

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an activity done to get a lot of information from written texts. The activity is usually done by readers. They do the activity since they know that reading is the construction of meaning from a printed or written message. To construct the meaning, of course they need to connect information from the written message with previous knowledge to arrive at meaning or at an understanding, Richards, 1998:12.

To arrive at an understanding, the readers should broaden their prior knowledge first. They can do that by not reading in a formal situation only but reading in any situation, wherever and whenever. Since reading is not separated to develop the readers' life, positive impacts are experienced by themselves. Better achievements are met in their life. They become good readers, develop a good writing style, an adequate vocabulary, advanced grammar, even they become good spellers, Richards, 1998:38.

However, not all people are readers, even good readers or good spellers since reading is not their habit. This is seen in students' daily life activities. Some of them are busy with electronic tools such as mobilephone, playstation, tablet, PC, laptop, internet. In case they are busy with unuseful things like playing game, or social media like FB, twitter, whatsapp. Other students dislike reading because they consider reading takes a long time to do. Some of them say that when they do the activity it

really presses them. The more when it is done in the classroom with the teachers' or the lecturers' instruction. Really they can not enjoy their reading activity. Their complaints are not expressed if they really realize that reading is very important in their life. It can give positive effects to achieve their ideas.

To face global era and to develop students' habit in the reading activity, English department of IKIP Gunungsitoli already put a new lecture in a 2014 Curriculum, that is Extensive Reading with 2 credits. The lecture must be taken by the students of the third semester. The competence standard (2014) says,

After the students finish learning what the dimensions of extensive reading, materials for extensive reading: issues in development and the practice of extensive reading; the students can broaden their creativity outside the classroom by reading lots to increase their knowledge to obtain a lot of information that can be shared to others. It is expected that they can also decide what kinds of reading they like to read as far as it makes them fun and enjoy their reading activities. Besides, they can also develop their reading skill and other language skills.

Of the competence standard, it is emphasized that the third semester students not need to complain like the other students. They can do reading activity extensively outside the classroom with fun and joy. They can enjoy their readings and get a lot of information as they need, even their language skills can be developed without underpressure of the lecturer.

To see the changing of the third semester students' habit into extensive reading, in case is the students' reading comprehension ability, the teacher-researcher conducted a research entitled, **"THE THIRD SEMESTER STUDENTS'**

READING COMPREHENSION ABILITY THROUGH EXTENSIVE READING IMPLEMENTATION YEAR 2015/2016.”

B. Formulation of the Problem

The research problems are formulated as follows.

1. How is the third semester students' comprehension ability after implementing extensive reading year 2015/2016?
2. How is the third semester students' response toward the close questionnaire distributed to them?

C. Objective of the Research

The research objective is to analyze the third semester students' comprehension ability through extensive reading implementation and to describe their response toward the close questionnaire year 2015/2016.

D. Significance of the Research

The research is intended to be signified for

1. The teacher-researcher to get a new experience concerning to extensive reading impacts.
2. The other lecturers to improve their teaching style to make the students of English department have good reading comprehension.
3. The readers to get some knowledge from reading the research result.

4. The other researchers to compare its research findings result to other researches to create a new research.

E. Limitation of the Research

The following is written some limitation in the research.

1. Focus group was centered on the third semester students especially Class C which consisted of 25 persons (see *Daftar Hadir*, Appendix 2).
2. Object was the third semester students' comprehension ability through extensive reading implementation.
3. Material was all chapters of "Extensive reading in the second language classroom".
4. The research was conducted through qualitative research design, especially content analysis.

F. Key Terms Definition of the Research

Two terms in the research are explained below.

1. The students' comprehension ability is the ability of the students to comprehend written texts through reading activities.
2. Extensive reading is an approach to the students' reading comprehension to written texts which is done outside the classroom with fun and joy. The students may organize their spare time to do it without any pressure of their lecturers. Through extensive reading, the students obtain some information from the texts.

G. Research Method

1. Approach and Kind of the Research

Approach and kind of the research is qualitative. Bogdan and Biklen (1998:5) say,

Qualitative research is descriptive. The data collected take the form of words or pictures rather than numbers. The written results of the research contain quotation from the data to illustrate and substantiate the presentation.

The design is done directly by the teacher-researcher through observation and analysis of what the third semester students show in their portpolio such as their artistic summary, drawings, rewriting stories and oral reports; and response toward close questionnaire.

2. Setting of the Research

The setting of the research is located at Jl. Yossudarso No 118/E-S. It is *IKIP Gunungsitoli*. The institute was led by a rector with the help of vice rectors I, II, III. They were supported by 5 deans, 8 chairs and 8 secretaries of each department. They were also helped by the chiefs of *BAAK* and *BAUK*, the chief of library, the chief of research bureau, the chief of *UPM* and the chief of *Pengabdian kepada masyarakat* to run the institute. Some staffs were also there to manage administrative works. Among the eight departments, one of them was English department. English department consisted of semester I, III, V, VII and up semesters. The third semester students consisted of three classes, they were A, B, and C.

In line with the research, the teacher-researcher searched the third semester students, especially Class C.

3. Data and the Research Informan

The data sources were taken from the third semester students' portfolio and another one was close questionnaire distributed by the teacher-researcher. The portfolio contained of the third semester students' summary, drawings and rewritten stories. In addition, the teacher-researcher also asked them to report what they already read outside the classroom in front of the classroom individually. The close questionnaire consisted of some questions to be answered by the students concerning to extensive reading class.

4. Procedure of Collecting the Research Data

To collect the research data, the following is the teacher-researcher's steps.

- a.** Teaching the students during one semester through extensive reading class. In each meeting the teacher-researcher asked the students to share what they have already got from each chapter they read outside the classroom. In terms, the teacher-researcher observed the artistic interpretations performed by the students after they read the language learners literature, collected the students' portfolio as their mid test which was inside found summaries, drawings and rewritten stories and asked to report orally what was read. At the end of the semester, the second portfolio was collected by the teacher-researcher as their final test. The porfolio was same with the mid test but different chapters. To compose the portfolio, the students were

given a chance freely to express their competence to summarize some chapters, to draw some chapters, and to rewrite a story and to report orally what was read outside the classroom.

- b.** Distributing the close questionnaire to the students to choose one the alternative options based on the list of questions prepared.

5. Technique of the Research Data Analysis

a. Data Collection (Keeping)

The instruments written previously were collected, read and then comprehended before processessing them.

b. Data Reduction (Evaluation and Classification)

Then, the data were reduced based on the obtained information through evaluation and classification.

c. Data Explained (Explanation)

Further, the final data were explained based on the classification to get clear information about the third semester students' comprehension ability and their response toward the close questionnaire.

d. Data Presented (Conclusion)

Finally a conclusion was drawn by the teacher-researcher.

6. Credibility, Transferability, Dependability, Confirmability and the Research Findings

Validity/credibility is the accuracy of truthfulness of the findings, e.g. How confident can the teacher-researcher be in her observations, interpretations of obtained data, and conclusions? Are they believable? To do the works, the teacher-researcher needed to take a longer time, one semester.

Transferability/external validity is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups for instance to the third semester students of English department, especially Class A and Class B.

Dependability/reliability is consistency of behaviour (data and findings would be similar if the study were replicated). In this case, a theory which states if the research instruments are valid, it is reliable too is crucial found by the teacher-researcher.

Conformability (neutrality)/objectivity is the research is free of bias in the procedure and the interpretation of results through conclusions compared to other researchers' findings. To avoid bias, the teacher-researcher did the same action to two other classes to prove the research findings conclusion and crosschecks to other researchers' findings.

7. Phases of the Research

The phases of the research implementation described by the teacher-researcher are as follows.

