**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **Extensive Reading**
2. **Definition of Extensive Reading**

Reading is one of the skills that learner of foreign language should acquire. In language classroom it is not often taught by careful reading (or translation) of shorter, more difficult foreign language texts. The goal of reading is usually complete and detailed understanding. But reading is also considered by many people as a very pleasurable free time activity that broadens ones knowledge and vocabulary.

The extensive reading approach emphasize students reading a quantity of material taht are easy for them to read. This approach presents challenges for teachers beyond identifying the right kind of books and locating for them. Because the approach de-emphasizes language and skills work, teachers may find their repertoire of activities needing supplementation. This resaource book compiles the activities from many practitioners in different parts of the world and gives teachers the tools to make exentive reading work better.[[1]](#footnote-1)

Extensive reading is a program which will be used in this learning process. Inside of this, learned are supposed to read, they read it independently of the teacher and they are not required to do any tasks after reading. Moreover, they are encouraged to stop the reading whenever they consider the materials not interesting or too difficult.

As Bamford stated that Extensive Reading is an approach to language teaching is which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment they are encouraged to stop reading if the material is not interesting or if it is too difficult.[[2]](#footnote-2)

George M Jacob, Colin Davis and Willy A Renandya state “Extensive Reading is the reading, without overt instruction, of large amount of material for pleasure and information”.[[3]](#footnote-3)

Extensive reading is the best global method to help all learners consolidate their reading comprehension. Extensive reading, which can be defined as reading a large amount of text for general comprehension (Anderson, 1999), helps with vocabulary acquisition, content knowledge, familiarity with syntactic structure, knowledge of genres, and reading rate. Strategies that are taught and practiced in the classroom must then be followed up, almost like learning to drive a car in a driving class followed by a great deal of time “behind the wheel.” That is where extensive reading comes in. However, one cannot count on outside reading to do the trick when there is limited silent reading time in the classroom.[[4]](#footnote-4)

Another definition of extensive reading according to Richard R Day that extensive reading is ‘”intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading’”.[[5]](#footnote-5)

Based on theories above, the writer can assumes that extensive reading is a program which offers its student to read kind of book they selected, without teachers instruction. Every students give exempt and freedom in thing of kinds materials what the students want to read, so the reading text is easy material by overall understanding to get the pleasure of reading.

According Brughton (1978), like a excerpt by H.G Tarigan (1973:31) Extenisve reading have of three kinds read, namely: survey reading, skimming and superficial reading. In a schematic as following :

Survey Reading

Exentive Reading Skimming

Superficial Reading

1. Survey Reading

Survey reading is a kind of read activites to find out the general content and scope from reading material shall we read.

1. Skimming

Skimming is a reading by quickly looking eyes and attention to writen material to find and get quickly information.

1. Superfical Reading

Superfical reading basically a reading activity to gain a deeper understanding of shallow or not very deep from reading material that we read.[[6]](#footnote-6)

1. **Characteristic of Extensive Reading**

Richard Day and Julian Bamford, in *Extensive Reading in The Second Language classroom* identify ten characteristics found in successful extensive reading programs, as follow:

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

Another characteristic in extensive reading is the deferent kind of material while this will encourage student a flexible approach to reading. And they have different reason, for example: for entertainment, information or probably passing the time with different ways of reading, like: skimming, scanning, and more careful reading.

The last one, an important thing that we have to remind is no dictionary while reading. Normally, the student discourages to use dictionary because it will waste much time.

1. **The Benefits of Extensive Reading**

After we know what is the definition of extensive reading, kind of material including this program, and the characteristic of it. Now let us see and learn what the benefits of extensive reading are. This will explained below.

Extensive reading is a topic that has been widely discussed over last decades and its benefits have been generally approved by many researchers. Bamford states that student who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening and speaking abilities and their vocabularies will get richer. (Bamford, Extensive Reading Activities I).

Bamford praises the motivation aspect of extensive reading, seeing its primal benefit in developing positive attitude toward the foreign language and increase motivation to study this language.

