

## ABSTRACT

### DEVELOPING EXTENSIVE READING PROJECT BASED LEARNING TO IMPROVE THE STUDENTS' READING COMPREHENSION IN EFL CLASS

( a proposal)

BY

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Reading gives opportunity for second language development in second language learners (Day & Bamford, 1998) which is particularly true in EFL classrooms where materials input are quite limited. And reading English text is considered to be difficult for most Indonesian students. This is supported by some researches that show the ability of Indonesian students in reading text was very low (Syatriana, 2010). Therefore teachers need to take part in facilitating students an appropriate atmosphere where a reading class would be their own. Students are free to find a way to show up their understanding of knowledge. In relation with the intention of the research, the writer is intended to do a research on the topic of *Developing Extensive Reading through Project Based Learning (PjBL) to Improve the Students' Reading Comprehension (aspects of reading motivation) in EFL class.*

The population is second semester students of English study program of STKIP PGRI Bandar Lampung 2015/2016 academic year. And this research was conducted purposively in class BING II B which consisted of 30 students as the subject of the research because based on the observation done by the researcher, the students in this class had mainly problem of reading comprehension relying on their reading quiz score. In collecting the data, the writer used objective test that is multiple choice test consisting of 40 items tests. Each item consist of four options; A, B, C, and D. Observation is also done to support the data.

To analyze the improvement of the students' reading comprehension through extensive reading Project Based Learning, the data is analyzed by these following procedures:

- 1) Scoring the pre-test and post-test.
- 2) Tabulating the result of the test and calculating the mean of the pre-test and post-test.
- 3) Drawing a conclusion from the tabulated results of the pre-test and post-test, then analyzing by using *Repeated Measurement t-test* of SPSS 15 for windows, to test how significant the difference between the score of pre-test and post-test, in which the significance is determined by  $p < 0.05$ . (Hatch & Farhady, 1982:114).

To analyze its qualitative data, matrix analysis, in this case description analysis is used, since the researcher used his own idea, including his own interpretation toward the d (Setiyadi, 2006:262).

**Keywords :** Extensive Reading, Project Based Learning, reading comprehension

## I. INTRODUCTION

This chapter describes the background of the problem which includes the reason for conducting the research, the problems in teaching reading, and the suitable teaching technique which is needed to promote the students' reading skills and motivation in reading. This chapter also describes the research questions, objective of the research, the uses of the research, definition of terms, and scope of the research.

### 1.1 Background of the Problem

Indonesian government has put English in school curriculum as compulsory subject started from junior high school up to university level. And today English is unavoidable need to be mastered, since its important role to many field has been increasing day by day. And reading is one of the four basic skills which is very crucial during the learning process.

Reading gives opportunity for second language development in second language learners (Day & Bamford, 1998) which is particularly true in EFL classrooms where materials input are quite limited. And reading English text is considered to be difficult for most Indonesian students. This is supported by some researches that show the ability of Indonesian students in reading text was very low (Syatriana, 2010). Furthermore pre observation which was done by the researcher during her teaching an intermediate students it showed that the students' capability in comprehending English texts was poor.

The process of comprehension becomes difficult for EFL learners (Hayashi,1999). The students usually tend to spend much time to get the information of the reading text. They seem less motivated to read. The first time they are attracted to the passage, they ignore for doing more activity since they find some difficult words. Every time they find the difficult word, directly they

will find the meaning in the dictionary. More over by staying in this condition, learning reading in class would bring them such boredom. Therefore this condition will be worse and will influence the reading development.

Success in foreign language depends on a variety of factors such as the amount of exposure to the natural target language practice, the duration and intensity of the language course, and last but not least, the characteristics of the language learner. Motivation as one element of the learner characteristics is one of the most important factors in the field. Cohen and Dörnyei in Tuan (2011) contended that motivation is the key learner variable and nothing much happens without it. It determines the degree of effort learners put into foreign or second language learning. The more motivation they may have, the more effort they tend to put into learning the language. Based on pre observation done by the researcher that EFL students in STKIP PGRI Bandar Lampung has lack motivation to read. They showed evidence of little interested in reading for assignments, as a group, or for leisure. As a result their comprehension levels are low and a need for change is evident. Thus teachers' biggest concern should be always whether students are well motivated and willing to read by providing a variation of reading activities in formal situation. Therefore the teacher should have a special treatment in order they are eager and stimulated to do reading willingly.

To assist the students in improving their reading comprehension and triggering their motivation in reading of English text, numerous strategies have been tried over for many years. And as a crucial device in providing the students with arrange able reading materials, extensive reading potentially enables the students to promote their reading motivation and increase their reading comprehension.

Extensive reading which is called to be pleasure reading is an approach to language teaching in which learners read a lot of easy material in the new language. Krashen (1995,p.164) says pleasure reading is one kind of reading that concern on reading for pleasure. And it is completely voluntary. It means that the students choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. They could stop reading if the material is not interesting or if it is too

difficult for them. They also could expand their reading comfort zone – the range of material that can be read easily and with confidence. Pleasure reading belongs in the language classroom. The activities in pleasure reading give teaching suggestions whatever the focus of your class –grammar, listening, speaking, writing, or reading; whatever teaching situation you are in – foreign or second language, an intensive program, or a class that meets once a week; and whatever the age and language level of your students. The only necessity is that the students already have a basic knowledge of, and are literate in the foreign or second language. Reward would come to students who read a great deal in the new language. Research studies show they become better and more confident reader. Bamford (2000) discovers that a good number of extensive reading programs use simplified books or in other words grade readers as the basic reading materials. In relation to Bamford's idea, preparing such a well prepared reading program seems to be a necessary thing. There is no denying that the scene of education is changing briskly and significantly. Educators are trying to keep up with new developments which results in the change.

It is Krashen (1995, pp.21) which says that we acquire language by 'going for meaning' first, and 'learn to read by reading'. It means to acquire a language someone should attain the meaning for whatever he deals with and be connected first by contextual condition and activities. And that was the starting point in which extensive reading approach was developed and has been widely applauded.

