THE PROFILE OF THE PENABUR SENIOR HIGH SCHOOL STUDENTS’ ENGLISH EXTENSIVE READING

A Thesis Presented to
The Graduate Program in English Language Studies
in Partial Fulfillment of the Requirements
for the Degree of
Magister Humaniora (M.Hum)
in
English Language Studies

by

Eirene Haryono
166332010

THE GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES
SANATA DHARMA UNIVERSITY
YOGYAKARTA
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F.X. Mukarto, Ph.D.
Thesis Advisor

Yogyakarta, 11 June 2018
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Yogyakarta, 18 July 2018

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Yogyakarta, 18 July 2018

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(Eirene Haryono)
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ABSTRACT


Extensive reading has been known to be very useful in language acquisition because of the vast amount of input, the language the learners are exposed to. The more the learners read, the more they acquire the language. When the learners are accustomed to read a lot, they are getting better in acquiring the second language. Based on this belief, the researcher is curious to conduct a study about Extensive Reading in English. Hence, the aim of the current study is to find out the profile of the Penabur Senior-High School Students’ English Extensive Reading.

Furthermore, in order to achieve the goal, a simple survey using stratified random sampling was conducted by involving about 600 students as the respondents and 10 students as the participants. Those respondents and participants were the students of four Penabur senior high schools in Jakarta and Tangerang, such as SMAK 1 PENABUR, SMAK 4 PENABUR, SMAK PENABUR Gading Serpong, and SMAK PENABUR Bintaro Jaya. The nature of data were quantitative one, acquired using questionnaires, and qualitative, acquired through interview. After the data collected, the data is tabulated and analyzed using the theories or approaches applied.

Data analysis results reveal the following trends: (1) students spend more time to read Indonesian texts than English texts, (2) students prefer to read novels, comics, and non-fictions when reading Indonesian texts, (3) students prefer to read novels compared to any other texts when reading English texts, (4) students prefer to read fantasy, romance, mystery and English course books, (5) students assert that their extensive reading of English texts improve their English proficiency (6) there are three top English skills improved through Extensive Reading such as reading, vocabulary, and writing (7) students read more on-line then off-line texts, (8) students do not do Extensive Reading because they mostly do not have time (9) students use guessing strategy when they encounter unfamiliar vocabulary and therefore do not usually use any dictionary when doing extensive reading, and (10) the result shows that the students never give up in dealing.

At last, the result shows that Penabur Senior-High students don’t read English extensively on their daily basis because of some factors such as a matter of time, the use of language, and kinds of texts. However, the students agree that Extensive Reading can improve their ability in English when it is done regularly. Hence, it is necessary to consider Extensive Reading as the additional activity in English lesson at Senior-High schools level. Then, any further study regarding to the effectiveness of implementing Extensive Reading in the school curriculum is suggested.

Keywords: Extensive Reading, English, Language
ABSTRAK


Extensive Reading telah dikenal sangat berguna dalam proses penyerapan bahasa karena banyaknya jumlah input, bahasa yang dipelajari oleh para pelajar. Semakin banyak siswa membaca, mereka akan semakin mahir dalam menyerap bahasa. Ketika para pelajar terbiasa membaca banyak teks, mereka menjadi lebih baik dalam menyerap “second language.” Berdasarkan hal tersebut, peneliti tertarik untuk melakukan studi tentang Extensive Reading dalam Bahasa Inggris. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui profil siswa-siswi SMAK Penabur kaitannya dengan Extensive Reading dalam Bahasa Inggris.

Selanjutnya, untuk mencapai tujuan, survei sederhana dengan menggunakan stratified random sampling dilakukan dengan melibatkan sekitar 600 siswa sebagai responden dan 10 siswa sebagai peserta dalam penelitian. Responden dan peserta tersebut adalah para siswa dari empat sekolah menengah Penabur di Jakarta dan Tangerang, seperti SMAK 1 PENABUR, SMAK 4 PENABUR, SMAK PENABUR Gading Serpong, dan SMAK PENABUR Bintaro Jaya. Adapun jenis data yang digunakan adalah data kuantitatif, yang diperoleh dengan menggunakan kuesioner, dan data kualitatif, yang diperoleh melalui wawancara. Setelah data terkumpul, data tersebut ditabulasikan dan dianalisis menggunakan teori atau pendekatan yang digunakan.

Hasil analisis data menunjukkan beberapa tren sebagai berikut: (1) siswa menghabiskan lebih banyak waktu untuk membaca teks bahasa Indonesia daripada teks bahasa Inggris, (2) siswa lebih memilih untuk membaca novel, komik dan teks non-fiksi dalam bahasa Indonesia daripada teks lain seperti ilman, majalah, koran, dan teks lainnya, (3) siswa juga lebih memilih untuk membaca novel dalam bahasa Inggris dibandingkan jenis teks lain, (4) siswa suka membaca buku-buku dalam bahasa Inggris seperti fantasi, asrama, misteri dan buku pelajaran bahasa Inggris, (5) siswa menegaskan bahwa kegiatan Extensive Reading dapat meningkatkan kemampuan bahasa Inggris mereka, (6) ada tiga keterampilan utama dalam bahasa Inggris yang dapat ditingkatkan melalui Extensive Reading seperti keterampilan membaca, penambahan kosakata, dan menulis, (7) siswa membaca lebih banyak teks on-line kemudian off-line, (8) siswa tidak melakukan Extensive Reading karena mayoritas mereka tidak punya waktu, (9) siswa menggunakan strategi “menebak” ketika mereka menemukan kosakata asing dan karenanya mereka tidak menggunakan kamus, dan (10) berdasarkan hasil penelitian, siswa menyatakan bahwa mereka adalah siswa yang tidak pernah menyerah dalam membaca teks dalam bahasa Inggris.

Sebagai kesimpulan, hasil penelitian menunjukkan bahwa para siswa SMAK Penabur tidak melakukan Extensive Reading karena beberapa faktor seperti masalah waktu, penggunaan bahasa, dan jenis teks. Namun, para siswa setuju bahwa Extensive Reading dapat meningkatkan kemampuan...
mereka dalam bahasa Inggris ketika dilakukan secara teratur. Oleh karena itu, Extensive Reading harus diperhitungkan sebagai salah satu kegiatan tambahan dalam pelajaran bahasa Inggris pada tingkat Sekolah Menengah Atas. Selanjutnya, peneliti berharap untuk diadakannya studi lebih lanjut berkenaan dengan keefektifan penerapan Extensive Reading dalam kurikulum sekolah.

**Kata kunci:** Extensive Reading, Bahasa Inggris, Bahasa
CHAPTER I
INTRODUCTION

This chapter consists of five parts. The first is the background of the study which discusses the reasons for conducting the study. The second part of this chapter is about the problem identification that discusses about the core problem of the study. The third part is about the limitation of the study in which the boundary of the problem is set. Then, the next part is the research questions and research objectives that present the goals of the research. The last part is the significance of the study that states the benefits of the study.

A. RESEARCH BACKGROUND

Reading has been one of the most essential English language skills that has to be acquired by the learners especially in the area where English is learned as the Foreign Language (EFL). Some scholars have agreed that reading gives lots of benefits and advantages to the readers. According to Johnson & Morrow (1987), reading is considered as the most convenient and cheapest way to obtain information. It is because reading can enrich people knowledge, broaden their views and make people understand about many things that occur in the world. Besides, for children and adults, reading is believed to open up their views of the new world, allows them to acquire new knowledge, keep them updated with the information and technology (Pang, 2003).

Krashen (2004) claims that reading is an activity which promotes cognitive development and lowers writing anxiety when it is done
regularly. In other words, reading is an activity that enables the learners to comprehend and acquire the language in such better understanding. Troike (2006) adds that reading has played an important role in the language learning process, especially for the EFL (English as a Foreign Language) learners since reading is considered as the most important aspect for students to develop their L2 competence. In addition, reading can also enrich the learners’ knowledge of the language in terms of grammar, discourse structure, and also vocabulary.

Then, reading is also defined as an activity that provides experience that leads people to deepen their horizons of knowledge, find, extend, ensure their own interests and gain their better understanding about themselves and others (Rout and Chettri, 2003 stated in Florence et al., 2017). In other words, reading is believed to be an essential skill for people to deal with all the circumstances of life in this changing world. Thus, reading is the ‘energy’ that will always direct and brighten all the way of life (Florence et al., 2017)

As one of the countries where English is learned as the Foreign Language, reading is also considered as one of the essential skills in Indonesian education. At school, reading belongs to one of the predominant English language skills that is taught from the primary level and continuously taught until the secondary level (Junior and Senior-High). Besides, English reading skill can be learned more deeply in the higher education level as well for about one or two years. Then, according to Tefera (2013), it is necessary for EFL learners not only to know what
reading is, but also to learn the strategy to read more in order to acquire more knowledge.

Moreover, Extensive Reading plays an important role in the Second Language Approach (SLA) as the language input, i.e. input refers to the sentences, words, and any other linguistic materials that the learners hear and see (Ellis, 2008). It is because Extensive Reading requires the students to get accustomed to lots of authentic English texts that lead them to absorb the language input from the every text they are dealing with. Thus, they will get more language input from those authentic English texts that make their understandings increase, their language skills enhance and their knowledge will be enrich.

Hence, the researcher is curious to discover what occurs among the Indonesian EFL students’ in relation to English Extensive reading. That’s why, a survey is done to discover the profile of the Penabur Senior-High School Students’ English Extensive Reading. The study will explore how Penabur Senior-High School Students deal with Extensive Reading in English. It is because the more they read, they more input they acquire to communicate in the second language acquisition.

B. PROBLEM IDENTIFICATION

Extensive Reading plays an important role as the language input in SLA. Renandya (2016) mentioned that the quality of language skills of learners will increase when reading a large amount of texts. In other words, Extensive Reading leads the learners to acquire the skills and knowledge of the second language acquisition. Thus, this study will focus on discovering
the profile of the Penabur Senior-High School Students’ English Extensive Reading. In other words, the study is about the reading profile of Penabur Senior-High Students especially when engaging with English Extensive Reading. The profile refers to the general description or characteristics of students of Penabur Senior-High School in dealing with English Extensive Reading.

C. RESEARCH QUESTION

Based on the background and problem identification mentioned previously, a research question is formulated for the study as the following:

What is the profile of the Penabur Senior-High School Students’ English Extensive Reading?

D. RESEARCH OBJECTIVE

Based on the research question, the objective of this study is to discover the profile of the Penabur Senior-High School Students’ English Extensive Reading. By doing the study, the researcher is curious to discover the reading profile of Penabur Senior-High Schools Students. In details, the study will find out the characteristics of those students in dealing with English texts. Then, the study will investigate how Penabur Senior-High school students engage with English texts. At last, at the end of the study, it can be figured out that English Extensive Reading can bring such good influence for the students English proficiency.

E. SIGNIFICANCE OF THE STUDY

The study is expected to give such benefits to English teachers, policy makers and the students as well. In details, this study will enlighten the English teachers about the importance of English Extensive reading for
the students. Then, for the policy makers, this study will give them insight to consider English Extensive Reading as the essential input of second language acquisition that can be included as the activity to be implemented in the school curriculum. Thus, when the program is implemented at school, the students can get more chance to enhance their skills and knowledge of English. It is because the more they read, the more they know. The more they know, the more they acquire the knowledge.
CHAPTER II
THEORETICAL REVIEW

This chapter consists of eight parts. The first three parts are all theories related to Extensive Reading consisting of the definitions of Extensive Reading, the benefits of Extensive Reading and graded readers. Then, the next part is about the English language teaching today. Furthermore, there is also a theory of a role of input in second language acquisition. Another important part in this chapter is about reading habit and habitus by Pierre Bourdieu. The last part of this chapter is about the review of related studies.

A. EXTENSIVE READING

The process of learning cannot be separated from the reading activity. It can be obviously observed in the learning process at school in which the teachers usually provide textbooks for the students and assign them to read in order to comprehend certain subjects. Hence, reading is so essential because it is the basic skill that is used for learning and acquiring the knowledge. As well as in English learning, reading belongs to the four basic English skills that is learned and acquired in order to obtain another skills and knowledge in such better understanding.

Extensive Reading (ER), one of the reading approaches that was first introduced in 1926 in India by Michael West, is a reading activity that requires the readers to read a lot and enjoy the texts. It is because there is no such pressure given to the learners when reading the text and it can be done anytime anywhere. Since it was first introduced to the people, this reading
approach seemed to allow the readers to feel the relaxing situation of the reading activity and make them enjoy the books they are interested. Long and Richards (1971) states that this reading approach can be considered as the flexible reading activity because the readers are free to choose the place to read, not only in the classroom setting, but it also can be done outside classroom. Then, it is not necessary for the readers to pay attention to any unfamiliar words and comprehend the text since what they need is just concentrating on meaning.

Besides, Brown (1989), Susser, and Robb (1990) cited in Sheu (2004) shared the same thought of ER in which it is about reading numbers of texts that the readers want in order to achieve the global or general understanding of the text itself. In other words, the readers are free to choose what texts they are interested and capture the whole understanding of the texts by skipping the unknown words, so reading activity can be so pleasurable. Then, in 2002 Day & Bamford pp.137-141 cited in Day (2015) shares the Top 10 principles for teaching ER:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics is available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model of a reader.
From the explanation previously, we know that Extensive Reading is not only a program that can develop good reading habits, build up knowledge of vocabulary and structure, but it also encourages the learners interest on reading (Richard & Schmidt, 2002: 193-194). The basic goal of ER is to encourage students to read as much as possible and, hopefully, to enjoy doing so. This pleasure factor is vital for preparing the ground in which language acquisition can develop (Powell, 2005).