- a. Conducting a preliminary study to the third semester students, all classes by analyzing their final mark of reading skill at the second semester. The reading skill was one of the lectures taken by them and done in the classroom, named intensive reading.
- b. Exploring and formulating the research problem.
- c. Deciding a research method.
- d. Preparing the research instruments that were portfolio containing summaries, drawings and rewritten stories and asking to report orally what was read as well as close questionnaire.
- e. Distributing one of the research instruments (in case, it was close questionnaire only) to the students of Class A and Class B as to Class C to assure the final conclusion drawn by the teacher-researcher. In this term, the validity/credibility, transferability/external validity, dependability/reliability, and confirmability (neutrality)/objectivity were seen.
- f. Collecting the data through portfolio collection and the close questionnaire.
- g. Analyzing the obtained data by following the techniques as written on the next sub topic.
- h. Reporting the research findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Extensive Reading

a. Definition of Extensive Reading

Some experts define a term of extensive reading, like Palmer in Richards, 1998:5 that extensive reading is similar with abundant reading and taught in secondary school. He also says that it is rapidly, reading book after book. A reader's attention should be on meaning, not the language of the text. In addition, he emphasizes that extensive reading is so different with intensive reading which take a text, study it line by line, referring at every moment to dictionary and grammar, comparing, analysing, translating, and retaining every expression that it contains.

Furthermore, Palmer also states that readers read texts for the purposes of language study, either for ordinary real-world purposes of pleasure and information or for real world reading but for a pedagogical purpose.

Another expert like West in Richards, 1998:5-6 calls extensive reading as supplementary reading which aims at developing the point of enjoyment of the ability to read the foreign language and taking care of individual differences and encouragement reading habit.

Davis 1995: 329 in Sheu, 2003:8 defines that extensive reading means giving students time encouragement materials read pleasurable own level many books without pressures testing marks.

In language teaching terms, Williams and Moran in Richards, 1998:6 confirm that extensive reading is one of four styles or ways of reading besides skimming, scanning and intensive reading. However, they focus on extensive reading not as a style but as an approach.

As a conclusion, extensive reading is a reading approach done by the readers, in this case is students get pleasure and information without under the pressure of any lecturers' instruction.

b. Extensive Reading Approach

Since extensive reading is known as an approach in reading, as written in Longman Dictionary of Language Teaching and Applied Linguistics as quoted by Richards, 1998:6, it aims to get students reading in second language and liking it. In other words, it is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading. Besides, it also pays off in increased general second language competence.

c. Characteristics of an Extensive Reading Approach

Richards, 1998:7 describes some characteristics of an extensive reading approach as the following.

- 1) Students read as much as possible, perhaps in and definitely out of the classroom.
- 2) A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
- 3) Students select what they want to read and have the freedom to stop reading material that fails to interest them.
- 4) The purposes of reading are usually related to pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interests of the student.
- 5) Reading is its own reward. There are few or no follow-up exercises after reading.
- 6) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
- 7) Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
- 8) Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.
- 9) Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
- 10) The teacher is a role model of a reader for students – an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

Bright and McGregor, 1977 and Hedge, 1985 and Nuttal, 1996 as quoted by Sheu, 2003:8 summarizing the characteristics of extensive reading programme as follows.

- 1) Students can access a variety of interesting materials;
- 2) They read a large quantity of printed materials;
- 3) They have freedom to choose or change books;
- 4) They read at their own pace for pleasure or information;
- 5) They can engage in a tension-free and enjoyable learning environment;
- 6) They are giving opportunity to experience real-life reading.

Of the two descriptions of extensive reading characteristics above, it is concluded that extensive reading gives some contribution towards positive attitudes

to the students' real life. Briefly, the students can do some reading activities as far as they are willing, having a spare time and enjoyable.

d. Power of Extensive Reading

Krashen in Richards, 1998:32-38 discusses how powerful the extensive reading as seen in Table 1 below.

Table 1

POWER of EXTESIVE READING PROGRAMS

No	Report	Population	Results
1.	Mei Fung Elsa Shek	Mei Fung Elsa Shek; from primary school until senior high school; Hong Kong	Understanding the story and enjoying reading tremendously, gaining vocabulary, improving writing grammar
2.	Elley & Mengubhai (1981)	ESL; primary; Fiji	Gaining reading and general proficiency, including listening and writing; growth in positive affect
3.	Janopoulos (1986)	ESL; university; USA	Gaining writing proficiency
4.	Hafiz & Tudor (1989); Tudor and & Hafiz (1989)	ESL; adolescents; England	Gaining reading proficiency, positive affect, and general linguistic competence, including writing, slight, non significant increase in vocabulary base
5.	Pitts et al. (1989)	ESL; adults; USA	Gaining vocabulary
6.	Robb & Susser (1989)	EFL; university; Japan	Gaining reading proficiency and positive affect
7.	Hafiz & Tudor (1990)	EFL; primary; Pakistan	Gaining vocabulary base and writing
8.	Elley (1991)	EFL; primary; Singapore	Gaining reading proficiency and positive affect
9.	Lai (1993a; 1993b)	EFL; secondary; Hong Kong	Gaining reading proficiency and vocabulary
10.	Cho & Krashen (1994)	ESL; adults; USA	Gaining reading proficiency, vocabulary, positive affect, and oral skills
11.	Rodrigo (1995)	Spanish; university; USA	Gaining positive affect, no statistically significant gains in vocabulary
12.	Mason & Krashen (1997)	EFL; university; Japan	Gaining reading proficiency, positive affect, and writing

Looking at the table on the previous page, it is concluded that the students who learn to read through an extensive reading approach, they can develop positive attitudes and become motivated to read the second language or foreign language. Thus, it is good for the third semester students to apply it.

e. Goal of Extensive Reading Program

In the following there are some goals of extensive reading programs conducted to the students as stated by Richards, 1998:45-46.

- 1) The students will have a positive attitude toward reading in the second language.
- 2) The students will have confidence in their reading.
- 3) The students will have motivation to read in the second language.
- 4) The students will read without constantly stopping to look up unknown or difficult words in the dictionary.
- 5) The students will have increased their word recognition ability.
- 6) The students will know what purpose they are reading when they read.
- 7) The students will read at an appropriate rate for their purpose in reading.
- 8) The students will know how to choose appropriate reading materials for their interests and language ability.

Of the the goals, as stated by Schell in Richards, 1998:46, “The more time allotted to the program, and the more the students read, the greater the likelihood that they will become effective and efficient readers”. On the other hand, the students should have spent their time in actual reading to meet the reading growth.

In line with the research, the teacher-researcher helped the students to achieve the goal of number 1,4,5,6, and 8. As a fact, some of the students have habits to read any English texts, get general comprehension without looking up their

dictionary, increase their vocabulary, know why the writer writes the texts, and able to choose material to be read based on their level.

f. Materials for Extensive Reading

Choosing and selecting materials for extensive reading are very important. As suggested by Grellet and Widdowson in Richards, 1998:53-61 that extensive reading materials should be authentic and simplicity. Davis in Richards, 1998:96 adds that the materials should be lure and ladder.

In term of authenticity, it is about the language used by the writer in texts is generally considered unedited, unabridged for native speakers. It is shortened and slightly adapted. It is achieved when the students realize the intentions of the writer. In addition, it is written to say something, to convey a message, Scarcella & Oxford, Walter, Widdowson, and Williams in Richards, 1998:54.

Furthermore Williams in Richards, 1998:54 adds, “Authentic texts are used in language teaching because they are considered interesting, engaging, culturally enlightening, relevant, motivating, and the best preparation for reading authentic texts”.