Although there have been a large number of studies done on extensive reading, only a few experimental studies of EFL extensive reading exists (Wu, 2012). More over, there were only a few comprehensible methods done for extensive reading. Though various language materials have been used, still reading comprehension and motivation are slightly obtained. However, there are still many opportunities for the researchers to keep on searching the suitable strategies in applying extensive reading in class room environment since the idea of extensive reading is very promising in enhancing students' quality of reading comprehension and motivation. In addition in her research Meng (2006) also mentions some new techniques should be explored to be used in the extensive

reading program. It means that as teachers it is their responsibility to find an appropriate and available technique to explore extensive reading. And it is Project Based Learning (PjBL) which offers a way to engage students and give them ownership over their own learning. This technique of instruction allows students to choose and create own authentic assignments to demonstrate their knowledge of topic. Since the students are creating and guiding their own learning, PjBL takes teacher out of centered of instruction and allow students to work together creatively and demonstrate their understanding. This is clearly stated by Bell (2010) that Project Based Learning engages literacy skills of students, from reading, writing, speaking and synthesis of information. By giving students ownership over their learning and having them choose a way to demonstrate their understanding, they are more motivated to complete a given task. There fore teachers need to take part in facilitating students an appropriate atmosphere where a reading class would be their own. Students are free to find a way to show up their understanding of knowledge. In relation with the intention of the research, the writer is intended to do a research on the topic of *Developing Extensive Reading through Project Based Learning (PjBL) to Improve the Students' Reading Comprehension (aspects of reading motivation) in EFL class.*

## **1.2 Identification of the Problems**

In line with the background of the problems above, the researcher identifies the problems as follows.

1. Students' ability to read is still poor
2. Students are lack of vocabulary
3. Less various technique in teaching reading have been used
4. Few experimental studies of EFL extensive reading exists
5. Few comprehensible methods done for extensive reading

## **1.3 Research Questions**

From the background of the problem, the writer sets the research question as follow:

1. How can Project Based Learning improve students' activities in extensive reading?
2. How can Project Based Learning improve students' reading comprehension?

#### **1.4 Objective of the Research**

This research focused on this following objective:

1. To describe how Project Based Learning can improve students' activities in extensive reading
2. To describe how Project Based Learning can improve students' reading comprehension

#### **1.5 The Uses of the Research**

##### **Theoretically**

1. Hopefully this research can give contribution to the teachers about variation of teaching reading.
2. As a verification toward the previous theories.

##### **Practically**

1. It can be used as a contribution to enlarge the teachers' point of view in teaching reading
2. As one of references for the English teacher about developing extensive reading in increasing students' activities and reading comprehension.

#### **1.6 Definition of Terms**

This research has two operational definitions of variable are :

1. Reading comprehension

Reading comprehension is an activity aimed to understand the messages of a particular text (Cahyono and Widiati, 2007:37)

Extensive reading is one kind of reading that concern on reading for pleasure. And it is completely voluntary (Krashen,1995)

## 2. Project Based Learning

Project Based Learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation (Patton, 2012:13)

### **1.7 Scope of the Research**

This research focused on the effort in developing extensive reading through Project Based Learning (PjBL) to improve the students' reading comprehension in EFL class. The research will be done in design of quantitative research which employs one group time series design.

The variables involved are extensive reading and reading comprehension of students. Extensive reading which is called to be pleasure reading is an approach to language teaching in which learners read a lot of easy material in the new language so that the students are demanded to read only on their interest. And it is voluntary. Whenever they find it difficult, they skip the unfamiliar words. Even they may leave the book or passage and choose another book or passage to read. Then to measure the students' achievement of reading, she will give test of reading.

## **II. REVIEW OF LITERATURE**

This chapter describes the concepts which are related to the research, such as definition of reading, reading comprehension, process of reading, teaching reading, extensive reading, the principles of extensive reading, teaching reading by using extensive reading, Project Based Learning, extensive learning in Project Based Learning, and theoretical assumption.

### **2.1 Reading**

Among the four language skills which involve listening, speaking, reading and writing, reading is seen as an “interactive” process between a reader and a text which bring to automaticity or (reading fluency). It means the reader will be connected with the text as he/she tries to get the meaning and where various kinds of knowledge are being used such as linguistic knowledge (through bottom-up processing) and schematic knowledge (through top-down processing).

And since reading is seen as a complex process, Grabe in Alyousef mentions “many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills” (2006) in reading. Alyousef in his paper claimed there are at least six general component skills and knowledge areas, they are:

- 1) Automatic recognition skills
- 2) Vocabulary and structural knowledge
- 3) Formal discourse structure knowledge
- 4) Content/world background knowledge
- 5) Synthesis and evaluation skills/strategies
- 6) Meta cognitive knowledge and skills monitoring

Having seen the statements above, the writer concludes that reading which is seen as a complex process in which the reader interacts with the text to get the meaning, she/he will use the linguistic and schematic knowledge. In doing this process the reader utilizes his/her some components and language skills. As being claimed by Alyousef that there are at least six general components skills and knowledge areas which involved and support each other in building someone's reading ability.

Wallace (1992:5) states that reading is so much a part of daily life for those of us who live in literate communities that much of the time we hardly consider either the purpose or process involved. It means that the reader receives information from the author via words, sentences, paragraphs and so forth and tries to understand the inner feeling of the writer and reading also a part of daily life of human activity.

In addition Harmer (2004:68) says that reading is useful for other purpose too: any exposure to English (provided students understand it more or less) is a good thing for students. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and texts. By the statement, reading text is used to provide opportunities to study English especially for another skill to construct the texts.

Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading aloud for one's own use, for better comprehension, is a form of [intrapersonal communication](#).

The writer concludes that reading is process of communication in which the reader knows about the content of text from the writer via words, sentences and paragraph. Reading is receptive skill - through it we receive information, but the complex process of reading also requires the skill of speaking. Therefore we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

### 2.1.1 Reading Comprehension

A lot of experts have defined reading term. They have different assumption about this term since people have different purpose, different background knowledge, and different importance when they read. And the researcher defines the term of reading from various perspectives. The explanations are hereunder.

Qanwal (2014:1020) says reading is defined as an interpretative or decoding skill as it engages the reader to decode the textual message by identifying printed symbols in order to interpret their meanings. Whereas Grellet (1986:17) claims that “reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it”. In short, reading is the process of interpreting, and guessing the gist from the printed text. Rubin in Hamra (2010:29) also states that reading is the bringing and the getting of meaning from printed pages.