Furthermore, ER is defined as the condition when students learn to read, not comprehending the text by studying the vocabulary, grammar and phrases (Warring, 2002). When learners are reading extensively, they are primarily focused on the message of the text and what it is saying. Thus, this reading approach is about learning how to deal with texts not to find out the meaning of the text itself. Krashen (2007) adds that ER is considered as a free reading and a fun activity that will not easily make the readers bored and frustrated. Besides, the result of doing lots of reading is not only to produce more good writing in English as what stated by Kirin (2010), but also to

There are also some alternative terms given by some scholars such as” pleasure reading, sustained silent reading, free voluntary reading or book flood, ER means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (Richards & Schmidt, 2002, pp. 193–194). Then, it is important to note the use of the terms reading a great deal, reading quickly,
and real-world experiences in these early conceptions of ER (Day, 2015). On the other hands, there is another reading method that is unconsciously learned at school which is Intensive Reading that focuses on developing language knowledge rather than enhancing the reading skills (Warring, 2001).

Extensive reading (ER), one of the most successful approaches in second/foreign language education, is defined as reading in relatively large amount of texts compared with what is called intensive reading, which usually involves a slower reading of a small amount of materials and often with translation exercises. Extensive reading program is administered “to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (Richard & Schmidt, 2002: 193-194) cited in (Shen, 2008).

Hence, it has to be underlined that ER is totally different to Intensive reading, the common reading approach that exists among us. As what Warring (2011) states previously, ER refers to the activity of learning to read. On the other hands, Intensive Reading refers to reading to learn because during the reading session, the readers are asked to learn the text from its vocabulary and grammar use in the texts. Furthermore, Warring (2011) explained the differences between ER and Intensive Reading as the following:

Table 2.1: The Difference of ER and Intensive Reading (Waring, 2011, p.11)

<table>
<thead>
<tr>
<th>EXTENSIVE READING</th>
<th>INTENSIVE READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency, skill forming</td>
<td>WHY?</td>
</tr>
<tr>
<td>Very easy</td>
<td>DIFFICULTY?</td>
</tr>
<tr>
<td>All learners read different things (something interesting)</td>
<td>WHAT MATERIAL?</td>
</tr>
<tr>
<td></td>
<td>All learners study the same materials</td>
</tr>
</tbody>
</table>

Hence, it has to be underlined that ER is totally different to Intensive reading, the common reading approach that exists among us. As what Warring (2011) states previously, ER refers to the activity of learning to read. On the other hands, Intensive Reading refers to reading to learn because during the reading session, the readers are asked to learn the text from its vocabulary and grammar use in the texts. Furthermore, Warring (2011) explained the differences between ER and Intensive Reading as the following:

Table 2.1: The Difference of ER and Intensive Reading (Waring, 2011, p.11)
From the differences mentioned on the table previously, it can be concluded that ER is an approach to reading pedagogy that encourages students to engage in a large amount of reading. Then, it is also considered as an instructional option that has been steadily gaining support and recognition in the field of second language (L2) reading pedagogy (e.g., Day & Bamford, 1998; Grabe, 2009; Grabe & Stoller, 2011). In short, ER is an approach that encourage the learners to enhance their reading skills and explore more knowledge in wider perspectives.

**B. THE BENEFITS OF EXTENSIVE READING**

Regarding to the definitions mentioned previously, it is necessary to look at the benefits of ER according to some scholars that will be presented in this part. First, ER program provides very effective stages for promoting reading improvement and development from the low level to the higher levels (Bell, 1998). It is because ER program allows the learners to select and enjoy the reading texts from the easiest level and gradually read the higher level of texts. Hence, this program will automatically enable the learners to experience every different level of texts and develop their reading skills by getting used with those different reading levels.
Second, since ER or reading for pleasure leads the learners to experience the unconscious process of language acquisition, the learners will become more successful in absorbing the language features, for instance vocabulary and are able to keep them long lasting than conscious learning (Krashen, 1982, cited in Powell, 2005). In other words, ER is believed “to have a great effect on the vocabulary development because the more words a learner meets and the more frequently they are met, the greater the likelihood long-term acquisition will take place” (Waring, 2011, p.3). Thus, ER program enables the learners to acquire and enrich large numbers of vocabularies in minds from any reading levels they are dealing with. Renandya (2016) adds similar thoughts in which ER enhances vocabulary development. Hence, when the number of vocabularies increase, their understanding of English text will be deeper since the vocabulary ‘store’ that keeps increasing.

Third, ER apparently enhances students’ writing ability because there is a strong correlation between the ER and writing ability (Kirin, 2010). Based on the research done by Kirin (2010) about Effects of Extensive Reading on Students’ Writing Ability in EFL Class for about 15 weeks, it finds out that students who are lack of reading practice are unable to produce a good quality of writing compared to those who manage themselves to read a lot. Then, Villas (2016) conducted the research on Extensive Reading: Its Effects to Learners’ General Language Competence conducted among Thailand university students. Then, it is stated that the students’ writing ability is greatly improved after doing ER. It is because
ER can be categorized as “a form of supplying meaningful to acquire new language” (Krashen, 1981, p.47, cited in Villas, 2016). Thus, through ER, students are able to develop their writing ability and produce a good quality of text according to the nature of the language itself.

Fifth, ER “provides students with the opportunity to improve their lexical-syntactical knowledge and language-processing skills in a pressure-free environment” (Powel, 2005, p.31). In other words, ER program can stimulate the students to be aware of the use of target language which is English grammar. As we know, ER allows the students to deal with various level of English texts from the easy level to the difficult level. Thus, the more they read English texts, the more they become aware of the nature of the English grammar appropriately.

Sixth, ER promotes confidence and motivation (Grabe 1991, p.396, cited in Powell, 2005). In other worlds, ER encourages the students to have higher confidence and have deeper motivation in acquiring L2, especially those who are with low proficiency (Renandya, 2016). We cannot deny that reading English text can be very frustrating because of the difficult proficiency level of text that has to be comprehended. Thus, ER can be a solution because this program allows the students to select the text that more suitable with their English proficiency level. By doing so, the students’ reading habit increase better than previous experience in English classes. “The students tend to read more books, enjoy reading and read much more and more” (Villas, 2016, p.84).
Based on the benefits discussed previously, it can be concluded that ER is one of the effective activity that can be used for teaching English as a Foreign Language. It is because ER enhances the learners’ capability in understanding and using the language more appropriately. Besides, ER is effective in upgrading reading comprehension, accelerating EFL learners’ reading speed, increasing acquisition of vocabulary, improving writing in English, and fostering positive viewpoints of pleasure reading in English (Hang, 2011). The last but not least, ER improves reading comprehension, reading speed, vocabulary, writing, speaking, and listening—nearly all aspects of language competence (Chang & Renandya, 2017).

C. GRADED READERS

Graded readers are defined as the books written with different levels of difficulty, i.e., from the beginner to the advanced levels, usually used as materials for ER (Warring, 2011). A beginner level refers to the earliest level of book in which every text consists of at least of 75 vocabularies and the easiest level of grammar as well. Thus, the story is found to be very simple and easy to understand. On the other hands, the advanced level is higher-level book that consists of more advanced grammar and vocabulary. Every text may consist of several thousand different words and complex grammar.

Regarding to the different level of ER materials, the students are supposed to adjust their own reading level with the level books of ER. It means, beginner students will read the beginning level books, while intermediates students read materials according to their own level. Thus, by
choosing a book at the suitable reading level, the students can read and enjoy English texts even quicker. Even though there might be some unfamiliar words and languages, they will keep reading and find that reading is a way more interesting. As they keep reading on various level of English texts, their reading speed and fluency increased. Waring (2011) emphasizes that when allowing students to read more, their knowledge of the language is deepened through repetitively meeting words and grammar they met in their course book. Thus, graded readers have to be considered as complementary to the course books, not as a competition for them.

Furthermore, ER program can be implemented as long as it is prepared well according to the basic principles of ER as mentioned previously. Thus, Waring (2011) shares some steps for preparing the ER program. Firstly, check whether ER programs fits to the goals, aims and objectives of the school. It means, ER has to be a part of the larger language learning program within the institution. Then, it is necessary to have good balance between intensive reading and ER itself. Secondly, ensure that everyone is involved not only in the program planning and decisions. Thirdly, reading materials have to be set as well according to ER principles. Thus, an effective library management is very important in the implementation of ER program. By having these steps, the ER program can be run well and achieve the goal.

Extensive reading using graded readers is very essential in order to introduce ER in EFL classes. The good things about the book is the books are up-to-date and enough for all students’ level and the genres as well. The
students are free to select and read the topics based on their interests. The free chances for students to deal with the texts, unconsciously lead the students to enjoy the English texts and motivate them to read more. Besides, the supports from the teachers in preparing and organizing ER program can be very beneficial for the implementation of ER program. As the result, the goal of ER program can be achieved successfully (Villas, 2016).

D. READING PROFILE

According to the Canadian Language Benchmarks 2000: ESL for Literacy Learners (Canadian Language Benchmarks, 2000) as cited in Reading Profile (n.d.), reading profile provides a general summary of reading conditions and proficiencies from Phases I-III. The reading profile consists of two parts, such as a general summary of reading characteristics for phase I-III and reading profile charts that provide an overview of reading conditions and proficiencies from phase I-III. Below is the reading profile phase I-III.

Table 2.2: Phase I-III Readers

<table>
<thead>
<tr>
<th>Phase I Reader</th>
<th>Phase II Reader</th>
<th>Phase III Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>follows along with read-alouds</td>
<td>uses sight words / phrases to decode</td>
<td>relies more on print than illustrations</td>
</tr>
<tr>
<td>participates in choral reading</td>
<td>can use some word families to decode</td>
<td>is beginning to read for information</td>
</tr>
<tr>
<td>may pretend to read</td>
<td>can identify main idea of text</td>
<td>is beginning to read authentic texts</td>
</tr>
<tr>
<td>is developing awareness of the</td>
<td>begins to read</td>
<td>uses a variety of</td>
</tr>
</tbody>
</table>
different purposes for text - recognizes some sound/symbol correspondence - begins to re-tell familiar, predictable text - uses illustrations to tell stories - is being introduced to reading strategies silently? - needs assistance in choosing appropriate texts - uses a limited number of reading strategies - begins to choose own texts for reading

Table 2.3: Reading Condition

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial</td>
<td>Developing</td>
<td>Adequate</td>
</tr>
<tr>
<td>Context</td>
<td>familiar, personally relevant</td>
<td></td>
<td>relevant</td>
</tr>
<tr>
<td>Length of text</td>
<td>up to 5 lines with 1 new word per line</td>
<td>up to 10 sentences / lines</td>
<td>up to 1 page or 15 – 20 formatted lines</td>
</tr>
<tr>
<td>Wrap around text</td>
<td>none</td>
<td>some</td>
<td>usually</td>
</tr>
<tr>
<td>White Space</td>
<td>a lot</td>
<td>some</td>
<td>authentic</td>
</tr>
<tr>
<td>Font Size / Style</td>
<td>simple, large and clear</td>
<td>large font with some variety</td>
<td>varied</td>
</tr>
<tr>
<td>Type of text</td>
<td>teacher - made</td>
<td>teacher - adapted</td>
<td>teacher - adapted with some authentic text</td>
</tr>
<tr>
<td>Guidance</td>
<td>pre-reading and scaffolding &amp; extensive teacher guidance</td>
<td>pre-reading and scaffolding &amp; teacher guidance</td>
<td>some pre-reading &amp; guidance</td>
</tr>
</tbody>
</table>

Adapted from Centre for Canadian Language Benchmarks (2000)
E. PENABUR SENIOR-HIGH SCHOOL STUDENTS’ CHARACTERISTICS

Penabur Senior-High Schools are private schools located in Jakarta and Tangerang consisting of 13 schools with approximately 6000 students. These schools are considered as the top ranked schools because of many achievements that the schools, teachers and students, can achieve until now. Besides, these schools are equipped with such facilities that can support the teaching-learning process at school. Then, there are only students with good qualifications can join to Penabur Senior-High schools. One of the qualifications is about the ability to master certain subjects, such as Math and English. Thus, on the qualification test, when the students get the scores below the standard of Penabur schools, they are automatically failed to be Penabur Senior-High Schools students.

As mentioned previously, not only Math, but English is also considered as the important subject on the qualification test. It is because English is a worldwide language that has to be mastered in this era, so the ability of English skill is considered as important. Thus, in relation to this fact, there is a regulation at Penabur Senior-High Schools in which the students are ‘forced’ to speak in English all the time, especially on English days. In details, the students are supposed to communicate in English with their teachers and friends at schools. Then, during the English lessons, the students are always encouraged to acquire the English skills that can make them better in communication. Eventually, most of the Penabur Senior-High schools students are good at English. They are able to communicate with
anyone with such good English and know better how to use English for communication.