Cohen in Richards, 1998:55 also states, “Authentic materials are those which are impossible or difficult for language learners to understand”. In addition, Grellet says, “It is important to use authentic texts whenever possible”.

The whole theories above can be said that authentic texts are seen as natural, interesting, relevant, and pedagogically sound for the students.

Otherwise another term used, that is simplicity. This is explained that simplicity is generally considered to be just the opposite, stilted, unnatural, unreal, bland, and a pedagogical dead end. To see the term, it is totally contrast with the authenticity. However, the simplicity does not mean 'opposite' or 'unnatural'. That is done to help the less proficient students since they have more limited words and structures used to write or adapt the original texts. In this case, the simplicity is done in two types such as the original material is simplified for the students when the copyrights have expired while this is important for the public domain. Through the first type, the writer restates the ideas of the text in simpler form and language (simple account). The second type, retaining in general terms the form and language of the original text, but abridging, replacing certain difficult words or structures with simpler ones, perhaps reordering certain parts for clarity, and sometimes elaborating on difficult concepts (simplified version/simple original), Widdowson and Hill & Reid in Richards, 1998:57.

Unavoidable, doing simplicity of course cause some effects such as a part of texts is lost, content problems can occur when attempts are made to simplify a complex original text, and so far the essence of writing, in this case, communicating with the students is abnormal since the writer of simplified texts pays less attention to that communicative purpose.

Although that is a dilemma, the extensive reading materials should be authentic and simplicity. The simplified texts can and should be authentic to maintain

language behaviour in the interests of communication effectiveness and fundamental communication.

In line with the terms of lure and ladder, some consideration to choose and select the materials such as motivating materials, attractive materials, interesting at a range of appropriate levels, and of a appropriate length, from easy to challenging materials.

To support the extensive reading material appearance, in the following some examples of extensive reading materials. They are children books, learners' own stories, newspapers, magazines, children's magazines, popular and simple literature, young adult literature, comics, and translations. All these examples should contain relatively easy language, attractive layout, big print an appealing illustrations. It is short enough to be finished in 15 minutes.

In conducting the research, the material chosen and selected to be taught to the students was material written in syllabus and other supporting material as the students' choice outside the classroom (see Syllabus, Appendix 1).

g. Advantages and Disadvantages of Extesive Reading

Richards lists three advantages of extensive reading that are developing sight vocabulary, developing general vocabulary knowledge, and developing different knowledge types.

Sight vocabulary is an individual word that is met and understood again and again in various contexts repetitively by the students in their reading activities.

General vocabulary knowledge is vocabulary that is known by the students outside the classroom and make them better understand texts.

Different knowledge types is knowledge obtained by the students after doing fluent reading activities interestingly since reading is an excellent source of the knowledge that is needed for reading comprehension. As Grabe asserts in Richards, 1998:19 that the more reading done, of the greatest informational variety and range of purposes, the quicker the reader will achieve and best possible chance of developing their knowledge.

h. Syllabus of Extensive Reading

As the competence standard written in syllabus of Extensive Reading at the third semester in 2014 Curriculum, it is expected that after the students finish learning what the dimensions of extensive reading, materials for extensive reading; issues in development and the practice of extensive reading; the students can broaden their creativity outside the classroom by reading a lots to increase their knowledge to obtain a lot of information that can be shared to others. It is expected that they can also decide what kinds of reading they like to read as far as it makes them fun and enjoy their reading activities. Besides, they can also develop their reading skill and other language skills.

Of that statement, it can be clearly said that the third semester students of English education study program should have studied and master the material before they go to upper semester. At that time, the teacher-researcher finished teaching all

materials to the students during one semester and each chapter, they had an assignment to do.

i. Assessment of Extensive Reading

The students' ability through extensive reading was evaluated by criteria below as it is seen in Table 2. This was adapted and modified from Morgado and *Penilaian dalam Kurikulum 2013* especially in cognitive domain, in case *penilaian dalam projek dan portofolio*) in the form of checklist or assessment scale.

Table 2

RUBRIC of the STUDENTS' ABILITY

N o	Name of Students	Kind of Assignments	Criteria				
			Bad	Fair	Good	Very good	Excellent
1.		Summaries					
2.		Drawings					
3.		Rewritten Stories					
4.		Oral report					
Total percentage (%)							

Furthermore, the teacher-researcher would analyze the close questionnaire as seen on the next page.

Table 3

CLOSE QUESTIONNAIRE PERCENTAGE

No	Close Questionnaire	Criteria				
		Ineffective %	Less effective %	Effective %	More effective %	Most effective %
1.	Implementation of extensive reading					
2.	Extensive reading is useful and positive for me					
3.	Extensive reading improves my reading skill					
4.	Extensive reading improves my vocabulary					
5.	Extensive reading develops a habit for autonomous reading					
6.	Extensive reading develops my general knowledge					
7.	Extensive reading develops my speaking skill					
8.	Extensive reading develops my writing skill					
9.	Extensive reading develops my mind concept					

j. Teaching Extensive Reading to the Third Semester Students

To teach the students, the teacher-researcher applied some strategies such as Summarizing Strategy, Artistic Summary Strategy, Rewriting a Story Strategy, My Dream House Game, and Giving Oral Reports. Of course, in lecturing the students, students-lecturer-generated questions were also applied. All steps of each strategy would be implemented to teach and to learn. Moreover every meeting the students

had to be active to share what had been already read outside the classroom during a week. The seats were made circle while the teacher-researcher asked the students who wanted to share. If no one of them, the teacher-researcher would point them. At the end of the teaching-learning process, the students explained and clarified what the content was.

k. Relationship between Extensive Reading and the Students' Comprehension Ability

Harris and Sipay in Richards, 1998 say that extensive reading or wide reading does not only increase the students' word-meaning knowledge but it can also produce knowledge of topical and world and further it can facilitate reading comprehension. Besides, indeed, Anderson, Wilson & Fielding's (1988) in Richards, 1998 on their study on fifth graders confirm that in extensive reading, the students gain in reading speed and comprehension appear to be most closely related to the number of books read. The more the read, they become fluent readers. Growth in reading proficiency generally may be a function not only of reading interesting material for pleasure, but of doing so in quantity by reading a large number of books so that the more knowledge is obtained comprehensively.

Of the two theories above, it is clearly stated that extensive reading and the students' comprehension ability is closely related.

B. The Latest Related Research

In the following there were some researchers who have already done researches which are related to the teacher-researcher's research.

They were Bell, 2001; Sheu, 2003; Morgado, 2009; Johnson, 2012; Al-Mansour, 2014; and Kirchhoff (without year).

Bell said that his study reported in the article was conducted in the Yemen Arab Republic on young adult students working in various government ministries. It measured both reading speeds and comprehension in two groups of learners exposed to "intensive" and "extensive" reading programs respectively. The "extensive" group was exposed to a regime of graded readers while the "intensive" group studied short texts followed by comprehension questions. Results indicate that subjects exposed to "extensive" reading achieved both significantly faster reading speeds and significantly higher scores on measures of reading comprehension.

In addition, Sheu stated that extensive reading approach appears to be the most appropriate options for improving students' language proficiency and reading ability for secondary level students in Taiwan, focused on vocabulary and grammar.

Morgado confirmed that his research considered two factors, one related to effectiveness and the other to attitude. On the one hand, it examines extensive reading's influence on the student's reading comprehension performance. He searched students in the first year of a scientific reading course in a Venezuelan university. Findings suggest that reading comprehension performance was essentially the same with or without an Extensive Reading Program. Nonetheless, the program

did seem to positively impact participating students. The ER Group did significantly better in the post-test than in the pre-test. Furthermore, the students' perception of extensive reading was very positive. Besides being enjoyable, they felt it helped them build vocabulary, reading comprehension, reading skills and confidence.