And comprehension is the process of how to get understanding from reading activity. Hamra (2010:30) defines comprehension as the process of associating and decoding meaning with the symbols that comprise the words. In addition, McNamara (2007:28) says that comprehension is the interpretation of the information in the text. In summary, reading comprehension is a process and product of complex interaction between the properties of the text and what readers bring to the reading situation. Moreover, Mikulecky and Jeffries (2007:74) says that comprehending is not only recognizing and understanding words but also making meaning of what the readers read and connecting the gist in the text to what they already know. In line with this, Cahyono and Widiati (2007:37) declare that reading comprehension is an activity aimed to understand the messages of a particular text. Good reading comprehension depends on understanding the words; the more words are recognized, the better comprehension will be. It means that, to comprehend the English text, the students should have a lot of words so that they can understand the messages or the gists contained in it.

In case of reading comprehension, Milan in Kuning (2015:12) mentions the students should be able to determine several aspects such as determining the main idea, comprehending main idea, distinguishing between main idea and supporting

details, making inferences, making references, understanding vocabulary and using new words. All those aspects are described as follow:

a. Determining main idea

In reading comprehension, determining main idea is one of the important aspects which should be measured. Determining the main idea is not as easy as it may sound. Main idea is a statement which tell the author's points about the topics. It is in line with Djuhari (2008:9) who states that main idea is the essence of the paragraph or rather what the author is trying to get accross to the reader. Moreover, Mikulecky (2007:109) adds that to explain the main idea, the writer includes several supporting details in paragraph. It means that, in this activity, the students should know the supporting details so that they can find the main idea of the text given to them.

b. Finding supporting details

Supporting detail is the statements which explain, clarify, describe and illustrate the main idea. It is in line with Suparman (2012:132) who states that supporting details is the sentence or the statements which develop the main idea, that is, they explain it by giving a reasons, examples, facts, statistics and quotations. In addition, Setiyadi (2007:5.20) declares that in finding supporting details the reader must be able to sense the relation between the main idea and the details. In term of finding supporting detail, the students need to read the text carefully since supporting detail can be found if the reader can comprehend the text well. Then, supporting detail is also important for the students to be mastered.

c. Making inference

The third aspect is making inference. According to Nation (2008:34) making inference is taking messages from the text that are not explicitly stated. Besides, it might work out cause and effect and other conjunction relationship which might not be explicitly stated. Thus, in completing this task the students should think deeper to find the answer since the messages is not explicitly seen.

d. Making reference

In making reference, the students should know the intended object which is pointed by the author. Based on Hornby (2010:1081) reference is the symbolic relationship that a linguistic expression has with the concrete object or abstraction it represents. It is quite difficult for the students to make the reference if they do not read the text carefully. So, the students should read the text deeply so that they can make reference correctly.

e. Using vocabulary context

The last aspect is using vocabulary context. In this aspect, the students should be able to replace certain words in the text with its synonym or antonym which is suitable with the context. To complete this task, the students should have a bank of words in their mind so that they can replace the words contained in the text with another appropriate words. Nation (2010:80) confirms that word recognition during reading is affected by vocabulary knowledge, similarly vocabulary knowledge will be affected by word recognition. Therefore, this fact should lead the students to enlarge their vocabulary mastery so that it can make them more easy in comprehending the reading text.

Students' capability in mastering the elements above is a must. Therefore, those elements become indicator whether or not the students are capable in comprehending the text. Thus, having better understanding of the nature of reading comprehension above, it can be summarized that reading comprehension is a set of reading activities done by people which need high level process to interpret, guess, and eventually get the gist or messages from certain text or materials.

### **2.1.1.1 Process of Reading**

Process of reading plays an important role the comprehending the text. Therefore, it needs the elaboration to make clear assumption related to the process of reading comprehension. In this case, Nuttal (1996:16) categorizes the process of reading the reading material into two kinds of process which are top-down and bottom-up process.

### **Top-down Process**

Top-down process means the text is read as a whole, it means the readers start from the general parts of the text to understand the details of the text. Nuttal (1996:16) states that in top-down process, the readers draw on their intelligence and experience to make prediction based on schemata. Furthermore, he states that in top-down process the readers try to see the overall purpose of the text, or get rough idea of the pattern of the writers' argument, in order to make a reasoned guess at the next step. For instance, to identify the incoming word as the readers connect the word to their knowledge of other related words and concepts.

### **Bottom-up Process**

Bottom-up process means the readers will try to understand the small things in the text, such as word, meaning, and sentence in order to get the general idea of the text. Nuttal (1996:17) states that in bottom-up process the readers build up a meaning from the black marks on the page; recognizing letters and words, working out sentence structure in order to get full understanding of the text. For example, during bottom-up processing of a word, the readers notice the *orthography* and *phonology* of the word—the arrangements and sounds of letters in words.

From the statements above, the researcher distinguishes between top down and bottom up process in reading. In a top down process (whole language), the story is presented first. Skills are drawn from the story. Phonics sounds, word meanings, and target vocabulary are all drawn from the story. Meanwhile, In a bottom up process, the teacher first teaches the students about letter names, letter sounds, and using phonics to encode and decode words. The basics are taught first before really reading stories. With the skills in place, it is felt that the students should be able to read.

To sum up the explanation above, it is important to know the process of reading in order to help the students to get better reading comprehension achievement. Furthermore, in reading comprehension, both of processes are

needed because in comprehending the text we should not only find out the general idea, but also obtain specific information related to the text.

### **2.1.1.2 Types of Reading**

#### **Extensive Reading**

There have been conflicting definitions of the term “extensive reading.” (Hedge, 2003:202) Some use it to refer to describe “skimming and scanning activities,” others associate it to quantity of material. Hafiz and Tudor state that the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners’ command of the L2. (1989,5)

Inspired by Krashen’s Input Hypothesis, some researchers have shown renewed interest in extensive reading in recent years. This is seen most clearly in various trends adopted by ELT institutions. Students are urged to read independently by using the resources within their reach (Hedge, 2003, 200-201). Besides, there has been a growing interest in researching the value of extensive reading. Hafiz and Tudor (1989) conducted a three-month extensive reading program as an extra activity. The subjects were Pakistani ESL learners in a UK school and their parents were manual workers with limited formal education. The results showed a marked improvement in the performance of the experimental subjects, especially in terms of their writing skills. The subjects’ progress in writing skills may be due in part to “exposure to a range of lexical, syntactic, and textual features in the reading materials” as well as the nature of “the pleasure-oriented extensive reading.”

