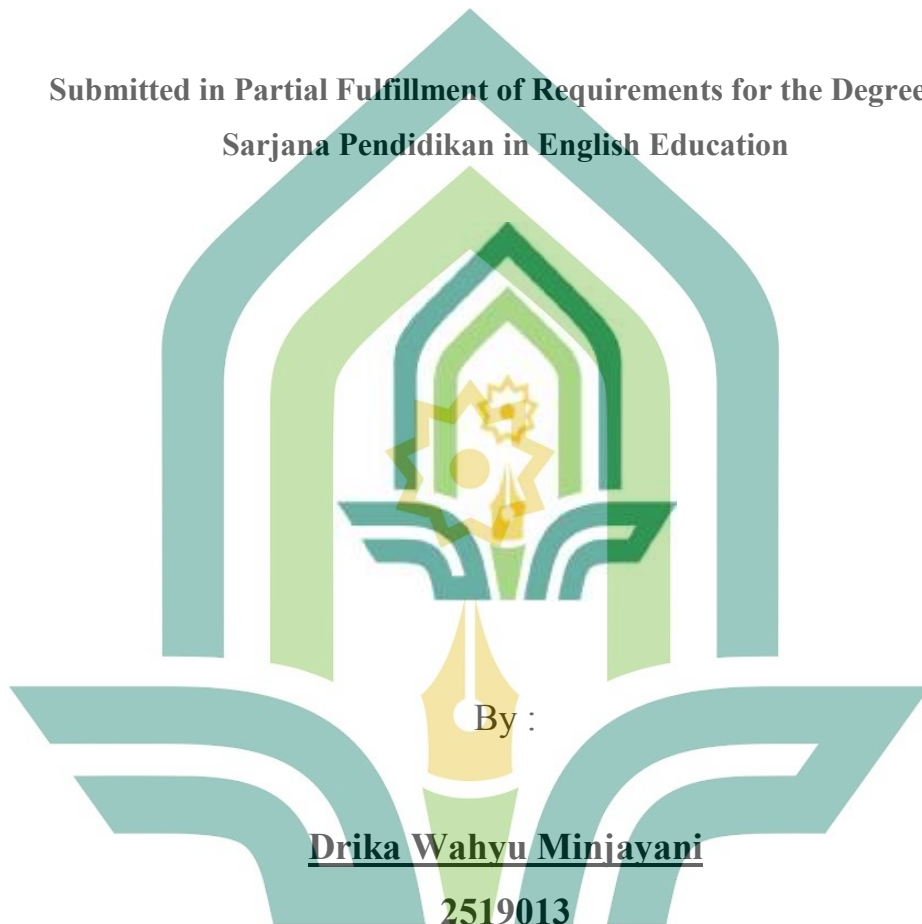


**PROBING EXTENSIVE READING PRACTICE FOR ENGLISH
AS A FOREIGN LANGUAGE (EFL)
STUDENTS IN JUNIOR HIGH SCHOOL**

THESIS

**Submitted in Partial Fulfillment of Requirements for the Degree of
Sarjana Pendidikan in English Education**

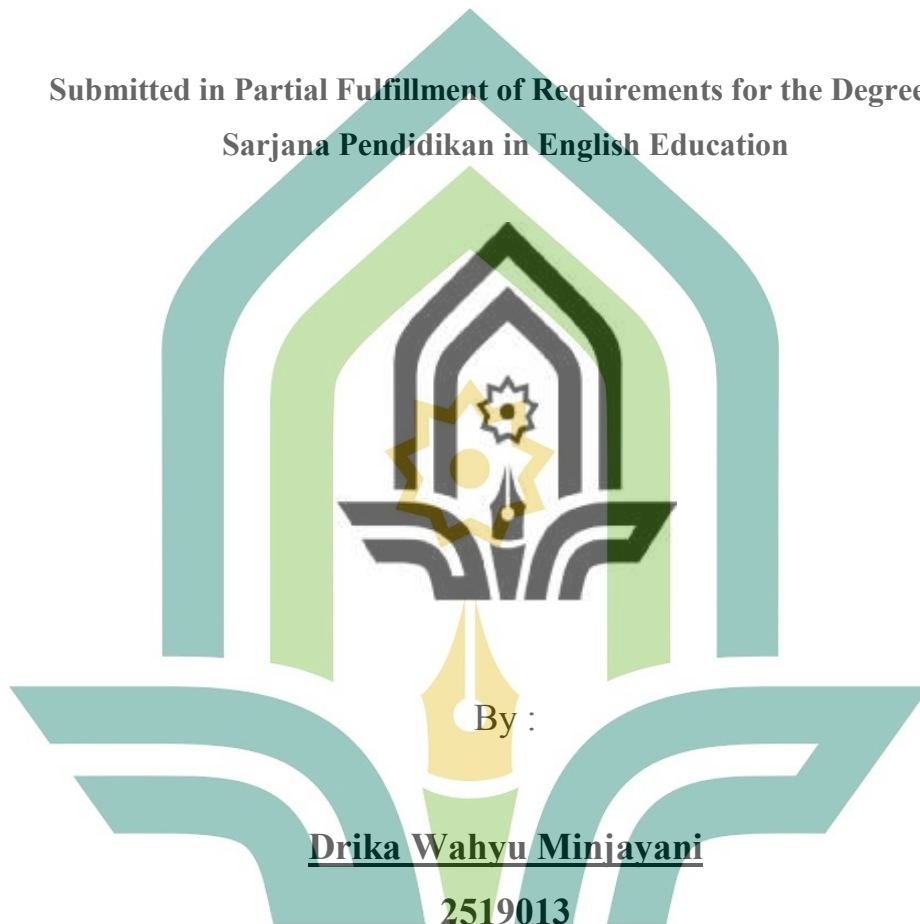


**FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2023**

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Dengan ini menyatakan bahwa skripsi yang berjudul **“PROBING EXTENSIVE READING PRACTICE FOR ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS IN JUNIOR HIGH SCHOOL”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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c.q. Ketua Program Studi TBIG
di
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Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

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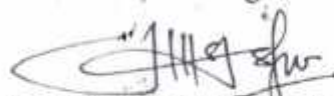
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Wassalamu'alaikum Wr.Wb.

Pekalongan, 30 Oktober 2023

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Judul : **PROBING EXTENSIVE READING PRACTICE FOR ENGLISH AS AN FOREIGN (EFL) STUDENTS IN JUNIOR HIGH SCHOOL**

Has been examined and approved by the panel of examiners on Thursday, 9th November 2023 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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MOTTO

"Untuk Masa-masa Sulitmu, biarlah Allah yang menguatkanmu. Tugasmu hanya berusaha agar jarak antara kamu dengan Allah tidak pernah jauh."

"Sulit apapun jalannya, jangan pernah berpikir untuk menyerah. Karena, kita tidak akan tau apa yang sedang menantimu diujung perjuanganmu selama ini."

"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya."

(Q.S. Al-Baqarah, 2: 286)

"Maka Sesungguhnya bersama Kesulitan itu ada kemudahan. Sesungguhnya bersama Kesulitan itu ada kemudahan "

(Q.S. Al-Insyirah, 94:5-4)

"Orang lain enggak akan paham struggle dan masa sulitnya kita, yang mereka ingin tahu hanya bagian Success Storiesnya aja. Jadi berjuanglah untuk diri sendiri meskipun enggak akan ada yang tepuk tangan. Kelak diri kita di masa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini. Tetap berjuang ya."

ABSTRAK

Membaca ekstensif adalah salah satu teknik dalam bahasa asing dengan membaca sesuatu yang siswa sukai tanpa paksaan atau tuntutan. hal yang penting dari membaca ekstensif adalah membaca dengan menyesuaikan teks sesuai dengan bidang dan kemampuan. Membaca ekstensif bisa mendukung keberhasilan siswa dalam pembelajaran bahasa asing. Penelitian ini bertujuan untuk melaporkan siswa yang tertarik dalam membaca, dan permasalahan-permasalahan yang dihadapi. Data dianalisis menggunakan teori dari Braun & Clarke (2006) dan disamping itu peneliti juga menggunakan teori dari Renandya, Hidayati, dan Ivone (2021) untuk mengeksplorasi permasalahan-permasalahan yang dihadapi siswa dalam membaca ekstensif. Data diperoleh dari hasil observasi, interview dan dokumentasi yang dilakukan pada satu guru dan 30 siswa saat observasi di kelas, mewawancarai satu guru dan 3 siswa SMP kelas 9. Dokumentasi yang dilakukan yaitu mengambil gambar saat observasi dan wawancara berlangsung. Di SMP Pekalongan, Jawa Tengah Indonesia. Menggunakan narrative inquiry, mengidentifikasi beberapa permasalahan dan solusinya. Hasil dari penelitian menunjukkan adanya beberapa permasalahan dan solusinya. Kesalahan yang dihadapi siswa dalam pelaksanaan membaca ekstensif antara lain yaitu motivasi rendah, jam pelajaran terbatas dan kurangnya pengetahuan tentang membaca ekstensif. Solusi dalam mengatasi permasalahan yang telah disebutkan: selalu memberikan dorongan motivasi terhadap siswa, melakukan kegiatan membaca di rumah dan sebaiknya guru banyak memahami atau mencari tahu mengenai membaca ekstensif secara luas. Berdasarkan penelitian, peneliti menyimpulkan permasalahan utama siswa dalam membaca ekstensif adalah rendahnya minat baca siswa yang disebabkan oleh rendahnya kosakata sehingga sulit untuk memahami teks dalam mengatasi hal tersebut adalah memberikan dorongan kepada siswa untuk menerapkan kebiasaan membaca.

Kata kunci : membaca ekstensif, permasalahan dalam membaca, Bahasa Inggris sebagai bahasa asing.

ABSTRACT

Extensive reading is one of the techniques in foreign languages by reading something that students like without coercion or demands. the important thing about extensive reading is reading by adjusting the text according to the field and ability. Extensive reading can support students' success in foreign language learning. This study aims to report on students' interest in reading, and the problems they face. The data were analyzed using the theory of Braun & Clarke (2006) and in addition, the researcher also used the theory of Renandya, Hidayati, and Ivone (2021) to explore the problems faced by students in extensive reading. Data were obtained from observations, interviews and documentation conducted with one teacher and 30 students during classroom observations, interviewing one teacher and 3 grade 9 junior high school students. Documentation was done by taking pictures during observations and interviews. In Pekalongan Junior High School, Central Java Indonesia. Using narrative inquiry, identified several problems and their solutions. The results of the research show that there are several problems and solutions. Errors faced by students in the implementation of extensive reading include low motivation, limited lesson hours and lack of knowledge about extensive reading. Solutions in overcoming the problems that have been mentioned: always provide motivation for students, do reading activities at home and teachers should understand or find out about extensive reading widely. Based on the research, the researcher concluded that the main problem of students in extensive reading is the low interest in reading caused by low vocabulary so that it is difficult to understand the text in overcoming this is to provide encouragement to students to apply the habit of reading.