Additionally Johnson described Japanese engineering students' attitudes towards EFL learning. Data for this study was derived from two different sources, a questionnaire with open-ended items, and reading journals. The questionnaire asked students across proficiency levels about their preferences and attitudes in English learning, while the reading journals traced intermediate learners' weekly reactions to out-of-class extensive reading assignments. It was found that: 1) the ratio of students who like English and their reasons differ according to their proficiency levels, 2) students who are either in the advanced classes or those who like English in the beginner and intermediate classes wish to develop oral communication skills (i.e., speaking and listening), whereas those who dislike English in the lower classes have a greater desire to improve their receptive skills (i.e., reading and listening) and vocabulary, and 3) even though the majority of students said they didn't like English at the beginning of the semester, most of them responded positively towards extensive reading after twelve weeks of out-of-class extensive reading assignments.

Furthermore Al-Mansour did his research in Saudi EFL university students. The sample of the study consisted of 48 students randomly chosen from King Saud University- College of languages and Translation- and assigned to experimental and control groups of 24 students each. Data of the study were collected within two

months period via a pre-posttest design for equivalent groups. The control group was taught by the regular teacher with the direct administration of the researchers, however, the experiment group was taught by the researchers. As a result was the experiment group outperformed the control group on the measure. This indicated that the extensive reading program may have a significant positive effect on learners' writing performance.

The last was Kirchhoff who investigated students' experience of face-to-face talk about books in an extensive reading class. Qualitative analysis of survey results suggests that collaboration assists and stimulates extensive reading for Japanese university students. Talking about the books can change extensive reading from being a solitary act into one that meets students' academic and social needs and may be the emergence of intrinsic motivation to read. These findings suggest that collaboration tasks may be a motivational strategy for extensive reading instructors and it also lends support to socio-dynamic views of motivation.

As the conclusion is the latest related researches have a relationship with the teacher-researcher's research that is extensive reading fasters reading speeds, enhances reading comprehension, improves students' vocabulary and grammar, improves reading skills and confidence, listening, has a significant positive effect on learners' writing performance and stimulates students' motivation.

C. Conceptual Framework

On the next page, it can be seen a conceptual framework of the teacher-researcher. In the research, the teacher-researcher taught theories of extensive reading to the students based on the schedule. During teaching, the students shared what they have read at home. Besides, some other activities also were done by them such as giving oral report and dramatize stories as they comprehended. After teaching, the students did some assignments which are written in the syllabus. As a result the students have some kinds of ability after implementing extensive reading program (see Close Questionnaire, Appendix 3).

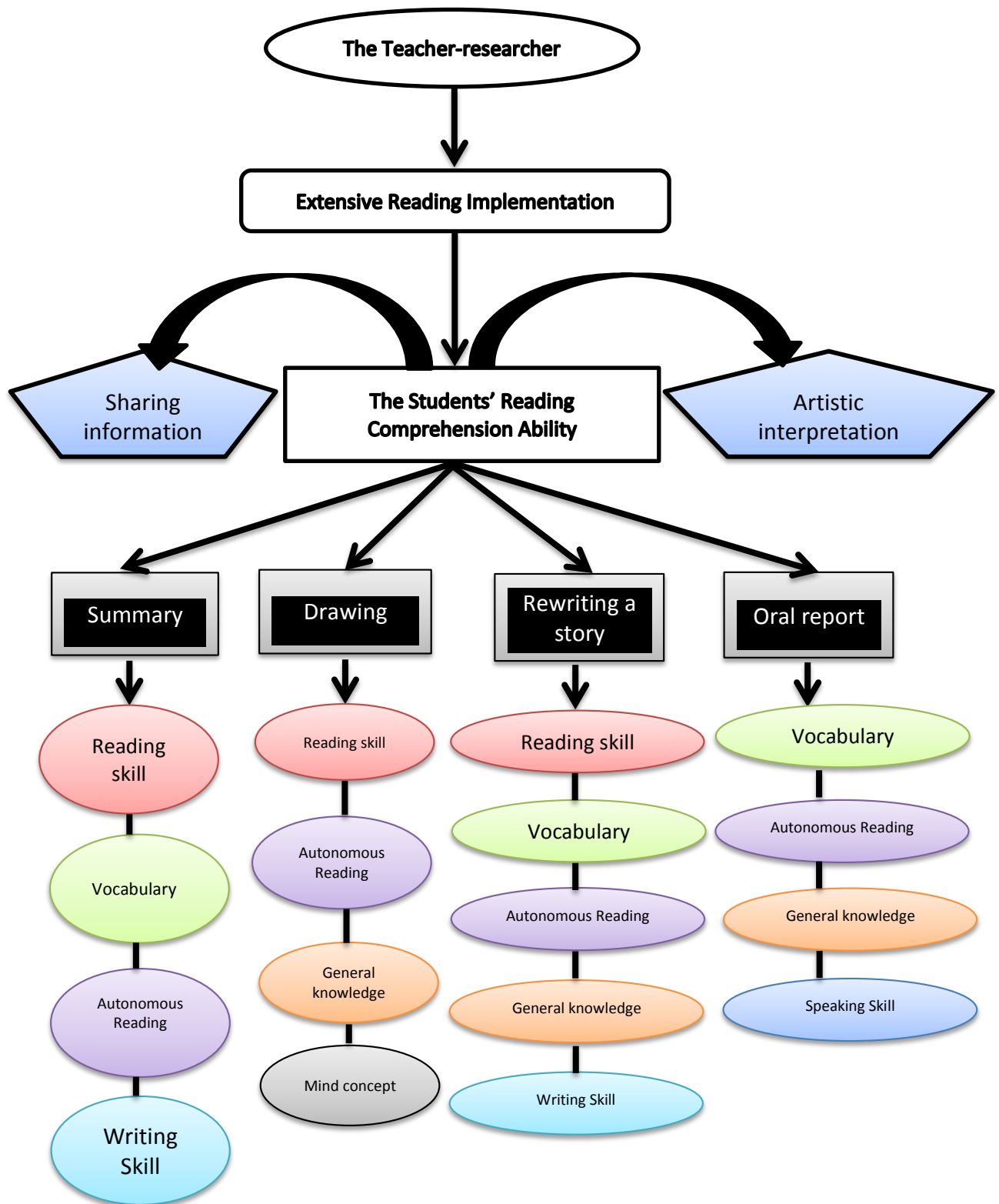


Chart 1: Conceptual framework of the teacher-researcher

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Setting

The research was conducted at IKIP Gunungsitoli. It is located at Jl. Yossudarso No 118 E/S Gunungsitoli. It is so near with the province road. The crowded situation is really noisy since the traffic jams occurs about 6 meters toward the rooms. The students often lose concentrate when studying, especially for the students who study in rooms 1-6 and 17-18. When the teacher-researcher did her research, it took place in room 17, once in a week for each class (A,B,C). The total number of the students of Class C was 25 persons. They were very enthusiasm and creative when joining the lecture of Extensive Reading since a lot of activities were done in the classroom differently.

B. Research Findings

1. Preparations

At the beginning, before conducting the research, semester course plan and syllabus of 2014 Curriclum were prepared by the teacher-researcher. Then two pieces of letter were organized by the teacher-researcher. They were *surat penugasan dosen* and *surat perjanjian dosen*. They were important to manage since it is the requirement to conduct the research and to submit the research findings after the data well-organized. The two pieces of letter were sent to the head of *Balai Penelitian* of

IKIP Gunungsitoli to signal the teacher-researcher was allowed to begin the research, step by step based on the schedule decided.

2. Research Data Analysis

The research instruments were validated by externally only by the teacher-researcher, that was close questionnaire only to Class A and Class B while other research instruments like summary, drawing, re-writing a story, and oral report were not. As a result can be seen in the following table.