F. ENGLISH LANGUAGE TEACHING TODAY

Nowadays, English is considered as the one and the only global and international language that is used as a communication tool between people from all around the world (Lauder, 2008). Then, Vu (2014:13) stated that “English has become the language of the planet, the first truly global language which is more and more widely scattered, spoken and written than any other language in the history of the world.” In more details, McCrum (1992) explained the history of English when it was spread to all over the world:

When Julius Caesar landed in Britain over two thousand years ago, English did not exist. Five hundred years later, English, incomprehensible to modern ears, was probably spoken by an insignificant number of people. Nearly a thousand years later, at the end of the sixteenth century, when William Shakespeare was in his prime, English was the native speech of between five and seven million Englishmen. Four hundred years later, the contrast is extraordinary. Between 1600 and the present, it has been used in armies, navies, companies, and expeditions. The speakers of English – including Scots, Irish, Welsh, American, and many more – traveled into every corner of the globe, carrying their language and culture with them. Today, the number of English users is estimated to be approximately 1.4 billion people, of which only about 350 million speak it as a mother tongue. McCrum (1992, p.1)

Hence, from what scholars stated previously it can be accomplished that the global status of English in the world is because of the quantity of people who speak English gradually increases from time to time. As we see now the use of English now can be found easily at our surroundings. If we go to the public services, like railway stations and airports, we will find that all signs and directions are written in English, so the passengers are
unconsciously forced to understand the English from those signs and directions. From the example mentioned previously, it is true that English language has been globally spread to all over the world. Crystal (2003a: 67-69, Crystal, 2003b: 108-109) has estimated that “in 2,000 there were approximately 1,500 million speakers of English worldwide, consisting of around 329 million L1 speakers (mostly in inner circle countries), 430 million L2 speakers (outer circle countries) and about 750 million speakers of English as a foreign language in the countries of the expanding circle.” Thus, from this estimation it can be implied that at least one in four of the world’s population have such capability to communicate in English with certain level.

Regarding to the phenomenon of English that scatters in all over the world, Huda (2000) discusses some factors that make English global.

There are at least five factors that make English global, such as its linguistic features, the large numbers of English speakers, the wide geographical spread where it is used, its importance in fields like politics, international diplomacy, economics, business, science, technology and culture, and the use of English by countries which currently dominate world affairs economically, politically and culturally. (Huda, 2000, p.68)

Thus, it is very obvious that English language plays an important role in the world, not only as the language for the inner countries where it belongs, but also as a tool for communication among people from different background and reputation. In order to describe the worldwide spread of English, Vu (2014) used the “three circle of English” models that was developed by the US-Indian linguist Braj chru.
Figure 2.1: Kachru’s “Three Concentric Circle of English” Model (Kachru, 1992: 356)

According to the Kachru’s Model, Vu (2014) explained those three circles of English. The *Inner Circle* refers to the countries where English used as the mother tongue an official language, such as the UK, USA, Australia, Canada, New Zealand and some Caribbean territories. The *Outer* or *Extended Circle* refers to the countries where English is considered as the second language. The countries are Singapore, India, Malaysia, Nigeria, Malawi and over other territories. Then, the *Expanding* or *Extending Circle* are the countries that consider English as an International language or learned as the foreign language. There are Greece, Poland, China, Japan, Malaysia, Singapore, Indonesia and some other states.

As the country that belongs to the *expanding* or *extending* circle, the growth of English in Indonesia is lower than some another neighborhood countries, such as Malaysia, Singapore and Philipines (Lie, 2003). According to Lauder (2008), there are at least two factors that make English
language in Indonesia not well-spread. Firstly, we cannot deny that Dutch colonization for about 350 years in Indonesia has brought so many influences to the whole aspects of Indonesia. At that time, there was a Dutch era in which everything was done according to Dutch ‘path’. Since then, Dutch language was used as the first foreign language and used as the medium of communication among the Indonesian people. Thus, our ancestors were communicating in either Indonesian or Dutch language during that time. This habit somehow continues until now, in which the elder people are more capable to communicate in Dutch than in English.

Secondly, it can be said that there is limited to access enough sources of English, especially those who are in the countryside and in the remote area. They are limited to the access of English textbooks and adequate sources that can support them in learning English. This condition somehow makes the teaching of English in Indonesia not that successful (Bautista and Gonzales, 2006). It is because only those who live in larger cities, those the urban middle segments who are luckier because of the easier way to access the English sources and some chances to meet the English native speakers. As the result, English language is like for certain group of people in Indonesia and has never been used as the language among the majority of Indonesian population (Lie, 2007).

Moreover, there was a phase in which the government felt a little bit worry of spreading the English language to the whole Indonesia, since English was considered as a ‘threat’ to the Indonesian unity (Alwi, 2000). As we know, learning English means learning the English culture, i.e the
western culture, so learning English is accepting the culture, the culture that is totally different to the Indonesian culture, i.e. Eastern culture and usually contains of negative value or the liberal value. This condition makes the government anxious to include English in the learning because of the negative impact resulted (Huda, 2000:69).

However, Lauder (2008) states that English is necessary to be learned in Indonesia, because English is now used for instrumental reasons that can provide access to the global markets, scientific knowledge and expertise. Hence, everyone has to be given more access to learn English by upgrading the curriculum that can explore more English as the foreign language.

In relation to the reading program in Indonesia, based on the survey of UNESCO in 2012, it is found that the interests of Indonesian people to read is on the level 0.001. It means that there is only one among 1000 persons who is willing to read. Then, based on the Programme for International Students Assessment (PISA) test, it is also found that Indonesian is the 64th country out 65 countries with the low level of English. These two surveys are in line with Baswedan (2015) as cited in Antoro (2017) that states that the interests of Indonesian people to read is very low. They prefer to use gadgets than reading book on their leisure time anywhere.

Hence, as the response to the data explained previously, the Minister of Education and Culture in 2015 launched the regulation number 23 2015 as the breakthrough on Education program. On the chapter 4 of the
regulation, it is said that the students are recommended to spend about 15 minutes to read any books (excluding the school books) every day. In other words, reading activity has to be considered as the important input acquired by Indonesian people in this era. It is because reading activity can enhance the students ability, especially when it is done in such relaxed atmosphere (Antoro, 2017).

In line with Baswedan, Renandya and Widodo (2016) shares the same thought in which it is necessary to experience a change of English Language Teaching (ELT) today in which the need of breakthrough on the teaching method. It because English language has been worldwide and used as the second language in the classroom. Besides, English language has been used as the medium instructions for social and business purposes.

Hence, it is necessary to implement a new teaching approach that will enable the students to be more critical and independent in learning. Jacobs and Renandya (2016) refers to the “Student-Centred Learning (SCL) in ELT” as the most the suitable teaching approach in this era. This teaching approach is well-associated with the current thinking that can be used as a basis for developing effective second language curricula.

There are some important elements proposed for SCL that can be applied in Indonesian Education system, such as “Students and teachers as co-learners”, “student-student interaction” and “learner autonomy.” “Students and teachers as co-learners” the teaching-learning partners in which the teachers and students are sharing what they have more to each other to support the teaching-learning process. This can happen because the
learning sources now come from any sources. It was only the school book, but now there is an internet connection as the result of technology development. Teachers are no longer the center of learning, there are students who can be their partners in exploring the knowledge.

Moreover, “student-student interaction” refers to the teaching-learning process in which the teachers encourage the students to have discussion with their classmates about certain knowledges (Jacobs and Renandya, 2016). Then, “learner autonomy” refers to the condition when learners are able to take charge of their own learning, determine objectives, select methods and techniques and evaluate what has been acquired (Phan, 2015).

The previous explanation turns out to be the core of the ELT today in which the teaching approach seems to ‘accommodate’ the change of education system in this era. Traditionally, the teachers are the centre of learning, but now teachers and students are hand in hand in the teaching-learning process.

G. THE ROLE OF INPUT IN SECOND LANGUAGE ACQUISITION (SLA)

In the approach of SLA we discover some external factors that affect the students in learning the second language. One of them is called input, i.e the language that is spoken by our parents’ talks and other family members when we were babies (Ellis, 2008). The input can come from the foreigners or the native English that may affect the way we produce the language. In other words, the process of language acquisition cannot be done when the
learners never hear and see the words of the second language. This process starts at the early stages of our lives and occurs as long as we hear the spoken language. Bahrani (2013) states that language input plays a fundamental role in SLA and it is considered as such an important factor in the SLA process.

Ellis (2008) considers the role of language input in SLA based on behaviorist, mentalist, and interactionist theories of language learning. The behaviorists view language learning refers to the condition that environmentally controlled by various stimulus and feedback that language learners are exposed to as language input. Indeed, the behaviorists consider a direct relationship between input and output. They ignore the internal processing of the mind for language acquisition. For the behaviorists, language acquisition is controlled by external factors among which language input which consists of stimuli and feedback is central.

In this relation, the input hypothesis continues to make strong claims regarding the role of language input and the necessity of exposure to comprehensible language input in SLA. The input hypothesis strongly claims that in the context of SLA, language learners should have exposure to a type of second language data which they can comprehend. Krashen identified comprehensible language input as “the only causative variable in SLA” Krashen, 1981, p. 57 cited in Bahrani (2013). According to Krashen, the process of SLA occurs when language learners have to have exposure to comprehensible language input that includes language structures that are beyond their current level (i+1).
Krashen’s input hypothesis (1985) cited in Fang (2010) states that second language (L2) input must both be comprehended and be at one stage above the learner’s current level (i+1) in order to be acquired.

\[
\begin{array}{ccc}
I & II & III \\
\text{Input} & \rightarrow & \text{intake} & \rightarrow & \text{developing system} & \rightarrow & \text{output} \\
I & = & \text{input processing} \\
II & = & \text{accommodation, restructuring} \\
III & = & \text{access, control, monitoring}
\end{array}
\]

**Figure 2.2: “A model of Second Language Acquisition and use based on Van Pattern, 1995 cited in Fang (2010)”**

From the figure above, it is absolutely true that the process of acquiring the second language is impossible without the input. Input consists of intake that is comprehended by the language learners (Corder cited in Bahrani (2013). Then, before it becomes the output, there will be a developing system that will process the input that is absorbed by the learners. Thus, the output is the result of what the learners hear and absorb as the input.

In the case of SLA, Extensive Reading belongs to what is called as language input. It is because when the learners are dealing with this activity, they unconsciously absorb lots of input of their second language. As they spend more time to read lots English texts, their language skills are enriched and enhanced. As the result, they will have better understanding of English and able to communicate using English language as well. The learners’ achievement of acquiring the second language is called the output.
H. READING HABIT

Human's life cannot be separated from the society. The society cannot be separated from the culture. The culture is something that is constituted by our ancestors years ago consisting the moral value, pride, and dignity. In the culture, there are rules and agreement about certain things that have to be followed and unconsciously become people’s habits. In Indonesian culture, there are lots rules that affect the people to unconsciously ‘attach’ them in their everyday’s lives. In other words, the rules are the structures structured by Indonesian government that have become people’s habits.

As an example, Indonesian people usually walk on the left side of the streets. As the result, until now no one walks on the right sides of the streets because the rules seem be ‘attached’ to people’s life and has become their habits that inherited to the all the descendants. This situation really shows that everything that has ‘structured’ the people’s life, unconsciously becomes the people’s habits. In other words, the rules of walking on the left side has been acknowledged by the people in this country as Indonesian people’s habits.

The situation mentioned previously is actually the reflection of Boerdiau’s theory about habitus. Habitus is defined as the system of attitude and permanent disposition (the suggestion/statement) that moves from one object to another object simultaneously. In other words, habitus is understood “as a structure characterized as a mind structure characterized by acquired schemes, sensitivities, dispositions and taste” (Nicolaescu, 2010, p. 3).
Bourdieu defines the habitus as a product of history, habitus produces practices, individual and collective, hence history, according to the schemes generated by history; it ensures the active presence of past experiences that, deposited in any organism in the form of perception, though and action schemes, tend more certain than all formal rules and explicit rules, to guarantee the conformity of practices and their consistency over time. (Pierre Bourdieu, The Practical sense, p.85, cited in Nicolaescu, 2010).

Moreover, Adib (2012) explains habitus as a disposition system: the condition that is related to the conditions of a class existence can cause a habitus: these disposition systems can last for a long time and can be inherited, these structures that are constituted have functions as structured structures. He adds that habitus is understood as a habitual that refers to self-appearance, our body language such as how to eat, walk, talk.

Furthermore, Kleden (2005: 361-375) and Binawan (2007:28-29) as cited in Adib (2012) discusses seven important elements about the habitus. First, habitus is the product of the history that is considered as a long-lasting disposition system. It can be learned through repeated practices (inculcation). Second, habitus exists because of certain social condition (structured-structures). Third, habitus is a structured disposition that is also the pattern to deliver and form the perception, representation and action of the people (structuring structures). Fourth, habitus can be transposed to another social condition (transposable). Fifth, habitus is not the result of the reflection and rational consideration. It happens spontaneously and unconsciously (preconscious). Sixth, habitus is not the state of mind, but it is a state of body and become the site of incorporated history. Seventh, habitus can be achieved without any certain skill.
From the previous explanation, habitus can be defined as a result of skill that becomes a practical action (it unconsciously occurs). In other words, this is a natural ability that develops in certain social environment (Bourdieu, 1994 cited in Haryatmoko, 2015). According to the theory of habitus, people are not conscious the style that has been ‘attached’ in themselves. Thus, habitus can be understood as the sources of action booster, thought and representation. Secondly, habitus is the pattern of interpretation for understanding, assessing and producing the life’s practices that is suitable with the objective structures. Habitus is something that cannot be separated with human’s life because it is the basic of people’s personality. (Haryatmoko, 2015)

In relation to habitus explained previously, reading habit refers to the condition when someone have lots of frequency to read anything at any time (Wagner, 2002). It can be started at the very early ages and lasted for a long time. In other words, the reading habit of someone can be practiced since they are kids and become the activity that is attached to them. Then, this kind of habit is good to enhance the creativity and develop the critical thinking of someone. Besides, it can also promote the personality and mental development of individuals (Chettri, 2013). In addition, reading habit can be considered as a pathway to social, economic and civic life (Clark and Rumbold, 2006).