Hedge believes that extensive reading varies according to students’ motivation and school resources. A well-motivated and trained teacher will be able to choose suitable handouts or activities books for the students. *The Reading Teacher* journal, for example, publishes a list. Every November of over 300 newly published books for children and adolescents that have been reviewed and recommended by teachers. Hedge (2003) also states that since extensive reading

helps in developing reading ability, it should be built into an EFL/ESL programs provided the selected texts are “authentic” – i.e. “not written for language learners and published in the original language” and “graded”. Teachers with EFL/ESL learners at low levels can either use “pedagogic” or “adapted” texts.

Hedge (2003,204), however, argues that one is not sure whether Krashen’s comprehensible input hypothesis “facilitates intake” in SL learners since “it is difficult to know exactly how any learner will actually use the input available”. However, “it can be seen as an input enabling activity.” The fact can not be denied that extensive reading helps greatly in “exposing” SL learners to English and especially when the class time is limited. Hedge underlined the advantages of extensive use in the following lines: Learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.

### **Intensive Reading**

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials.” (2003,202) These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and meta cognitive strategies. Hafiz and Tudor (1989,5) differentiate between extensive and intensive reading In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to ‘flood’ learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.

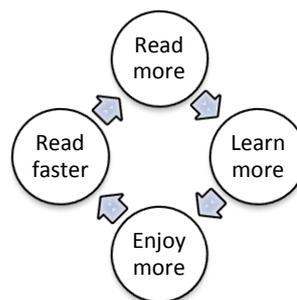
## 2.2 Extensive Reading

Extensive reading which is called to be pleasure reading is an approach to language teaching in which learners read a lot of easy material in the new language. Krashen (1987,164) says pleasure reading is one kind of reading that concern on reading for pleasure. And it is completely voluntary. It means that the students choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. They could stop reading if the material is not interesting or if it is too difficult for them. They also could expand their reading comfort zone – the range of material that can be read easily and with confidence.

Pleasure reading belongs in the language classroom. The activities in pleasure reading give teaching suggestions whatever the focus of your class –grammar, listening, speaking, writing, or reading; whatever teaching situation you are in – foreign or second language, an intensive program, or a class that meets once a week; and whatever the age and language level of your students. The only necessity is that the students already have a basic knowledge of, and are literate in the foreign or second language. Reward would come to students who read a great deal in the new language (Bamford and Day). Research studies show they become better and more confident readers, they write better, their listening and speaking abilities improve, and their vocabularies get richer. It also helps students to become fluent, independent readers who are interested in reading ( Nuttal cited in Yu, 2002).

It can be described by following figure :

**Figure 1. Cycle of Growth**



The figure describes the more someone read, the more he learns. It leads to enjoy more, and it could bring to read faster. As a result the enjoyment could build a reading habit that lead to language improvement. In addition, they develop positive attitudes toward and increased motivation to study the new language. Pleasure reading is probably most usefully explained as a set of principles.

### **2.2.1 The Principles of Extensive Reading**

The principles of extensive reading are as follow:

1. The reading material is easy.

This is the most important principle of pleasure reading for language learning because students are unlikely to succeed in reading extensively if they have to struggle with difficult material. Learners read material that contains few or no unfamiliar vocabulary and grammar. (There should be no more than one or two unknown vocabulary items per page for beginners and no more than four or five for intermediate learners.)

2. A variety of reading material on a wide range of topics is available.

Variety means that learners can find things they want to read, whatever their interests. Different kinds of reading material also encourage a flexible approach to reading. Learners are led to read for different reasons (e.g., entertainment, information, passing the time) and indifferent ways (e.g., skimming, scanning, more careful reading).

3. Learners choose what they want to read.

Self-selection of reading material is the basis of pleasure reading, and it puts students in a different role from that in a traditional classroom, where the teacher chooses or the textbook supplies reading material. One reason that many students enjoy pleasure reading is that *they* choose what they want to read. Learners are also free, indeed encouraged, to stop reading anything that is not interesting or that they find too difficult.

4. Learners read as much as possible.

The language learning benefits of pleasure reading come from quantity of reading. For the benefits of pleasure reading to take effect, a book a week is an

appropriate goal. Books written for beginning language learners are very short, so this is normally a realistic target for learners of any ability level.

5. Reading speed is usually faster rather than slower.

Because learners read material that they can easily understand, it encourages fluent reading. Dictionary use is normally discouraged because it interrupts reading, making fluent reading impossible. Instead, learners are encouraged to ignore or guess at the few unknown language items they may meet.

6. The purpose of reading is usually related to pleasure, information, and general understanding.

In contrast to academic reading and intensive reading, and the detailed understanding they require, pleasure reading encourages reading for pleasure and information. Rather than 100 percent comprehension, learners aim only for sufficient understanding to achieve their reading purpose.

7. Reading is individual and silent.

Learners read at their own paces. In some schools, there are silent reading periods when students read their self-selected books in the classroom. Most extensive reading, however, is homework. It is done out of the classroom in the student's own time, when and where the student chooses.

8. Reading is its own reward.

Because a learner's own experience is the goal, pleasure reading is not usually followed by comprehension questions. At the same time, teachers may ask students to complete some kind of follow-up activity after reading. There are a variety of reasons for this: to discover what the students understood and experienced from the reading; to keep track of what students read; to check student attitude toward reading; and to link reading with other parts of the curriculum. What is important is that any follow-up activity respect the integrity of the reading experience and that it encourage rather than discourage further reading.

9. The teacher orients and guides the students.

Pleasure reading is different in many ways from traditional classroom practice, and teachers need to explain to students what it is, why they are doing it, and how to go about it. The teacher will also want to keep track of what and how

much students read and their reactions to what was reading order to guide them in getting the most out of their reading.

10. The teacher is a role model of a reader.

Example is the most powerful instructor. If the teacher reads some of the same material that the students are reading and talks to them about it, this gives the students a model of what it is to be a reader. It also makes it possible for the teacher to recommend reading material to individual students. In this way, teacher and students can become an informal reading community, experiencing together the value and pleasure to be found in the written word.