Table 4

CLOSE QUESTIONNAIRE PERCENTAGE of CLASS A

No	Close Questionnaire	Criteria				
		Ineffective %	Less effective %	Effective %	More effective %	Most effective %
1.	Implementation of extensive reading	0 (0%)	0 (0%)	11 (47.8%)	2 (8.69%)	6 (26.1%)
2.	Extensive reading is useful and positive for me	0 (0%)	0 (0%)	1 (4.35%)	11 (47.8%)	7 (30.4%)
3.	Extensive reading improves my reading skill	0 (0%)	0 (0%)	8 (34.8%)	5 (21.7%)	5 (21.7%)
4.	Extensive reading improves my vocabulary	0 (0%)	0 (0%)	9 (39.1%)	5 (21.7%)	5 (21.7%)
5.	Extensive reading develops a habit for autonomous reading	0 (0%)	1 (4.35%)	10 (43.5%)	5 (21.7%)	3 (13.04%)
6.	Extensive reading develops my general knowledge	0 (0%)	0 (0%)	11 (47.8%)	7 (30.4%)	1 (4.35%)
7.	Extensive reading develops my speaking skill	0 (0%)	4 (20%)	14 (60.9%)	0 (0%)	1 (4.35%)
8.	Extensive reading develops my writing skill	0 (0%)	4 (20%)	4 (20%)	11 (47.8%)	5 (21.7%)
9.	Extensive reading develops my mind	0 (0%)	0 (0%)	4 (20%)	12 (52.2%)	3 (13.04%)

Continued Table 4...

	concept					
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Table 4 above shows 9 descriptions about statements. For all statements, no one of the students had insight to the ineffective criterion. The first criterion shows that no one who said it was less effective, 11 persons who stated effective, 2 persons who said more effective, and the 6 persons who confirmed most effective. The second criterion describes that no one of the students stated less effective, 1 person who said effective, 11 persons who decided more effective, and 7 persons who confirmed most effective. The third criterion explained that no one of the students who said less effective, 8 persons who stated effective, 5 persons who wrote more effective, and 5 persons who determined most effective. The fourth criterion shows that no one of the students who said less effective, 9 person who categorized effective, 5 persons who classified more effective, and 5 persons said most effective. The fifth criterion describes that 1 person who stated less effective, 10 persons agree with effective, 5 persons were in line with more effective and 3 persons who stated most effective. The sixth criterion shows that no one of the students who said less effective, 11 persons confirmed effective, 7 persons decided more effective, 1 person only stated most effective. To the next criterion, 4 persons classified less effective, 14 persons agree with effective, no one of the students said more effective, and 1 person only who classified most effective. The eighth criterion, 4 persons who decided less effective, 4 persons who determined effective, 11 persons who were in line with more effective, and 5 persons who said most effective. To the last criterion, the teacher-

researcher found that no one of the students who said less effective, 4 persons who decided effective, 12 persons who classified more effective, and 3 persons who stated most effective. And addition to, one of the students returned the close questionnaire without filling in and three students did not. The total percentage can be seen on the previous table (see Samples of close questionnaire, Class A, Appendix 4).

Furthermore, below is shown close questionnaire percentage of Class B with the total number of the students was 12 persons.

Table 5
CLOSE QUESTIONNAIRE PERCENTAGE of CLASS B

No	Close Questionnaire	Criteria				
		Ineffective %	Less effective %	Effective %	More effective %	Most effective %
1.	Implementation of extensive reading	0 (0%)	0 (0%)	3 (25%)	5 (41.7%)	4 (33.3%)
2.	Extensive reading is useful and positive for me	0 (0%)	0 (0%)	6 (50%)	6 (50%)	2 (16.7%)
3.	Extensive reading improves my reading skill	0 (0%)	0 (0%)	5 (41.7%)	4 (33.3%)	4 (33.3%)
4.	Extensive reading improves my vocabulary	0 (0%)	1 (8.33%)	4 (33.3%)	8 (66.7%)	0 (0%)
5.	Extensive reading develops a habit for autonomous reading	1 (8.33%)	4 (33.3%)	7 (58.3%)	1 (8.33%)	1 (8.33%)
6.	Extensive reading develops my general knowledge	0 (0%)	0 (0%)	4 (33.3%)	4 (33.3%)	4 (33.3%)
7.	Extensive reading develops my speaking skill	0 (0%)	1 (8.33%)	4 (33.3%)	5 (41.7%)	2 (16.7%)
8.	Extensive reading develops my writing skill	0 (0%)	2 (16.7%)	6 (50%)	5 (41.7%)	0 (0%)
9.	Extensive reading develops my mind concept	0 (0%)	1 (8.33%)	2 (16.7%)	4 (33.3%)	6 (50%)

The table on the previous page shows that the first criterion, 1 person only who decided ineffective for extensive reading develops a habit for autonomous reading. The second criterion, 1 person who stated less effective for extensive reading improves her/his vocabulary, 4 persons who said less effective for extensive reading develops a habit for autonomous reading, 1 person who confirmed less effective for extensive reading develops her/his speaking skill, 2 persons who stated less effective for extensive reading develops their writing skill and 1 person who clarified less effective for extensive reading develops her/his mind concept. In the third criterion, it was found each close questionnaire was stated effective wherein 3 person for the first statement, 6 persons for the second, 5 persons for the third, 4 person for the fourth, 7 persons for the fifth, 4 persons for the sixth, 4 persons for the seventh, six persons for the eighth, and 2 persons for the ninth. The fourth criterion described for each close questionnaire, some students answered more effective with the amount, 5 persons for the first, 6 persons for the second, 4 persons for the third, 8 persons for the fourth, 1 person only for the fifth, 4 persons for the sixth, 5 persons for the seventh and so was for the eighth, and 4 persons for the ninth. The last criterion was most effective wherein 4 persons for the first, 2 persons for the second, 4 persons for the third, no one said most effective for the fourth, 1 person only for the fifth, 4 persons for the sixth, 2 persons for the seventh, no one decided most effective for the eighth, and 6 persons for the last close questionnaire. The total percentage can be seen on the previous table (see Samples of close questionnaire, Class B, Appendix 5).

As a conclusion from the data above is most of the students in 2 classess had the same sight about extensive reading which is useful and having positive impacts for their developments in some aspects of language as seen in the tables on the previous page. Then, the total percentage can be seen in the tables too.

3. Conducting a Test

After the students' data were analyzed from the two classes, the teacher-researcher conducted a test for the students of Class C by collecting their portfolio which contained artistic summary, drawing, re-writing a story and oral report. The portfolio was collected twice, once in mid test and once in final test. Some contents of the portfolio was presented individually and dramatized in the classroom by each group creatively. The presentation was through oral report individually and dramatization in their group. All their assignments in portfolio were done in each meeting of the teaching-learning process schedule but were collected at the time decided in the syllabus. Then, the close questionnaire was done at the end of the semester to assure the result of the portfolio.

4. Collecting Data–Presenting Data

Collecting the students' portfolio in the middle of the semester and at the end of the semester, then the teacher-researcher checked them based on the instructions that were told them previously while preparing evaluation scale to be a guideline for her.

Furthermore the portfolios checked were evaluated and classified as seen in the following table. Here, the teacher-researcher shows the students' ability in mid test and final test.

