THE USE OF EXTENSIVE READING METHOD TO IMPROVE STUDENTS' MOTIVATION IN LEARNING ENGLISH AT GRADE EIGHT OF SMP DARUL ROHMAN MOROMBUH KWANYAR BANGKALAN

THESIS

Submitted In Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S. Pd. I) in Teaching English

By

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ENGLISH EDUCATION DEPARTEMENT
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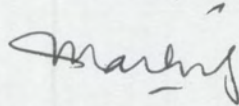
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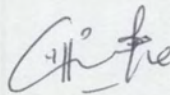
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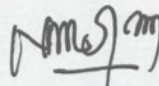
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ABSTRACT

Nurah. 2012. *The Use of Extensive Reading Method to Improve Students' Motivation in Learning English at Grade Eight of SMP Darul Rohman Morombuh Kwanyar Bangkalan*. A Thesis. English Education Departement,Faculty of Tarbiyah,State Institute of Islamic Studies Sunan Ampel Surabaya.

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Key words: Extensive Reading Method, Students' Motivation

Reading is studied almost all of activities class. This skill is as important as other skill. By reading, students can increase knowledge in their life.

The study conducted at grade eight of SMP Darul Rohman Morombuh. Reseracher found out some problems in learning english especially students' motivation in learning. Then the teacher uses extensive reading method to help students in improving students' motivation in learning. This study aimed to describe 1). How is the application of extensive reading method in learning English. 2). How is the improvement of students'motivation in learning English.

The research design of study is observation, interview and questionnaire. It has done for three weeks. Reseacher has done observation to know the application of extensive reading method for twice of observation where the researcher as observer. Researcher has done interview with English teacher about how is the application of extensive reading method and students' motivation. Researcher has also distributed questionnaire for students to know the application of extensive reading and their motivation in learning english when use extensive reading method. The research instrument used in this study consisted of observation checklist, interview guide and questionnaire sheet.

The result of this research is that extensive reading method is good because it can help students in learning English. It is based on the result of questionnaire where the score of the application of extensive reading is 89.75% . The motivation of student also is good. It is based on the result of questionnaire about the students' motivation and the score is 91% because this range is between 76%-100% this number indicates good response on the application of extensive reading.

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CHAPTER I

INTRODUCTION

A. Background of study

Language is the most important thing in communication as a tool of communication. This is because one of the languages that are commonly used for communication in most countries is English. Thus, English is considered as international language. That is why most of books or references are written in English as well as the instruction to operate electrical appliances such as computer, fridge, TV, tape recorder, DVD, etc.

Considering the importance of English, Indonesian government seems to be aware of the importance of it and decides to include English as a subject taught at schools. At present English is learned from kindergarten to university level.

In English, there are four skills must be mastered; they are speaking, listening, reading and writing. However, to support those skills above, the students should know and understand about vocabulary, pronunciation, and grammar.

Learning reading is important because by reading we will increase our knowledge on economy, politic, social and culture. We read a newspaper to know information from other country where it uses English language. However, now many novels from other country

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uses English language so by reading   we will know and understand about story of novel and we also can increase knowledge about other cultures in the world. By reading, students are expected to enlarge their knowledge so they can improve their other skills.

Someone says that reading is a window of world because by reading we can know more information. When someone takes a trip, she or he will not get lost because she or he can read some directions on the road. It means that reading have some advantages in our life.

Wilkins makes the point that learners can effectively come to understand, through reading:

> Through reading, the learner……is exposed to the lexical items embedded in natural linguistic context, and as a result they begin slowly to have the same meaningfulness…..that they have for the native speaker. [1]

Extensive reading often called "*graded reading*" is reading for pleasure in a second language, where the student learns reading by choose the material make them interest and enjoy so they want to learn English. The material of extensive reading can use some books, articles, short story, etc. When students learn something what they like, it can increase motivation's student in learning.

Hafidz and Tudor describe the aim of extensive reading as follow:

> ……to „flood' learners with large quantities of L2 input with few or possibly no specific asks to perform on this material. The pedagogical value attributed to extensive reading is based on the

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[1] Tricia Hedge, *Teaching And Learning In The Language Classroom* (oxford university press,)p.204

assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2.[2]

According to Hedge extensive reading method have some benefits such as; extensive reading offers the student to study independently so the teacher only help student when they find difficulties for example when they do not understand the vocabulary. Extensive reading has benefit to increase students' ability by giving them opportunity to exposure English through reading texts. [3]

Extensive reading can be applied as a useful resource for students in all age and level of language proficiency. Learners can build their language competence, progress in their reading ability. They also become more independent in their studies to acquire cultural knowledge, and develop confidence, and motivation to carry on learning[4].