Keywords: *extensive reading, reading problems, english as a foreign language*

PREFACE

Praise and thanks be to Allah SWT who always gives me health, guidance, and patience. Thus, the process of writing my research proposal entitled "Probing Extensive Reading Practice for English As A Foreign Language (EFL) Students in Junior High School" can be completed. Submitted to the English Education Department of UIN K.H Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Research Seminar Proposal Course. This proposed research was made possible due to the contributions of many people. On this occasion, the researcher would like to express his sincere gratitude to:

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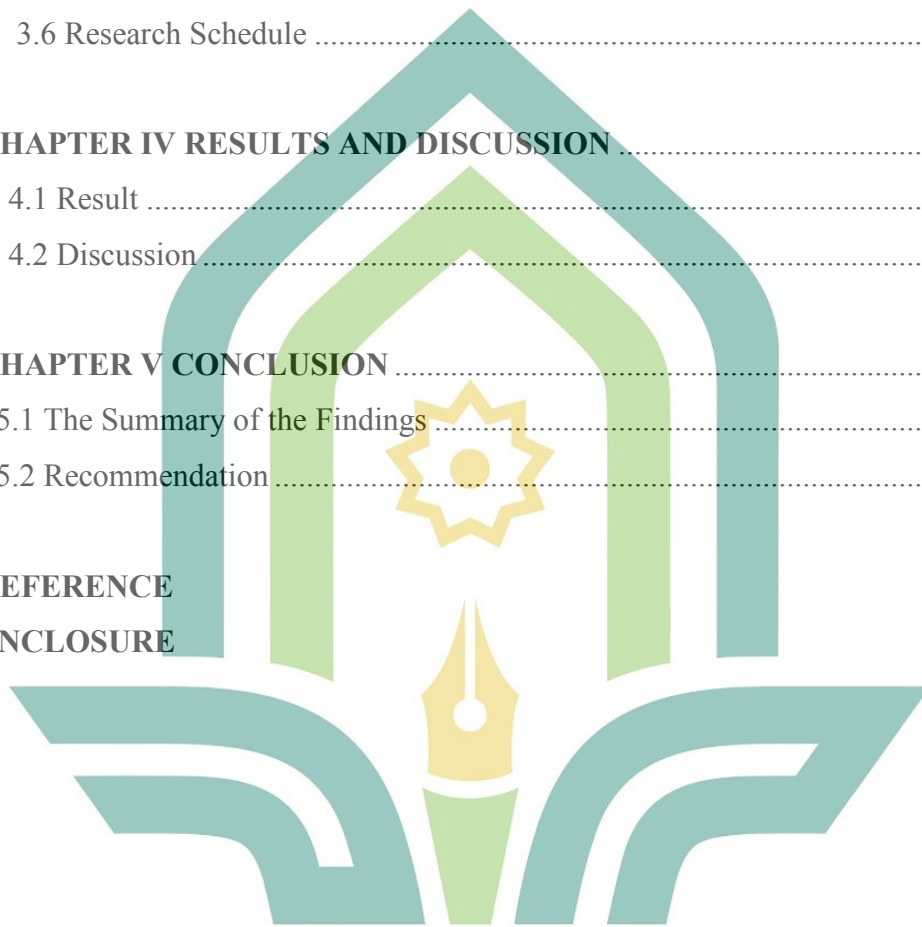
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Drika Wahyu Minjayani

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ENCLOSURE LIST

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Enclosure 2 Certificate of completion of research

Enclosure 3 Teaching Materials

Enclosure 4 Observation Results

Enclosure 5 Participation in the interview

Enclosure 6 Transcription of the interview

Enclosure 7 Documentation during observation and interview

Enclosure 8 Curriculum vitae



CHAPTER I

INTRODUCTION

1.1 Background Of Study

Extensive reading is one of the techniques in foreign languages by reading something they like without force or demand. The important thing about extensive reading is to read by adjusting the text according to the field and ability. According to Richards and Schmidt in Nizamuddin, et.al. (2014), extensive reading is reading several large texts to improve understanding of reading content and language structure and vocabulary acquisition that can make learners enjoy what they read. A good implementation of extensive reading can support students' success in learning a foreign language. Extensive Reading techniques include skimming, scanning, word search skills, building vocabulary, recognizing text organization, interpreting references, and making inferences.

Two techniques dominate extensive reading. The first is Skimming means reading quickly to determine the topic or main idea in the reading (Brown, 2007). The practical application of skimming is when a student reads the subject matter before an exam. The student will focus on the headings and subheadings to find out the main topic discussed and focus on the last paragraphs that have a conclusion. Not reading the content word by word also needs to be avoided to focus on what is needed. The second technique is scanning is reading quickly to find factual information in the text. The practical application of scanning is that when a student is looking for specific

information in a textbook they will focus on the keywords of the information they are looking for, as well as words that are bolded or italicized.

Extensive reading has the advantage of improving reading skills and making students increase their vocabulary, so they encounter thousands of words that are not taught in textbooks. Extensive reading allows students to develop awareness between words and other words. Extensive reading provides important comprehension opportunities that can help students understand language faster and better. Reading for pleasure is one of the goals so it builds confidence and motivation for students to become more effective language users. It motivates further reading, encouraging students to read more. and the drawback of extensive reading is that it takes significant time. The reading is difficult, so there is little opportunity to build reading speed and fluency. Students read slowly and they have difficulty because they have difficulty mastering multiple languages. The whole class reads the same material, so it becomes too easy for some learners, but too difficult for others. Students need enough vocabulary to make it easy for them. and instead of focusing on deep comprehension, this method tends to focus less on reading large amounts.

The implementation of extensive reading in some schools can be done in various effective ways. First, schools can provide access to a rich library with a variety of reading materials, including textbooks, novels, magazines, and reference sources. In addition, schools can have compulsory reading programs that encourage students to read specific books and share their understanding

through class discussions. In the digital age, utilizing technology can also help with extensive reading, such as access to e-book platforms and online resources. In addition, inviting writers or authors to speak at school can motivate students to explore the world of literature more deeply. With this holistic approach, schools can help students develop a love for reading, broaden their horizons, and improve their literacy skills significantly.

Based on initial observations, students at Bojong 1 junior high school face many difficulties in the new vocabulary that students encounter when learning takes place. Students have prepared reading materials ordered by the teacher according to the wishes of the students. Researchers found that there are several conditions when learning takes place in class. First, students sit in their respective places with a calm state and are ready to receive learning. Second, students have prepared reading material on the table. Third, students are given 30 minutes to read. Fourth, there are sessions where students come forward of their own accord and are chosen by the teacher to read back in front of their friends using their own language. Fifth, students are assigned to respond to the reading material that students read. and finally, students are ordered to write the contents of the reading and collect on the teacher's desk and it is used as a value for student activeness during learning.

Based on the background of the problem above, it is necessary to investigate the practice of extensive reading so that students are interested in learning English, especially in extensive reading. Therefore, the researcher is

interested in conducting a study entitled, "Probing Extensive Reading for English as a Foreign Language Students."

1.2 Formulation of the problem

Based on the background that has been conveyed by the researcher above, the researcher formulates the problem as follows:

1. How are extensive reading activities of students at Junior High School?
2. What problem do students of Junior High School encounter in practicing extensive reading?
3. What solutions are given in students' extensive reading in junior high school?

1.3 Operational Definitions

To make it easier for readers to understand this research, the researcher presents several terms related to the research as follows:

1. Probing: a reference to the process of further searching or more accurate investigation that is done to gain a deeper understanding of a particular topic or situation that we are looking for (Merriam & Elizabeth J. Russell, 2015).
2. Extensive Reading: a way of learning to read with a state where students read a large amount of reading based on their level of proficiency in a foreign language, it is general to understand the overall meaning as well as be informed or just pleasure (Day & Bamford, 2004).
3. English as a Foreign Language: EFL stands for English as a Foreign Language, which refers to the teaching and learning of English in countries

where it is not an official language or used as a language of daily communication (Celce-Murcia, M., Brinton, D. M., & Snow, M. A., 2014).

1.4 Aims of the study

In line with the research question, this exercise aims to find out :

1. To find out how the reading comprehension process of students in junior high school.
2. To find out the right solution to the problems that students encounter during practice.
3. To find out student solutions during reading activities.

1.5 Significance of Study

The Significance of this research is explained as follows:

1. Theoretical

This research will consider relevant theories on extensive reading practice and the use of probing techniques in the context of learning English as a foreign language. Miles, Huberman & Saldana (2014) and Willy, Hidayati, and Ivone (2021).

2. Empirical

This research will involve an empirical study investigating the effect of extensive reading practice with a probing approach on foreign language students. The study may include an experimental research design, qualitative or quantitative research which may involve the collection of data from a sample of students.

3. Practical

This research will provide practical implications that can be applied in teaching English as a foreign language to promote extensive reading practice with a probing approach.



CHAPTER II

THEORETICAL BACKGROUND

2.1 Literature Review

2.1.1 Reading

Reading is one of the most important ways to improve English skills. Mikulecky (1996). Grabe and Stoler (2013) revealed that reading is a useful skill to understand the meaning of reading texts and interpret the information appropriately. Based on these opinions, reading skills are useful for interpreting the meaning and information in a text. So that it will gain an understanding of the text to be read. Someone who has a reading habit can enrich their vocabulary and can improve receptive skills. So that it allows someone to enrich their vocabulary. Increase the clarity of thinking, foster creativity, and add insight, ideas, and knowledge. Boyoh (2018).

2.1.2 Extensive Reading

According to Davis (1995), extensive reading is defined based on experiences from ELT classes. The extensive reading program is an additional framework of the classroom library, identical to English tutoring, where learners are given time, support, and reading by reading at their level, given many books, and there is no coercion or pressure for tests or grades. competing with themselves, motivating the teacher, and testing to ensure students read the book according to the time and number of books provided. Its characteristics are diversity and variety,

not weight; therefore, the book is chosen for its interest and suitability to the student's character, not for its literary value. Richard & Renandya (2002) mentioned that extensive reading is a characteristic of English course activities that can make students enthusiastic about reading large amounts of text and enjoying the content of the text. According to Hedge (2000) in Huang (2015), there is a need for a clear definition of extensive reading among researchers. However, extensive reading is characterized by reading many texts, such as novels, short stories, or articles in newspapers or magazines. Based on some understandings according to experts, extensive reading is one of the learning methods to learn a new language. Students can choose readings according to the themes they are interested in and by the level of language difficulty. In addition, reading is also reading by reading a lot, not only happening in class but can be done outside of class or at home.

There are several characteristics in extensive reading according to Renandya, A.W., et Al., (2002) as follows:

1. Students Read Large Amounts of Material.

This is one of the main features that distinguish extensive reading programs from intensive reading programs. In Extensive Reading, teachers try to build a reading culture where students read in quantity. The program will not get optimal benefits unless students are 'addicted' to reading and reading in quantity.

2. Students Usually Choose What They Want to Read.

With highly motivated students, this feature is easy to achieve. However, with less motivated students, the availability of material they enjoy reading can make a lot of difference. These students usually don't read much. To get them hooked on reading, they need access to a good collection of books and other materials that they want to read. Unfortunately, the kind of materials that these students tend to favor (such as Novels, short stories, ghost stories, comics, and the like) may be hard to find, or even absent from the school library.

3. Reading Materials Vary in Terms of Topic and Genre.

Students should be exposed to a variety of different types of materials so that they become familiar with different types of genres and get used to reading for different purposes and in different ways. While younger students may prefer fiction, they should be gradually introduced to nonfiction. While a good selection of fiction can often be found, there is a dearth of nonfiction material for less advanced readers. Even harder to find is material for adult learners who want to read simplified material on topics such as law, business, technology, and medicine.

4. The Material Students Read Is within their Level of Comprehension.

Unlike in intensive reading where the material is usually above the students' language level, in extensive reading, the material should

be near or even below their current level. To use SLA jargon, students should read the text at a level of $i+1$, i , or $i-1$, where i is their current proficiency level, and 1 refers to language features that are slightly above the students' competence. The rule of thumb is that to start the program, students should read easier texts than more challenging texts. For students who have little exposure to contextualized language and lack confidence in reading, even I-2 materials may be appropriate, at least in the early stages of the reading program (Day, 2006).

5. Students Usually Take Part in Post-Reading Activities.

The most commonly reported post-reading task that teachers employ is, unfortunately, that of summary writing or book review. This task is not without value, but because writing a summary is time-consuming and often dreaded by students, it should be used less often.

6. Teachers Read with their Students, thus Modeling Enthusiasm for Reading.

We can't make our students read if we don't read ourselves. This advice is especially important when first starting an extensive reading program. We can show students books or other reading materials that we have just read or are reading, let them see us reading silently, and read aloud to them our favorite parts of the

material. This will send a strong message to us that we should value reading and our students should do the same.