Table 6

THE STUDENTS' ABILITY

No	Students' Name	Students' Mid Score (30%)	Students' Final Score (40%)
1.	Jun Herlina	80	87
2.	Karya Sejati Daeli	84	87
3.	Kasihani Halawa	68	80
4.	Lebar Hati Gulo	75	75
5.	Maslina Nazara	86	89
6.	Mei Trisnawati Laia	78	50
7.	Mintaria Harefa	80	81
8.	Niberia Zebua	82	60
9.	Nilawati Zebua	74	60
10.	Patigor Laoli	78	83
11.	Polinus Bu'ulolo	78	60
12.	Septi Nuristi Yanti Lomboe	80	60
13.	Setia Karuniawati Daeli	86	81
14.	Siska Liswina Hulu	72	68
15.	Sri Hartati Bate'e	78	86
16.	Syukurmawati Mendrofa	80	60
17.	Teti Erlina Zebua	68	45
18.	Tukarniwati Waruwu	78	83
19.	Vistaneri Zega	67	87
20.	Vivid Kristiani Zega	85	82
21.	Widia Septiani Hia	85	72
22.	Yantonius Hia	72	68
23.	Yopili Waruwu	88	91
24.	Yurlina Lase	75	60
25.	Yuruani Waruwu	65	60

Of the table above, it is seen that all the students in doing the portfolio as their mid test passed on the criterion that was C minimally while in doing the portfolio as their final test two students who did not pass. However, after all the students' marks

were summed-up, it shows the students could pass on the lecture as seen in Table 7 below.

Table 7

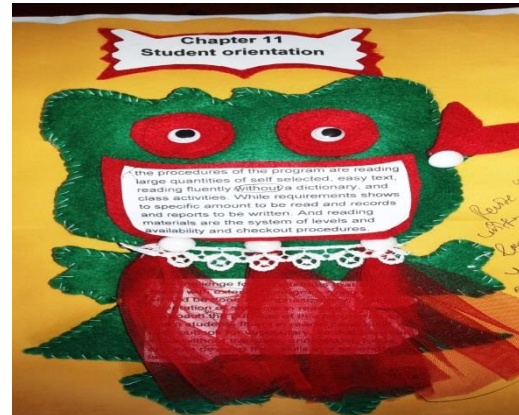
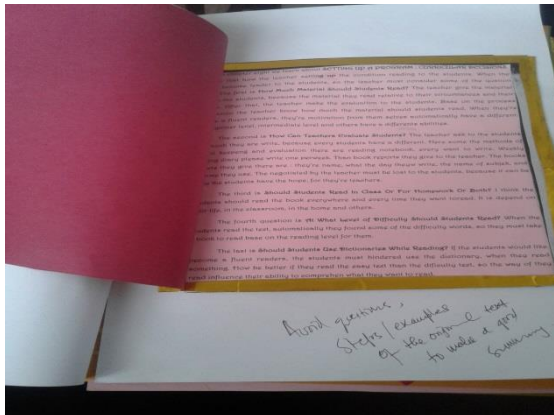
THE STUDENTS' FINAL MARK

No	Students' Name	Students' Final Mark
1.	Jun Herlina	A-
2.	Karya Sejati Daeli	A-
3.	Kasihani Halawa	B
4.	Lebar Hati Gulo	B+
5.	Maslina Nazara	A-
6.	Mei Trisnawati Laia	C+
7.	Mintaria Harefa	B+
8.	Niberia Zebua	B-
9.	Nilawati Zebua	B-
10.	Patigor Laoli	B+
11.	Polinus Bu'ulolo	B
12.	Septi Nuristi Yanti Lomboe	B
13.	Setia Karuniawati Daeli	A-
14.	Siska Liswina Hulu	B
15.	Sri Hartati Bate'e	A-
16.	Syukurmawati Mendrofa	B-
17.	Teti Erlina Zebua	C
18.	Tukarniwati Waruwu	B+
19.	Vistaneri Zega	B+
20.	Vivid Kristiani Zega	B+
21.	Widia Septiani Hia	B+
22.	Yantonius Hia	B
23.	Yopili Waruwu	A
24.	Yurlina Lase	B-
25.	Yuruani Waruwu	C+

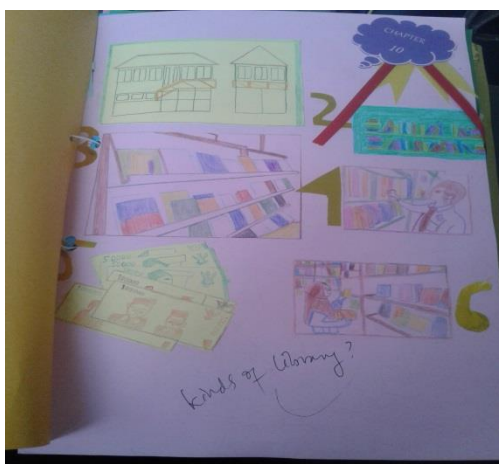
Regarding to the data above, it is seen that 100% the students passed on the criterion. They were classified into excellent, very good, good, good enough and enough levels.

To complete the data above, below the teacher-researcher shows the result of the students' portfolio in final test. Here they are.

a. Samples of artistic summary

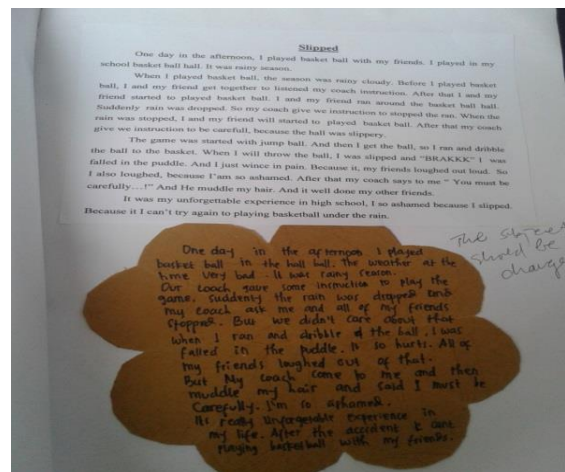
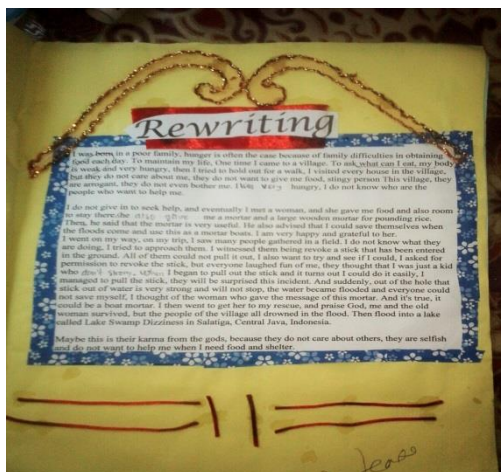