Then, reading habit refers to the behaviour of someone which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkaeo, 1999 cited in Chettri, 2013). It is known as a pattern in
which someone organizes their reading. Similarly, Shen (2006) states that reading habits expresses how often, how much, and what the leaners read. Then, some researchers in the past decade have discovered that reading habits are associated with students’ gender, age, educational background, academic performance and professional growth.

Beers (1996) cited in Chettri (2013) classifies the readers based on their school level that categorized 7th grade students into 3 groups. First type of reader is called as “dormant readers” that refers to those who like to read and considered themselves readers, but they don’t have such time to read regularly and even update their knowledge through reading. They prefer to deal with other activities such as sports, social life and school work to reading. Another type of readers, the second and third, are called as the “non-committed” and “unmotivated readers”. These types of readers are definitely different to previous type. It is because these types of readers don’t like to read. The non-committed readers are open to any suggestion of reading in the future and have positive attitudes towards other readers. In contrast, the unmotivated readers were not open to the suggestion of future reading and were negative towards people who do read.

In a more recent study, Bullent (2002 categorised reading levels of 108 children between the ages of 11 and 12 into four groups; “the heavy readers” (reading 24 or more books per year or 2 books per month); “the moderate readers” (reading 7-23 books per year or 1 book per month); “the rare readers” (reading 1-6 books per month (1 book every 2 month) and the non readers. The last two groups form a big percentage of children between the ages of 9 to 10, which indicated that the reading habits have not been well developed. (Bullent, 2002, p. 74-76.)
Regarding to development of English in Indonesia that is not well-spread, the awareness of Indonesian people on English is low. Laksmi (2007) mentioned that most of Indonesian people are lazy to read, they just do reading whenever they are assigned by their teachers to comprehend certain materials. Otherwise, they are more likely to watch television, play video games, have chatting with friends, go for shopping and walk around in their spare time.

The statistical data show that among 546 respondents, there are 3 respondents (0.55%) who have read English before entering playgroup and most of them (57.33%) have read English since they were in Elementary School. This is logically acceptable since English is formally introduced to the students in Elementary School. This means that the respondents should have learned English for at least 10 years at the time of participating in this study. If it is correlated with their daily reading practices, still, the length of their learning English did not seem to be able to nurture their good English reading habits. The other important point to note is that none of the respondents read English when his/her parents accompany him/her to read. This indicates the absence of parents’ involvement in their children reading English. (Iftanti, 2012, p.153)

However, reading habit can promote the language development. In the context of English, reading habit affect the students’ in developing their English language. According to Parenting Resources (Parenting resources, n.d.), there are at least five reasons of having reading habit. Firstly, as well as Extensive Reading, reading habit can develop the vocabulary building. It is because the more the students read, the more they learn new words. Secondly, reading habit increases attention span. It means, by encouraging the students to have such good reading habit from early age, it can make the students to focus better for longer periods of time.
Furthermore, it is also stated that good reading habits prepare children for school. In other words, when spending lot of time to read, children are getting easier to the reading-focused learning in the classroom. Then, when developing reading habit earlier leads to lifelong love of books. The students will always enjoy to read throughout their life. The fifth reason, reading habit is believed to encourage a thirst for knowledge. It is because by developing reading habit, the students unconsciously learn all new things around them that can make them curious to explore the knowledge and develop their interests in other cultures.

I. REVIEW OF RELATED STUDY

Regarding to the present study, there are some related studies done earlier in some other countries in Asia. The first was about “A Survey of English ER – With Special Reference to University Students’ Positive Attitude- by some scholars such as Andrew Jones, Tatsuhiko Nagasaka, Ryui Fujikami, Yasuko Yoshino, in 2008 (Jones et al., 2008). The study was about a survey on ER activity on foreign language students in Japan. At that time, the students were given questionnaires in order to identify whether ER leads to the positive attitude after doing the ER. The result showed that since the students are free to choose the level of books to read, they can select any enjoyable books that fit with their English level, from the easiest level to the most difficult one. Then, they are permitted to read the books at anytime and anywhere they want. Besides, since there is no pressure given to the students, the students themselves find out that ER is encouraging.
Another related study was done by Richard J. Lemmer in 2010 (Lemmer, 2010) to the university students in western Japan about *Do they see what we see?: Students Reading Habits and Perceptions of Extensive Reading*. In the study, the students were given pre and post questionnaires about reading habits in English and perceptions of Extensive Reading pre and post. It turns out that the students show their positive perceptions toward Extensive Reading in English although English language is not their first language. The students feel that reading English texts affect their ability in English. They are getting better in English communication as their language skills such as vocabulary, reading speed, students’ thought, and writing are improved very well.

Besides, the research done by Kirin (2010) about *Effects of Extensive Reading on Students’ Writing Ability in EFL Class* for about 15 weeks, it finds out that students who are lack of reading practice are unable to produce a good quality of writing compared to those who manage themselves to read a lot. Thus, through ER, students are able to develop their writing ability and produce a good quality of text according to the nature of the language itself.

Then, another similar research was done by Villas (2016) regarding to *Extensive Reading: Its Effects to Learners’ General Language Competence* conducted among Thailand university students. Then, it was found that the students’ language skills, such as speaking and writing are greatly improved after doing ER. It is because ER can be categorized as “a

Hence, regarding to the related studies explained previously, the current study is somehow different to those studies. Most of the related studies are the long-term study that involve the university students done in some other countries. Meanwhile the current study is all about a survey that aims to see the ‘outline’ of Penabur senior high schools students in dealing with English Extensive Reading. The current study is not the long-term study, but it is a cross-sectional study that is done at a point of time.
CHAPTER III
RESEARCH METHODOLOGY

The chapter consists of the explanation of the research methodology applied in the study. Thus there five essential parts are going to be discussed further in this chapter. The researcher starts the chapter by discussing the *survey method* as the methodology of the study. Then, on the second part, there will be a discussion on the *respondents* involved in the study. After that, the nature of data and the instrument used in the study will be explained as well. Then, the last part of this chapter is about the more details explanation related to the data collection.

A. SURVEY

The study aims to focus on the profile of the Penabur Senior-High School Students’ English Extensive Reading. In order to discover the problem, a simple survey is applied whether the Penabur Senior-High schools read English texts extensively not. A survey itself is defined as an organized method that is used to collect information from the sample of objects (of the larger group) being examined according to the quantitative goal. Thus, a good survey will require a qualified questionnaire, well-trained and motivated interviewers, brilliant field supervision and management, a data collection mode that fits to the type of information collected, and a systematic editing plan (Groves et al., 2009).

Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In this procedure, survey researchers collect quantitative, numbered data using questionnaires (e.g., mailed questionnaires) or interviews (e.g., one-on-one
interviews) and statistically analyze the data to describe trends about responses to questions and to test research questions or hypotheses. They also interpret the meaning of the data by relating results of the statistical test back to past research studies (Creswell, 2012, p.376).

Furthermore, Creswell (2012) added that survey design is totally different from experimental design because it does not require any treatment from the participants involved. Besides, this design actually deals with kind of trends rather than the cause and effect relation.

Survey research is often used for descriptive research. For example, in newspapers and also in scientific journals like Public Opinion Quarterly, many studies can be found that merely give the distribution of responses of people on some specific questions such as satisfaction with the economy, government, and functioning of the democracy. Many polls are done to determine the popularity of politicians, to name just a few examples. (Saris, W.E., & Gallhofer, I.N, 2014, p.4)

Moreover, there are two types of design that can be selected when doing a research, as perceived on the figure below:

![Types of Cross-Sectional and Longitudinal Survey Designs](image)

Figure 3.1: Types of Cross-Sectional and Longitudinal Survey Designs
(Creswell, 2012, p. 378)

From the figure explained previously, it can be concluded that cross-sectional survey design is the proper design that can be used to discover the
focus of the study. It is because in term of time, it requires shorter time than longitudinal survey design. Then, it is stated that this design can be used to discover several types of studies. First, it can be used to discover the current attitudes, beliefs, opinion or practices. Then, it can compare two or more educational groups in terms of attitudes, beliefs, opinions, or practices. Besides, it is also applicable to assess community needs for educational services, can be used to evaluate programs and statewide or nationally to survey many participants across a large geographic area. On the other hands, longitudinal survey deals with trends of a population, changes in a cohort group or subpopulation of a population, or changes in a panel of the same individuals over time. (Creswell, 2012).

Regarding to the type of survey mentioned previously, it can be concluded that survey design is closely associated with quantitative research in which the researchers examine the sample and the population, gather the data through questionnaires and interview, and finally make the conclusion about population. It is also considered as an effective design because the data can be collected quickly with low cost and can be used as well to study attitudes and opinions.

B. RESPONDENTS

The target population is the students of 13 Penabur Senior-High Schools located in Jakarta and Tangerang consisting of 6000 students as the total population. Then, the respondents are the students of year X, XI, XII from four different schools such as SMAK 1 PENABUR, SMAK 4 PENABUR, SMAK PENABUR Gading Serpong and SMAK PENABUR Bintaro Jaya.
Hikmawati (2017) states that in order to minimize the mistakes, it is necessary to involve the respondents as many as possible. Thus, in order to get the sample of the population the survey was conducted by involving about 600 students as the respondents. This number of respondents are determined according to the approach of Cohran (1991) cited in Hikmawati (2017). It is stated that in order to represent the 6000 population and achieve 1% of mistakes, there must be about 600 respondents involved in the study. Thus, those number of respondents were selected as the representatives of the target population mentioned previously.

C. NATURE OF DATA

The goal of the study is to discover the profile of Penabur Senior-High School students English Extensive Reading. Thus, the researcher used quantitative and qualitative methods in conducting the research. The data of the research is the responses of students on the questionnaires and the transcripts of students’ interview. Later, these data are used to find out the goal of the study, the profile of Penabur Senior-High School students’ English Extensive Reading.

In order to get the responses, the 600 respondents, i.e the students of some Penabur Senior-High school students, were asked to filled out the questionnaires according to their experiences in Extensive Reading. Then, the one-on-one interview was conducted with some students in order to ensure the responses of the students in dealing with English Extensive Reading. The interview was recorded and transcribed for the data analysis.
D. INSTRUMENT

There are numbers of ways that can be used to collect the data. One of them is by distributing the questionnaires to the respondents. A questionnaire is a set of question or statement in a survey design that has to be completed by the respondents and returned to researcher (Creswell, 2012). The respondents are required to answer the questions or respond to the statement and supply basic personal or demographic information.

As the data gathering instrument in this study, a questionnaire is considered as an effective way to collect the data because it helps address questions which are used to find out what the respondents are doing or have done in the past, focusing on actions, lifestyles, habits, and personal history. Likewise, questionnaires also deal with attitudinal questions which are used to find out what people think, covering attitudes, opinions, beliefs, interests, and values. (Dornyei, 2007:102).

In order to achieve the goal of the study, the researcher start the questionnaires (appendix 1) by questioning the general things before going to the more specific one. On the first question, the focus is about the time spent in a week to read texts, Indonesian and English texts. On this question, the respondents are supposed to write the time they need to read those texts. Then, on the next two questions, the focus is about kinds of texts, Indonesian and English texts, the students usually deal with. After that, on the 4th question, the researcher is curious to see kinds of English books the students read.

Furthermore, on question 5 and 6, the focus is about the effects of Extensive Reading. Then, the next question, the researcher is also curious to
see the reading sources that the students deal with, whether online media or offline media. Meanwhile, on the next questions, the focus is getting more specific since the question discusses about the reasons for doing Extensive Reading. Then, the last two questions are about the reading strategies and the characteristics of the readers.

Then, in order to see the questionnaires clearer, the research applies the construct map, i.e the plot of the discussion, as described on the figure 3.2.

**Construct Map of the Questionnaires**

![Construct Map of the Questionnaires](image)

**Figure 3.2: Construct Map of the Questionnaires**

Construct Map on figure 3.2 shows the focus of each question. Then, after the data collected, the flow of the discussion is structured on figure below.

**Constructs Map of the Discussion**
Then, in order to complete the data, the researcher invited some students as the participants to join the one-on-one interview (appendix 2). The aim of the interview is to complete the information of the data collection, so there were only 10 students involved in the interview session. The questions are more about additional information the researcher needs to complete the data. Hence, the interview begins by asking whether the students are accustomed to read a lot or not and factors that affect the students to read. Then, the next parts are about problems that occur when reading English. Besides, during the interview session, the researcher also asked whether the students know Extensive Reading and whether they agree that Extensive Reading can improve their English proficiency.