### **2.3 Teaching Reading by Using Extensive Reading**

The activities have a variety of purposes. It relates to reading with particular aspects of language learning, for example, organize and introduce suitable reading material, motivate and support, increasing oral fluency, improving reading and writing skills or learning vocabulary. Most of these activities assume that students have access to suitable reading material, usually a library of books, from which they can select what they want to read.

When we use an activity, we assume ownership of it. We should certainly adapt, change, modify, and adjust all of the activities to fit your own classroom, your style of teaching, your students, and your school. These are the some examples of pleasure reading activities which can be considered to be applied.

1. Task: Write a letter to a friend asking for help and advice. Students each choose a character from a book they have read. They pretend to be the character and write the letter.
2. Task: Produce a radio play. Students who have read the same book can work as a group to produce a radio play based on the book.
3. Task: A project based on the theme 'Animals'. Students can make use of the animal stories / books they have read in doing some of the tasks, e.g. they create / publish their own animal stories in the form of small books.
4. Task: create new ending of story. Students create a new ending to a story they have read.

## 2.4 Project Based Learning (PjBL)

Motivating and engaging students in active learning is challenging even for the most experienced teachers. And due to the students' different learning styles, cultural and ethnic backgrounds, and characteristic, many approaches do not gear the students to achieve high standard capability.

It is Project Based Learning which becomes very important in learning process. It can be an approach, strategy or learning method which focused on student centered, interdisciplinary and long-term. As stated in Wikipedia that Project Based Learning is an approach for classroom activity that emphasizes learning activities that are long-term, interdisciplinary and student centered. In addition Malaysian Ministry of Education (2006:3) defines Project-based Learning (PBL) is a model for classroom activity that shifts away from the usual classroom practices of short, isolated, teacher-centered lessons. Meanwhile, Patton (2012:13) mentions that Project Based Learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. By those statements, it can be inferred that as an approach which more focused on the long term project done by students, PjBL gives students opportunity to cooperate among the students, learn to manage how to design, plan, process and produce such integrated skills product. Therefore the demand of this approach is not only to see the students' product of learning but also to see the steps in processing the idea into real things.

Further Arsa (2015:14) says that Project Based learning is a learning model which involves a project in the process of learning. The project can be individual and group work and can be done in certain period collaboratively to produce a product which will be shown up or presented. And Sani (2014:172) adds in applying PjBL, the project which is made could be from the teacher or some other lessons teachers. Through this project, students are trained to analyze the problems, explore the problem, collect some information about the problem, interpret and evaluate the work in doing the project connected with the problem. By looking at the statements above, the writer assumes that this approach enables

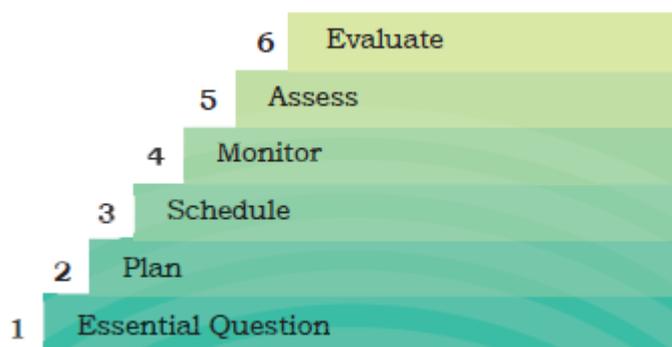
the students to develop their creativity in designing and producing a project which can be useful to overcome a problem.

To be clear, Stripling in Sani (2014:173-174) also shares the characteristics of effective PjBL, they are hereunder:

1. It should direct students to investigate idea and essential question
2. It is as inquiry process
3. It links the need and interest of students
4. It is students centered by creating a product and presenting to public
5. It uses creative and critical thinking to search information in doing investigation, making conclusion and releasing a product
6. It links with real problems and authentic issue.

Based on the characteristics of PjBL, this approach insists the students to cooperate among other students in creating a product which involve some other lessons. In doing the project, it should involve some other lessons in order that the students able to achieve the goals of learning. Malaysian Ministry of Education (2006:22) wrote on their handbook of PjBL that there are six (6) steps in Project-based Learning.

**Figure 2: Steps in PBL**



### **Step 1**

#### **Start with the Essential Question**

The question that will launch a Project-based Learning lesson must be one that will engage students. It is greater than the task at hand. It is open-ended. It will pose a problem or a situation that the students can tackle knowing that there is no one answer or solution.

**To start off,**

1. Take a real-world topic and begin an in-depth investigation
2. Question is based on situations or topics that are authentic
3. Make students feel that they are making an impact by answering the question or solving the problem
4. Make the question relevant for students. The question should have meaning in their lives at that moment of time

**Step 2****Design a Plan for the Project**

When designing the project, it is essential to select content standards to be addressed. Involve students in the planning process. Students feel ownership of the project when they have an active role in deciding activities. Based on the curriculum, select activities that support the question. Know what materials and resources to be made accessible to students. Be prepared to delve deeper into new topics and issues as students become more involved in pursuit of answers.

**Step 3****Create a Schedule**

Design a timeline for project components. Realize that changes to the schedule will happen. Be flexible, but help students realize that a time will come when they need to finalize their thoughts, findings, and evaluations. Allow students to go in new directions. Guide them when they appear to be going in a direction that has no connection to the project. Help students to stay on course but don't accidentally set limitations.

**Step 4****Monitor Students and Project Progress**

Facilitate the process and inculcate love for learning. Teach students how to work collaboratively. Designate fluid roles for group members. Let students choose their primary roles but assume responsibility and interactivity for other

group roles. Remind students that every part of the process belongs to them and needs their total involvement. Provide resources, guidance and assess the process through creating team rubrics and project rubrics. Team rubrics state the expectations of each team member while project rubrics refer to evaluation requirements of the projects. As such, these requirements must be made clear to students to ensure success in their projects.

### **Step 5**

#### **Assess the Outcome**

Assessment provides diagnostic feedback and helps educators set standards. It allows one to evaluate progress and to relate that progress to others. It gives students feedback on how well they understand the information and what they need to improve on. Assessment also helps teachers design instruction to teach more effectively. Whenever possible, allow self-assessment among students. If student's and teacher's assessment contradicts, a student-teacher conference to justify learning outcomes should be held.