7. Teachers and Students Keep Track of Student Progress.

Ideally, students read on their own without the need to be monitored. However, regular monitoring is highly recommended especially when working with reluctant readers. A simple book log can be designed to check the student's progress. In addition to using book logs, monthly book conferences can be scheduled to find out if students are having problems with their reading. These conferences can last as short as five minutes or less. It should be noted here that monitoring should be seen as a way to show students' progress and motivate students not as a way for teachers to judge them.

Extensive reading is certainly not a panacea for all the problems we have in language learning. It will not guarantee perfect mastery of English for all. But nowadays, when traditional textbook and teaching methods produce less than flattering results, book-based methodologies, such as the shared book approach or extensive reading methods where pupils are given wide access to a large amount of comprehensible input, might just be the right antidote to our students' learning problems. Even in the unlikely event that extensive reading does not result in measurable language gains, it will certainly result in a more enjoyable language learning experience. This evidence for reading is too strong to ignore.

2.1.3 The problem of Extensive Reading

Extensive reading is a learning method that prioritizes students to learn independently and get less explanation from the teacher. Students choose books according to their criteria and preferences. Then read silently in the corner of the room with minimal intervention from the teacher. Based on this, teachers may feel less than optimal in doing their duties, students feel that teachers are not teaching students enough, and perhaps administrators also feel that extensive reading is by curriculum time, so it is unlikely that schools provide curriculum time for extensive reading program activities (Davis, 1995). There is still a problem of lack of reading culture and poor attitudes towards reading in the world have been claimed as a problem in general (Almahroqi & Denman, 2016).

There are several issues related to extensive reading, as follows:

1. Ineffective teaching procedures.
2. Difficulty in understanding new vocabulary.
3. Reading materials that are appropriate to the students' ability level.
4. Determining sufficient time.
5. Limited access.

2.1.4 English as a Foreign Language

Teaching English as a foreign language refers to the teaching and learning of English in countries where English is not spoken nationally (Johnson, 2008). The active learning strategies discussed so far are

variations of traditional learning strategies. However, many additional strategies to stimulate active learning have been proven successful in improving students' performance, increasing their motivation, and changing their attitudes. Bonwell and Eison (1991).

2.2 Previous Studies

There have been several previous studies that have been conducted by previous researchers that talk about Extensive Reading using probing studies in English.

First, a study conducted by Wulyani, A. N, U., & Khoiri, E.N. (2022) entitled "Challenges in Implementing an Extensive Reading Program: Voices from English Teachers in Indonesian Secondary Schools." Her research discusses the implementation and challenges of extensive reading programs faced by English teachers. To help the success of the Indonesian government program, the Indonesian Literacy School (SLI). Her research involved 22 English teachers with different school origins in the East Java province of Indonesia. The result of the study was that the Master's knowledge of extensive reading was quite good. However, some of them could not implement the program. Some of the reasons are that the school leaders and administrators are less supportive of the extensive reading program, considerable workload, and facilities for the needs of implementing the program.

Second, a study conducted by Renandya, W. A. & Chang, A. C. S. (2017) entitled, "Current Practice of Extensive Reading in Asia: Teacher's

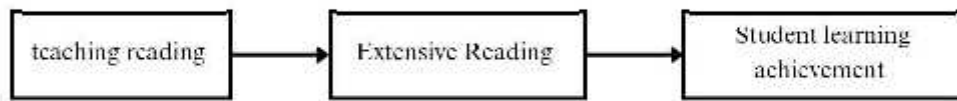
Perceptions." This study also examines Extensive Reading but focuses more on its practice in the Asian context. This research discusses teachers' opinions on extensive reading practices in an Asian context. The study involved one hundred and nineteen teachers in Asia by responded to an online questionnaire. The result of this study is that teachers in Asia believe in the effectiveness of extensive reading in promoting students' language skills. but this is also followed by difficulties implementing extensive reading. How many difficulties are faced are students' low intention in reading, students are not used to reading independently and students still have a feeling of being forced to read. The difficulty teachers face is that it is not easy to monitor the number and types of books students read.

Third, a study conducted by Nurhasanah, S. & Fitri, R.E. (2022) entitled, "Positive Contribution of Extensive Reading to EFL Student's Learning." This study also investigated extensive reading but was more focused on the positive involvement of users' reading extender trading in learning English. It is found that extensive reading provides a positive English as a foreign language (EFL) students learning. Extensive Reading helps students to build their point of view that reading English texts is an interesting activity. In line with this, motivating students to read also increases after carrying out extensive reading. In addition, extensive reading helps teachers create a pleasant learning atmosphere. Regarding teaching reading, extensive reading assists students in developing a broad vocabulary and improves students' reading comprehension.

Although the research reported above can show good evidence and can provide confidence about the challenges teachers face in the implementation of extensive reading, it is still said that there is a need that examine these challenges in other contexts. So far there has been no research on the challenges in the implementation of extensive reading using the theories from Renandya, Hidayati, and Ivone (2021) about the problems that teachers may face in the implementation of wide reading. The researcher will use theory to help analyze the data obtained. In addition, this theory helped the researchers to identify the challenges faced by teachers in the implementation of extensive reading based on the conditions in one of the junior high schools in Pekalongan, Central Java, Indonesia.

2.3 Conceptual Framework

This study presents students' emotional geography in English teaching practice during the microteaching course. The researcher used the participants' written reflections as the research data. In analyzing the data, the researcher used Braun & Clarke's (2006) thematic analysis. This study used five aspects of the Emotional Geography theory by Andy Hargreaves (2001) to explore students' emotions when they practiced teaching English in the microteaching course. The theory can help researchers identify students' emotions that are shaped by relationships with themselves, others, and the world around us. Based on these explanations, the following is the conceptual framework of this study.



CHAPTER III

RESEARCH PROCEDURE

3.1 Research Design

The research method discusses in depth the phenomena that occur in a particular context. this research is a qualitative method in the form of narrative inquiry. Researchers use narrative inquiry. Narrative inquiry is a research design that focuses on human stories about their experiences (Clandinin & Connelly, 2000). It was chosen because the participants would tell their whole story with the research during the extensive reading lesson in class. The researcher applied that from this experience, the readers learned a lesson.

3.2 Setting and Participants

This study took place in one of the junior high schools in the Pekalongan district, where the data was collected. Then, data analysis was conducted in Pekalongan, Central Java, Indonesia. The study involved one teacher and 3 students. The researcher chose them because they have an interest in extensive reading learning. Then, the researcher chose the 9th grade of junior high school because they had received extensive reading material in the 9th grade semester material (Sugiyono, 2007) The research setting is the environment, or the area planned by the researcher to be the object of research. Naturalistic qualitative research has three dimensions, namely the dimension of place, the dimension of actors, and the dimension of activity.

3.3 Data Collection

In this study, I used qualitative research. this type of data is collected through observation, interview, and documentation methods.

1. Observation

In this study, the researcher observed a teacher and thirty high school students from grade nine. The researcher used the teacher as a participant in the classroom observation. By observing the teacher and students during extensive reading-teaching activities. Observation is the process of obtaining direct unfiltered information, through the teaching and learning process, designed to collect data. Observation is the process of direct unfiltered information from observing people at the location and place of research. This instrument aims to obtain data through the teaching and learning process (Jhon Wereswell, 2008).

2. Interview

In this study, to obtain data for this research, the researcher interviewed a teacher by asking several questions related to the research to see how the learning of extensive reading directly and three students to convince the opinion that had been conveyed by the teacher. An interview is a structured conversation conducted by two people, namely the interviewer who asks questions and the interviewee who answers questions. Qualitative interviews occur when researchers ask general and open-ended questions from one another and record their responses (Creswell, 2012).

3. Documentation

In this study, to obtain documentation of this research, preparing reading texts, taking pictures during teaching and learning observations took place in class, and taking pictures during interviews took place which has an important role in maintaining the accuracy and integrity of the data and as a useful reference for analysis or reports in research. Documentation is a method used to obtain data and information in the form of books, archives, documents, written pictures, and pictures in the form of reports and information that can support research (Sugiyono, 2018).

3.4 Data Analysis

In this stage of the research process, the data was analyzed using a method called thematic analysis. The purpose of the procedure known as thematic analysis (TA) is to recognize and understand recurring topics or patterns in qualitative data. Many qualitative studies, especially in the social sciences and information fields, use this technique (Crew, 2021).

There are six steps to analyze data using thematic analysis (TA) The first is familiarization. In this step the researcher is required to shift focus from the data. This method entails becoming "immersed" in the information at hand and actively interacting with it in a variety of ways, such as by reading casually and making informal notes, but without losing your focus or interest in what you're reading. In order to get to know the information, one might first "notice" certain details, then "listen" to audio data, then "watch" video

data, and finally "read and reread" written data. It could also involve making notes about specific data points in addition to the entire dataset. The researcher reviewed the data in great detail and engaging with it throughout this study. The data were arranged around related meanings, and material is condensed into text pieces. In this phase the researcher started to categorize data to the types of politeness.

The third phase is constructing themes. It is a continuation of the preceding stages' active process. The combination of facts, experience and perspective of the researcher, and research questions are generated, shaped, and lent meaning to themes. Due to the fact that themes do not arise from the facts in their finished state, the process of developing them is equivalent to the development of technical or design procedures. The previous stages' analytic work is utilized to generate prototypes, also known as candidate themes, which are then "examined" in relation to the overall research topic and dataset.

The reviewing and defining of themes takes place during the fourth and fifth stages. During this stage of the research process, the researcher gathers all of the coded information for each of the prospective themes and analyzes them to determine whether or not they are consistent with an essential organizing concept.; a second level of review entails comparing the themes to the entire dataset. In addition, it is essential to have a thorough knowledge of how one topic links to the others. The researcher may find it easier to tell the overall story of the data and illustrate how the themes fit together with the use

of thematic maps, which also help the researcher ensure that no topics overlap.

The last phase is producing the report. However, the last process, which entails, generating the report, is not simply an exercise in writing everything up. Researchers double-checked their end themes against the research question, their initial hypotheses, their familiarity and creating code notes, their code lists, and their theme meanings (Chew, 2021).

3.5 Research Steps

In conducting this research, the researchers used several research steps according to Rummel and Ballaine (2015), the steps are as follows:

1. Finding the phenomenon problem.

In this step, researchers observe the problems that will be discussed in this study and summarize them in more detail.

2. Conducting a literature review.

This literature review aims to explore and find out the methods that will be used in data analysis. To analyze it, the researchers used the theories from Willy, Hidayati, & Ivone, (2022).

3. Stating the objectives and research questions.

At this stage, researchers provide research questions and research objectives to find research answers.

4. Collecting data.

The researcher collected data from the participants through semi-structured interviews.

5. Analyzing the data.

After the researcher conducted the interviews, the data was analyzed using thematic analysis theory.

6. Writing up the research.

In this step, the researcher wrote the research and reports the results of the research in the form of a thesis.

3.6 Research Schedule

Agendas of research completion are scheduled as outlined below.

Table 3.1
Research Schedule

No	Activities	May	June	July	August
1	Submission of the research theme				
2	Research theme agreement				
3	Writing proposal				
4	Proposal Agreement				
5	Research proposal examination				
6	Arranging and writing the research				
7	Estimation of thesis examination				

CHAPTER IV

RESULTS AND DISCUSSION

This chapter is divided into two parts: the first is the research results, and the second is the discussion. The results designed to answer the research problem are presented in the research subchapters. The results section is the result of data analysis of the extensive reading activities of junior high school students and the problems encountered by students in the practice of extensive reading. Meanwhile, the discussion section provides a thorough description of the data findings.

4.1 Result

The results of observations in this study are in the form of describing what is obtained in the field. As well as describing answers to questions from field results in the form of observations, interviews, and documentation conducted by researchers.

4.1.1 Students' extensive reading activities in junior high school

There are 3 activities to foster a culture of extensive reading based on the results of observations and interviews, as follows:

1. 15-minute reading activity

The 15-minute reading activity is a basic activity in the school literacy movement School Literacy Movement (GLS). In the past, before learning was done remotely/online, this 15-minute reading activity was done before starting the lesson. The school provided 15 minutes at the beginning of the lesson for students to read. Students are free to choose their reading materials, be it from non-fiction books,

story books, newspapers, children's magazines, and students are welcome to bring reading materials from home. After completing 15 minutes, students are assigned to record the title of the book they have read into a journal. books they have read into the reading journal that each student has. each student has.