Here are several benefits of Extensive Reading, including the following:

1. Students increase their knowledge of the world. Thus, they are better able to understand course content and real-life situations.
2. Student increase their knowledge of vocabulary, grammar, and text structure. Thus their language proficiency increases in all the four skills of listening, speaking, reading and writing.
3. Students improve their reading skills and developed more affective reading strategies.
4. Students come to enjoy reading. Thus, they read more and become good example for others.
5. Students come to make reading a life-long habit. Thus, they continue to strengthen their literacy skills throughout life and have a greater potential to be informed, active citizens of the planet. [[8]](#footnote-8)

Through Extensive reading, student can increase the quantity of reading material they read. Because the basis of extensive reading is self-selected material, this will increase their motivation in reading learning too. Meanwhile, including inside it is reading for pleasure. As Beatrice state that “Reading for pleasure is the easiest way to become a better reader in English. It’s also the most important way. That’s way it’s the first of reading power.”[[9]](#footnote-9)

1. **Reading Comprehension**
2. **Definition of Reading**

Everyone knows that reading is an activity which can’t be separated from someone else. From the youngest until the oldest one, academician and non academican, and any professions need read. Anything can be read by them, namely kind book, magazine, newspaper, pamphlet, and so on. Reading is a way to get information, information from reading can include entertainment, education, knowledge, humor and etc.

The object of reading can be variety, with the different purpose too. Some people have the purpose to get certain information, and others to get the pleasure. To achieve the goal of reading, we ought to run and pass the process of reading. Far better we know about what definition of reading is.

As Tarigan state that ”*Membaca adalah suatu proses yang dilakukan oleh pembaca untuk memperoleh pesan, yang hendak disampaikan oleh penulis melalui media kata-kata/bahasa tulis.”*

“Reading is a process done and used by reader in order to obtain the information which has been conveyed by writer through written word.”[[10]](#footnote-10) However the act of reading is not completely understood nor easily described. In the most general terms we may say that reading involves the *reader*, *the text,* and *the interaction between reader and text* (Rumelhart 1997).

From the statement above, we might say that reading is not as easy as we think. Even though, reading is one of the receptive skills, but it’s not meant that reading is a passive act. In this process of reading, the reader is not only ought to play his physical act, like running the eyes over the text, but also his mind need to think carefully, it will need a late of concentration in order to comprehend the text, and catch what the text means.[[11]](#footnote-11)

Another definition of reading based on Day and Bamford, “(Reading is the construction of meaning from a printed or written message).[[12]](#footnote-12) According to Louann *et al,* ”Reading is often considered a passive skill, research in the field of psycholinguistic has demonstrated that is actually highly complex process of interaction between reader and text.”[[13]](#footnote-13)

1. **Definition of Reading Comprehension**

Many expert have their own definition about reading, according to Nuttal, the view of reading is essentially concerned with meaning, specifically with the transfer of meaning from mind to mind: the transfer of message from writer to reader. And about comprehension, as Hornby in Oxford dictionary: the mind’s act or power of understanding. Extensive aimed at improving or testing understanding of language (written or spoken),[[14]](#footnote-14) as Grellet stated that “understanding a written text means extracting the required information from it especially as possible.”[[15]](#footnote-15)

Through reading comprehension, the reader should really understand about its text, in order to could obtain some information inside of it. This supported by Weaver

. . . a process that involves the orchestration of the reader’s prior experience and knowledge about the world and about the language. It involve such interrelated strategies as predicting, questioning, summarizing, determining meaning of vocabulary in context monitoring one’s own comprehension and reflecting. The process also involves such affective factors as motivation, ownership, purpose and self-esteem. It takes [*sic*] place in and is governed by specific context, and it dependent on social interaction. It is the integration of all these process that accounts for comprehension. They are not isolable, measurable factors. They are whole wholisic process for constructing meaning.[[16]](#footnote-16)

Another definition, it’s according to Gordon Wainwright*,* Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards.[[17]](#footnote-17)

Based on theories above, the writer can assume that reading comprehension is reading for understanding, obtaining some information with comprehending text in detail. Reading comprehension means, “Understanding what you read.”[[18]](#footnote-18) The goal of reading will be achieved if the reader can interact with the text and what the author means.