### **Step 6**

#### **Evaluate the Experience**

In the busy schedule of a school day, there is often little time for reflection. Yet, reflection is a very important part of the learning process. Set a time for reflection of daily activities. Allow individual reflection, such as journaling, as well as group reflection and discussion. Share feelings and experiences, and discuss what worked well and what needs change. Share ideas that will lead to new questions, thus new projects.

Considering the basic concept, the principle and the steps of Project Based Learning, there are some benefits which can be achieved through PjBL (Sani, 2014:177). They can be described as follow:

1. It can increase students' motivation to learn and stimulate them to do the important work
2. It can increase students' capability in solving the problem
3. It can make the students more active in finishing the complex problem

4. It can increase students' cooperation
5. It can stimulate the students to practice their communicative skills
6. It can increase students ability to use the resource
7. It can give the students an experience to organize a project, allocate the time, and use the resource as material and tools to finish the work
8. It can give chance to students to develop them selves in real world
9. It can involve the students to learn how to collect information and apply the knowledge to finish the problem
10. It can make an interesting learning situation.

Besides, there are also some weaknesses of PjBL, as stated hereunder:

1. It takes much time to finish the problem and produce a product
2. It wastes money
3. It needs skillful teacher and motivated students to learn
4. It needs facility, tools and materials
5. It is not available for weak students who do not have much knowledge and needed skills
6. It is difficult in involving all students in group work.

## **2.5 Extensive Reading in Project Based Learning (PjBL) procedure**

### **Teaching Context**

This teaching procedure will be employed for EFL students. There are 30 students in a class. They are second semester of STKIP PGRI Bandar Lampung. These students are majoring in English. These students have 2 hours of English reading lecture per week.

Proficiency level: Intermediate

Skills:

Language skills : Extensive reading, reading for main ideas, reading for specific information, and any relevant reading skills depending on the materials.

Other sub-skills : oral presentation, synthesizing, predicting, and presenting.

### **Teaching Objectives**

Goals of the lessons:

- To improve students' language skills through extensive reading
- To promote life-long learning

Outcomes: By the end of the lesson, the students will be able to:

- Improve reading skills: fluency and speed
- Focus on reading comprehension
- Develop vocabulary

### **Teaching Materials**

1. Handouts (see appendices)

### **1st Class Meeting: Extensive Reading and Reading Materials**

Activity 1: Warm-up (start with the essential questions)

1. Bring into class a number of short stories of different genres. Take out one easy short story, show the short story on LCD projector and let the students read together.
2. Ask students some questions about the story and explain them about some aspects of reading comprehension by giving the examples clearly. The questions may include as follow:
  - a. Have you ever read this story before?
  - b. Do you find this story interesting?
  - c. In a few words, can you briefly tell what the story is about?
  - d. Which word(s) don't you understand when I told the story? And tell them how to determine the meaning from the context.
  - e. What is the main idea of the story?
  - f. Tell the students about inferences and references and give examples from the text.

3. Introduce the lesson:

*Today I am going to introduce a new way of reading that can improve not only reading skills but also other English skills of speaking, listening and/or writing. That is extensive reading through Project Based Learning (PjBL). Have you ever heard the term before? Do you know what extensive reading and PjBL? Does it work out for your learning? What are its benefits? Extensive reading is reading for fun or pleasure. That is, you just read what really interests you. Therefore, in this lesson, I will help you better understand this type of reading. And we will use PjBL as the technique for doing this extensive reading.*

4. Introduce extensive reading and PjBL to the class

5. Ask students to work in groups of five and tell them everyone in group should have one title of book/ reading text to read. And this would be their project later.

6. In order to find the appropriate reading topic to work in project, teacher let the students find the reading material from library and internet as well.

Activity 2: Extensive Reading Materials (design a plan for the project)

1. Divide students into group of five.

2. Tell the students they have to design a plan to do the project in group in which every reading text will be reported both orally and on paper.

3. Ask them to put these following aspects of reading comprehension into their report:

a. Determining the meaning to the difficult words, from the context and try to put them into some sentences.

b. Determining the main idea of the reading material

c. Finding words imply the inferences and references and give examples from the text.

d. Telling what the reading text is about in a few words.

Activity 4: Closing and home assignment

1. Students are asked to start finding and selecting their interesting book/ text and prepare for the discussion in the next meeting.

2. Tell them they can continue reading the book/text at home as a homework.

## **2nd Class Meeting: Reading and Group Project Requirements**

### Activity 1: Warm-up

1. Ask students to briefly talk to the class about the progress of their work.
2. Ask students to share the progress of their work on book report of group (assess the outcome)

### Activity 2: Extensive Reading Materials (design a plan for project and create a schedule)

1. Ask the groups to continue their reading silently in class.
2. For those who have finished reading their text, they should take another one.
3. Ask them to create the schedule on doing the project by having a new reading title.

### Activity 4: Sharing your readings (monitor students and project progress)

1. Ask students to write the reading report at once
2. Each group prepares for presenting their group reporting book to all groups in the next meeting.

### Activity 5: Closing and home assignment

1. Ask them to continue reading the text at home as a homework.

## **3rd class meeting: Extensive Reading**

### Activity 1: Warm-up (assess the outcome)

1. Ask the groups to present their reading report progress less than 10 minutes.
2. Ask the students to give comments or questions to the presenting groups.

### Activity 2: Group Project Requirement (design a plan and create a schedule)

1. Ask students to continue reading their book/text
2. Tell the students about their design of planning and the schedule to finish it.
3. Ask students to discuss in groups their difficulties in reading.

### Activity 3: Closing the lesson

1. Ask the students to continue reading at home as homework.

**4th Class Meeting: Group Project Presentation**

## Activity 1: Warm-up

1. Ask students to briefly talk to the class about the progress of their work.
2. Ask students to share the progress of their work on book report of group (assess the outcome)

## Activity 2: Extensive Reading Materials (design a plan for project and create a schedule)

1. Ask the groups to continue their reading silently in class.
2. For those who have finished reading their text, they should take another one.
3. Ask them to create the schedule on doing the project by having a new reading title.

## Activity 4: Sharing your readings (monitor students and project progress)

1. Ask students to write the reading report at once
2. Each group prepares for presenting their group reporting book to all groups in the next meeting.