The teacher said, "During the process of learning 15 minutes of reading activities carried out face-to-face. when learning is done in class, students do 15 minutes of reading activities at the beginning of the lesson. but on Fridays, we specialize in literacy only. students look very enthusiastic when this activity takes place."

2. Book response activity

If students usually do activities to respond to books directly which can be done in various ways, one of which is by expressing it in front of the class and other students will respond. respond. Another way is by writing back the text that has been read or make a picture that can retell it and then collect it on the teacher's desk. Based on the observations that the researchers have made, it is found that students look very active in responding to books. When learning takes place as usual, students still look active. This can be seen from the attitude of students who look very enthusiastic when the teacher gives time to read out the results they get through reading activities, until finally the teacher chooses the student who will read out the results they get in front of their friends. This is in accordance with the results of interviews that researchers conducted with English teacher Mr. B, regarding book response activities.

The teacher said, *"For the responding part of the book, students can do it in various ways. Usually students rewrite the text they have read with their own version and then read it in front of their friends. there is also a retelling but in the form of a picture and students will show it too. I do not limit students in responding to books, I free students to express according to their interests and talents."*

3. Activities to appreciate students' literacy achievements

The activity of appreciating students' literacy achievements which is a The activity of appreciating students' literacy achievements is a mandatory activity carried out by Mr. B, in order to attract students' interest in learning, to encourage students in learning, as well as to spur students to do their best during the learning process. During the researcher's observation, it was found that Mr. B appreciated students' literacy achievements in several ways, namely: giving grades and giving praise to students who are considered active during literacy activities. Students can be said to be active in literacy activities if the student voluntarily reads a reading text, students dare to express their opinions when appointed to respond to other students or during discussions related to reading texts with other students. This is in line with the results of interviews that researchers conducted with Mr. B, regarding appreciating student achievement.

The teacher said, *"During literacy activities, if there are students who voluntarily read the text, dare to express their opinions, dare to answer questions asked by me or their friends, then I will really appreciate it. There are several forms of appreciation that I usually give, including giving praise, giving applause, and giving student activeness scores."*

4.1.2 Problems encountered by junior high school students when practicing extensive reading

There are three problems encountered based on the results of observations and interviews, which are as follows:

1. Low Motivation in Reading English Text

The teacher stated, "*Students have low interest in reading English story texts because students' vocabulary makes it difficult for students to understand the text given by the teacher to read.*"

2. Limited Classed Hours

The teacher stated "*There are not many hours of English lessons in junior high school, so we as subject teachers cannot fully implement extensive reading because extensive reading is an activity of reading as much as possible. in this activity, reading for pleasure.*"

3. Lack of Knowledge about Extensive Reading

The teacher I observed at the junior high school needs to understand extensive reading correctly. this can be seen from the teacher's expression even though it was not conveyed directly. the teacher said, "*I give students the text of the story for them to read and understand the content of the story and retell it using their language.*" "From this, I can see and conclude how capable they are, what problems they have, and the appropriate solutions."

4.1.3 Solutions to overcome the problems that exist in the application of extensive reading.

Based on the results of observation and interview data about the problems students face in extensive reading, the researchers also identified solutions in dealing with the obstacles to the implementation of extensive reading, as stated as follows:

1. **Teachers must implement the habit of reading and prove to students that reading is a fun activity so that students become curious and willing to read.**

According to the teacher, the solution is, "*Always encourage students to read.*" The teacher also has another solution which is, "*To have a reading habit so that students imitate and are interested until they become accustomed to it.*"

2. **Teachers take the initiative to make special reading books related to extensive reading material in class and adapt them to the level or class.**

To overcome the problems that students face in reading, especially with extensive reading material, teachers take the initiative to make special reading books. The teacher revealed, "*Making special reading materials such as story text reading sheets or special readings such as textbooks whose books are related to the subject matter.*"

3. A deeper understanding of extensive reading according to procedures.

To overcome the problems faced by students in reading, the teacher argues, *"I ask students to read material books to learn English because learning material books are more useful for good test scores than reading story books."*

Table 4.1
Problems and Solutions

No.	Problems	Solutions
1.	Low Motivation	Teachers should adopt the habit of reading, proving that reading is a fun and rewarding activity to gain new information and knowledge.
2.	Limited Classed Hours	. Plan to make extracurricular reading or by telling students to read at home then students are told to report to the teacher what they have read.
3.	Lack of Knowledge about Extensive Reading	Minimize knowledge and understanding of good extensive reading based on the procedures applied

4.2 Discussion

4.2.1 Students' extensive reading activities in junior high school

In this section, the researcher discusses in more detail the activities that students in extensive reading in junior high school, as follows:

1. 15-minute reading activity

The first activity carried out is the 15-minute reading activity every day. The 15-minute reading activity every day is the main

activity in implementing school literacy, this activity aims to form students' reading habits as well as foster students' interest in reading. This is in accordance with Abbad's (2017) opinion regarding the habituation stage in implementing school literacy, namely "reading activities for 15 minutes every day can foster interest in reading and form students' reading habits."

If at the beginning of the lesson there is material that can be used as a 15-minute reading activity, then the activity will be carried out at the beginning of the lesson. Likewise, if in the middle or at the end of the lesson there is material that can be used as a 15-minute reading activity, then the activity will be carried out in the middle or at the end of the lesson. But if the learning takes place, then Mr. B will ask for help from student guardians to supervise the activity. This is in line with the opinion of Wiedarti (2019) revealed that "There are 6 principles, namely literacy activities must be tailored to students, integrated with the curriculum, reading strategies and varied reading materials, can improve communication skills, can be done anywhere and anytime." From the answers expressed by the teacher.

"The reading material is free. Usually for 15 minutes of reading every day it is outside the textbook. Students tend to read storybooks or books related to their interests are also okay. I don't set it. I free students to choose their own reading material, which is in accordance with their wishes. So that students do not feel forced to do so. But before that I first select the book. The book must contain useful information, have a moral message, and be in accordance with their needs."
(Teacher B, Teacher's Interview, August 23rd, 2023)

The results of observations that researchers found were in line with the results of interviews obtained from informants. Researchers conducted interviews with the aim of knowing how the implementation of reading 15 minutes. Interviews were conducted when researchers made observations in the field. This interview activity was carried out to strengthen the data that had been found when the researchers made observations.

2. Book response activity

In this activity, students will tell the results they get from reading books. Mr. B invites students to show their work through writing or drawing, he frees students to express according to their respective interests and talents. This is in accordance with the opinion of Harahap (2017). which states that literacy is not only limited to being able to read and write, but the ability to use the potential and skills possessed by each individual as a basis for lifelong learning. From the answers expressed by the teacher.

"During the learning process which is usually carried out face-to-face, for this reason, the learning process in the classroom is quite effective and supportive. This learning is carried out at least once a week usually on Friday, it is devoted to literacy activities only."

(Teacher B, Teacher's Interview, Agust 23rd, 2023).

Based on observations and interviews that researchers conducted with informants, namely English teacher Mr. B, it can be seen that the activity of responding to books is still carried out in the

odd semester of the 2022/2023 school year. responding to books is still carried out in the odd semester of the 2022/2023 school year. Even though this learning has only entered the middle of the semester, this is not an obstacle to responding to books. There are various ways given by the teacher, including if the learning is done directly, then students can respond directly to the book as usual face-to-face.

3. Activities to appreciate students' literacy achievements

Mr. B's purpose in giving appreciation to students is to make students feel excited, it is expected to attract students' interest in learning, become motivation and encouragement for other students, and can spur students to do their best during literacy activities. This is in accordance with Fauziah's (2016) opinion regarding the specific objectives of school literacy, he stated that "The specific objectives of the School Literacy Movement (GLS) are to develop a school literacy culture, make various school elements become literate citizens, create a child-friendly school atmosphere and become a pleasant place to learn, and the reading ability of school residents can be improved."

From the answers expressed by the teacher.

"During literacy activities that take place face-to-face, if there are students who voluntarily read the text, dare to express their opinions confidently, dare to answer questions asked by me as a teacher, I will appreciate it because not all students can do it. that way I appreciate the student and there are several forms of appreciation that I usually give, including giving praise, giving applause, and giving added value as a sign of the student's activeness."

(Teacher B, Teacher's Interview, August 23rd, 2023)

Based on the results of observations and interviews conducted by researchers, it was found that teachers gave appreciation to students who played an active role during literacy activities. Some forms of appreciation are giving praise, giving applause, giving grades, and even giving gifts. By giving appreciation to active students, it is hoped that it can attract students' interest in learning, become motivation and encouragement for other students, and can spur students to do their best during literacy activities.

4.2.2 Problem in Extensive Reading

In this section, the researcher discusses in more detail the problems that students face in the application of extensive reading accompanied directly by the solution.

1. Low student motivation.

Motivation is the most important thing in learning. Students who have high motivation will generally have a greater chance of success, especially in the success of mastering a foreign language. As Schunk and Usher (2012) argue motivation can have an impact on how we learn, what we learn, and when we have time to learn, this motivation is the most important role for English teachers in implementing extensive reading, motivation, and learning have a reciprocal relationship (Brophy, 2010). This is because the application of extensive reading takes a lot of time and the results of its application cannot be realized immediately so teachers must provide continuous

motivation to their students to always apply reading habits. From the answers expressed by the teacher.

"students have a low interest in reading English texts. This is due to the low vocabulary of the students. Therefore, it is difficult for students to understand the text they are reading and students will feel bored quickly when reading English texts."

(Teacher B, Teacher's Interview, August 23rd, 2023)

Based on the teacher's expression, it appears that the problems students face in the application of extensive reading are included in low motivation (Renandya, A.W., et al., 2021). The teacher explained that the cause of low motivation is that students do not have much so students get bored quickly when reading large amounts of text.

2. Limited Class Hours

Extensive reading requires a lot of time because the characteristic of extensive reading is reading a large amount of text. So, the entire English lesson can't be used only for reading. This is an obstacle in the application of extensive reading as conveyed by the teacher:

"There are not many hours of English lessons in junior high school, so we as teachers cannot fully implement extensive reading in class. Class IX continues to pay attention to this material because they only peel back extensive reading material in English. Not a few are worried about this extensive reading material because in class VII the basic material was introduced to them."

(Teacher B, Teacher's Interview August 23rd, 2023)

Based on the data, the problem that students face in the application of extensive reading is the limited hours of English lessons. This problem is in the category of challenges that do not have much time (Renandya, A.W., et.al, 2021). The results of the application of

extensive reading cannot be seen instantly, it takes a long time to get more detailed and clear results. So, teachers must also be patient and painstaking in the process of implementing extensive reading.

3. Lack of Knowledge about Extensive Reading

Teachers' knowledge of extensive reading is less expert. According to Chang and Renandya (2017), teachers may not have attended proper training or support on extensive reading. The extensive reading approach is characterized by students being told to read any book they want, be it a storybook, novel, or comic. But in this case, the teacher only wants students to read books related to the lessons in class, and does not encourage students to read fiction books, this is the same as what Renandya, Krashen and Jacob (2018) said. Teachers who prefer and provide books that they consider valuable books, those books that contain information and literary knowledge for students. What a teacher said:

"I ask students to read material books for English lessons because studying material books is more beneficial for good test scores than reading storybooks or fiction."

(Teacher B, Teacher's Interview, August 23rd, 2023)

Teachers do not understand the correct concept of extensive reading because, in the application of extensive reading, students choose reading materials that they like, not only readings related to the subject matter in class. As mentioned by Prowse (2002). One of the principles of extensive reading is that students read books according to what they want. So from the interview above, it can be seen that the

teacher does not understand the extensive reading. If this falls into the category of the problem of limited extensive reading knowledge (Renandya, A.W., et.al., 2021). Reading non-fiction books will make students interested in reading and want to always read to solve this problem.

