chat with my friend or just playing game online.” It means that ER class was provided a chance to use time more efficiently for her. It was shown in her answer toward ER, that “because actually I hate to read a lot of words. I just read a little when I have examination, but in ER class I was challenged to read more words.” Student 56 said that “because I find new vocabularies and challenging.” Different from other participant, at first he did not like to read English. Then because of ER class, the policy made him read. His statement was “because I never read an English book and now I must read it.” In short, all of the participants in this section also agree that ER class helped make reading more enjoyable. Ten participants were encouraged to read more after taking ER class.

a. Finding New Vocabulary in Reading English

In this section, participants’ could get new vocabularywhile reading in English and other additional benefit from attending ER class. It was found that nineteen
participants in total, who got new vocabulary while reading English. There were twelve (e.g. Student 12, 16, 23, 26, 30, 34, 39, 41, 44, 51, 52, 53) of them briefly said that “I can find many new vocabulary.” However, despite the results are progressing, their reasons about ER class were variously different. Student 12 said that ER class train him to read faster than before. Student 16 argued that “with borrow 5 until 8 books and every week we make book report”, she felt that ER class helped her to like reading. Followed by Student 23’s opinion that, “because in this course make me read more than 2 books in this week.” Slightly almost the same as the previous result, Student 26 and 53 said that “ER class encourages us to read more.”

Furthermore besides the findings above, it is also showed that ER policy is able to make participants to read effectively and thoroughly. Moreover, Student 39’s opinions’ showed that reading target 1250 pages makes him like reading from ER class. Student 30, 34, 41, 44, and 52 also got helped to like reading because of ER policy. It can be assumed that when a participant had a must to read simultaneously, they will get used to reading, and start loving reading. Student 51 also agreed with book report (i.e. weekly written report that students must fill for teacher reading monitoring) that should be done after reading. Not only finding new vocabulary, but Student 3 said that it makes his time good. Good means, he effectively used the time to read. He felt like to read more after finished ER class. However, student 6 also said that not only know new vocabulary, but also “make me not bored if I confuse what should I do on weekend.” She also explained that before she joined ER class, she did
not like to read. It means that after took ER; she could use her spare time effectively to read, rather than before.

Student 25 also said that reading English made her wanted to try books with higher level. Hence in ER class she was told read books with several level (beginner, intermediate, etc.). Student 50 said also about grammar while reading in English. She said that “read book with English make us know about grammar.” She pointed out just like what Student 25 had benefit reading in ER class. Student 37 also could learn how to write and speak while reading in English. Then, Student 57 showed his feeling toward reading in English. Not only get new vocabulary and knowledge, but also calm his feeling.

The different result after they took ER class also could be seen in him. He said “At the first, I do not like to read, but after ER class there is some regulation that we cannot avoid. No matter what, we have to read.” The regulation of ER helped the participants to like reading more than before. Student 54 also got same experienced as Student 57 about reading in English and ER class. Surprisingly, most of total freshmen’s results appear when they could find new vocabulary after took ER class. They were all nineteen participants also being courage to read more after took ER class.

b. From Reading to Studying English

After the participants felt interested, fun and challenged, this section shows that they can learn something while reading in English. That was why; there were five
participants who were able to study English while reading in English and after taking ER class. Student 15 showed the reason of why she enjoyed reading in English. She said that “Because it can help me to study about English language.” Although she did not mention specific aspect of English that being learned, she had known that she learns something.

After she took ER class, she agreed that ER helped her to like reading. Student 21 also did not clearly show about what was being learnt. She said that “Dalammembacabahasainggrissayabisamenerima anyakilmudanpengalaman.” It means reading in English enable us to receive knowledge and experiences. She also agreed of the reason that ER class helped participants in reading.

Student 35 mentioned that he found much information that cannot be found in other language. This participant also found new novels which could be found through ER course. He found many interesting point while reading in ER class. Student 49 mentioned clearly about the English aspect which was being learnt. She said that “Because we can improve our English skill if we learn more vocabulary and the other English rule.” Toward ER class, she had the same opinion as Student 21.

Student 5 had a unique result after reading in English. She said “It helps me a lot to make my pronunciation better.” It means that while she read, she also learn how to pronounce it. She also explaining that ER help to like reading. She said “because when I’m reading books, I feel like there is something that make me really having fun.” In short, five participants enjoy reading more after taking ER class. Reasons
that they were showed just like what Day and Bamford (1998) measurement number 5, which is: reading for its own reward.

c. **Unexpected Story in Reading English**

The last benefit that participants got through reading in English and ER class was unexpected story. In this section show that there were some participants who used their imagination while read. Like Student 7 said that “*when I read a book it feels like I visit another world.*” Just like what Student 11 pointed out about English novel give her unexpected story.

Both participants agreed that ER class help them to read. Yet, Student 10 had new inspiration while reading in English. No matter she read another book with other languages, but in English she had new inspiration. ER class also helps her to read more lately. Then, Student 32 said that ER class helped him to like reading, because “*I read a lot of books.*” When he liked to read, he said “*when I read, I can get more story.*” The stories that he read would be satisfying his mind.