According to Day and Bamford one of the key factors to the success or not of an extensive reading program is motivation. Capturing student interest is the key. If the materials available are interesting to the students, then they will be far more likely to want to read.[5] The books should also be at level appropriate to their reading ability. As mentioned earlier, the texts should not be too difficult so students are interested in understanding the books.

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[2] Tricia Hedge, p.202
[3] Tricia Hedge , p.204
[4] Tricia Hedge , p.205
[5] http:www.extensivereading.net/er/

Getting the extensive reading program on to a good start is also vital. The aim is to improve students' experience in discovering information of what they read. Thus, they will feel enjoyable in reading it. This positive experience should stimulate them to read more, increase motivation, and enjoy to reading.

This is in line with the result of study done by Yunyta Puji Rahmahwati which focused on the study on implementation of extensive reading in senior high school at SMAN I Babat Lamongan. The result showed that extensive reading can develop good reading habits to build up knowledge of vocabulary and structure and to encourage for reading. Extensive reading can be effective to help students to be active in reading class activity.

The reason researcher chooses SMP Darul Rohman as my research place because this school has been studying extensive reading method. Researcher wants to know the application of extensive reading method and how is the students' motivation in learning English.

B. Problem of study

1. How is the application of extensive reading method in learning English at the grade eight SMP Darul Rohman Morombuh Kwanyar Bangkalan?

2. How is the improvement of students' motivation in learning English at the grade eight SMP Darul Rohman Morombuh Kwanyar Bangkalan?

C. Objective of study

1. To describe the application of extensive reading method in learning English at the grade eight SMP Darul Rohman Morombuh Kwanyar Bangkalan

2. To know the improvement of students' motivation in learning English at the grade eight SMP Darul Rohman Morombuh Kwanyar Bangkalan

D. Significance of study

The study is expected to be significant for:

1. For students

   This study will help student to learn reading easily so student will have high motivation to learn English.

2. For teachers

   It can give contribution for reference in teaching English especially in teaching reading skill and it can be used as an alternative technique to help students increase their reading ability.

E. Scope and limitation of study

In this research, researcher only focuses in the application of extensive reading method and improvement of students' motivation in learning English. It will conduct for grade eight of SMP Darul Rohman Morombuh Kwanyar Bangkalan.

F. Definition of keys term

1. Extensive reading

    Extensive reading is reading for pleasure in a second language. Brown says that extensive reading involves longer texts such as Journal articles, technical reports, longer essays, short stories, and books. [6]

2. Method

    According to oxford advanced learner's dictionary method is a way of doing something [7]

3. Improve

    According to oxford advanced learner's dictionary improve is become or make something better [8]

4. Motivation

    Seligman says that motivation may be rooted in basic need to minimize physical pain and maximize pleasure or it may include specific needs such as eating and resting or desired object, goal, state of being, ideal, or it mortality. Conceptually, motivation should not be confused with either volition or optimism.[9]

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[6] H.Douglas Brown, *language assessment principles and classroom practices* ,(San Francisco: San Francisco state university,),p.212
[7] Ibid,p.734
[8] Ibid,p.598
[9] Martin EP Seligman, *learned optimism*(New York :Alfred A knopf.inc, 1990)p.101

CHAPTER II

REVIEW OF LITERATURE

This chapter contains some literatures that are reviewed to help the researcher analyze the data and answer the research questions.

A. Reading

1. The Nature of Reading

Reading is one of activities which are often done by people every day. It includes reading books, novels, newspapers, and letters. Nowadays, the development of technology is high. It can be seen from the activities of people which always connect with technology such as mobile phone, computer, etc. People can do reading using tools as like reading message, chatting and others. It seems that people do reading activity every day and every time, and it is useful activity where we can get more information by reading.

According to Cahyono, Reading deals with understanding written texts. He also mentions that reading is an everyday activity where many people do it, such as billboards, names of streets, newspapers, advertisements, menus, prices and others.[1]

2. The important elements of reading

Some people think that reading is fun where they can get new knowledge and information from it. Actually there are some important

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[1] Bambang Yudi Cahyono, *The Teaching Of English Language Skills And English Language Components*(Malang:state university of Malang, 2010)p. 81

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elements in reading. According to National reading panel in Washington DC, there are five important elements of reading, they are;

a. Phonemic awareness

Phonemic awareness is an ability to notice, think about kinds of sounds in spoken English.

b. Phonics

Phonics is knowledge of relationship between the letters of written language and the sounds of spoken English

c. Fluency

Fluency is an ability to read a text quickly and accurately.

d. Vocabulary

Vocabulary is recognizing and understanding the meaning of words in reading and writing as well as oral language.

e. Comprehension

Comprehension is an ability to understand what is reading. [2]

a. **Reading purposes**

According to Grabe &Stoller there are five purposes of reading, they are:

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[2] National Institute of Child Health and Human Development . *Report of National Panel. Teaching children to read: An evidence-based assessment of the scientific research on reading and its implications for reading instruction*(Washington DC:NIH Publication No.00-4769,2000)

1) Reading to search for simple information

   One of purpose of reading is to get simple information such as reading an announcement in the school, market, on the road , in the airport and others.