4.2.3 Solutions to overcome existing problems in extensive reading.

Based on the overall results obtained from observation data and interview data about the problems encountered by researchers on students in extensive reading. The researchers also identified appropriate solutions in dealing with the problems found in extensive reading, which are as follows:

1. Provide motivational encouragement to students.

To overcome this problem, teachers always motivate students to read and teachers need to participate in implementing reading habits.

The following is the solution expressed by the teacher,

"What we can do to overcome this problem is to always encourage students to always read and we as teachers also need to implement reading habits so that students imitate and know the benefits of reading and provide support that reading is a fun thing."

Motivating students to read should be done frequently because it implies that the effect of the application of extensive reading is not immediate or takes a long time so it is a form of motivational coaching (Alexander and Murphy, 1998). From the solution expressed by the teacher, indeed, the teacher must also implement reading habits so that

students also imitate these good habits. One way for teachers to effectively implement extensive reading is to make the teacher a reader so that students also imitate the teacher's behavior and attitude in reading (Day and Bamford, 2002). In addition, it is given the view that reading is not a boring thing but a fun thing and has many benefits for us to know things that we did not know before.

2. Getting students used to reading.

To overcome this problem the teacher revealed that,

"To overcome this problem of little time, it is better to make a special time for extensive reading or by assigning students to read at home then students are told to report the results of what information is obtained from the reading that has been read."

Based on the teacher's opinion, the function to overcome the problems faced by students in the application of extensive reading by doing reading activities at home then students are told to report to the teacher, Jacob (2000) mentions several benefits if the application of extensive reading is made to each other, students can share good reading material for their friends, better students can help friends who are confused, able to share information from the results read. So if teachers want to improve students' reading ability then teachers make special activities about reading, which can be a good solution for extensive reading programs. Then to overcome the time limit problem, teachers have the idea to make reading activities at home. As Clarity (2007) argues. Teachers must prioritize class time with the obligations of a teacher and most likely if extensive reading is homework. In

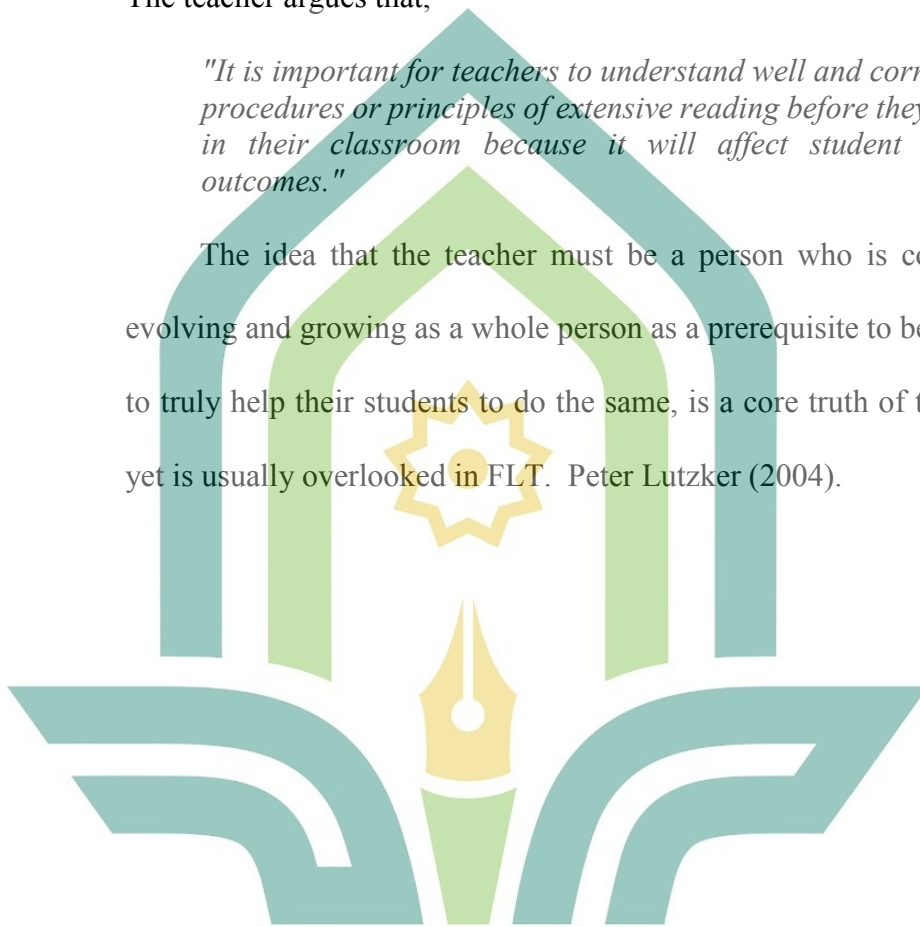
addition, Green (2005) also proposes that an important component of English language learning is to include extensive reading in task-based language programs.

3. Understanding of extensive reading that must be further improved.

The teacher argues that,

"It is important for teachers to understand well and correctly the procedures or principles of extensive reading before they apply it in their classroom because it will affect student learning outcomes."

The idea that the teacher must be a person who is constantly evolving and growing as a whole person as a prerequisite to being able to truly help their students to do the same, is a core truth of teaching, yet is usually overlooked in FLT. Peter Lutzker (2004).



CHAPTER V

CONCLUSION

5.1 The Summary of the Findings

It aims to identify the problems faced by students in the process of finding solutions to overcome the problems faced by students regarding extensive reading. The research used the theory from Willy, Hidayati and Ivone (2021) to help researchers identify the problems faced by students. Rudi has identified two main findings. The first is related to the problems faced by students in the application of extensive reading including low motivation, limited class hours, lack of knowledge about proper extensive reading. The second is related to the solution in overcoming the problems that exist in the application of extensive reading, namely by providing motivation and enthusiasm, encouraging students to always read and make interesting special reading materials utilizing the library at school or online libraries that can be accessed anywhere, doing reading activities at home, can be discussed directly when there is class time and explore extensive reading.

5.2 Recommendation

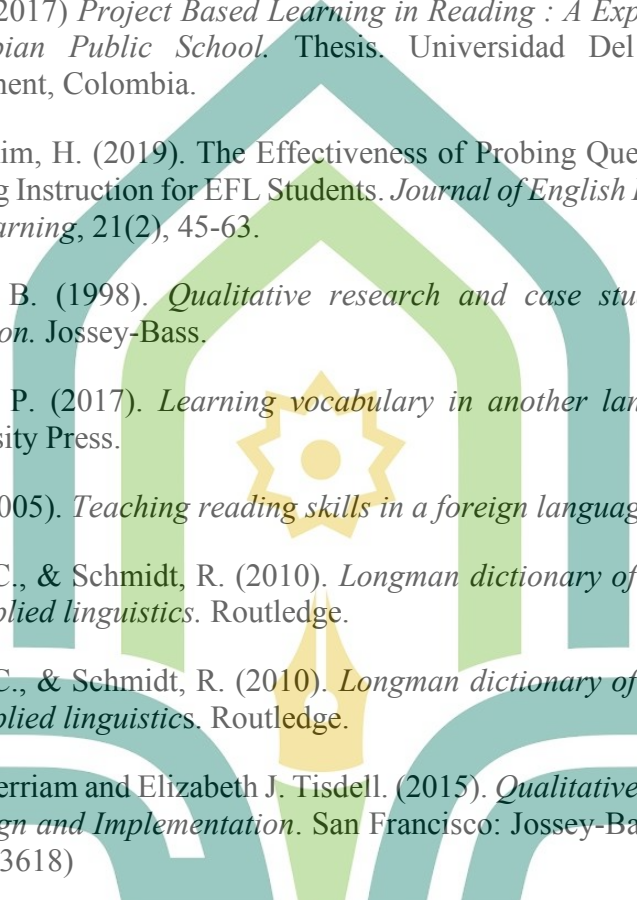
In this section, the researcher wants to provide suggestions and solutions to overcome problems in extensive reading, errors in reading are suitable to be used as building student motivation in reading. Therefore, it is suggested that schools can implement student literacy on a certain day and specifically before learning takes place, the results of literacy are collected as evidence of creativity in reading, providing more English books, especially non-fiction

book collections. And for the obstacle of low understanding of extensive reading, the researcher suggests that teachers cooperate with teaching training institutions or attend seminars that discuss extensive reading which aims to enrich information and increase students' knowledge. Regarding future research, it is hoped that it can explore the problems that students face in extensive reading with a wider scope so that it can obtain a lot of information and can solve more varied solutions to deal with these problems. And can reveal the proper application of extensive reading in various places.



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ENCLOSURE
RESEARCH PERMIT APPLICATION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Pahlawan Km 5, Rowolaku, Kajen, Kabupaten Pekalongan
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Nomor : B-10662/In.30/J.II.6/PP.09/9/2022

14 Agustus 2023

Lamp. : -

Hal. : **Permohonan Izin Penelitian**

Yth.

Kepala SMP N 1 Bojong

di

Tempat

Assalaamualaikum Wr. Wb.

Diberitahukan dengan hormat bahwa :

Nama : DRIKA WAHYU MIN JAYANI
NIM : 2519013
Jurusan/Fakultas : TBIG/Tarbiyah dan Ilmu Keguruan

Adalah mahasiswa Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan yang sedang melaksanakan penelitian untuk penyelesaian Final Project dengan Judul:

PROBING EXTENSIVE READING PRACTICE FOR ENGLISH AS A FOREIGN LANGUAGE (EFL)
STUDENTS IN JUNIOR HIGH

Sehubungan dengan hal itu, dimohon kesediaan Bapak/Ibu untuk memberikan ijin penelitian kepada mahasiswa tersebut.

Demikian, atas kebijaksanaan dan bantuan Bapak/Ibu disampaikan terima kasih

Wassalaamualaikum Wr. Wb.

a.n. Dekan

Ketua Program Studi

Tadris Bahasa Inggris



Ahmad Burhanuddin

CERTIFICATE OF COMPLETION OF RESEARCH



PEMERINTAH KABUPATEN PEKALONGAN DINAS PENDIDIKAN DAN KEBUDAYAAN SMP NEGERI 1 BOJONG

Jalan Raya Bojong Kabupaten Pekalongan Kode Pos 51156
Telepon : (0285) 7831798 Faksimile : - Website : - Email : smp1bojongkabpekalongan@gmail.com

SURAT KETERANGAN

Nomer : 421.3 / 256 / 2023

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Bojong Kabupaten Pekalongan Provinsi Jawa Tengah menerangkan bahwa :

Nama : DRIKA WAHYU MIN JAYANI
NIM : 2519013
Program Studi : TBIG
Fakultas : Tarbiyah dan Ilmu Keguruan

Adalah Mahasiswa Universitas Islam Negeri K.H. ABDURRAHMAN WAHID PEKALONGAN, telah secara nyata melakukan Penelitian untuk penyelesaian Final Project dengan judul "PROBING EXTENSIVE READING PROCTICE FOR ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS IN JUNIOR HIGH" yang dilaksanakan pada tanggal 23 Agustus 2023

Demikian surat Keterangan ini dibuat agar dipergunakan sebagaimana perlunya.

Bojong, 28 Agustus 2023

Kepala Sekolah,



TEACHING MATERIAL

Aladdin and The Magic Lamp

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he did not like to work.

One day Aladdin's mother sent him to the market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jewellery. The magician asked Aladdin to go inside the cave and find a magical lamp there. He also gave a ring and said, "If you are in any trouble, rub this ring and a genie will come to your rescue!"

Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasure. A few minutes later, he found the lamp and quickly returned to the entrance of the cave.

Aladdin called out, "Magician, I have found the lamp." "Excellent," answered the magician. "Quick, pass it to me!" Aladdin did not trust the magician so he said, "Not so fast Magician. You must help me out of this cave first."

The magician became very angry. When Aladdin was walking to the entrance, the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp behind. Aladdin tried to move the rock all by himself, but it was too big and heavy, "Oh no! I am trapped in the cave!" he cried.