**Figure 3.3: Construct Map (Discussion)**

- **Habit**
  - Indonesian Texts
  - English texts
- **Genre Preferences**
  - Kinds of texts
  - English books preferences
- **Reading sources**
  - Online media
  - Offline media

**Problems:**
- The reasons for not doing Extensive Reading
  - Reading strategies
  - The characteristics of readers
  - The effects of doing Extensive Reading
E. DATA COLLECTION

Data collection is considered as an important step in the research that has to be done to gather the valid information for answering the research question. Thus, the sampling technique is applied in this study to investigate the phenomena in the whole population by selecting the representative of the population to collect the information (Latham, 2007). The sample should be “representative in the sense that each sampled unit will represent the characteristics of a known number of units in the population” (Lohr 3 cited in Latham 2007). In other words, since the purpose of this technique is to gather the actual and definite information about the population that is being investigated, the group selected has to represent the whole population accordingly (Hikmawati, 2017).

In order to achieve the valid result of the research, there are two things to consider. Firstly, the accuracy that refers to the zero error of the sample. In other words, the fewer errors on the sample, the more accurate the sample. Thus, the existence of the errors is based on the population. Secondly, the degree of precision that refers to how close our estimation to the characteristic of population (Hikmawati, 2017).

Furthermore, there are two standard categories of the sampling technique: probability sampling and non-probability sampling that have different purpose and characteristic. Probability sampling is defined as having the “distinguishing characteristic that each unit in the population has a known, nonzero probability of being included in the sample” (Henry 25 cited in Latham 2007). In other words, every subject or unit has an equal
chance of being selected from the population. The probability sampling consists of simple random sampling, systematic random sampling, stratified random sampling, and cluster sampling. On the other hands, in non-probability sampling, every subject or unit cannot get the same chance to be selected as the sample of the population. It consists of systematic technique sampling, quota technique sampling, incidental technique sampling, purposive technique sampling, snowball technique sampling, and saturated technique sampling (Hikmawati, 2017).

Regarding to the present study, stratified random sampling, i.e the sampling technique in which the members are heterogeneous and stratified proportionally. The study requires three different stratified random groups, Senior-high school level, of year X, XI, XII in different four random schools located in Jakarta and Tangerang. There are SMAK 1 PENABUR Jakarta, SMAK 4 PENABUR Jakarta, SMAK PENABUR Gading Serpong Tangerang, SMAK PENABUR Bintaro Jaya as the sample of the whole population, i.e Penabur Senior-High schools consist of 13 schools located in Jakarta and Tangerang consisting of approximately 6000 students. Thus, by using this technique the researcher can achieve the valid result in which the sample represents the whole population that is being investigated.

The process of data collection requires different instrument, time and strategy according to the focus of each study. In this study, the questionnaires are used as the instrument to collect the data in order to discover students’ characteristics in dealing with English Extensive Reading. Thus, the number of questionnaires were distributed to the
respondents in order to gather the relevant information. Then, in order to complete the data, there were about ten students involved on *one-on-one interview*. On the interview, the students were given some questions related to the Extensive Reading (Appendix 2).

The data collection of this study began in the middle of February until the middle of March 2018. It was done in Jakarta and Tangerang at some Penabur Senior-High schools. The random sampling method is applied in the data collection to represent the whole population by involving as much as possible sample to minimize the mistake (Hikmawati, 2017). Thus, there were 600 students (18 classes) selected as the representatives of the whole population mentioned earlier,

Furthermore, the periods of collecting the data were different from one school to another school. It is because it is based on the schools’ policy and schedule of each school. The schedule of distributing the questionnaires is also different in which some schools provide the morning session only and morning to afternoon session. On the days of collecting the data, the researcher went to those schools and met the schools' principles for confirming the schedule for distributing the questionnaires. Everytime the researcher met the respondents, Penabur Senior-High schools students, she distributed the questionnaires and explained the instructions. After that, the respondents were supposed to read the questions and gave their responses to the questionnaires. When they finished responding the questionnaires, they submitted them to the researcher. Then, the researcher also involved some students as the participants of the interview. Those students were asked
about their reading habit as written on thesis guidelines (Appendix 2). At last, after finishing all those things, the students can continue the lesson with their teachers.

F. DATA ANALYSIS

This section is about what the researcher has done to analyze the data. Thus, there are some steps used in the data analysis. First of all, the researcher began the process of data tabulation. In this process, all the responses of the questionnaires collected from 600 respondents were compiled into one data compilation. It began from compiling the responses from every class until all schools involved. Since the questionnaires consist of 10 questions, the researcher made the compilation according to the order of the questions.
After that, since the researcher began the data analysis of the questionnaires by using the statistical tools on Microsoft Excel. The statistical formula available on Microsoft Excel, such as the average, the mean, median, were used to get the result of the research. Besides, the transcripts of the interview were also analyzed according to the theories of reading habit. The results show that there are 10 important things to discuss in data analysis. Then, in order to show the results, the researcher used the charts and tables.
CHAPTER IV
RESULTS AND DISCUSSION

This part of the chapter shows the results and discussion of the study presented using the charts that will be presented later. The first part of this chapter is about the results of the study as presented on the charts. Then, the second part of this chapter is about the discussion of the result itself using the theories and approaches.

A. RESULTS

On this part of the section, the researcher is discussing the result of the study to show how Penabur Senior-High schools’ students give their responses on the questionnaires as their reflections toward the Extensive Reading. There are ten results of the survey that will be discussed further on this section. First, it is about the time spent the students need to read Indonesian and English. Then, the next two results are about the Indonesian texts preferences and English texts preferences. After that, there is a result of what the students believe on reading English text and the effects of doing Extensive Reading in English. Next, the researcher is also discussing about what sources of reading that the students mostly use. The last three parts are about the reasons for not doing Extensive Reading in English, the reading strategies and the students’ characteristics on reading English texts.
1. Time Spent

On the first question, the respondents were asked to write how much time they need to read Indonesian and English texts based on their daily basis. The time excludes the reading time at school, but it is only about the time they spend to read after school. The result of this study shows which reading activity the students spend the most as described on figure 4.1.

First of all, the researcher found that the students actually spend about 1 to 2 hours to reading Indonesian texts and spend less than one hour to read English texts in a week. Thus, from the chart that the total time that the Penabur High-schools’ students spend their more time to read Indonesian texts than English texts.

![Figure 4.1: The Time Spent](image-url)
2. Indonesian Text Preferences

On the second question, the respondents were asked to choose what kinds of Indonesian texts that they mostly read by selecting the choices. Then, they were also asked to put their selected answers into the ranks, starting from the most to the least as presented on figure 4.2. The first figure shows what kinds of Indonesian texts that the students prefer, while the second figure shows what the students consider as the most favorite texts reflected on the ranks.

**Figure 4.2: Indonesian Text Preferences**

Figure 4.2 presents that Novel is the most preferable Indonesian text selected by the students compared to another texts. It seems that the content of Indonesian novels are very exciting. The story is somehow about their own life reflection that can teach them about the life lesson. Then, Comics and Non-fictions are selected as the second positions. It is because
comics and non-fictions are also considered as another exciting texts to deal with because of its contents that may refresh their minds. After that, magazines and newspapers are on the third place.

It can be seen that those first three top texts are selected because of some factors. Firstly, we can’t deny that the texts are selected because the contents are interesting. The contents refer to the storyline and life lesson that can be learned from the texts. Secondly, the language is still understandable. The students are able to get what is being discussed in the texts. Thirdly, they find that reading those texts are so enjoyable and refreshing. This figure also shows that instead of reading another texts, they prefer to read “others”. “Others” refers to any text that discussing about hobbies, such as automotive, sports and commercials. This text is considered as an important text because the students can get updated information about their hobbies. On the other hands, the reasons the students put another texts on the second and third place because they consider those texts as uninteresting texts. The reason is the use of language that is hard to deal with and the content is difficult to understand.

3. English Text Preferences

On the third question, the respondents were asked to choose what kinds of English texts that they mostly read by selecting the choices as presented on figures 4.3. This figure shows what kinds of English texts that the students prefer.
This figure shows the result of this research that is almost similar to the Indonesian texts preferences. Still, the most selected text is novel. Then, another texts such as comics & commercials, others, non-fictions & magazines, newspapers are listed after novels. Novel are still considered as the most frequent text to read because English novels have such good quality, characteristics, contents that make the readers become more curious to enjoy other novels. In contrast, the least frequent text is English newspapers. It is because the language used in English newspapers are usually hard to understand. The dictions are sophisticated. The content become unfamiliar.

4. English Books Preferences

On the fourth question, the respondents were asked to choose what kinds of English books that they mostly read by selecting the choices
available as presented on figures 4.4 that shows what kinds of English books that the students prefer.

Figure 4.4 shows that most of the respondents like to read kind of fantasy books compared to another book. Then, there are romance, adventure, and mystery books. After that, they also read English course book because they study English at school, so they are supposed to read before class. They sometimes read horror book. Then, they read biography. They also read history and others. Only some of them read children literature because they are not interested with that kind of book.

5. The Students’ Beliefs on Reading English

On the fifth question, the respondents were asked to give their responses by choosing “YES” or “NOT to the statement whether the activity
of reading English can improve their ability in English or not as presented on figures 4.5. In other words, this section shows whether the respondents believe that Extensive Reading can improve their ability in English.

![The Students’ Beliefs on Extensive Reading](image)

**Figure 4.5: The Students’ Beliefs on Extensive Reading**

Figure 4.5 shows that most students agree that reading English improves the learners’ ability in English. It can be seen from the chart above that almost 600 respondents (the total of the respondents) say “YES” as their responses to the questionnaires.

6. **The Effects of Doing Extensive Reading in English**

On the sixth question, the respondents were asked to choose what kinds of English texts that can be improved by doing Extensive Reading. They can choose more than one answer that can best describes about their improved skills as presented on figures 4.7. The first figure shows us what
kinds of English skills that can be improved as the effects of doing Extensive Reading in English. Then, the second figure shows us what kinds of English skill that is considered as the most affected skill after doing Extensive Reading.

Figure 4.6: The Effects of Doing Extensive Reading in English

According to the figure 4.6, reading is considered as the number one skill that can be improved through the reading activity itself. It is because by spending more time to read English text, the respondents get more accustomed and become more familiar with the English texts. Thus, they are able to comprehend the English texts better. Then, the respondents agree that reading English text can improve their vocabulary building. When their vocabulary building increase, they will have much more sufficient skill on writing because their brains are equipped and enriched with more English dictons. They are able to select some more sophisticated words that make
their writing become more “English.” Then, the respondents also believe that their pronunciation skills will also be increased as they read more English text. Besides, by reading English texts, they will have better understanding when listening to any English utterances.

7. The Sources of Reading

On the seventh question, the respondents were asked to choose sources they can use to access the reading by selecting the percentage as shown on table 4.7 and the results are presented on figure 4.7.

Table 4.1: Reading Sources

<table>
<thead>
<tr>
<th>Reading Source</th>
<th>Check any that apply</th>
<th>Percentage of The Reading Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONLINE MEDIA</td>
<td></td>
<td>( ) 0 – 25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>( ) 26 – 50 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>( ) 51 – 75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>( ) 76 – 100 %</td>
</tr>
<tr>
<td>OFFLINE MEDIA</td>
<td></td>
<td>( ) 0 – 25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>( ) 26 – 50 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>( ) 51 – 75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>( ) 76 – 100 %</td>
</tr>
</tbody>
</table>
Figure 4.7: Online Media

Figure 4.7 shows that there are 75% respondents who use online media. In other words, most of the respondents are the online media users who also believe that online media is the most accessible reading sources.

Figure 4.8: Offline Media

On the contrary, on figure 4.8 we see that 25% respondents are the user of offline media. Hence, from these two figures shown previously, it can be said that the respondents prefer online media to offline media as the source of their reading because the development of technology, the internet connection, enables everyone to access the reading at any time anywhere more easily. People can just use their gadgets or smartphones to access any reading as long as it has the internet connection wherever they are. This accessibility make anyone keep updated to any current issues and news.
8. The reasons for not doing Extensive Reading

This part of the section describes the reasons for not doing Extensive Reading. On the questionnaires, there are five reasons that the respondents can select regarding to the reasons they may face when reading English as presented on table 4.2. The lists of reasons presented below are represented by the alphabetical order as the coding system in the data analysis.

Table 4.2: The Lists of Reasons for not Doing Extensive Reading

<table>
<thead>
<tr>
<th></th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I have no time</td>
</tr>
<tr>
<td>B</td>
<td>I’m not interested</td>
</tr>
<tr>
<td>C</td>
<td>I don’t understand the language</td>
</tr>
<tr>
<td>D</td>
<td>I can’t find good things to read</td>
</tr>
<tr>
<td>E</td>
<td>Others</td>
</tr>
</tbody>
</table>

By looking at the choices, the respondents can choose more than one answer to any reasons that best describe their reasons when reading. There are two figures presented below, figure 4.9. The figure shows what reasons that the respondents deal with.

Figure 4.9: The reason for not reading a lot of English texts

[Bar chart showing the reasons for not doing Extensive Reading]
Based on figure 4.9, the most common problem that appears is the respondents don’t have time to read English texts. It is because they have to deal with other activities such as extracurriculars, math courses, piano courses, daily test preparation, and presentation. Besides, they have some homework to deal with. Then, another common problem is they cannot get any good things to read. It seems that English text is considered as something that is uninterested because English language is somehow not accessible for some people. It is like the language for those in higher education not for High-school students. Then, it turns out that the respondents are not interested with the English texts because they don’t understand the language. Another reason is the respondents do not like reading activity.