## Activity 5: Closing and home assignment

1. Ask them to continue reading the text at home as a homework.

**5th Class Meeting: Group Project Presentation**

## Activity 1: Warm-up

1. Ask students to briefly talk to the class about the progress of their work.
2. Ask students to share the progress of their work on book report of group (assess the outcome)

## Activity 2: Extensive Reading Materials (design a plan for project and create a schedule)

1. Ask the groups to continue their reading silently in class.
2. For those who have finished reading their text, they should take another one.
3. Ask them to create the schedule on doing the project by having a new reading title.

## Activity 4: Sharing your readings (monitor students and project progress)

1. Ask students to write the reading report at once
2. Each group prepares for presenting their group reporting book to all groups in the next meeting.

#### Activity 5: Closing and home assignment

1. Ask them to continue reading the text at home as a homework.

### **6th Class Meeting: Group Project Presentation**

#### Activity 1: Warm-up

1. Introduce the groups and their project presentations to the class.

#### Activity 2: Group project presentation (assess the outcome)

1. Ask each group to give an illustration of their project
2. Ask the group to present result of reading based on their reading report.
3. Have the students to have question and answer activity after each presentation.
4. Control “Questions and Answers” activity after each presentation. Each group will have 3 minutes to answer the questions from the audience.

#### Activity 3: Closing

1. Give comments on each group’s work, the students’ participation and the group presentation and give grades to each group.

### **2.6 Theoretical Assumption**

Pleasure reading belongs in the language classroom. The activities in pleasure reading give teaching suggestions whatever the focus of your class –grammar, listening, speaking, writing, or reading; whatever teaching situation you are in – foreign or second language, an intensive program, or a class that meets once a week; and whatever the age and language level of your students. The only necessity is that the students already have a basic knowledge of, and are literate in the foreign or second language. Reward would come to students who read a great deal in the new language. Research studies show they become better and more confident reader. Bamford (2000) discovers that a good number of extensive reading programs use simplified books or in other words grade readers as the basic reading materials.

The factor of motivation is really urgent to be discussed and to be the most emphasized, therefore the writer decided to focus on investigating about motivating students to read by extensive reading activities. Since she believes the result of the research will benefit her future work and she could be clear about how to attract the students' motivation to read more.

### III. RESEARCH METHOD

This chapter describes the design of the research, how to collect the data from the subject of the research and how to analyze the data. This chapter also describes research procedure, schedule of the research, validity and reliability of the test instruments, and data treatment

#### 3.1. Research Design

This research is a quantitative study. Since there was no access to employ two groups in the research site, the research was also conducted based on the quasi-experiment method which applied *one-group time series* design modified from the idea suggested by Setiyadi (2006). There is one class as the subject of the research which is chosen purposively. The research design is as follows:

<b>T1 T2 T3 X T4 T5 T6</b>
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T1, T2, T3 : Pre-test.

X : Treatment.

T4, T5, T6 : Post-test. (Setiyadi, 2006:137).

The subject of the research is given the treatment of extensive reading for two months. The pre-test will be administered before the treatment is implemented, to see the students' basic reading comprehension. Then, the treatment is implemented. The post-test

will be administrated afterward, to analyze the improvement of the students' reading comprehension.

### 3.2. Population and Sample of the Research

The population is second semester students of English study program of STKIP PGRI Bandar Lampung 2015/2016 academic year. And this research was conducted purposively in class BING II B which consisted of 30 students as the subject of the research because based on the observation done by the researcher, the students in this class had mainly problem of reading comprehension relying on their reading quiz score.

### 3.3. Data Collecting Technique

In collecting the data, the researcher used the instruments which can be described as follow:

#### 3.3.1. Test

The pre-test was administered in BING II B class in every meeting before the treatment of extensive reading through PjBL is implemented, to see the students' basic reading comprehension. While the post-test was administered in the same subjects after every treatment of extensive reading through PjBL applied. The result of the post-test is compared with the result of the pre-test to analyze the improvement of the students' reading comprehension in extensive reading through PjBL. For the test instrument, it needs a table of specification. And it is displayed hereunder:

**Table 1.3 Specification of Reading Comprehension Test**

	Objective	Aspects	Number of Items	Items
<b>Reading Comprehension</b>	This specification is used to assess	Identifying main ideas	4	8,18,38,39
		Making inferences	11	1,3,6,7,9,10,16,19,22,24,37
		Using contexts for	10	2,5,13,15,20, 25, 28, 35, 36, 40

	reading comprehension	vocabulary		
		Identifying supporting details	12	4,11,14,17,21,23,26,29,32,32,33,34
		References	3	12,27,30
Total :		40		

### 3.3.2. Conducting Observation

The observation was done for every process of learning. It includes from the step of start with the essential question, design a plan for the project, create a schedule, monitor students and project progress, assess the outcome and evaluate the experience. Those all steps were recorded in an observation checklist in which all students' activities in group were observed and noted. All students' activities in group was observed and measured by rubric of assessment which is arranged by rating scale. For the description, it can be seen as follow:

**Table 2.3 Observation checklist**

Criteria	Activity				Student's score			
	4	3	2	1	1	2	3	4
<b>Participation</b>	Student fully participate	Student often participate	Student seldom participate	Student does not participate				
<b>Leadership</b>	Student often lead the group	Student sometimes lead the group	Student once lead the group	Student never lead the group				
<b>Listening to discussion</b>	Student always pay attention and listen to the discussion	Student often listen to discussion	Sometime student listen to the discussion and ever disturb others	Student does not listen the discussion and often disturb others				
<b>Cooperation</b>	Student always cooperate well and share the work	Student often cooperate during the work	Student sometimes cooperate well in group	Student never cooperate well in group				
<b>Time management</b>	Student finish the work on time	Student partly finish the work on time	Student rarely finish the work on time	Student never finish the work on time				

### **3.4. Research Procedure**

In conducting the research, the research procedure used these following steps:

#### **3.4.1. Determining Sample of the Research**

The sample of research was chosen purposively at one class S1 B of the 1<sup>st</sup> year of college students of STKIP PGRI Bandar Lampung of 2015/2016 academic year in the even semester. It was in line with Cresswel (2009:309) who states that in quasy-experimental design, the sample was not chosen randomly. The population of the class consisted of 106 students. The students will be treated as sample is 30 students.