Suddenly, he remembered his magic ring. He rubbed it with the palm of his

hand. To his surprise, a genie appeared before him and in a powerful voice said, “Master, I am the Genie of the ring. How can I help you?”

Aladdin was frightened, but he soon found the courage to ask, “could you please send me back to my house?” in no time at all Aladdin was back home.

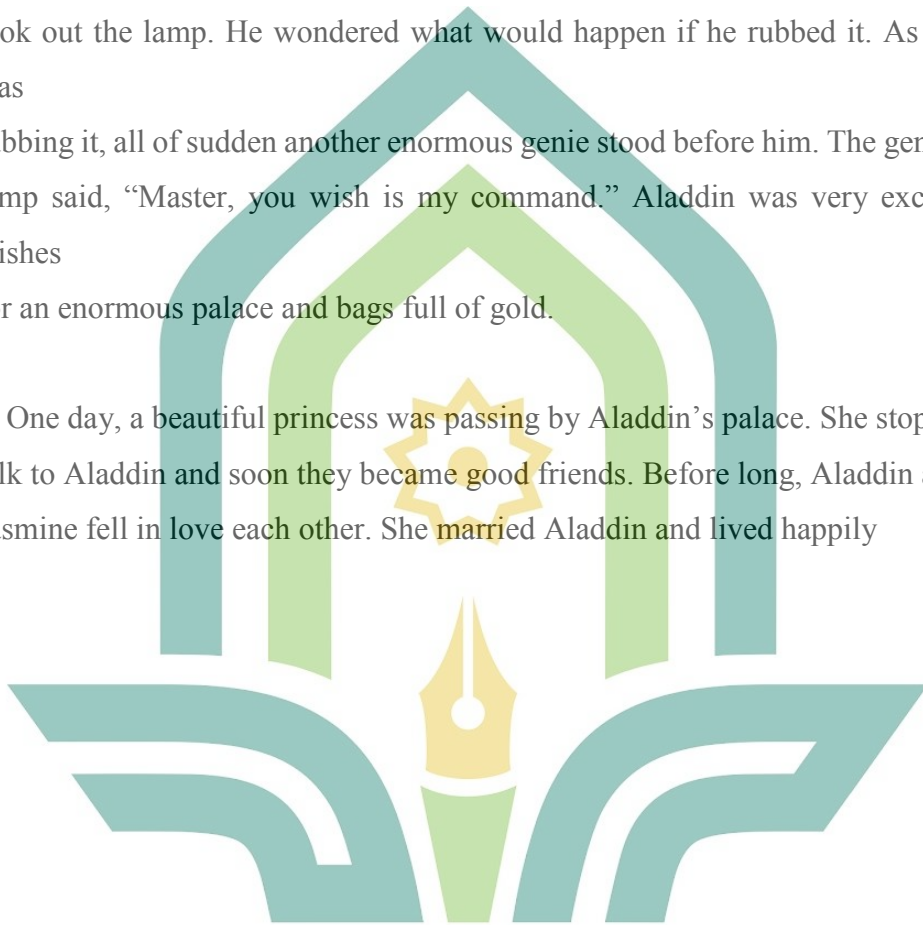
Aladdin

took out the lamp. He wondered what would happen if he rubbed it. As Aladdin was

rubbing it, all of sudden another enormous genie stood before him. The genie of the lamp said, “Master, you wish is my command.” Aladdin was very excited and wishes

for an enormous palace and bags full of gold.

One day, a beautiful princess was passing by Aladdin’s palace. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and Jasmine fell in love each other. She married Aladdin and lived happily



OBSERVATIONS RESULT



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NAMA MAHASISWA : DRIKA WAHYU MINJAYANI
NIM : 2519013
TANGGAL OBSERVASI : 23 AGUSTUS 2023
PUKUL : 10.10 – 11.30 WIB
TEMPAT PENELITIAN : SMP NEGERI 1 BOJONG
PRODI : TADRIS BAHASA INGGRIS

No	Aspek yang diamati	Deskripsi Hasil Pengamatan
1.	Perangkat Pembelajaran	
	1. Kurikulum 2013	Pembelajaran menggunakan kurikulum 2013
	2. Silabus	Silabus ada, sesuai dengan SK dan KD
	3. Rencana Pelaksanaan Pembelajaran	Mengidentifikasi cerita Aladdin and The Magic Lamp
2.	Proses Pembelajaran	
	1. Membuka pelajaran	Mengucapkan salam, berdoa, dan mengulas kembali pelajaran dipertemuan sebelumnya.
	2. Penyajian materi	Pembelajaran materi pengertian intensive dan extensive reading.
	3. Metode pembelajaran	Menerangkan, Praktek dan evaluasi.
	4. Penggunaan bahasa	Penggunaan bahasa dalam penyampaian materi di kelas menggunakan bahasa nasional (bahasa indonesia) sesuai EYD dan diselingi dengan bahasa inggris.
	5. Penggunaan waktu	Penggunaan waktu yang digunakan selama pelajaran berlangsung sesuai jadwal, yaitu (2x 40 menit).
	6. Gerak	Guru menjelaskan kepada siswa yang ada di ruang kelas materi extensive reading dan intensive reading. Kemudian siswa diberi lembaran cerita Aladdin and The Magic Lamp dan siswa disuruh membaca cerita yang diberikan, lalu ditunjuk untuk membaca didepan. Dan guru dapat membantu siswa secara langsung jika ada siswa yang kesulitan dalam praktik membaca.
	7. Cara memotivasi siswa	Guru memberikan motivasi kepada siswa dengan reward (pujian, tepuk tangan) dan meningkatkan semangat siswa dan kepercayaan diri siswa dengan cara mengecek pekerjaan siswa masing-masing.
	8. Teknik bertanya	Guru menyuruh siswa untuk memberikan pertanyaan apabila ada kesulitan dalam materi.
	9. Teknik penguasaan kelas	Guru mengamati setiap siswa yang berada di kelas

		disaat pembelajaran serta berkeliling mengecek pekerjaan siswa disaat diberikan tugas.
	10. Penggunaan media	Guru menggunakan media papan tulis, spidol dan buku paket, novel, koran, cerita pendek (dalam bentuk lembar kertas) dan media sosial (web).
	11. Bentuk dan cara evaluasi	Guru menjelaskan hasil praktik kepada siswa.
	12. Menutup pelajaran	Guru menutup pelajaran dengan membuat kesimpulan. Guru menutup dengan berdoa dan salam.
3.	Perilaku siswa	
	1. Perilaku siswa didalam kelas	Siswa sangat aktif dalam proses pembelajaran, tetapi sebagian ada yang pasif dan sebagian ada yang terkadang ramai.
	2. Perilaku siswa diluar kelas	Perilaku siswa diluar kelas seperti anak-anak SMP lainnya, ada yang aktif dan ada yang terkesan lebih banyak diam, siswa sangat sopan terhadap tamu dan guru tetapi ada beberapa yang kurang menghormati.

Pekalongan, 31 Agustus 2023

Mengetahui,
Guru Mata Pelajaran

Mahasiswa Penelitian

Bambang Kustrivono, S.Pd

Drika Wahyu Minjavani



PARTICIPANTS IN THE INTERVIEW

Participants

1. Interviewees were junior high school English teachers, as follows:
 - Bambang Kustriyono,S.Pd.
2. The interviewees were three junior high school students, as follows:
 - Melati Widya Pangestika
 - Pia Putri Ainulaili
 - Rayi Bayu Sukma

Interview Guidelines

- A. The questions for junior high school English teachers on extensive reading are as follows:
 1. Apakah di SMPN 1 Bojong ini sudah menerapkan Extensive Reading?
 2. Apa tujuan dari penerapan Extensive Reading yang sudah dilakukan disekolah ini?
 3. Bagaimana cara membuat siswa tertarik belajar membaca terutama dalam Extensive Reading yang menyenangkan?
 4. Sejauh ini dalam pembelajaran Extensive Reading disekolah apakah siswa bisa mempraktekkannya?
 5. Apakah pembelajaran Extensive Reading disekolah ini masih rendah? Dan faktor apa yang memperngaruhi!
 6. Apa sarana dan prasana yang digunakan untuk pembelajaran Extensive Reading?
 7. Extensive Reading mempunyai beberapa prinsip, Apakah anda menerapkan prinsip tersebut didalam kelas?
 8. Bagaimana tanggapan anda jika ada siswa yang kemampuan membacanya masih rendah dan cenderung pasif?

9. Selain itu dari kendala waktu yang mengakibatkan Extensive Reading berjalan dengan tidak optimal?
10. Menurut anda apakah penting jika guru juga harus memahami pengetahuan mengenai Extensive Reading dengan luas dari berbagai sumber yang jelas?

B. Questions for three students regarding reading, as follows:

1. Apakah kamu suka membaca? Awalnya apa sih yang membuat kamu suka membaca?
2. Biasanya kamu membaca di waktu kapan dan di mana? Apa yang kamu baca?
3. Kenapa memilih itu sebagai bahan bacaanmu? Apa itu menarik untukmu?
4. Selama ini dari membaca apa saja yang kamu dapatkan?
5. Menurutmu bagaimana praktek membaca disekolah? Coba kamu sebutkan!
6. Pilih mana? topik yang ditentukan atau pilih sendiri?
7. Manfaat membaca menurut kamu apa sih?
8. Masalah apa saja yang kamu temui dalam membaca selama ini?
9. Adakah cara untuk menarik teman-teman kamu agar tertarik membaca?
10. Apakah kamu memiliki saran atau tips untuk teman-temanmu? Bukankah membaca hal yang menyenangkan!

TRANSCRIPTION OF THE INTERVIEW

Enclosure Teacher B, Teacher's Interview, Agustus 23rd 2023.

Interviewer : Assalamu'alaikum, Selamat Pagi pak.

Teacher B : Wa'alaikumsalam Selamat pagi Mbak.

Interviewer : sebelumnya saya ucapkan terima kasih atas meluangkan waktunya Pak, Saya di sini meminta bantuan bapak untuk mewawancarai guna mengambil data penelitian yang berkaitan dengan praktek membaca ekstensif untuk siswa bahasa Inggris sebagai bahasa asing di SMP.

Teacher B : baik mbak Saya akan mencoba membantunya.

Interviewer : langsung saja ke pertanyaan ya pak, apakah di sini di SMPN 1 Bojong ini sudah menerapkan Extensive Reading?

Teacher B : sudah mbak, di sekolahan ini sudah menerapkan Extensive Reading.

Interviewer : apa tujuan dari penerapan ekstensif reading yang sudah dilakukan di sekolahan ini?

Teacher B : penerapan Extensive Reading ini dilakukan untuk meningkatkan kemampuan berbahasa siswa, penerapan Extensive Reading ini juga diharapkan bisa memperkaya kosakata baru, menciptakan kebiasaan baik dengan membaca, menambah informasi atau memperkaya pengetahuan. selain itu jika siswa mempunyai kebiasaan membaca teks, terutama teks bahasa Inggris siswa akan mudah memahami teks tersebut. Terutama ketika mereka menghadapi ujian nasional dengan mayoritas soalnya adalah reading.

Interviewer : bagaimana cara membuat siswa tertarik belajar membaca terutama dalam Extensive Reading yang menyenangkan?

Teacher B : saya menerapkan kegiatan literasi pada siswa ini bertujuan agar siswa mampu memperkaya pengetahuannya, melatih fokus dan konsentrasi belajar serta menambah pembendaharaan kata. Hal yang bisa menarik siswa dalam membaca yaitu bahan bacaan dengan bahasa-bahasa sekunder, terutama bahasa Inggris dan kemungkinan bisa diarahkan juga ke bacaan ilmiah. Membaca buku Bahasa

Inggris, bahkan mulai dari buku yang sederhana dan tanpa disadari siswa mulai tertarik untuk membaca secara perlahan-lahan. Terlebih lagi apabila siswa diberikan buku-buku dengan topik yang mereka sukai. Itulah langkah awal untuk menarik minat membaca siswa, khususnya pada mata pelajaran bahasa Inggris.