9. Reading Strategies

This part of the section describes what strategies the respondents deal with when reading English texts. On the questionnaires, the respondents were given six strategies that they usually deal with when reading as shown on table 4.3. The six strategies presented below are represented by the alphabetical order as the coding system in the data analysis.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I stop looking up the meaning of all new words</td>
</tr>
<tr>
<td>B</td>
<td>I stop looking up the meaning of a new word if I find it more than once</td>
</tr>
<tr>
<td>C</td>
<td>I guess the meaning of new words</td>
</tr>
<tr>
<td>D</td>
<td>I stop reading if the words are too difficult to understand</td>
</tr>
<tr>
<td>E</td>
<td>I stop reading if the story is not interesting</td>
</tr>
<tr>
<td>F</td>
<td>I sometimes listen to the audio of the book I am reading</td>
</tr>
</tbody>
</table>
After selecting the strategies according to the most effective strategies when reading English, the results are presented on figure 4.10.

**Figure 4.10: Reading Strategies**

Figure 4.10 shows that the respondents guess the meaning of the words when they are reading English texts. They often stop reading when the reading is not interesting. They even stop reading if the words are difficult to understand. After that, they stop looking up the meaning of a new word when they find more than once. Again, they prefer to stop looking of all new words. They sometimes listen to the audio of the book they are reading.

10. The Students’ Characteristic on Reading

This part of the section shows us the students characteristics on reading. On the questionnaires, the respondents were asked to choose what statement that can best describe their characteristics on reading English as presented on table 4.4. The five characteristics presented below are
represented by the alphabetical order as the coding system in the data analysis.

**Table 4.4: The Lists of Students’ Characteristics on Reading**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I am satisfied though I don’t understand 100% of what is written</td>
</tr>
<tr>
<td>B</td>
<td>I guess the meaning of new words or ideas</td>
</tr>
<tr>
<td>C</td>
<td>I read without using dictionary</td>
</tr>
<tr>
<td>D</td>
<td>I discuss books I’ve read with classmates/friends</td>
</tr>
<tr>
<td>E</td>
<td>I read books based on recommendations of classmates</td>
</tr>
</tbody>
</table>

Then, after selecting the statement that mostly describe the students’ characteristics on reading, the result can be seen on figure 4.10 below.

![The Students' Characteristics on Reading](image)

**Figure 4.11: The Students' Characteristics on Reading**

On this discussion, the researcher finally discovers correlation between the readers and the reading. In other words, this chart describes about the characteristics of the readers when reading. It can be found that the readers guess the meaning of new words or ideas. Then, they try to read without using dictionary. They also read books based on their classmates’
recommendations. Furthermore, although they do not 100% understand of what is written, they feel satisfied. Another thing is the will have discussion on the books they are reading with their classmates/ friends.

B. DISCUSSION

On the previous section, there are ten results discussed as the reflections of the respondents’ perceptions toward Extensive Reading in English. Then, on this section those ten results are wrapped into eight important points that will be discussed further. It is because there are some questions that almost have similar topics, such as question number 2, 3, and 4 that discussing about kinds of texts and English books that the students read in Indonesian and English. Then, question number 5 and 6 also have the same focus in which they discuss about the effects of reading English that can improve their ability in English. Thus, there are seven important points consists of habit, reading preferences, reading sources, the reasons for not doing Extensive Reading, reading strategies, the characteristics of readers, the effects of doing Extensive Reading.

1. Habit

The focus for the first discussion is about the learners’ reading habit that is measured by the use of time that the students use to read Indonesian and English texts. The result shows that the students spend their more time to read Indonesian texts than English. They seem to enjoy Indonesian texts because they are more familiar with the language. As shown on figure 4.1 Indonesian texts are still more preferable than English texts.
It means that they spend more time to read Indonesian texts than English texts. There are some factors that may affect those students to choose Indonesian than English. Firstly, Indonesian language is their mother tongue so reading Indonesian text is more understandable. In other words, Indonesian language is the means of communication in which it is the language that is acknowledged as the one and the only communication language, “Bahasa Persatuan”.

We can’t deny that the respondents are all Indonesian students who were born and grew up in Indonesia. The respondents spent all the time to study at Indonesian schools, using the Indonesian curriculum and have been taught by their teachers in Indonesian language. Then, they use Indonesian language as the means of communication with their families, friends and all people around them. All these facts automatically make the students consider Indonesian texts as easier texts to deal with.

On the contrary, it is obvious when the respondents spend less time to read English text because of some factors. Firstly, reading English text is still considered as an uninteresting activity because English text is considered as an odd text consisting the unknown language. It can be caused by the language use that is often confusing and unfamiliar for the students. Similarly, Bin-Tahir and Hanapi (2017) states that Indonesian students seem to avoid English text because of the differences of spelling between L1 and target language, i.e English language. As the result, the students get bored and become unmotivated to comprehend the English texts.
The similar result regarding to the time spent that the students need to read the native language and second language also occurs in the research done by Richard J. Lemmer in 2010 (Lemmer, 2010) to the university students in western Japan. In the study, the students were given pre and post questionnaires about reading habits in English and perceptions of Extensive Reading pre and post. The study shows that before Extensive Reading began, the students spent almost no time read English texts. Then, when they were supposed to read, they just spent less than one hour.

The phenomenon that occurs among the Indonesian and Japanese students explained previously because of their habits of using their first languages more than other language. In the case of Penabur Senior-High school students, the students read Indonesian more than English because Indonesian language is their mother tongue. Then, the similar reason is found to Japanese students which they tend to read Japanese texts more than English texts.

These two situations occur because those students were born and grew up in the countries where those native languages spoken everyday. These phenomenon are like what Bourdieu states as habitus, as the system of attitude and permanent disposition (the suggestion/statement) that moves from one object to another object simultaneously (Haryatmoko, 2015). It means what is acknowledged by their ancestors, like the use of native languages, has structured the people’s structures to get accustomed to use those languages on their daily basis. Thus, it is normal when those students prefer to read in their native languages because they are accustomed to
speak in those languages. It has been their habit from the past and continued until now. Thus, they prefer to read in their native languages than in any other languages.

2. Genre Preferences

The second discussion of this section is about genre preferences, such as kinds of Indonesian and English texts the students read and the choices of English books as well.

a. Indonesian Text Preferences

First of all, when the respondents were given choices to choose kinds of Indonesian texts, it turns out that students choose novels as the most preferable texts. It is obvious that the students do not have any problems in reading Indonesian novels because the use of language is more understandable than English. Besides, most novels consist of inspirational stories that make the readers curious to read them. There are also such good moral values that inspire the readers’ life to be wiser and better. In other words, the story line of novel is mostly about life’s reflection that makes them eager to keep reading the novels.

Furthermore, another texts such as comics and commercial also considered as the most favorable Indonesian texts the students read. The reasons for selecting comics are the texts usually created with easiest language features that can be read by any one at any level. Besides, comics texts consist of interesting features, like set of pictures and such enjoyable
stories that make anyone enjoyable. Another thing is, the storyline that is
easier to follow.

Beside comics, the respondents consider commercials as another
favorable Indonesian texts. The commercial texts that they read are
advertisement of the updated technologies, new gadgets and automotive.
They like reading commercials because they often need any updated
information of all new things to buy. Thus, by reading commercials they
will always be updated with such current information that related to their
interests.

Furthermore, another Indonesian texts, such as magazines, non-
fictions, others, and newspapers are not that interesting compared with
another three top selections discusses on the previous sections. It is because
the use of languages and contents that consider as more complicated and
boring.

b. English Texts Preferences

When the respondents were given choices to choose their favorite
English texts, they also prefer novel as the most preferable text compared
with another texts. The reason is English novels usually are tend to be more
interesting, adventurous and encouraging. The students seem to feel more
excited and motivated to explore the story at the first time they read the title.
After that, they try as best as they can to read and finish the reading. By
reading novels, students can often learn any life values from different
perspectives that teach them how to be a good person.
Besides novels, comics and commercials are considered as the second selection of English texts. The first reason is the use of language that is more understandable than other English texts. In other words, the use of languages on comics and commercial seem to be more familiar and simpler than novels that make the readers are excited to read. Comics usually consist of texts and set of pictures that make any readers easy to understand the contents although it is written in English. Meanwhile, commercials consist of useful information of any updated information of the most current products in the world.

Furthermore, another English texts such as others, non-fictions, magazines and newspapers are not selected as the most favorite texts compared with another three tops selected books like novels, comics and commercials.

c. English Books Preferences

The third of this section is about the English books preferences. Based on the result, it turns out that there are three top English books selected by the respondents. There are Romance, Fantasy & Adventure. The reasons of choosing these three English books more than other books are the these three books are considered as the suitable texts for their ages, teenagers. Even though, the use of languages sometimes difficult, those three books are still understandable since they are written in a good story line. In other words, the interesting contents make anyone is curious to read those books. Meanwhile, English course books are selected because the
students are obliged to read the books not only at school, but also at home as their preparation before class.

On the other hands, another English books such as Mystery, Horror, Biography, Others, History, and Children Literature seem to be not interesting. It is because these books are usually written in more complicated languages that make the readers difficult to read. Then, some unfamiliar topics that make the readers get bored when reading the first pages of the books.

The similar result regarding to the genre preferences that the students are interested also occurs in the research done by Richard J. Lemmer in 2010 (Lemmer, 2010) to the university students in western Japan. In the study, the students were given pre and post questionnaires about reading habits in English and perceptions of Extensive Reading pre and post. The study shows that when students were asked about their what kinds of texts to read in their native language and second language, the most favorable text is novels. Then, it is also surprising because the frequency that students spend to read novels increasing in the post-study. It was only 24% students who read novels and the figure increased into 80% by the end of the course. Then, the change it was found because the majority of graded readers available are novels or novelizations.

3. Reading Sources

The focus of this section is about the reading sources that the students use to access the reading texts. The reading sources can be accessed using offline media or online media. Offline media refers to the
conventional way of reading texts in which the readers use the printed texts and books when reading. Some printed texts and books are usually not flexible because of its size and weight.

On the other hands, online media refers to the modern way of reading texts in which the readers use internet connection to access any texts and books they want using their gadget or smartphones. The benefits of using this online media is we can access any texts and books we want anytime and anywhere as long as it has the internet connection. Besides, reading using online media is more flexibility because it can ‘go’ with us anywhere.

The result shows that more respondents select to use online media than offline media because of its more accessible and flexible features. We find that students tend to use online media as their sources of reading compared to offline media. The existence of internet in Indonesia has led people to use the internet technology provided like online media and social media. Thus, everytime the readers want to read they only need their smartphones to find out the texts or books they want without bringing those thick printed texts and books everywhere. Thus, reading text becomes more flexible and easy to handle.

On the other hands, there are some readers who use offline medias such as older people, people with no smartphones. This condition may occur when reading newspapers. The reason is they feel uncomfortable when reading newspapers on screens with small icons and words. Thus, they prefer to read newspapers in such conventional way.
4. The Reasons for not Doing Extensive Reading in English

On the fourth part of this chapter, the researcher is going to discuss about the reasons the students do not do Extensive Reading in English. There are some reasons that can derived from the respondents’ responses. First, there is a tendency that the students are lack of time to read. It turns out that Penabur Senior-High schools’ students are dealing with lots of activities all day long. Besides studying at school, they still have extracurricular and extra courses after school like Math courses, English courses and music courses. These conditions make them rarely read English texts.

The second reason is, the students cannot find any good things to read. It is because their false perceptions on reading English. They consider English texts as the most frightening texts to deal with because of some factors. English texts consist of language that is not understandable. This perception is based on their impression when reading English in class. According to some respondents, they are not good in English but seemed to be forced to comprehend the texts in class. This condition make them feel frightened and avoid English texts.

Another reason is, the students are not interested in reading English texts. Some respondents share their thought in which English texts consists of difficult topics with high level of English. The unfamiliar topics and complicated words makes them difficult to comprehend the text. Thus, reading English is always left behind. Furthermore, there is a tendency that they are not able to understand the language because English is not their
mother tongue. Besides, although English language is learned at school, they still don’t understand the language.

Moreover, another reason is the assumption that they will get nothing when reading English texts. It turns out that the students know nothing about Extensive Reading and are not aware of the benefits of Extensive Reading. Usually at school, they read English texts given by the teachers with a very limited time. This condition leads them to stay away from English.

5. Reading Strategies

The fifth part of this chapter is about the strategies the students deal when reading English. It can be discovered that there are some strategies that the students may do. Firstly, they guess the meaning of new words when reading. At this phase, they just continue reading in order to guess the meaning and the content of the words. In other words, they keep reading the texts while guessing the meaning of the new words on the following sentences. Even though they are not good in English, this strategy is useful. It is because at the end of reading, they understand what the text is all about.

Secondly, some readers prefer to stop reading because they consider that the story is not interesting. Even though it is not allowed to judge the book from its cover, the readers do judge the book from its cover. They decided no to read book when they read the title and synopsis of the books. They try to avoid the ‘problems’ on reading and prefer to do another fun and enjoyable activities except reading.

Moreover, for some readers, they prefer to stop reading if the words are difficult to understand. In this case, the readers have started their reading
English texts they choose. Unfortunately, in the middle of reading, they stop the reading when the words are hard to understand. They just ignore the reading time and continue any other activities because they get stuck.