In teaching reading comprehension, we need to design task that correspond to all of these purpose and process in reading. Greller (1981) propose that activities designed to check comprehension relate to both the content of the passage and its discourse structure, or organization, its rhetorical structure, the use of cohesive devices, and the understanding of inter sentential relationship.[[19]](#footnote-19)

Reading process is an interaction between the texts and the reader; to know far one’s comprehension about reading text, according to a number of texts feature and reader characteristic include language proficiency, attitude, motivation and background language. Reading for meaning involves the activation of networks real-world and rhetorical information for the purpose of interpreting texts.

1. **Types of Reading**

There are many ways of reading that can be used by readers, it is depending on their own options. Here are the following types of reading:

According to Francoise Grellet, the main ways of reading are as follow:

1. Skimming: quickly running one’s eyes over a text to get the gist of it.
2. Scanning: quickly going through a text to find a particular piece of information.
3. Extensive reading: reading longer text, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding.
4. Intensive reading: reading shorter texts, to extract specific information. This is more accuracy activity involving reading detail.[[20]](#footnote-20)

In extensive reading process, the reader is free to select material/book to read without teacher’s instruction and sometimes the purpose of this act is to get pleasure in reading. The more quantity of books they can read, so that they should not understand the text detail, because the one of characteristic of this extensive reading is overall understanding with easy material.[[21]](#footnote-21)

According to the explanation above, there are many kind of reading can be done, but here the writer would like to learn more about extensive reading, because he wants to know how far is the effectiveness of extensive reading activity in improving reading comprehension. As we know that, extensive reading program is really contrast with reading comprehension, because of many factor. However, this should be done to know how the result is.

1. **Purpose of Reading**

The purpose of reading is diverted from its principal aim i.e. to read for pleasure and information. According to Mortimer J. Adler and Charles van Doren stated, the reading act has some certain purpose, namely: reading for information and reading for understanding is deeper than this[[22]](#footnote-22). Both of purposes above have a wide meaning. First one the reading act with purpose to get information, sometimes has a weaknesses in understanding, because the material which provided too easy, and the level understanding between writer and reader are the same.

Certainly, closely connected with our motivation for reading and our interest in reading the material[[23]](#footnote-23). we can get this material from magazine, newspaper, and order resource which the text can be direct understood by reader. It is meant, the reader just wants to get some information from the material, but he can’t improve his comprehending in reading text.

This kind is different from the latest one. It needed a depth understanding about the text, because the level understanding between the reader and the writer are not the same. Particularly, it is for readers of books. Even more particularly, it is for those whose
main purpose in reading books is to gain increased understanding[[24]](#footnote-24). In other words, the reader should find a new discovery from its reading, in order he could improve his ability in comprehending reading text.

According to Philips (1984), reading purpose have often divided in to reading *for information or reading for pleasure*. The determination of the purpose for reading a given passage should have implication for the way in which the reading task is designed and comprehension is assessed. For example, when a student is reading for specific information, it makes sense to consider the accuracy with which detail are understood as well as amount of detail reported relates to that information. When students are reading for pleasure, an individual might skim the table of contents of a target language magazine to get a global view of the type of topics covered and them read an article of particular interest more intensively.

Rather than Murby’s (1979), model of reading instruction divides types of reading in to two categories according to purpose: it’s being either *intensive or extensive*. In intensive reading, often for information, students need to understand linguistics as well as semantic detail and play close attention to the text. But in extensive reading often for pleasure, student need not necessarily comprehend all the detail of the text speed and skill getting the gist are the most important criteria for training of this reading task. Understanding in a general way the author’s intent, getting the main ideas, and reacting to the material personally are also reading goals when reading extensively.

Another reason why people could do the reading act as supported by Harmer, are the following:

1. Instrumental: a large amount of reading and listening takes place because it will help us to achieve some clear aims. Ex: we read a road sign so that we know where to go.
2. Pleasurable: another kind of reading and listening takes place largely for pleasure. Thus people read magazine or spend hours buried in the Sunday paper.[[25]](#footnote-25)
3. **Technique for Teaching Reading Skills**

Presently, there have been many complaints about our students’ lack of independent reading at the primary, secondary and even university level. Students seem not to have developed the habit of reading.