Interviewer : sejauh ini dalam pembelajaran Extensive Reading di sekolah apakah siswa bisa mempraktekannya?

Teacher B : sejauh ini yang saya amati, ada siswa yang sudah menerapkan Extensive Reading tanpa disuruh dan ada beberapa siswa yang belum benar-benar menerapkan Extensive Reading, tidak mempunyai ketertarikan dalam membaca atau mungkin motivasi membaca mereka rendah.

Interviewer : apakah pembelajaran Extensive Reading di sekolah ini masih rendah? Faktor apa yang mempengaruhinya!

Teacher B : masih rendah, masih sangat rendah seperti sekolah pada umumnya. Minat baca itu sangat rendah Mbak, tidak semua siswa menyukainya. Oleh karena itu ada faktor-faktor yang mempengaruhinya yaitu kurangnya minat baca siswa, nggak mempunyai minat baca yang rendah untuk teks bahasa Inggris Hal ini dikarenakan oleh rendahnya kosakata yang dimiliki oleh siswa tersebut, siswa sulit untuk memahami teks yang dibaca dan siswa merasa cepat bosan ketika membaca teks bahasa Inggris atau membaca buku-buku yang lain.

Interviewer : apakah sarana dan prasarana yang digunakan untuk pembelajaran Extensive Reading?

Teacher B: sarana di sini terdapat perpustakaan yang mempunyai cukup banyak buku jadi siswa tidak perlu khawatir untuk bahan bacaan di antara banyak buku yang tersedia, namun buku yang tersedia berbahasa Inggris masih sangat terbatas Mbak. Untuk perihal prasarananya Mbak semua sudah dicukupi di sekolah ini.

Interviewer : Extensive Reading mempunyai beberapa prinsip, apakah Anda sudah menerapkan prinsip tersebut di dalam kelas?

Teacher B : sebelum saya menerapkan semua prinsip tersebut karena penerapan Extensive Reading harus berdasarkan pada prinsip Extensive Reading supaya penerapan Extensive Reading bisa berjalan dengan efektif dan efisien. Tetapi setelah saya menerapkannya di dalam kelas, Saya menyadari bahwa prinsip Extensive Reading tidak semua harus diterapkan karena sebagian guru juga harus mempertimbangkan mana yang sesuai dan yang cocok dengan kondisi siswa di kelas jadi menurut saya memutuskan untuk menerapkan prinsip Extensive Reading sesuai dengan kebutuhan siswanya saja.

Interviewer : bagaimana tanggapan Anda jika ada siswa yang kemampuan membacanya masih rendah dan cenderung pasif?

Teacher B : menurut saya kemampuan siswa dalam membaca yang masih rendah itu cukup diberikan arahan atau motivasi untuk mereka dan dukungan yang penuh agar siswa tidak pasif terus menerus dan diberikan sedikit demi sedikit agar mereka mau mencobanya Mbak.

Interviewer : selain itu dari kendala waktu yang mengakibatkan Extensive Reading jalan dengan tidak optimal?

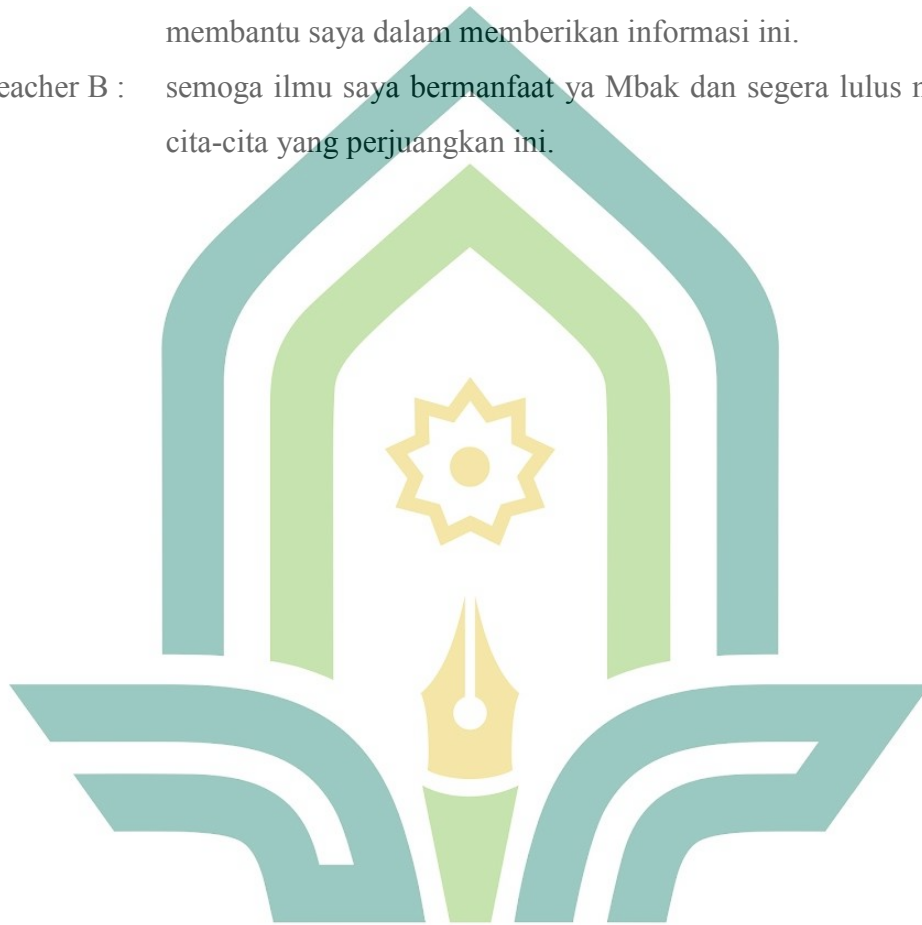
Teacher B : untuk sejauh ini kendalanya hanya pada waktu, Karena untuk mengatasi masalah waktu yang sedikit ini untuk membuat siswa lebih mengenal membaca. Di sekolah ini menerapkan literasi setiap hari tertentu dengan menyuruh siswa membaca di rumah kemudian siswa disuruh untuk melaporkan hasil informasi apa yang didapatkan dari bacaan yang sudah dibaca sebagai nilai yang mereka dapatkan.

Interviewer : menurut anda apakah penting jika guru juga harus memahami pengetahuan mengenai Extensive Reading dengan luas dari berbagai sumber yang jelas?

Teacher B: penting Mbak sangat penting, guru itu contoh untuk siswa-siswanya, seorang guru untuk memahami dengan baik dan paham dengan materi yang akan kami sampaikan terhadap siswa agar siswa tidak salah paham dengan materi pelajaran Extensive Reading ini.

Interviewer : baik Pak sekiranya sudah cukup, ucapkan terima kasih untuk waktunya dan terima kasih untuk bantuan bapak yang telah membantu saya dalam memberikan informasi ini.

Teacher B : semoga ilmu saya bermanfaat ya Mbak dan segera lulus mencapai cita-cita yang perjuangkan ini.



Enclosure Interviews with three students, As follows

Narasumber 1

Interviewer : Hallo, Selamat Siang dengan adek siapa? Bolehkah kakak meminta waktunya sebentar untuk bertanya-tanya?

Melati : Hai Kak, Nama saya Melati dari siswa kelas 9A. Boleh kak.

Interviewer : apakah kamu suka membaca? Awalnya apa sih yang membuat kamu suka membaca

Melati : s uka banget Kak, awalnya iseng-iseng sih Kak terus akhirnya menjadi tertarik dan hobi hobi baru saya dalam membaca.

Interviewer : biasanya kamu membaca di waktu kapan dan di mana? Apa sih yang kamu baca?

Melati : biasanya itu malam hari Kak kalau hari-hari libur atau nggak hari-hari biasa setelah belajar di waktu-waktu tertentu saya membaca buku pengetahuan kedokteran di rumah kak.

Interviewer : wow cita-citanya jadi dokter ya dek, kenapa memilih itu sebagai bahan bacaanmu? Apakah itu menarik untukmu?

Melati : Iya Kak cita-cita saya menjadi dokter gigi dan insya Allah nanti mau kuliah kedokteran Kak spesialis gigi jadi saya sangat menarik untuk membaca berbagai macam buku yang memiliki pengetahuan baru terutama di bagian kedokteran.

Interviewer : selama ini dari membaca apa saja yang kamu dapatkan?

Melati : banyak banget Kak, ilmu pengetahuan yang sangat bermanfaat untuk saya membaca jadi tahu dan bagaimana saya harus mengejar cita-cita saya nantinya.

Interviewer : sangat menarik ya, semoga menjadi dokter spesialis gigi yang kamu harapkan semangat belajar dan mengejar cita-citamu. menurutmu bagaimana praktek membaca di sekolah? Coba sebutkan!

Melati : aamiin ya rabb, terimakasih kak. Untuk perihal praktek membaca di sekolah itu biasanya dilakukan saat pembelajaran berlangsung atau materi yang akan ibu bapak guru ajarkan, biasanya di hari Jumat juga ada literasi kak. Terasi ini biasanya guru memberikan kesempatan

siswa untuk memilih topik bacaannya sendiri, siswa yang dapat mempraktekkan apa yang sudah dibahas di kelas, merangkum hasil bacaan yang sudah dibaca untuk sebagai bukti bahwa kita telah melaksanakan praktek membaca itu dan sebagai nilai tambahan ketika kita mendapatkan nilai rendah saat pelajaran tersebut.

Interviewer : pilih mana? Topik yang ditentukan atau pilih sendiri?

Melati : pilih sendiri karena topik yang dipilih sendiri lebih menarik daripada yang ditentukan yang pada akhirnya saya sebagai siswa tidak tertarik dengan bacaan topiknya dipilhkan tersebut.

Interviewer : manfaat membaca menurut kamu apa sih?

Melati : manfaat membaca banyak banget kak, dari membaca saya mendapat banyak ilmu yang sebelumnya saya tidak tahu kak dan dari membaca saya mengenal kosakata baru yang di dalamnya memberikan banyak ilmu pengetahuan yang menurut saya bermanfaat dari ini gini loh ini gini jadi menurut saya dengan membaca saya lebih banyak mengetahui pengetahuan baru.

Interviewer : masalah apa yang kamu dalam membaca selama ini?

Melati : perihal masalah sih biasanya dari kosakata yang baru yang menurut saya itu belum tahu ini itu artinya apa jadi harus browsing dulu ini tuh kosakata yang kayak gimana yang terkadang tidak saya temukan artinya juga kak.

Interviewer : adakah cara untuk menarik teman-teman kamu agar tertarik dalam membaca?

Melati : menurut saya untuk membaca itu berasal dari kesadaran diri sendiri kak dan ketertarikan untuk membaca ya diri sendiri yang haus rasa ingin tahu kak seperti saya ini kalau untuk menariknya sih ya coba untuk menawarkan buku-buku kepada teman tapi menurut saya selama ini untuk anak-anak itu tidak tertarik dalam membaca karena bagi mereka itu membaca itu membosankan.

Interviewer : banget di era sekarang siswa itu bosan dengan membaca. Apakah kamu memiliki saran atau tips untuk teman-temanmu?

Melati : bener banget kak, teman-teman saya sadar dirilah bahwa membaca itu sangatlah penting dari membaca kita banyak tahu dan banyak ilmu yang kita dapatkan mungkin itu saja.

Interviewer : bener banget dengan membaca kita menemukan ilmu baru yang bisa kita terapkan untuk diri kita sendiri dan terima kasih banyak untuk ilmunya hari ini melati semoga cita-citanya tercapai semangat belajarnya.

Melati : sama-sama kak semoga saya bisa seperti kakak mencapai pendidikan tinggi dan mengejar cita-cita saya nanti terima kasih juga untuk kakaknya.



Narasumber 2

Interviewer: Halo selamat siang, dengan adik siapa? Bolehkah kakak meminta waktunya sebentar untuk bertanya-tanya?