On the other hands, there are some other readers that just stop looking up the meaning of a new word if there are more than once unknown words. In other words, those readers seem to ignore the any new words by finding the definition on certain references when they find more than one words. The readers keep on reading and try as best as they can to understand the texts. Then, the readers seem to ignore all the new words using dictionaries and don’t even care when finding any new words.

Another thing is, some readers sometimes listen to the audio of the book that is available in order to comprehend the texts. This strategy is useful because they can understand through reading and listening based on the nature of English. At last, these strategies discussed previously can be applied according to the level of the readers in comprehending the English texts.

The similar result regarding to the strategies that the students deal with when reading English texts also occurs in the research done by Richard J. Lemmer in 2010 (Lemmer, 2010) to the university students in western Japan. In the study, the students were given pre and post questionnaires about reading habits in English and perceptions of Extensive Reading pre and post. In the study, it was found the most of the students choose not to use any dictionaries when reading. They seem to keep reading continuously and prefer to guess the meaning of words when reading English texts.
6. The Characteristic of Readers

The sixth discussion of this section is about the characteristics of readers. As shown on the previous section of this chapter, the respondents were asked to choose some statements that best describe their characteristic as the readers. The result on figure 4.1 describes the characteristics of readers from the selected answers on the questionnaires. The first characteristic of the reader is most of the readers seem to be never give up. They keep trying to guess the meaning of new words or ideas when reading. Besides, they try as best as they can to guess the meaning of new words or ideas whenever they find any difficult words.

The second characteristic is hard-working. Even though reading English is considered as a difficult activity, the readers don’t stop reading. They seem to push themselves to comprehend the texts without any dictionary. They keep reading continuously and finally understand the content by the end of reading. Then, in order to comprehend the text easily, they will read books based on their classmates’ recommendation.

On the contrary, there are some respondents who are satisfied enough although they don’t understand 100% the reading context. They seem to just ignore what is written and don’t seem to enjoy the reading. Another characteristic of respondents is they prefer to discuss books they have read with their/friends. It is because they will get more understanding about the texts when discussing with friends.

The similar result regarding to the characteristic of students need to when reading English texts also occurs in the research done by Richard J. Lemmer in 2010 (Lemmer, 2010) to the university students in western
Japan. In the study, the students were given pre and post questionnaires about reading habits in English and perceptions of Extensive Reading pre and post. It turns out that the Japanese students are also never give up. They seem to push themselves to comprehend the English texts although the texts consist of many unfamiliar and new words they never meet.

7. The Effects of doing Extensive Reading

Most of the students seem to agree that doing English Extensive Reading can improve their English ability. They are pretty sure that their English skills are getting better as they spend lots of times to read English because it can improve their language skills and enhance their knowledge. Yamashita (2013) states that Extensive Reading leads the learners to experience the stronger effects. Similarly, Ellis (2008) states that in the case of SLA, Extensive Reading belongs to what is called as language input. It is because this activity leads the learners to unconsciously absorb lots of input of their second language through the texts. As they spend more time to read lots English texts, their language skills are enriched and enhanced. As the result, they will have better understanding of English and able to communicate using English language as well.

Furthermore, Richard & Schmidt (2002) states that Extensive reading program promotes some language skills such as reading, vocabulary, knowledge and affect the learners’ attitude towards reading, as described on the figure 4.6. It is obvious that the learners’ language skills and attitude are enhanced as they spend more to read. The learners feel that by doing this ER their understanding of English is getting better. Reading is
the skill that is put on the first rank. It is because when students are accustomed to read English texts, they will no have any more problems with reading English texts as they are getting familiar with many kinds of texts they read. In other words, their reading skills are improved as they read a lot of English texts.

Besides reading, their English vocabularies are improved very well because they often deal with lots of texts with more words. This condition is in line with Waring (2011, p.3) that states Extensive Reading is believed “to have a great effect on the vocabulary development because the more words a learner meets and the more frequently they are met, the greater the likelihood long-term acquisition will take place” Renandya (2016) adds similar thoughts in which ER enhances vocabulary development. Thus, ER program enables the learners to acquire and enrich large numbers of vocabularies in minds from any reading levels they are dealing with. In other words, when the number of vocabularies increase, their understanding of English text will be deeper since the vocabulary ‘store’ that keeps increasing.

Furthermore, the third rank of skill is writing. They the more the students read, their writing skills are improved. Kirin (2010) states that Extensive Reading enhances students’ writing ability because there is a strong correlation between the ER and writing ability. When someone never read, they will never write. It is because reading is the process of acquiring the knowledge, while writing is the process of sharing and producing the knowledge. Thus, these two skills are always interrelated.
Moreover, those skills mentioned previously, pronunciation and listening are another English skill that can be improved through Extensive Reading. The readers assume that the more they read English texts, they are getting more familiar with the form of English words that enables the readers to know how to pronounce the English words better. Then, they will have less difficulty in listening to English words. Besides, the readers feel that their general knowledge become updated. They can 'go' around the world through reading and explore any other skills they have never had before. They are getting smarter and more critical to face the world and able to see the world from wider perspectives.

The similar result regarding to the students’ perceptions of reading English texts also occurs in the research done by Richard J. Lemmer in 2010 (Lemmer, 2010) to the university students in western Japan. In the study, the students were given pre and post questionnaires about reading habits in English and perceptions of Extensive Reading pre and post. It turns out that all students say “yes” on both pre and post questionnaires. The students feel that reading English texts affect their ability in English. Then, the language skills that are improved such as vocabulary, reading speed, students’ thought, and writing.

Then, another similar research was done by Villas (2016) regarding to Extensive Reading: Its Effects to Learners’ General Language Competence conducted among Thailand university students. Then, there are some English skills improved as the result of Extensive Reading program. Based on the research, speaking and writing are found as the language skills
that can be improved through Extensive Reading. During the study, the students tend to speak in English more when sharing and discussing their ideas about the books they are reading. They were shy and tried to avoid the English speaking because they were not used to read, but now they seem to be more confidence when talking because they have already learned new words to describe what they have on minds.

Besides speaking, it turns out that their writing skills are improved very well because Extensive reading has caused them to study many kinds of texts with different level of English. Thus, they are getting accustomed to the any texts genre and able to write in more appropriate ways. What occur to the students in Thailand are in line with the theory of Extensive Reading shared by Krashen that states Extensive Reading can be categorized as “a form of supplying meaningful to acquire new language” (Krashen, 1981, p.47 as cited in Villas, 2016).

Besides, the research done by Kirin (2010) about Effects of Extensive Reading on Students’ Writing Ability in EFL Class for about 15 weeks, it finds out that students who are lack of reading practice are unable to produce a good quality of writing compared to those who manage themselves to read a lot. Thus, through ER, students are able to develop their writing ability and produce a good quality of text according to the nature of the language itself.

Moreover, we can discover that Extensive Reading in English plays an important role as a language input in the second language acquisition. It
is because the results show that Extensive Reading enhance the learners’ language skills and enable them to have better communication in English.

Furthermore, to sum up, from the results and discussion previously, it can be discovered that the reading profile of Penabur Senior-High Schools students are on phase II reader, the middle phase. It because the students are still on phase in which they are able to identify the text although they find lots of unfamiliar words. They also push themselves to understand the text and sometimes ask their friends for making them understood. The types of texts are about any familiar topics, such as hobbies, imaginative stories, etc. It seems that the students just like reading texts that suitable with their age and level. When they enjoy reading texts, they can spend lots of time to read.
CHAPTER V
CONCLUSION AND SUGGESTION

This section of this chapter consists of two important parts. Firstly, it is about the conclusion of the research based on the previous discussion. Then, the second part is about the suggestion the researcher share for any further study.

A. CONCLUSION

Based on the current study, the researcher discovers some important points to discuss as revealed on some following trends. First, students prefer to read novels and comics than other texts such as commercials, non-fictions, magazines and newspaper. They prefer novels because of the content that make the readers curious to read them. There are also such good moral values that inspire the readers’ life to be wiser and better. In other words, the story line of novel is mostly about life’s reflection that makes them eager to keep reading the novels. On the other hands, another texts like magazines and newspapers are not that interesting compared with another three top selections discusses on the previous sections. It because the use of languages and contents that consider as more complicated and boring.

Second, students prefer to read fantasy, romance, adventure as their favorite English books. The reason is these three books are suitable texts for their ages, teenagers. Meanwhile, English course books are selected because the students are obliged to read the books not only at school, but also at home as their preparation before class. Third, students prefer to use online
media compared to offline media. It is because of the flexibility of the technology that enables them to get the access of reading sources. Then, by using online media, they do not have to bring any texts or books everywhere. What they have bring is just their gadgets.

Furthermore, students assert that their extensive reading of English texts improve their English proficiency, particularly related to reading, vocabulary, and writing. Reading is the skill that is put on the first rank. It because when students are accustomed to read English texts, they will no have any more problems with reading English texts as they are getting familiar with many kinds of texts they read. Besides reading, their vocabularies are enhanced as well. It is in line with Renandya (2016) thought about ER enhances vocabulary development. Then, the students’ writing skill is also enhanced. Kirin (2010) states that Extensive Reading enhances students’ writing ability because there is a strong correlation between the ER and writing ability.

Fifth, students use guessing strategy when they encounter unfamiliar vocabulary and therefore they do not usually use any dictionary when doing Extensive Reading. They seem to keep reading the texts while guessing the meaning of the new words on the following sentences. Besides guessing the words, some students read the texts recommended by other students or classmates who found the texts interesting or useful to read.

Furthermore, in a matter of time, Penabur Senior-High schools’ students are lack of reading English. They spend less than 1 hour a week to read English texts. Then, it turns out that Penabur Senior-High students are
lack of reading English texts. The data show that they do not read English extensively on their daily basis because of some factors. First of all, it is a matter of habit. From the result mentioned previously, it is obvious that Penabur Senior-High schools’ students prefer Indonesian texts to English texts because of their habit to speak Indonesian every day. This habit makes them easier to comprehend the texts. On the other hands, the problems occur when reading English texts because English is not spoken everyday, so the texts are hard to understand.

Firmanto (2005) found that reading English considered a boring and stressful activity because of some factors such as unsuitable texts (e.g., due to the text length or unfamiliar vocabularies), teachers scarcity in employing pre-reading activities (e.g., explaining some difficult words or activating the students prior knowledge), and monotonous post-reading activities (e.g., answering questions based on the texts and retelling the texts).

Another reason is English text consists of language that is not spoken in Indonesia. In other words, since English is not the mother tongue or first language that is spoken in Indonesia, English text is considered as difficult and hard to understand. It is in line with Iftanti (2012) that said the existence of English in Indonesia is still considered as an unfamiliar language in which people will encounter a lot of unfamiliar words that obstruct reading comprehension and they will know nothing about the content of the text in English.
Furthermore, the activity of reading English text at school is integrated with another language skills such as writing, listening and speaking, so the students may have a little chance to read numbers of English text. In addition, the students only read the English text as assigned by their teachers, i.e reading English text only for some purposes, for instance school assignments (Iftanti, 2012)

Moreover, we can’t deny that there are some historical background that makes people ‘avoid’ the English language. Lauder (2008) states it was Dutch language as the first foreign language and used as the medium of communication among the Indonesian people. At that time, everything was all about Dutch and everyone was able to communicate in Dutch. What happened in that era seems to continue until now in which the mindset of Dutch becomes more dominant than English. Then, the existence of English in Indonesia is considered as another language ‘threat’ to Indonesian people. This mindset somehow makes people ‘keep the distance’ with English language. As the result, the growth of English in Indonesia is lower than some another neighborhood countries, such as Malaysia, Singapore and Philippines (Lie, 2003).

Another thing is the limited access of English sources, especially those who are in the countryside and in the remote area. This condition somehow makes the teaching of English in Indonesia not that successful (Bautista and Gonzales, 2006). It is because only those who live in larger cities, those the urban middle segments who are luckier because of the easier way to access the English sources and some chances to meet the
English native speakers. As the result, English language is like for certain group of people in Indonesia and has never been used as the language among the majority of Indonesian population. (Lie, 2007)

Besides, the history of English when it first came the development of digital technology has led people in this era to become anti-reading in which people are becoming more hateful with the reading activity since there are more sophisticated features offered by the technology itself. As we see now, the existence of the internet access and smartphones have turned people in all around the world, including Indonesia, become addicted with the technology use. It is because people now can access the communication facilities in seconds, get the enjoyable entertainment, do the online shopping, browsing updated information and even do the online studying by just clicking at any time anywhere. As the result, reading is getting more unnecessary and being left behind.

At last, what occurs to Penabur Senior-High Schools’ students seem to be like the Bourdieu’s theory, habitus. According to the habitus theory, habitus is the product of the history that continuously occurs without any practices (Nicolaescu, 2010). Thus, the phenomenon that occurs among the Penabur Senior-High Schools’ students unconsciously ‘structured’ by the existence of English in Indonesia. Lie (2003) states that English is considered as another language ‘threat’ to Indonesian people that somehow makes people avoid anything related to English language. As the result, this condition unconsciously ‘structures’ the Indonesian students’ mindset to stay away from reading English.
Even though English language is learned at school every week, the students are more interested in reading Indonesian texts than English. They keep reading Indonesian more and read English when necessary, for example when preparing themselves for joining certain English tests. Then, it turns out that the reading profile of Penabur Senior-High school students are on the second phase, in which they are able to read and understand the texts with such unfamiliar words. This occurs because English text is considered as more difficult than Indonesian texts. As the result, although, Penabur Senior-High schools students are given much time explore their English skills, their reading profiles are still on the middle phase.