2) Reading to skim quickly

   This purpose is to know main idea of texts, books or articles. People usually just read main information or reading clue. For example in reading magazine, commonly some people just read a few pages to know the main ideas of magazine.

3) Reading to learn from the texts

   Reading to learn typically occurs in academic and professional contexts in which person need to learn considerable amount of information from a text. For example people read books or articles to learn characters, events or concepts in the books.

4) Reading to integrate information

   This reading have purpose to require critical evaluation of information so the reader can decide what the information and how to integrate it for reader's goal.

5) Reading for general comprehension

Grabe and Stoller say that reading for general comprehension is basic purpose of reading where a reader wants to understand the text or books deeply.[3]

Meanwhile Rivers and Temperley describe some purposes of reading as follow;

1) To get information

E.g.travel brochures, train timetables, bus schedules, notices, public signs, directories, catalogues, information leaflets, regulations, weather forecast.

2) To respond to the curiosity about a topic

E.g. magazines, articles, newspaper editorials, advertisements, guidelines, specialist brochures

3) To follow instructions

E.g. maps, route planners, recipes, assembly instructions, instruction for use, guides, manuals

4) For pleasure and enjoyment

E.g. poems, short stories, plays, reviewers, lampoons, skits, cartoons

5) To keep in touch

E.g. postcards, notes, invitations, letters, condolences, memos, messages

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[3] Grabe and stoller,p.11-14

6) To know what is happening in the world

    E.g. news articles, news in brief, TV Ceefax, faxes, news reviews

7) To find out when and where

    E.g. Announcements, programmes, tour guides.[4]

b. Styles of reading

Pugh and Lunzer and Gardner describe various styles of reading in Hedge's book as follow;

1) Receptive reading

    Receptive reading is reading activity where a reader reads to get more information about something then the reader gives some comments or opinion about the text.

2) Reflective reading

    Reflective reading is an episode reading text then reader compares with other texts.

3) Skim reading

    Skim reading is used to get a global impression of the content of a text. For example is focuses on headings and first lines of paragraphs to get main information.

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[4] Tricia Hedge,p.206-207

4) Scanning reading

Scanning involves searching rapidly through a text to find a specific point of information. When we scan we have a question in mind. We do not read every word but we only try to find keyword to answer the questions.

5) Intensive reading

Intensive reading is reading a text in detail, where a reader reads a text or books word by word or sentence by sentence to understand what one is reading. For example, a student reads a poem, short story novel, etc.[5]

3. Principle in teaching of reading

Principles in teaching reading are the principles that the teacher should pay attention in teaching learning process. Harmer described about six principles in teaching reading

1. Principle 1: reading is not passive skill

Reading is a credibly active occupation to get successful in reading students have understand what the word mean.

2. Principle 2: students need to be engaged with what they are reading

When students are reading extensively, they should be involved in joyful reading.

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[5] Tricia Hedge,p.195

3. Principle 3: students should be encouraged to respond to the content of reading text

It means that students explore their feelings about the text; it does not just concentrate on its construction but also in their thinking.

4. Principle 4: prediction is a major factor in reading

Students often have good idea in predicting the content of book before they read. Books' cover can give them a clue about the content paragraph and headlines.

5. Principle 5: match the task with the topic

Teacher needs to choose good reading task which is suitable with the topic this will make student easily to answer the tasks or questions.

6. Principle 6: good teachers exploit reading texts to make complete

Good teacher will make interesting class; students not only reading but also they can discuss. [6]

B. Extensive reading

1. Nature of extensive reading

According to Day and Bamford extensive reading involves reading of large amount of materials from any subjects. Extensive

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[6] Jeremy Harmer, *How Teach English*.(Malaysia: Pearson Education Limited, 1998)p.70-71

reading is also called as reading for pleasure, voluntary reading and silent reading. [7]

Rob and Susser mention that extensive reading as follow:

If the extensive reading procedure is an effective as the skills procedure in terms of the scores, the implications for teaching of FL/EFL reading are profound. By reading what they choose and (more or less) enjoying their homework, student's motivation to learn will increase, which will in turn benefit their eventual acquisition of the target language.[8]

2. Characteristic of extensive reading

Day and Bamford mention that extensive reading has nine characteristics as follow;

a. Reading material

Extensive reading is reading for pleasure, thus the material should be interesting and it is suitable appropriate students level.

b. Student choice

Students can choose what they want to read based on their interesting, thus they will enjoy in reading.

c. Reading for pleasure and information

Students read the text or book are just as reading for pleasure and to get more information.