There are five stages plan for reading instruction that can be used the classroom, such as:

1. Pre teaching/ Preparation Stages

Brainstorming to generate idea that’s have a high probability of occurance in the text, looking at visuals, headlines, titles, charts or other contextual aids that are provided with the text.

1. Skimming/ Scanning Stages

Both of these steps are distinct process involving, first reader skim the passage and then scan the text more carefully to locate a few the main ideas.

1. Decoding/ Intensive Reading

Decoding involves of guessing from context the meaning of unknown words or phrases and maybe needed at the word, intra sentential, inter sentential, or discourse level.

1. Comprehension stages

In this step, comprehension checks of the various sorts are made to determine if students have achieved their reading purpose.

1. Transferable/ Integrating Skills

In this final step, exercise should be used to help students go beyond the confines of the specific passage to enhance reading skills and effective reading strategies.

* 1. Problem of Reading

Some students often get some obstacle in reading learning, many factors can derive them. For instances, the length of word and sentence, “On the premise that texts with longer sentence and longer word will be more difficult to understand than those with the shorter ones.” Another problem is the number of unfamiliar words which the text contains. If readers don’t know half of the words in the text, they will have great difficulty in understanding the text as a whole. And about comprehension problem, even when a student is familiar with all the words and structure in a passage, complexities in the way the writer expresses himself may present obstacle to efficient comprehension.

1. Long and complicated sentences are difficult to cope with in a foreign language, even when the words are easy, syntactic complexity may cause a reader to lose the thread.
2. Some writer favor a wordy and repetitive style, practice is needed to be able to see through the words so the ideas which underlined them.
3. A writer may express an important idea indirectly, in order to understand some texts; one needs to be sensitive to the implication of a remark.
4. Words and expressions which the student the does not know obviously present a problem. However, students do not always realize how easy it is to guess many unknown words simply by studying the context.

There is no speed reading course that we know of that does not claim to be able to increase your comprehension along with your reading speed. And on the whole, there is probably some foundation for these claims. The hand (or some other device) used as a timer tends not only to increase your reading rate, but also to improve your concentration on what you are reading.[[26]](#footnote-26)

* 1. The solutions

From above problems, we can invite you to give the contribution the some solution offered:

1. *Pre-teach vocabulary*that is in the reading text. This removes at least some of the barriers to understanding which they are likely encounter.
2. *Using Extensive reading,*Colin Davis suggests that such a program will make student more positive about reading, improve their overall comprehension skills. And give them a wider passive and active vocabulary.
3. **Procedure of Teaching Reading through Extensive Reading Activity**

An extensive reading program was established at the British Council Language Center in Sanaa, Yemen. An elementary level class of government employees (age range 17-42) was exposed to a regime of graded readers, which was integrated into normal classroom teaching. Students followed a class reader, had access to a class library of graded readers, and had classes in the British Council library, which gave them access to a collection of 2000 titles. Questionnaires were used to examine students' reading interests, habits and attitudes, both prior to, and following the program.[[27]](#footnote-27)

In this term, the writer would like to apply the kind of teaching in any level, with the aims to encourage students to read extensively. Exentive reading, used for pleasure and general understanding.[[28]](#footnote-28)

Reading for pleasure is different that you do for study.[[29]](#footnote-29) When you read for pleasure, you don’t have to read the same book that everyone else in the class in reading. You can choose any kind of book or material you want reading, such as : novel, magazine, news paper, thriel, mystery, science or short story. It is not what you read, but your enjoyment, that matter.

 Dealing with this case, the writer will chose reporting way, to know far the student’s comprehension of the text is.

The procedure:

1. Ask student to choose any reading in particular genre (e.g. poem, newspaper or magazine article, short story, play, long nonfiction) as material for learning.
2. After all, suggest student to read extensively.
3. Encourage them to comprehend the text fluently.
4. Finally, ask one of them to report they have read.

The last one, the teacher should provide some test of understanding. Providing some questions related to the text of material, with determining to all of aspects in comprehensive reading. This aimed to know how the effectiveness of extensive reading in improving reading comprehension.

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