b. Samples of Drawings

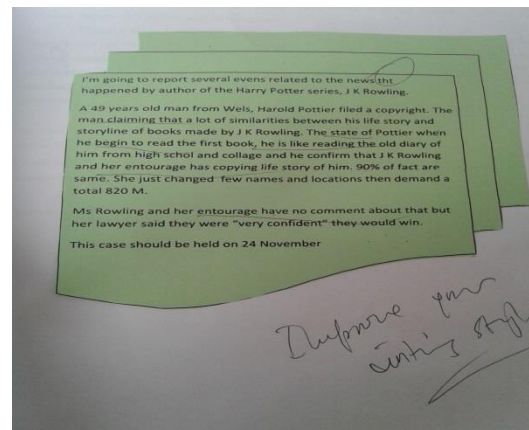
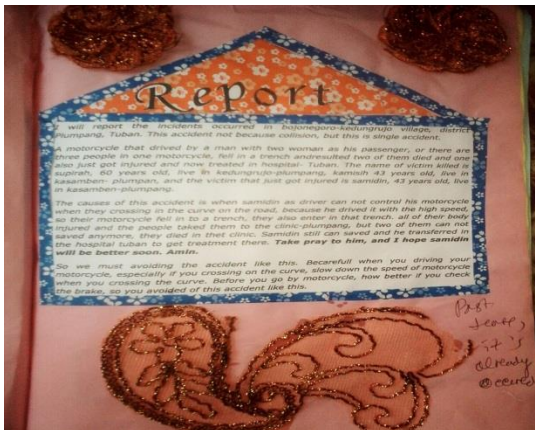
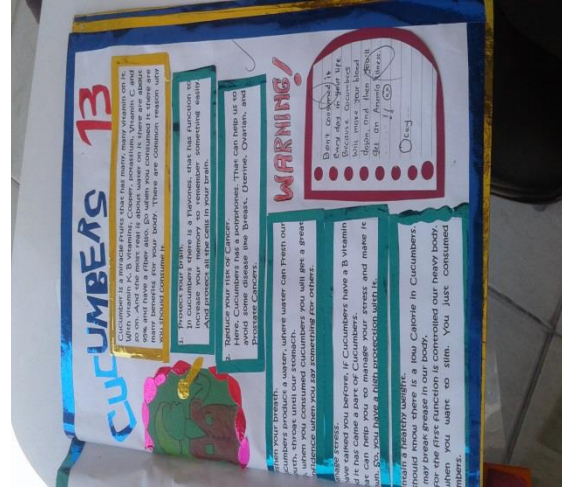




c. Samples of Rewriting a story



d. Samples of oral reports



The samples above show the result of artistic summaries, drawings, re-writing stories, and oral reports in the students' portfolio collection as seen in Table 8 on the next page.

Table 8

THE STUDENTS' ABILITY PORTFOLIO DESCRIPTION

No	Name of Students	Kind of Assignments	Criteria				
			Bad	Fair	Good	Very good	Excellent
1.	JHZ	Summaries				♥	
		Drawings				♥	
		Rewritten Stories				♥	
		Oral report				♥	
2.	KSD	Summaries				♥	
		Drawings				♥	
		Rewritten Stories				♥	
		Oral report				♥	
3.	KH	Summaries			♥		
		Drawings			♥		
		Rewritten Stories			♥		
		Oral report			♥		
4.	LHG	Summaries			♥		
		Drawings			♥		
		Rewritten Stories			♥		
		Oral report			♥		
5.	MN	Summaries				♥	
		Drawings				♥	
		Rewritten Stories				♥	
		Oral report				♥	
6.	MTL	Summaries			♥		
		Drawings			♥		
		Rewritten Stories		♥			
		Oral report		♥			
7.	MH	Summaries			♥		
		Drawings			♥		
		Rewritten Stories				♥	
		Oral report			♥		
8.	NZ	Summaries		♥			
		Drawings			♥		
		Rewritten Stories			♥		
		Oral report			♥		
9.	NZ	Summaries			♥		
		Drawings			♥		
		Rewritten Stories		♥			
		Oral report			♥		
10.	PL	Summaries			♥		
		Drawings			♥		
		Rewritten Stories			♥		
		Oral report			♥		
11.	PB	Summaries			♥		
		Drawings		♥			
		Rewritten Stories			♥		
		Oral report			♥		
12.	SNYL	Summaries			♥		
		Drawings			♥		
		Rewritten Stories		♥			

Continued Table 8...

		Oral report			♥		
13.	SKD	Summaries			♥	♥	
		Drawings				♥	
		Rewritten Stories				♥	
		Oral report				♥	
14.	SLH	Summaries			♥		
		Drawings			♥		
		Rewritten Stories		♥			
		Oral report			♥		
15.	SHB	Summaries				♥	
		Drawings				♥	
		Rewritten Stories				♥	
		Oral report				♥	
16.	SM	Summaries			♥		
		Drawings			♥		
		Rewritten Stories		♥			
		Oral report		♥			
17.	TEZ	Summaries			♥		
		Drawings		♥			
		Rewritten Stories		♥			
		Oral report		♥			
18.	TW	Summaries			♥		
		Drawings			♥		
		Rewritten Stories			♥		
		Oral report				♥	
19.	VZ	Summaries			♥		
		Drawings			♥		
		Rewritten Stories			♥		
		Oral report			♥		
20.	VKZ	Summaries			♥		
		Drawings			♥		
		Rewritten Stories			♥		
		Oral report			♥		
21.	WSH	Summaries			♥		
		Drawings			♥		
		Rewritten Stories			♥		
		Oral report			♥		
22.	YH	Summaries			♥		
		Drawings		♥			
		Rewritten Stories			♥		
		Oral report			♥		
23.	YW	Summaries				♥	
		Drawings				♥	
		Rewritten Stories					♥
		Oral report					♥
24.	YL	Summaries			♥		
		Drawings			♥		
		Rewritten Stories		♥			
		Oral report			♥		
25.	YW	Summaries		♥			
		Drawings		♥			
		Rewritten Stories		♥			
		Oral report			♥		
Total percentage (%)		Summaries	0%	8%	68%	24%	0%
		Drawings	0%	16%	60%	24%	0%
		Rewritten stories	0%	32%	40%	24%	4%
		Oral report	0%	12%	60%	24%	4%

which are

	Very good summaries = 6 persons
	Good summaries = 17 persons
	Fair summaries = 2 persons
	Very good drawings = 6 persons
	Good drawings = 15 persons
	Fair drawings = 4 persons
	Excellent written stories = 1 person
	Very good rewritten stories = 6 persons
	Good rewritten stories = 10 persons
	Fair rewritten stories = 8 persons
	Excellent oral report = 1 person
	Very good oral report = 6 persons
	Good oral report = 15 persons
	Fair oral report = 3 persons

Of the previous table, it is seen that in summarizing the materials, some students were categorized in fair level (8%), good level (68%), very good level (24%) and no one was in bad and excellent levels. In drawings, there were 16% in fair level, 60% in good level, 24% in very good level, and no one of the students was in bad and excellent levels. Next, in written stories, there were 32% in fair level, 40% in good level, 24% in very good level, 4% in excellent level and no one of the students was in

bad level. For oral report, no one of the students was in bad level, 12% in fair level, 60% in good level, 24% in very good level, and 4% in excellent level.

To finalize the data collected, the close questionnaire was distributed to the students, then analyzed and evaluated as in the following table.

Table 9
CLOSE QUESTIONNAIRE PERCENTAGE of CLASS C

No	Close Questionnaire	Criteria				
		Ineffective %	Less effective %	Effective %	More effective %	Most effective %
1.	Implementation of extensive reading	2 (8%)	1 (4%)	6 (24%)	7 (28%)	5 (20%)
2.	Extensive reading is useful and positive for me	0 (0%)	2 (8%)	3 (12%)	5 (20%)	10 (40%)
3.	Extensive reading improves my reading skill	1 (4%)	0 (0%)	4 (16%)	8 (32%)	7 (28%)
4.	Extensive reading improves my vocabulary	0 (0%)	4 (16%)	6 (24%)	6 (24%)	4 (16%)
5.	Extensive reading develops a habit for autonomous reading	0 (0%)	2 (8%)	10 (40%)	4 (16%)	4 (16%)
6.	Extensive reading develops my general knowledge	1 (4%)	1 (4%)	4 (16%)	11 (44%)	3 (12%)
7.	Extensive reading develops my speaking skill	1 (4%)	3 (12%)	4 (16%)	6 (24%)	6 (24%)
8.	Extensive reading develops my writing skill	1 (4%)	4 (16%)	8 (32%)	2 (8%)	3 (12%)
9.	Extensive reading develops my mind concept	0 (0%)	2 (8%)	3 (12%)	6 (24%)	9 (36%)