#### **3.4.2 Conducting the Try-out Test**

The try-out test was conducted in the first meeting in another class which is chosen purposively out of II B class, to know the quality of the test as the instrument of the research. The number of the tests items was 40 items which contained four options of answer for each (A, B, C, and D). The time allocated is 90 minutes. This test was administered to the students in order to have a good test quality, which has not only good reliability and good validity, but also to see whether it is not too easy and too difficult.

#### **3.4.3. Administering the Pre-test**

The pre-test was administrated in II B class in every meeting before the treatment of teaching reading comprehension through conventional technique is implemented, to see the students' basic reading comprehension. The pre-test is arranged as an objective test in the form of multiple choices. The number of the items in the test was 40 items which contain four options of answer for each (A, B, C, and D), in which one of them is the correct answer and the rests were the distracters. The materials were given based on the aspects of reading comprehension.

#### **3.4.4. Conducting the Treatment**

After having the pre-test, the treatment of teaching reading comprehension in extensive reading through PjBL is implemented in II B class. The procedure of teaching reading comprehension in extensive reading through PjBL is modified. The procedure was arranged based on the principles of extensive reading program proposed by Bamford and Day which will be also presented and applied through Project Based Learning procedure (adapted from Dao, 2014 and Malaysian Ministry of Education, 2006).

#### **3.4.5. Administering the Post-test**

The post-test is administrated in II B class after every treatment of teaching reading comprehension through extensive reading activities through PjBL. It is implemented by using the same topic as in pre-test. The result of the post-test is compared with the result of the pre-test to analyze the improvement of the students' reading comprehension in extensive reading activities through Project Based Learning technique.

### **3.5. Schedule of the Research**

The data of the research was taken in several meetings, it consists of:

- 1) First meeting: The try-out test is conducted in another class out of II B class to test the instrument of the research.
- 2) From the second meeting up to the fourth meeting: The pre-test will be administrated before every treatment which was conducted through conventional technique in II B class to see the students' basic reading comprehension.
- 3) Starting from the fifth meeting up to the seventh meeting: The treatment of teaching reading comprehension in extensive reading activities through Project Based Learning was continuously implemented in II B class which would be always followed by post test.

### **3.6. Validity and Reliability**

#### **3.6.1. Validity**

The test is considered as the valid one if the test measures the object to be measured and it is suitable with the criteria (Hatch and Farhady, 1982:250). According to the Hatch and Farhady (1982:281), there are two basic types of validity, such as content validity and construct validity. And to measure whether the test has a good validity, this research focused on construct validity. The validity of reading comprehension test was checked by doing expert judgment. The expert judgment will look up the items and match them with the theory lies behind them.

### **3.6.1.1. Construct Validity**

Construct validity is concerned with whether the test is actually in line with the theory of the language skill that is being measured. To achieve the construct validity, the test is designed based on the five aspects of reading comprehension, they identifying main ideas, making inferences, using contexts for vocabulary, identifying supporting details, and references.

Milan in Kuning (2015:12) mentions to gain comprehension of reading the students should be able to determine several aspects such as determining the main idea, comprehending main idea, distinguishing between main idea and supporting details, making inferences, making references, understanding vocabulary and using new words. Based on those aspects of reading comprehension, the test instrument was arranged. It was tried-out first then it was selected from 50 items to 40 qualified-items. Then, the test instrument was used to analyze the improvement of the students' reading comprehension in extensive reading through Project Based Learning technique.

Hughes (1991:134) says skills of reading comprehension in the test instrument are a part of the construct validity and the item numbers are a part of the content validity. In order to measure the construct validity, *inter-rater* analysis is used to make the reading test instrument more valid. Thus, the expert judgments were used to validate the instrument of reading comprehension test. The experts were Drs. Gusti Nyoman and Gita Hilmi, M.Pd. At the same time, the experts were instructed to match the theories and the indicators of reading comprehension test and the indicators with all the items of the test as well. Therefore the result of the expert judgements revealed whether there is positive statements from the expert (see Appendix ). In other words, the result of judgment was used to conclude whether or not the instrument is valid to be used as a tool for collecting the data.

### 3.6.2. Reliability

Reliability of the test can be defined as the extent to which a test produces consistent result when administrated under similar conditions (Hatch and Farhady, 1982:243). In measuring the reliability of the test, the researcher employed split-half model which was analyzed by using SPSS 15. The reliability coefficient of the test should be at least 0.70 and preferably higher. It means that the instrument is reliable and it is ready to use.

### 3.7. Data Treatment

#### 3.7.1. Normality Test

Normality test is used to measure whether the data in the subject of the research is normally distributed or not (Setiyadi, 2006:168-169). The students' scores of the pre-test and post-test in II B class were analyzed by *One-sample Kolmogorov-Smirnov* formula through SPSS 15 to gain the normality test. The hypotheses for the normality test are as follow:

$H_0$	: The data is not distributed normally.
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$H_1$	: The data is distributed normally.
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In this research,  $H_1$  would be accepted if  $p > \alpha$ , and the researcher used level of significance 0.05.

#### 3.7.2. Scoring System

In scoring the students result of the test, Arikunto's formula is used. The ideal higher score is 100. The scores of the pre-test and post-test were calculated by using formula as follows:

$$S = \frac{R}{N} 100$$

S: The score of the test.

R: The total of the right answers.

N: The total items.

(Arikunto, 1997:212).

### **3.8. Data Analysis**

Analysis means categorizing, ordering, manipulating, and summarizing of data obtained to answer the research questions. The purpose of analysis is to reduce data to be intelligible and interpretable so that the relation of the research problem can be studied. Therefore in order to analyze the improvement of the students' reading comprehension through extensive reading Project Based Learning, the data is analyzed by these following procedures:

- 4) Scoring the pre-test and post-test.
- 5) Tabulating the result of the test and calculating the mean of the pre-test and post-test.
- 6) Drawing a conclusion from the tabulated results of the pre-test and post-test, then analyzing by using *Repeated Measurement t-test* of SPSS 15 for windows, to test how significant the difference between the score of pre-test and post-test, in which the significance is determined by  $p < 0.05$ . (Hatch & Farhady, 1982:114).

To analyze its qualitative data, matrix analysis, in this case description analysis is used, since the researcher used his own idea, including his own interpretation toward the data. (Setiyadi, 2006:262).

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