**Negative opinions**

This section discussed about seven participants who did not enjoy reading in English. This section was also to see if ER class is able to change their perceptions or not. In order to obtain a concise result, there were also two themes drawn to group the participants. Those are: reading English is boring and reading with unfamiliar vocabulary.
First, there were three participants who got bored while reading English. Student 9 said that reading in English made him “I can get bored, sometimes.” His statement did not mean that he did not like reading. He just wanted to say that bored happened sometimes. However, ER class helped him to like reading. Why he does like reading? He said that “because we can know the vocabulary that we don’t know.”

As an opposite, Student 19 did not only said that reading was boring, but she would prefer watching rather than reading. She also said that ER class did not really helped her to read, “Because reading just wasting much time to sit and makes me sleepy.” That was why she also said that after took ER class it did not make me to like reading later, because she did not like to read at the first time. Student 48 also had the same feeling about reading and ER class. He also said the reason of why he got bored while reading. He said “because it is difficult to understand the meaning from the book.”

Secondly, reading in English also made another four participant confused with unfamiliar vocabulary. Student 18 said that “sometimes I got confused with the meaning of the sentence.” Being confused by the meaning was naturally occurred in learning process. That was why ER class helped participant about reading. He proofs that ER aid him in reading. He said “it helps us to make us understand how to read a book properly.” It properly in line with understanding the meaning of what we’re being read. When participant confused by the meaning, ER helped participants to
read properly. Statement from Student 45 was also about unfamiliar vocabulary. Yet, he said that ER were seen not really help him to like reading. He also said that “ER class might force us to read a book. “This could be seen because he did not like reading also at the first place. Nevertheless, he agreed that after ER class, he could enjoy more on reading.

Student 43 pointed out that “Reading in English need more attention on words or sentence which not yet understanding or knowing the meaning. “She explained that reading new languages needs an extra effort to understand it. That was why she had to know the importance of knowing new languages. When she attended ER class, she knowsthat English is uses everywhere. She claimed that after ER class she loves to read English. Student 55 also felt the same that “sometimes I don’t know the meaning”, but after joined ER he like to read novel or other story.

Mixed opinions
In this section, there was only one participant who had mixed opinion toward reading in English. Student 28 was the only one who had it actually, she seemed to have a grey area about positive and negative opinions. She said that “sometimes I feel bored because that makes me tired. Sometimes I can find new things on the book I have read. "I could say that this case sound interesting and realistic. When I read too much I could get tired as well, but I also get something from my reading. Her opinion toward ER was slightly the same as other participants. Her opinion expressed that,
before took ER class she was lazy to read, but after the class reading become her habit.

CONCLUSION

In short, the purpose of this study is to show beneficial aspects of ER class toward participants. When participants did not get the benefits, the ER class would only be a waste of time. Moreover, they had to take ER class did not only to fulfill requirement from the faculty, also they had to gain good comprehensible input from it. Like what Day & Bamford (1998) study that ER program could be beneficial for participants, if participants knew what should they do while reading. That was why the participants should maximize their time to read in order to feel the beneficial aspect in ER class. They had to know what reading genre suitable for them. In the findings there were participants who felt the beneficial aspect of ER class and did not. Those who got the benefits from ER, liked to spend time in reading. Hence, those who declare did not like reading at the first time, felt that ER class did not aid them to like reading. That was why, participants should actively involve with ER class regulations. For instance, there were participants who liked to read because ER class regulations told them to read 1250 pages in a semester. In addition, participants’ who want ER class aid them to have a good comprehensible input, they have to obey and follow ER regulation to read weather inside or outside the class.
REFERENCES


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APPENDIX

Concent Form

Research Topic: Extensive Reading Classes: Students’ Perceptions

Dear, Fellow Students,

In order to collect data for my research, I,

Name of Researcher: HizkiaTentua
Position of Researcher: Student in Faculty of Language and Education, Universitas Kristen SatyaWacana, Salatiga.
Email address: 112015043@student.uksw.edu

have pleasure in presenting this questionnaire as a part of your general Extensive Reading perceptions. Please honestly answer each question related to your perceptions about this (Extensive Reading) class. The answers will not effect on your GPA. Each of the answer will be privately kept and not treated irresponsibly. Your identity will also be confidential.

Please confirm your willingness and agreement to help my research by putting your signature below.

____________________
(HizkiaTentua)
Researcher

Willingness to ask of further question(s), please fill:

Name: __________________
Contact number: ________________
Email address: ________________

____________________
(______________)
Participant
Questionnaire

1. How much time do you usually spend on reading (per day)?

_______________________________________________________________________

2. How many books do you read (average) in a week?

_______________________________________________________________________

3. Do you prefer reading or listening?

_______________________________________________________________________

4. What kind(s) of book that you usually read (e.g. novels, newspapers, text books, comics, magazine, online news)?

_______________________________________________________________________

5. a. Do you enjoy reading in English?

_______________________________________________________________________

b. why?

_______________________________________________________________________

_______________________________________________________________________

6. Does Extensive Reading class help you to like reading?

_______________________________________________________________________

7. Please give reason(s) for answer number 6.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

8. After taking Extensive Reading class, do you feel that it made you enjoy reading more?

_______________________________________________________________________