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[7] , R.R Day & J.Bamford. *Extensive Reading.What Is It?Why Bother The Language Teacher?* (New York:Cambridge university)p.21
[8] Tricia Hedge, p.201

d. Extensive reading out of class

Extensive reading activity can do in out of class such as in library. Students can borrow some texts or books to take home so they can read them in their home. It means that extensive reading not only in the class but also in out of class.

e. Silent reading in class

Silent reading can help student in developing vocabulary and building confidence in the language.

f. Language level

The vocabulary and grammar of the books that students read should not be difficult. It will help in understanding the content. The purpose of extensive reading is to encourage reading fluency, so students should not stop frequently because they do not understand a word or a sentence.

g. Use of dictionaries

In extensive reading, using a dictionary should be avoided because it can interrupt in reading. When students find a difficult vocabulary, they can write in a vocabulary note book then they can look for it if they have finished reading.

h. Record keeping

When students are reading, they can read some notes about the content of book or important thing about what they have read.

i. The teacher as role model

The teacher should become model in the class activity, it means that when a teacher participates in reading so that students will be encouraged to read.

Hedge also mentions that characteristic of extensive reading as follow;

a. There are many kinds of reading material such as short stories, novels, newspapers, magazines, articles, or others.

b. Reading activity is consistently and frequently

c. Reading text is longer

d. The purpose reading is for pleasure

e. Reading is not only done in class time but also it is done individually or independent reading at home.[9]

3. **Principles of extensive reading**

According to Day and Bamford there are ten principles in extensive reading as follow:

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[9] Tricia Hedge, p. 202

a. The reading material is easy

   The material should be easy and suitable for them so it will ease to comprehend the content of text.

b. A variety of reading material should be provided

   The teachers have to provide the reading material based on topic and it should be interesting topics.

c. Learners choose what they want to read.

   Students can choose texts or books they expect to understand, enjoy and learn.

d. Learners read as much as possible.

   Students should read more to make perfect in reading. It means that students must have reading habit.

e. The purpose of reading is usually for getting pleasure, finding information understanding the text.

   It has purpose to decrease bored feeling when students read so they will feel enjoy in reading.

f. Reading gets reward

   Teachers ask students to complete activities based on their reading as like rewriting the content of text. This reason is to find out their understanding and experience of the text or the content.

g. Reading speed is usually better

When students reading texts, they will enjoy the content and will not focus on a word.

h. Reading is individual and silent activity.

Students read texts or books individually and silently reading because it will help students to concentrate, thus they can understand what they read.

i. Teachers orient and guide their students.

Teachers can explain students that extensive reading does not only help to achieve reading proficiency but also to improve other skills. Teacher also can guide students when they have some problems in reading.

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

Teacher should give good examples for the student. It means that a teacher has to be a reader in the class, so students will be interested in reading.[10]

4. **Roles of extensive reading**

Bell states that there are ten roles in extensive reading, they are;

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[10] R.R Day & J Bamford. *Extensive Reading In The Second Language Classroom*.(Cambridge: Cambridge university press,1998),p.7-8

a. It can provide comprehension input

Krashen argues that extensive reading will help language acquisition if the requirement is provided such as interesting material.

b. It can enhance learner's general language competence

It means that extensive reading can help students to learn language, because extensive reading can improve skills like writing, speaking and others.

c. It increases the students' exposure to the language

It means that extensive reading can help to exposure, particularly for children at the age between six and twelve years because they will be easy in learning language.

d. It increases knowledge of vocabulary

It means that extensive reading can increase number of vocabulary because students have reading habit which will increase their knowledge about vocabulary.

e. It can lead to improve in writing

It means that extensive reading can improve writing ability.

f. It can motivate learners to read

It means that extensive reading can motivate students in learning because the reading materials are appropriate for student's needs, and interests.

g. It can consolidate learning language previously

It means that extensive reading can consolidate learning language which is learned before because it can increase more knowledge about the language.

h. It helps to build confidence with extended texts

It means that extensive reading can help students in developing confidence and reading ability.

i. It encourages the exploitation of textual redundancy

Redundancy is important thing in processing extensive reading to recognize and deal with elements in the texts.

j. It facilitates the development of prediction skill

Extensive reading can make prediction about the content of book or text before reading because student can read based on pre existing schema.[11]

According to Mikulecky and Jeffries, extensive reading has some advantages as follow;

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[11] http://iteslj.org/lessons/Liang-extensive reading.html

There are two reasons why pleasure reading is an effective way to improve their English. First, pleasure of reading gives an opportunity to exposure to the language. Second, reading for pleasure allows readers to build on personal knowledge of English. Because there are no students have same knowledge of a language or the same language learning needs. For example, some students may need to learn more vocabulary; meanwhile others student may need to develop their ability to write in good sentences in English.[12]

Mikulecky and Jeffries also mention that regular reading for pleasure can help readers to improve vocabulary, reading speed, comprehension, writing, and get more knowledge.