Rayi : hai kak, Perkenalkan nama saya Rayi Bayu Sukma biasa dipanggil Rayi kelas 9A. Boleh banget kak.

Interview : apakah kamu suka membaca? Awalnya apa sih yang membuat kamu suka?

Rayi : suka banget kak, Saya suka membaca dari SD hingga SMP kak karena orang tua yang selalu memberikan mendidik saya tengah membaca agar saya lebih tahu banyak hal.

Interviewer : biasanya kamu membaca di waktu kapan dan di mana? Apa sih yang kamu?

Rayi : saya biasanya membaca malam hari atau di waktu-waktu luang yang bisa digunakan untuk membaca dirumah dan untuk bahan bacaannya biasanya saya membaca buku pengetahuan tentang hukum.

Interviewer : oh iya kenapa kamu memilih bahan bacaan tentang hukum? Memilih itu sebagai bahan bacaanmu? Apakah itu menarik untukmu?

Rayi : sangat menarik kak dari bahan bacaan yang saya pilih ini kan mengenai hukum Saya memiliki cita-cita sebagai Hakim suatu saat nanti jadi saya memilih membaca buku ini itu agar saya bisa mengejar cita-cita saya nantinya.

Interviewer : wow ternyata cita-cita kamu bagus tetap semangat dan teruslah rajin belajar ya. Selama ini dari membaca apa saja sih yang kamu dapatkan?

Rayi : yang saya dapatkan tentunya ilmu pengetahuan hukum yang ternyata hukum itu memiliki pasal berlapis-lapis yang apa ya pengetahuan yang sebelumnya saya dapatkan di situ saya mendapatkan banyak ilmu yang bermanfaat untuk di kemudian hari dan apa ya dari membaca itu saya jadi tahu yang belum saya tahu sebelumnya.

Interviewer : iya sih bener banget dari membaca kita jadi tahu apa sih mengenai materi hukum yang ingin kamu ketahui. Bentar ya menurut kamu bagaimana praktek membaca di sekolah? Coba kamu sebutkan!

Rayi : iya kak bener banget dari membaca semua pertanyaan yang buat saya penasaran jadi mendapatkan jawabannya. Untuk perihal praktek membaca di sekolah sih. di sekolah ini pada literasi membaca yang dilakukan di hari Jumat, ini guru memberikan tugas membaca yang topiknya memilih sendiri, lah nanti siswa disuruh membahas kembali di kelas dengan materi apa yang mereka baca dan merangkum hasil bacaan yang sudah dibaca tersebut kak.

Interviewer : Pilih mana ? topik yang ditentukan atau pilih sendiri?

Rayi : pilih topik sendiri kak karena dengan pilih topik sendiri Kita bisa memilih sesuatu yang menarik yang menurut kita itu sesuai dengan bacaan kita gitu loh jadi nggak nggak apa nggak terpaksa dalam membacanya biasanya kan kalau guru yang menentukan sebagai siswa pun yang tidak tertarik dengan bacaan itu jangankan untuk membaca melihatnya pun males atau bahkan nggak mau dan mungkin materi bacaan itu membosankan.

Interviewer : iya sih ada benarnya biasanya kalau bahan bacaannya tidak sesuai dengan kita ya membosankan nggak tertarik jangankan untuk membaca melihatnya saja kita sudah tidak mau ya. Manfaat membaca menurut kamu apa?

Rayi : manfaat membaca itu banyak banget kak dari membaca kita bisa tahu apa sih yang kita cari selama ini apa sih yang kita nggak ketahui dan kita penasaran dan bahkan semua pertanyaan yang tadinya kita nggak tahu ini terjawab gitu jadi dari membaca kita menempatkan ilmu baru dari membaca kita bisa tahu apa sih yang kita cari dan apa sih ini pokoknya banyak hal yang saya temui terutama ilmu-ilmu baru yang sebelumnya saya tidak tahu untuk saya yang harus ilmu ya saya suka membaca sebagai hobi baru saya.

Interviewer : ternyata dengan membaca itu banyak banget manfaatnya ya masalah apa sih yang kamu temui dalam membaca?

Rayi : kalau masalah sih biasanya itu didapat dari bukunya yang nggak bisa ditemui atau mungkin bukunya sudah nggak terbit lagi dan biasanya juga dari kosakata-kosakata yang susah untuk kita cari artinya apa. untuk itu masalahnya itu doang sih kak.

Interviewer : adakah cara untuk menarik teman-teman kamu agar tertarik dalam membaca itu gimana?

Rayi : menurut saya untuk perihal membaca itu dari diri sendiri sih kak kalau kita untuk memberikan pengaruh ke orang lain itu kemungkinan besar nggak ada 50% akan berhasil karena saya juga membaca berawal dari Saya ingin sendiri bukan saya melihat orang lain namun ada juga yang dari temen jadi kita suka membaca tapi kalau untuk menarik itu ya kita mengajak pun kadang-kadang teman itu susah juga nggak mau jadi ya atas kesadaran diri kita sendiri untuk menarik ya diajak pun kayaknya kurang ya bahkan menolak.

Interviewer : jadi menarik teman-teman untuk membaca itu diri sendiri ya. Apakah kamu memiliki saran atau tips untuk teman-teman kamu?

Rayi : saran aku untuk teman-teman semua sadarlah untuk diri kita sendiri bahwa kita itu harus ilmu jadilah untuk menjadi manusia yang penasaran tentang ilmu dan dengan membaca kita akan banyak menemukan hal baru ilmu baru yang menarik dan bermanfaat untuk kehidupan kita nantinya.

Interviewer : bener banget untuk ilmu itu kita dapatkan dari membaca bukan hanya sekedar ilmu yang disampaikan dalam sekolah di kelas tapi kita bisa mendapatkan ilmu juga dengan membaca buku-buku yang nggak sih mungkin itu saja, Kakak tanya-tanya kan ke kamu kakak ucapin terima kasih banyak atas jawabannya yang sangat bermanfaat untuk kakak, terima kasih banyak untuk meluangkan waktunya.

Rayi : sama-sama kak dan terima kasih banyak untuk kesempatan ngobrol-ngobrolnya dan banyak ilmunya ya kak semoga Kakak segera menyelesaikan pendidikannya dan kerja sukses selalu kak.



Narasumber 3

Interviewer : Halo selamat siang dengan adek siapa? Bolehkah kakak meminta waktunya sebentar untuk bertanya-tanya?

Pia : hai siang kak, Perkenalkan nama saya Pia Putri Ainulaili bisa dipanggil Pia kak dari kelas 9A, boleh banget pastinya kak.

Interviewer : baik Pia, Kakak mau nanya nih apakah kamu suka membaca? Awalnya apa sih yang membuat kamu suka membaca?

Pia : suka banget sih kak, awalnya Saya tertarik membaca itu ya iseng-iseng aja sih kak ,ternyata menyenangkan semi menyenangkan itu sampai sekarang Saya suka membaca kak.

Interviewer : biasanya kamu membaca di waktu kapan dan di mana pia? Apa sih yang biasanya kamu baca?

Pia : biasanya sih malam hari kak kalau nggak pulang sekolah di rumah dong kak pastinya bahan bacaan aku itu biasanya membaca novel di aplikasi kak

Interviewer : oh gitu, kenapa memilih itu sebagai bacaanmu? dan apa itu menarik untukmu?

Pia : menarik sih kak menarik banget itu juga untuk hiburan aku ketika aku merasa bosan dengan materi pembelajaran kak kalau kenapa ditanya memilih bacaan ini karena di sini itu banyak hiburan-hiburannya juga sih kak sebagai hobi itu menyalurkan hobi.

Interviewer : selama ini dari membaca apa sih yang kamu dapatkan?

Pia : dari membaca aku menemukan kosakata baru kak kalau untuk selebihnya sih ya kayak membaca pada umumnya kak.

Interviewer : menurut kamu bagaimana sih praktek membaca di sekolah? coba kamu sebutkan!

Pia : tak baca di sekolah itu literasi kak yang biasanya dilakukan di hari Jumat itu tuh membaca buku kita dikasih kesempatan membaca buku dengan topik pilihan sendiri terus nanti kita maju di depan mempraktekkan apa yang sudah kita baca di depan teman-teman gitu di dalam kelas ya kak dan merangkum hasil bacaan yang sudah

dibaca habis itu diberikan kepada guru yang bersangkutan dan itu hasilnya ditukar dengan nilai tambahan gitu.

Interviewer : menurut kamu dengan kayak gitu itu berfaedah nggak sih dari literasi itu bermanfaat nggak buat siswa? Pilih mana? Topik yang ditentukan atau pilih sendiri?

Pia : yang sejauh ini menurutku tentang literasi sih efeknya positif ya kak karena dengan literasi itu banyak siswa yang nggak meremehkan membaca dengan gitu kan mereka mendapatkan nilai mereka jadi membaca ya nggak sih kak dan untuk topik yang milih sendiri dong kak dengan memilih sendiri itu kita jadi suka membaca dibandingkan ditentukan topiknya karena kadang yang diberikan topiknya itu nggak sesuai dengan siswanya dan itu akan membuat siswa merasa bosan.

Interviewer : iya sih benar juga bosan ya dari membaca banyak manfaatnya kan secara tidak langsung itu memberikan efek positif. Manfaat membaca menurut pia itu apa sih?

Pia : manfaat membaca ya kak menurut saya, ya sebagai hiburan sebagai pengembalian mood terus dari membaca juga ada manfaatnya ada faedahnya banyak banget ilmu baru kak gitu sih kak.

Interviewer : masalah apa sih yang kamu temui dalam membaca selama ini?

Pia : masaalahnya itu ya kak kalau kita membaca novel di aplikasi handphone itu terkadang penerbitannya itu satu hari satu halaman jadinya saya merasa digantungkan gitu loh kak kalau untuk selebihnya enggak.

Interviewer : suka banget ya membaca novel aplikasi di handphone emang itu buat kamu ada manfaatnya apa gimana sih kok suka gitu loh?

Pia. : kalau suka sih nggak suka banget banget sih kak nggak terlalu banget tapi suka karena kan buat hiburan ya kak kita sebagai siswa juga kalau ketemunya materi-materi terus kan jadi bosan ya nggak sih kak.

Interviewer : ia juga sih tapi nanti dikurangin untuk membaca buku-buku yang lebih bermanfaat lagi ya. Adakah acara untuk menarik teman-teman kamu agar tertarik membaca nggak?

Pia : ya itu kak dari literasi kalau menarik teman-teman untuk membaca itu susah sih kak karena mereka jangankan untuk membaca kadang diberikan materi dari guru yang dibaca pun mereka nggak mau kayak bosan males itu sih kak.

Interviewer : oh gitu ya, apakah kamu memiliki saran tips untuk teman-temanmu?

Pia : buat teman-temanku lebih baik kalian suka membaca deh dari membaca kalian akan menemukan hiburan-hiburan yang menyenangkan tanpa harus bergaul bersosialisasi dengan pergaulan yang enggak jelas dari membaca kita bisa berhalusinasi sebuah kehidupan yang bahagia dan ya kebahagiaan sederhana yang kamu temui.

Interviewer : wah pia hobi banget. Halu ini pasti, nggak papa sih kembangin ya untuk membaca buku-buku yang bermanfaat lagi jangan membaca yang sangat romance romantis ya boleh sesekali tapi usahakan untuk membaca buku yang lebih bermanfaat lagi semangat ya dan Good luck semoga menjadi manusia yang sadar bahwa belajar itu menyenangkan ya. Terima kasih banyak sudah meluangkan waktunya untuk kakak tanya-tanya senang berkenalan dengan pia.

Pia : sama-sama kak BTW kakaknya asik banget semoga kakaknya cepat menyelesaikan pendidikannya dan menjadi guru seperti cita-citanya doa terbaik untuk kakaknya.

DOCUMENTATION DURING OBSERVATION AND INTERVIEW
OBSERVATIONS



INTERVIEW





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