Regarding to the table above, the students of Class C filled in the close questionnaire in 9 statements which were categorized into 5 that were the first was 2

persons said ineffective, 1 person said less effective, 6 persons stated effective, 7 persons decided more effective, and 5 persons confirmed most effective. The second was no one who said ineffective, 2 persons who said less effective, 3 persons who stated effective, 5 persons who determined more effective, and 10 persons who agreed most effective. The third was 1 person was ineffective category, no one of the students was in less effective, 4 persons said effective, 8 persons decided more effective, and 7 persons who were in line with most effective. The fourth was no one of the students who decided ineffective, 4 persons who agreed less effective, 6 persons who said effective, 6 persons who were in line with more effective, and 4 persons who stated most effective. In the fifth criteria, no one of the students who stated ineffective, 2 persons decided less effective, 10 persons confirmed effective, 4 persons stated more effective, and 4 persons agreed most effective. Next the teacher-researcher found in the sixth criteria that 1 person decided ineffective, 1 persons agreed less effective, 4 persons stated effective, 11 persons decided more effective, and 3 persons stated most effective. Then, in the seventh criteria, it was found 1 person in ineffective criterion, 3 persons said less effective, 4 persons confirmed effective, 6 persons said more effective, and 6 persons decided most effective. Furthermore, in the eighth criteria, the teacher-researcher found out that 1 person said ineffective, 4 persons said less effective, 8 persons agreed effective, 2 persons decided more effective, and 3 persons stated most effective. Finally, in the ninth criteria, no one of the students stated ineffective, 2 persons confirmed less effective, 3 persons stated effective, 6 persons decided more effective and 9 persons were in line

with most effective. The total percentage for each criterion of each statement can be seen in Table 9 previously (see Samples of close questionnaire, Class C, Appendix 6).

In summary, for 9 statements of close questionnaire, the highest percentage for implementation of extensive reading was 28% in more effective while the lowest was 4% in less effective; useful and positive for the students was 40% in most effective but the lowest was 0% in ineffective, improving the students' reading skill was 32% in more effective while the lowest was 0% in less effective, improving the students' vocabulary was 24% in effective and 24% in more effective while the lowest was 0% in ineffective, developing a habit for autonomous reading was 40% in effective but the lowest was 0% in ineffective, developing the students' general knowledge was 44% in more effective while the lowest was 4% in ineffective and less effective, developing the students' speaking skill was 24% in more effective and 24% in most effective but the lowest was 4% in ineffective, developing the students' writing skill was 32% in effective while the lowest was 4% in ineffective, and developing their mind concept was 36% in most effective but the lowest was 0% in ineffective.

C. Discussions

1. Common Response of the Research Problem

As written in Chapter I the research problems were how the third semester students' comprehension ability after implementing extensive reading year 2015/2016 and how the third semester students' response toward the close questionnaire

distributed to them are to fulfill the purpose that is to analyze the third semester students' comprehension ability through extensive reading implementation and to describe their response toward the close questionnaire year 2015/2016. As the answers of the research problems are the third semester students' comprehension ability after implementing extensive reading year 2015/2016, especially Class C is good since the highest percentage found in summarizing, drawings, rewriting stories, and giving oral report was in good criterion. Then, the students' response toward the close questionnaire year 2015/2016 is 55.6% in more effective, 33.3% in most effective, and 33.3% in effective criteria. In other words, it can be said that most of the students experienced positive impacts to the extensive reading implementation to improve and develop themselves.

2. Analysis and Interpretation of the Research Findings

Based on the research findings poured out in the previous tables and also some explanation written by the teacher-researcher, some analysis and interpretation were found. First, although most of the students summarized the materials in good criterion, exactly some students still wrote their summary without considering how to make a good summary. They wrote examples, supporting ideas and few of them wrote the writer's words. Second, in drawings by implementing My Dreams House Game, most of the students were in good criterion however some weakness was also found such as their drawings result was unclear pictures and less artistic but to present contents was meaningful. Third, in rewriting stories, some students wrote the

stories by rewriting what was written by the authors. They could not substitute the subject being discussed in the stories. Some of them omitted the important messages although most of them were categorized in good criterion. At last, for oral report was also found the weakness that were few students memorized the texts and chose the materials reported not based on the instruction that was lure and ladder. On the other hand, 1 to 3 students tended to select their texts inappropriately with their level. However, most of them still were in good criterion.

In line with the close questionnaire, it was found the positive response from most of the students. Although 1 to 4 students had insights that extensive reading was ineffective and less effective for them. That was taking place since they did not know what to do with lack of vocabulary, narrow mind concepts, and reading was not a hobby as well as no basic skill for reading.

In short, of the research findings, it is concluded that the students have some improvement and development in 9 aspects and elaborated into 4 kinds of assignments differently after implementing extensive reading during one semester.

3. Research Findings versus the Latest Related Researches

The research findings result the students' ability in making good summaries, drawings, rewriting stories and giving oral report. In addition to improving and developing the students' ability, a habit for autonomous reading is effective, general knowledge is more effective and mind concept is the most effective as well as useful. To see these improvement and its development, the research was conducted during

one semester by asking the students to share what information they read outside the classroom actively in the classroom, clarifying the information by the teacher-researcher and the students did the assignments (summaries, drawings, rewritten stories, and oral report) after having artistic interpretation in the classroom.

On the contrary, the latest related researches focused on fastening reading speeds, improving students' grammar, building confidence, developing listening, most of the students responded positively towards extensive reading after twelve weeks of out-of-class extensive reading assignments, suggesting that collaboration tasks may be a motivational strategy for extensive reading instructors and it also lends support to socio-dynamic views of motivation.

4. Research Findings versus Theories

As contrast things to the research findings are as follows.

- a. One of the approaches of extensive reading is its own reward. There are few or no follow-up exercises after reading. Exactly, the students' readings were trained by the teacher-researcher.
- b. The second approach is the students will know how to choose appropriate reading materials for their interests and language ability. Exactly some of the students chose their material when rewriting stories and giving oral report not based on their interests and language ability but easeness.

5. Research Findings Implication

Some research findings implication are noted in the following.

- a. Extensive reading gives utility and positive impacts for the students' comprehension ability.
- b. Extensive reading is implemented outside the classroom and to get the truth it is shared and clarified in the teaching-learning process.
- c. Extensive reading program is fun for the students.
- d. Extensive reading good results can motivate the students to progress themselves in some aspects of knowledge.
- e. Extensive reading is effective for autonomus reading.

6. Research Findings Limitation

The research findings limitation is explained below.

1. The students who joined the lecture were the students who inexperienced in 2014 Curriculum.
2. Not all students mastered the characteristics of a good summary.
3. Not all students had good conceptual mindset to understand chapters and other texts.
4. Few students had a tendency to rewrite what was written by the writers.
5. The students' ability in speaking was good enough.
6. The teacher-researcher explained any instruction and strategies briefly.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After the research findings have been discussed in Chapter III, some conclusions and suggestions are written as follows.

1. Implementation of extensive reading improves and develops the students' comprehension ability.
2. Extensive reading implementation is useful and positive to improve reading skill, vocabulary, and to develop habits for autonomous reading, general knowledge, speaking skill, writing skill, and mind concept.
3. Extensive reading is done more effective through sharing information, artistic interpretation, making summaries, drawings, rewritten stories, and giving oral reports.

B. Suggestions

1. The lecture of extensive reading should always exist in 2014 Curriculum, even when someday the curriculum will be revised with a new one.
2. The implementation of extensive reading should be broadened to other aspects of knowledge which are not mentioned in the research.
3. It is recommended to the lecturer to take care of clear strategies and instructions for the next teaching-learning process.

4. The students should develop themselves outside the classroom by autonomous reading without official instruction to do.