C. Motivation

1. Nature of motivation

Motivated students are a challenge for all teachers. Every classroom consists of several of students; each student brings different learning styles, interests, and life experiences that make the classroom are unique and special. There are several ways for teachers to make enjoyable learning styles and interesting for students, thus making learning more fun and meaningful all at the time.

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[12] Beatrice S.Mikulecky and Linda Jeffries, *Reading Power: Reading For pleasure, Comprehension Skills, Thinking Skill, Reading Faster* ,(USA:pearson education,inc,2004)p.3

Hasan describes that motivation is individual encouragement to do something which is appropriate for them. [13]

2. Kinds of motivation

There are two kind of motivation

a. Intrinsic motivation

Edward Deci in Brown's book describes intrinsic motivation as follow;

> Intrinsically motivated activities are one for which there is apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward….intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely feelings of competence and self determination. [14]

Carol mentions that intrinsic motivation refers to motivation that is driven by an interest or enjoyment in itself, and exists within the individual rather than any external pressure. [15]

Sumarni describes that intrinsic motivation is motivation which caused by individual itself, meanwhile Sutikno states that intrinsic motivation is motivation which is caused by individual itself without pressuring from other people. [16]

According to Purwanto, there are some factors in building motivation, namely;

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[13] Chalijah Hasan, *Definis-definisi psikologi pendidikan*,(Surabaya:Al Ikhlas,1994)P.42
[14] H.Douglas Brown,p.164
[15] http://giftedkids.about.com/od/glossary/g/intrinsic.html
[16] http://id.shvoong.com/social-sciences/economics/2113943-macam-macam-motivasi/_ixzz1aqB0M6Fl

1. Necessity

2. Ambition

3. Desiring to progress

4. Interest. [17]

b. Extrinsic motivation

Brown describes states that extrinsic motivation is carried out something of a reward from outside such as money, prizes, grades, and other.[18]

According to Sutikno extrinsic motivation is motivation which is caused by the influence of outside individual.

Extrinsic motivation comes from outside of the individual. Commonly extrinsic motivations are rewarded as like money and grades, coercion and threat of punishment.

Ishom Ahmadi mentions that there are some factors in building extrinsic motivation, they are;

1. Reward

2. Competence

3. Punishment

4. Praise [19]

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[17] Ngalim purwanto, *Psikologi pendidikan*,(Bandung:PT.Remaja Rosdakarya,2002)P.102
[18] Ibid, p.163
[19] http://id.shvoong.com/social-sciences/economics/2113943-macam-macam-motivasi/_ixzz1aqB0M6Fl

3. **Components of Motivation**

According to Onnie Frith, there are six of components of motivation, namely;

1. Curiousity

   People are naturally curious. They seek new experinces, enjoy learning new things, find satisfaction in solving puzzles, perfecting skills and developing competence.

2. Self efficacy

   Concept of self-efficacy can be applied to student in learning. There are four of possible sources in self efficacy, they are;

   a. Performance accomplishments

      It divides task and provides students with a method of developing confidence.

   b. Vicarious experience

      This is done when the learner observes a role of model reach a success in task.

   c. Verbal persuasion

      This is often used to persuade a learner when he or she is capable of succeeding in a particular task

   d. Physiological states

      It is a good feeling that convinces a student of probable success or failure.

3. Attitude

Attitude is an elusive commodity. However the attitude of a student to learn is very much in intrinsic characteristic and it is not always demonstrated through behaviors. The positive behaviors exhibited by the student may only occur in the presence of the instructor, and may not be apparent at other times.

4. Need

The needs of individual students can vary greatly. The most is well known and respected classification of human need is Maslow's hierarchy of needs. There are five levels of need in this hierarchy: (1). Physiological (lower-level) (2). Safety (lower-level) (3). Love and belongings (higher needs) (4). Esteem (higher need) (5) Self-Actualization (higher need)

5. Competence

Competence is an intrinsic motivation for learning that is highly related to self efficacy. Human beings get pleasure from doing things well.

6. External motivation

Active participation provides a stimulating environment and fight boredom. Learning strategies should be flexible and creative. [20]

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[20] http://library.clark.cc.oh.us/search/dMotivation+in+education%2E/-5,-

4. **Keys Elements of Motivation**

According to Morgan, there are two kinds of elements of motivation, they are;[21]

1. Intrinsic motivation, includes;

   a. Involves an interest in learning task and also satisfaction in doing task

   b. Effective teaching must win the hearts and minds of students.

   c. Select topics are likely to interest.

   d. Provide students with regular feedback about their skills and competence.

2. Extrinsic motivation, includes,

   a. Teacher expects can give influence to students.

   b. Make sure that tasks are challenging and offering students to get a success.

   c. Monitor students' progress quickly and supportive when students get difficulties.