B. SUGGESTION

As what mentioned previously, the students do not read English extensively because of their false perception on English language. However, the students agree that Extensive Reading can improve their ability in English when it is done regularly. Then, they are pretty sure that the implementation of English Extensive Reading can be done together with intensive reading at school, i.e blended Extensive and Intensive Reading (Day, 2015).

Then, it is necessary to consider Extensive Reading as the additional activity in English lesson at Senior-High schools level. It is because, one way to improve students’ skills is to provide students with authentic materials (Tupan, 2004).

Hence, it is suggested to conduct any further study to see whether Extensive Reading can be implemented in school curriculum because the
present study is descriptive and does not involve any research conducted in any classroom.
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APPENDICES
APPENDIX 1: QUESTIONNAIRE

A SURVEY ON ENGLISH EXTENSIVE READING
BY PENABUR SENIOR-HIGH SCHOOL STUDENTS

The data collection below will be used for the completion of thesis of the master degree in English Language Study – Sanata Dharma University Yogyakarta. The purpose of this study is to discover how extensive is the Penabur High-school students’ reading of English text? If you do choose to participate, completion and return of the survey indicates your consent to participate in this study. Any questions or concerns should be directed to the principal investigator, Eirene Haryono: eirene.haryono@gmail.com.

READING AND YOU

School: ___________________ Date: _____/____/____
Grade: ___________________ Student Number: ______

1. How much time do you spend reading in an average week?
   In Indonesian? _______ hours   In English? _______ hours

2. What kinds of things do you usually read in Indonesian?

<table>
<thead>
<tr>
<th>Check √ any that apply</th>
<th>Rank your selected answers (1, 2, 3, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers</td>
<td></td>
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<tr>
<td>Magazines</td>
<td></td>
</tr>
<tr>
<td>Comics</td>
<td></td>
</tr>
<tr>
<td>Novels</td>
<td></td>
</tr>
<tr>
<td>Non-fictions</td>
<td></td>
</tr>
<tr>
<td>Commercials</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>
3. What kinds of things do you usually read in English?

<table>
<thead>
<tr>
<th>Check √ any that apply</th>
<th>Rank your selected answers (1, 2, 3, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers</td>
<td></td>
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<tr>
<td>Magazines</td>
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<td>Comics</td>
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<td>Novels</td>
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<td>Non-fictions</td>
<td></td>
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<tr>
<td>Commercials</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

4. What kinds of English books do you usually read? (check √ any that apply)

<table>
<thead>
<tr>
<th>BOOKS</th>
<th>Check √ any that apply</th>
<th>Rank your selected answers (1, 2, 3, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mystery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Romance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fantasy</td>
<td></td>
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</tr>
<tr>
<td>Adventure</td>
<td></td>
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<tr>
<td>Horror</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Course book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Do you think that reading English is improving your ability in English? (check √ any that apply)

YES ( )
NO ( )

6. In your opinion, which of the following skills have been improved as a result of your reading English? (check √ any that apply)

<table>
<thead>
<tr>
<th>Check √ any that apply</th>
<th>Rank your selected answers (1, 2, 3, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
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<tr>
<td>Pronunciation</td>
<td></td>
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<tr>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
</tbody>
</table>
7. What is the source of your reading? (check √ any that apply)

<table>
<thead>
<tr>
<th>ONLINE MEDIA</th>
<th>Percentage of The Reading Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) 0 – 25 %</td>
<td>( ) 26 – 50 %</td>
</tr>
<tr>
<td>( ) 51 – 75 %</td>
<td>( ) 76 – 100 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFLINE MEDIA</th>
<th>Percentage of The Reading Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) 0 – 25 %</td>
<td>( ) 26 – 50 %</td>
</tr>
<tr>
<td>( ) 51 – 75 %</td>
<td>( ) 76 – 100 %</td>
</tr>
</tbody>
</table>

8. Why don’t you read English more than you do now? (check √ only one)

<table>
<thead>
<tr>
<th>Check √ any that apply</th>
<th>Rank your selected answers (1, 2, 3, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have no time</td>
<td></td>
</tr>
<tr>
<td>I’m not interested</td>
<td></td>
</tr>
<tr>
<td>I don’t understand the language</td>
<td></td>
</tr>
<tr>
<td>I can’t find good things to read</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

9. When you read in English, which of these things do you do? (check √ any that apply)

I stop looking up the meaning of all new words ( )
I stop looking up the meaning of a new word if I find it more than once( )
I guess the meaning of new words ( )
I stop reading if the words are too difficult to understand ( )
I stop reading if the story is not interesting ( )
I sometimes listen to the audio of the book I am reading ( )

10. Which of these describe you and your reading? (check √ any that apply)
I am satisfied though I don’t understand 100% of what is written ( )
I guess the meaning of new words or ideas ( )
I read without using dictionary ( )
I discuss books I’ve read with classmates/friends ( )
I read books based on recommendations of classmates ( )
APPENDIX 2: INTERVIEW QUESTIONS

ONE-ON-ONE INTERVIEW
OPEN-ENDED QUESTIONS

1. Do you read a lot?
   (If YES)
   1.1 Did your parents encourage you to read a lot?
   1.2 When do you usually spend your time to read?
   1.3 Which one do you prefer reading Indonesian texts or English texts?
      Explain your answers.
   1.4 What is your favorite reading?
   1.5 Why do you like it?
   1.6 How much time do you spend to read your favorite reading?

2. Do you often read?
   Do you find any problem in reading English?
   How do you overcome your problem?

3. Do you know Extensive Reading? Are you familiar with Extensive Reading?

4. Do you agree that reading a lot can improve your language skills?
   Explain your answer.
APPENDIX 3: TRANSCRIPTS OF THE INTERVIEW

Transcript 1

One-on-one interview 1

Researcher = R
Participant 1 = P1

*Identity

SMAK PENABUR GADING SERPONG

February 27th 2018

Teacher’s room

R  : Good morning. Let’s start the interview.
P1 : Okay.
R  : Do you read a lot?
P1 : Ehmm..yes...
R  : Do your parents encourage you to read a lot?
P1 : Ehmm..not really. I like reading...my parents don’t like to read..
R  : When do you usually spend your time to read?
P1 : After school maybe..or weekend
R  : Which one do you prefer reading Indonesian texts or English texts?
P1 : Indonesian.. more easy ya...
R  : Why?
P1 : Because..ehmm..easy. English difficult...I don't understand..ehmm...
R  : What is your favorite reading?
P1 : ..Ehmm..novels
R  : Why do you like it?
P1 : It’s good..story is good..
R  : How much time do you spend to read your favorite reading?
P1 : About 2 hours..maybe..or 3 hours....
R  : What is your problem in reading English?
P1 : Words..hard..
R : How do you overcome your problem?
P1 : Sometimes dictionary on google translate...
R : Do you know Extensive Reading?
P1 : No. What is it?
R : Extensive Reading is the activity of reading a lot. It's different to Intensive Reading when in class. Intensive Reading is when students have to read & comprehend the texts by answering the questions..
P1 : Oo...
R : Do you agree Extensive Reading can improve your language skills?
P1 : Ehmm..I think yes...
R : Why?
P1 : Yaaa by reading..I can speak English..I know everything...
R : Well, thanks for your participation.
P1 : You're welcome.

Transcript 2
One-on-one interview 2

Reseacher = R
Participant 2 = P2

*Identity
SMAK 4 PENABUR Jakarta

February 28th 2018

COUNSELING ROOM

R : Good morning.
P3 : Morning.
R : How are you?
R: : Fine, thanks.
P3 : : Good. Shall we start the interview session?
P3 : : Yes.
R : : Do you read a lot?
P3 : : Ehm...yes. I like reading very much.
R : : Do your parents encourage you to read?
P3 : : No. I just like it because it’s interesting.
R : : Good. So, when do you usually spend your time to read?
P3 : : Usually, on my leisure time.
R : : When then?
P3 : : It can be after school maybe. Or holiday.
R : : Which one do you prefer reading Indonesian texts or English texts?
P3 : : English texts.
R : : Really? You like English texts?
P3 : : Yes. I love English.
R : : Do you often find any problems in reading English?
P3 : : Well, sometimes yes.
R : : Okay. How do you overcome the problems?
P3 : : Well, I guess the meaning. Ehmm...just reading.
R : : What is your favorite reading?
P3 : : ...Ehmm...what...Novels? ehmm...ya I like it.
R : : Why do you like it?
P3 : : I just like reading it. Maybe because the story.
R : : How much time do you spend to read your favorite reading?
P2 : : About 1 to 2 hours.
R : : Okay. Do you know Extensive Reading?
P3 : : Maybe yes. Maybe no. well..what is it?
R : : Extensive Reading is the activity of reading a lot. It's different to Intensive Reading when in class. Intensive Reading is when students have to read & comprehend the texts by answering the questions..
P3 : : Oo...yaa.
R: Do you agree Extensive Reading can improve your language skills?
P3: I think it’s good.
R: Why?
P3: Ehm..because my English can be good I think.
R: Okay. That’s all. Thank you.
P3: You’re welcome.

Transcript 3
One-on-one interview 3
Researcher = R
Participant 3 = P3

*Identity
SMAK 1 PENABUR Jakarta
March 15th 2018
Chemistry Laboratory

R : Do you read a lot?
P2 : Ehm...not really.
R : Do your parents encourage you to read?
P2 : Ehm..actually yes. my mom likes to read..my dad not.. so my mom sometimes asked me to read...but I'm boring...so I stop...
R : When do you usually spend your time to read?
P2 : Any time..
R : What do you mean by anytime?
P2 : Yaa..when I can..i read..maybe on the evening ya...
R : Which one do you prefer reading Indonesian texts or English texts?
R : Why?
P2 : Because..I don't like English...ehm...difficult
R : What is your favorite reading?
P2 : ...Ehmm...comic maybe.
R : Why do you like it?
P2 : It's funny.
R : How much time do you spend to read your favorite reading?
P2 : About 1 hour...30 minutes...
R : What is your problem in reading English?
P2 : Yaaa...it's difficult...hard..
R : How do you overcome your problem?
P2 : Using dictionary...
R : Do you know Extensive Reading?
P2 : No. What is that?
R : Extensive Reading is the activity of reading a lot. It's different to Intensive Reading when in class. Intensive Reading is when students have to read & comprehend the texts by answering the questions..
P2 : Oo...yaa. So?
R : Do you agree Extensive Reading can improve your language skills?
P2 : Ehm..it's good.
R : Why?
P2 : I think I can learn something when reading..
APPENDIX 4: THE DATA TABULATION

The Data Tabulation

<table>
<thead>
<tr>
<th>Question</th>
<th>INDO</th>
<th>ENG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How much time do you spend reading in an average week?</td>
<td>4051.5</td>
<td>3996</td>
</tr>
<tr>
<td>2. What kinds of things do you usually read in Indonesian?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td>197</td>
<td>218</td>
</tr>
<tr>
<td>Magazines</td>
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</tr>
<tr>
<td>Comics</td>
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<td>318</td>
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<tr>
<td>Novels</td>
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<td>317</td>
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<tr>
<td>Non-Fictions</td>
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<td>317</td>
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<tr>
<td>Commercials</td>
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<td>275</td>
</tr>
<tr>
<td>Others</td>
<td>214</td>
<td>245</td>
</tr>
<tr>
<td>3. What kinds of things do you usually read in English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Magazines</td>
<td>218</td>
<td></td>
</tr>
<tr>
<td>Comics</td>
<td>178</td>
<td></td>
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<tr>
<td>Novels</td>
<td>318</td>
<td></td>
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<tr>
<td>Non-Fictions</td>
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<td></td>
</tr>
<tr>
<td>Commercials</td>
<td>275</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>245</td>
<td></td>
</tr>
<tr>
<td>4. What kinds of English books do you usually read? (check \ any that apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biography</td>
<td>139</td>
<td>236</td>
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<tr>
<td>Mystery</td>
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<td>Romance</td>
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<td>Horror</td>
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<td>Children</td>
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<td>History</td>
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<td>Eng Cours</td>
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<tr>
<td>Others</td>
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<td></td>
</tr>
<tr>
<td>5. Do you think that reading English is improving your ability in English? (check \ any that apply)</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>585</td>
<td>13</td>
</tr>
<tr>
<td>6. In your opinion, which of the following skills have been improved as a result of your reading English? (check \ any that apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
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<td>Vocab</td>
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<td>Pronun</td>
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<td>Listening</td>
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<td>Writing</td>
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<tr>
<td>Others</td>
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<td>7. What is the source of your reading? (check \ any that apply)</td>
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<tr>
<td>ONLINEMEDIA</td>
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<td></td>
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<td>130</td>
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<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Why don't you read English more than you do now? (check \ any that apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>394</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>267</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>342</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>9. When you read in English, which of these things do you do? (check \ any that apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>420</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>176</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>389</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>10. Which of these describe you and your reading? (check \ any that apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>195</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>421</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>281</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>129</td>
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</tr>
<tr>
<td>E</td>
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