5. **Principles of Motivation**

According to Matthew Weller, there are five principles of motivation, namely;

1. The environment can be used to focus the student's attention on what needs to be learned.

1/exact&d+motivation+in+education&13,15

[21] http://www.learningandteaching.info/learning/motivation.htm_ixzz1mPEFhRbD

2. Incentives motivation in learning

3. Internal motivation is longer, lasting and more self-directive than external motivation.

4. Learning is most effective when an individual is ready to learn and wants to know something.

5. Motivation can be improved.[22]

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[22] Matthew Weller, Los Angeles Business Journal, March 14, 2005

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses several things such as research design, sample and population, subject of the study, setting of study, research instrument, data collection technique, and data analysis technique.

A. Research Design

The design of this research is descriptive quantitative research, where researcher presents data in numerical and descriptive form.

B. Population and sample

1. Population

According to Arikunto, population is all of subject will be researched.[1]In this research, the population is students of grade eight at SMP Darul Rohman Morombuh Kwanyar Bangkalan.

2. Sample

Sample is a part of population that will be researched in this research. The sample is students of grade eight at SMP Darul Rohman Morombuh Kwanyar Bangkalan.

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[1] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: Reineka Cipta,2006),115

In this research researcher also takes two variables, these are:

1. Independent variable(X)

Independent variable is variable which can give influence or response to dependent variable. In this research, the independent variable is the result of questionnaire from the application of extensive reading method.

2. Dependent variable(Y)

Dependent Variable is variable which caused or influenced by other variable.[2] Dependent variable in this research is the result of questionnaire about students' motivation in learning English at grade eight at SMP Darul Rohman Morombuh Kwanyar Bangkalan.

C. Subject of the study

The subject of the study is the grade eight students of SMP Darul Rohman Morombuh Kwanyar because the students of grade eighth have been studying English using extensive reading method.

D. Setting of the study

The location of the study will be conducted at SMP Darul Rohman Morombuh in academic year 2011/2012 which is located on Jl. K.H.Abdurrohman No.69 Morombuh Kwanyar Bangkalan.

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[2] Louis Cohen, dkk, *Research Method In Education(*London and New York: Rout ledge Taylor and Francis group,2007)p. 504

E. Research Instrument

According to Arikunto, Research instrument is a tool or facilities that are used by the researcher to collect data. This tool to ease, complete in collecting data.[3] Research instrument is one of important thing to keep the quality of the research result.[4] It means that if the research instrument is good, it will get a good result. So that, research instrument becomes an important tool for this research. This study will use instruments as follows:

1. Observation checklist

   This instrument is used in collecting data through observation. This purpose is to know the activities between teacher and students in teaching learning English using extensive reading method.

2. Interview guide

   Interview guide is used to collect data. Researcher uses both structured interview and unstructured interview. The data collection is gathering from the questions in the interview. The purpose of interview is to know how the extensive reading method is applied in the classroom and how is the students' motivation in learning English using extensive reading method.

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[3] Suharsimi Arikunto, p.149
[4] Prof. DR. Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta,2006),P.305

3. Questionnaire

These questionnaires are distributed to eight grade students of SMP Darul Rohman. In this questionnaire, a respondent is given two kinds of questionnaires; the first questionnaire is about the application of extensive reading method. The second is about students' motivation in learning English using reading method.

Researcher gives a score in every item as follow;

a. If respondent answer A get 3 score

b. If respondent answer B get 2 score

c. If respondent answer C get 1 score

F. Data Collection Techniques

To get the valid data, the researcher will use kinds of data collection. In collecting data the researcher uses some techniques of data collection, they are:

1. Observation

According to Evertson and Green, observation is defined as an approach to the study of educational process.[5]

Sugiyono mentions that there are two types of observation, they are:

a. Participant observation

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[5]Pinniger and Mary Lynn Hamilto. *Self Study Of Practice As A Genre Of Qualitative Research, Theory, Methodology And Practice*(New York: Springer Science Business Media BV,2009)p.117

In this observation, researcher participates directly in the research. A researcher follows all of teacher and students activities in the class.

b. Non participant observation

In this observation, researcher is only as observer who does not follow directly in research. Researcher just makes notes, analysis and make conclusion about the observation. On this research, researcher used non participant observation where a researcher is just as observer.

2. Interview

Bogdan and Biklen called as purposeful conversation, is often employed to establish peoples' views about issues through questions.[6]

According to Sugiyono there are two types of interview, they are:

a. Structured interview

It is kind of interview where researcher has prepared some research instruments as like written questions, and researcher also has prepared the alternative answers.

b. Unstructured interview

It is kind of interview where there are not provided answers.

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[6] Pinniger and Mary Lynn Hamilton, P.115

3. Questionnaire

According to Singh, questionnaire is a form which is prepared and distributed to get responses. Meanwhile, Goode and Hatt give a definition of questionnaire as a device to get answers to question using a form which is filled by respondents. [7]

Arikunto mentions that there are some advantages of questionnaire namely:

a. The researcher is not necessarily present in front of the respondents

b. It can be shared directly to many respondents

c. It can be answered directly by the respondents

d. The form is anonymous so respondents will feel free, honest and confident to answer

e. It can be standardized in similar questions for all respondents.[8]

G. Data Analyses Technique

According to Sugiyono, in quantitative research, analyze data is an activities that should done after collecting data. Researcher calculates data based on the variable and it is evaluated based on its data and variable.[9]

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[7] Yogest Kumar Singh. *Fundamental Of Research Methodology And Statistic* (New Delhi: New Age International Limited,2006)p.119
[8] Suharsimi Arikunto,p.10
[9] Sugiyono, p. 147

Burn says that quantitative data analysis means presenting the data in numerical form.[10] Researcher presents data using table on every variable because it is easy to analyze and understand the result of research.

Researcher analyses data about the application of extensive reading method and students' motivation, researcher uses percentage analyzed using this formula;

$$P = \frac{F}{N} \text{ X } 100 \text{ \%}$$

Where,

P   = Percentage

F   = Frequency

N   = Numbers of respondents

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[10] Anne Burn.*Doing Action Research In English Language Teaching A Guide For Practitioners*(New York and London,2010)p.118

CHAPTER IV

RESULT AND DISCUSSION

This chapter describes and analyzes the data which are obtained during the research. The research includes the result of observation, interview and questionnaire. Researcher answers the research problems, namely (1).how is the application of extensive reading method in improving student's motivation (2). how is the improvement of students' motivation in learning English.

A. Result

1. Biography of school

    SMP Darul Rohman is one of junior high school in Morombuh Kwanyar Bangkalan. SMP Darul Rohman has exist in year 2005 . The manager of institution is Darul Rohman foundation. This institution also has islamic elementary school, kindergarten and boarding school.

2. Student

    The number of students in SMP Darul Rohman is varied from year to year. From the table it shows that the number of students is increase significantly in the year 2007/2008 and 2011/2012.

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Table.1

Number of student

No	Year	1st grade	2nd grade	3rd grade
1	2005-2006	37	-	-
2	2006-2007	31	37	-
3	2007-2008	55	31	37
4	2008-2009	43	55	31
5	2009-2010	36	43	55
6	2010-2011	42	36	43
7	2011-2012	58	40	27

3. Teacher

The table below is the list of teachers who teach in

SMP Darul Rohman Morombuh

Table.2

List of teacher

No	Name	Position	Subject	Education
1	Kiyai Anwari Achsan	Leader of foudation	-	Syaichona M.Cholil Boarding School

				Demangan Bangkalan
2	Kiyai Ali Rachbini Achsan	Leader of Commitee	Pembiasaan	-
3	Drs. Moh. Dofir	Headmaster	_	STKIP PGRI BKL
4	Imam Junaidi,S.Pd.I	Vice of headmaster/teacher	English	Institute of Dirosat Islamiyah Al Amin Sumenep
5	Badrus Sholeh	Teacher	Art and Culture	Darul Rohman Boarding School
6	M. Yusuf Murlisi	Teacher	Religion	Darul Rohman Boarding School
7	Nurus Syafaah,SE	Teacher	Science of social	WR.Supratman University
8	Hamzah,S.pd	Teacher	Computer	STKIP PGRI BKL
9	Mahmud Hanif,S.Pd.I	Teacher	Science of	Sunan Giri

			nature	University
10	Moh. Zainuddin,S.Pd	Teacher	Indonesian language	STKIP PGRI BKL
11	Iqbal Khoironi,S.Pd	Teacher	Mathematic	STKIP PGRI BKL
12	Hammari,S.Pd.I	Teacher	Mulok	Sunan Giri University
13	Ali Afandi	Teacher	Sport	TMI Al Amin Sumenep
14	Rizal Akbironi,S.Pd	Teacher	PKn	STKIP PGRI BKL
15	Nursidah	Administrator	-	SMP Darul Rohman

1. Result of observation check list

   Researcher collected data using obervation check list. Researcher used it to know the application of extensive reading method at grade eight of SMP Darul Rohman. Researcher observed english teacher and student in the class activity two meeting. The result of observation can be seen in appendix number 1

2. Result of interview guide

   Researcher also did interview with the english teacher. The purpose of interview was to know the

application of extensive reading method and students' motivation at grade eight of SMP Darul Rohman. The result of interview can be seen in appendix number 2

3. Result of questionnaire

Researcher distributed questionnaire for students. The questionnaire was distributed to know whether the application of extensive reading method can motivate students of grade eight of SMP Darul Rohman are. The question of questionnaire can be seen in appendix 3.

Researcher described the result of questionnaire in table form to make easy to understand. This questionnaire took 40 respondents. There were 20 female and 20 male.

B. Discussion

1. The application of extensive reading method

Researcher answers the first research question about the application of extensive reading. In analyzing data about the application of extensive reading method, researcher used percentage based on every question in the questionnaire, and has ten questions as follow;

Table.3

The material is interesting

No	Answer	Respondent	Total	%

No	Answer	Respondent	Total	%
1	a. Yes		36	90
	b. Sometimes		4	10
	c. No		-	-
	Total	40	40	100

It means that there were 36 students or 90 % of students said that the material of extensive reading was interesting and there were 4 students or 10% of students said that the material of extensive reading sometimes was interesting.

Table.4

Using visual aids or teaching media

No	Answer	Respondent	Total	%
2	a. Yes		36	90
	b. Sometimes		4	10
	c. No		-	-
	Total	40	40	100

It means that there were 36 students or 90% of students said that they used learning media meanwhile 4 students or 10% of student said that they sometimes used it.

Table.5

The materials are easy to be understood

No	Answer	Respondent	Total	%
3	a. Yes		34	85
	b. Sometimes		6	15
	c. No		-	-
	Total	40	40	100

It means that there were 34 students or 85% of students said that the materials of extensive reading were easy to be understood and there were 6 students or 15% of students said that the material of extensive reading sometimes easy to be understood.

Table.6

Students choose the material by themself

No	Answer	Respondent	Total	%
4	a. Yes		34	85
	b. Sometimes		6	15
	c. No		-	-
	Total	40	40	100

It means that there were 34 students or 85% of students said that they chose by themself about the topic in extensive reading and there were

6 students or 15% of students said that they sometimes chose the topic by themself.

Table 7

Students can Increase their knowledge about new vocabulary

No	Answer	Respondent	Total	%
5	a. Yes		37	92.5
	b. Sometimes		3	7.5
	c. No		-	-
	Total	40	40	100

It means that there were 37 students or 92.5 % of students said that learning material could increase knowledge about new vocabulary and 3 students or 7.5% of students said that learning material sometimes could increase it.

Table .8

Students can improve their writing skill

No	Answer	Respondent	Total	%
6	a. Yes		35	87.5
	b. Sometimes		5	12.5
	c. No		-	-
	Total	40	40	100

It means that there were 35 students or 87.5% of students said that extensive reading could improve writing skill and 5 students or 12.5% of students said that extensive reading sometimes could improve it.

Table.9

Students read the material at the home

No	Answer	Respondent	Total	%
7	a. Yes		35	87.5
	b. Sometimes		5	12.5
	c. No		-	-
	Total	40	40	100

It means that there were 35 students or 87.5 % of students said that they read learning material at home and 5 students or 12.5 % of students said that they sometimes read it at home.

Table.10

Students make a conclusion about the material

No	Answer	Respondent	Total	%
8	a. Yes		37	92.5
	b. Sometimes		3	7.5
	c. No		-	-
	Total	40	40	100

It means that there were 37 students or 92.5 % of students said that they made conclusion about the material meanwhile 3 students or 7.5% of students said that they sometimes made it.

Table .11

Teacher guides the students when found the difficulty

No	Answer	Respondent	Total	%
9	a. Yes		35	87.5
	b. Sometimes		5	12.5
	c. No		-	-
	Total	40	40	100

It means that there were 35 students or 87.5 % of students said that the teacher guided the students when found difficulty and 5 students or 12.5 % of students said that the teacher sometimes did it.

Table.12

Teacher reads the material in the class

No	Answer	Respondent	Total	%
10	a. Yes		100	100
	b. Sometimes		-	-
	c. No		-	-
	Total	40	40	100

It means that all of students or 100% of students said that the teacher also read the material in the class.

After calculating the number of students' answers on the questionnaire, researcher used percentage formula to know whether the application of extensive reading was good or not. The formula was described below;

$$P = \frac{F}{N} \text{ X } 100 \text{ \%}$$

$$P = \frac{90+90+85+85+92.5+87.5+87.5+92.5+87.5+100}{10} \text{ X } 100 \text{ \%}$$

$$P = \frac{897.5}{10}$$

$$P = 89.75 \text{ \%}$$

Based on the analysis above, researcher had a conclusion that the application of extensive reading at grade eight of SMP Darul Rohman was good because the range was between 76% - 100%. This number (76%-100%) indicated good response on the application of extensive reading method.

It also indicated that most students were interested in getting extensive reading method because the result was between 76%-100%. It was supported with what Arikunto said as shown in the table below:

Table. 13

Percentage	Criteria
76% -100%	Good
56% - 75%	Enough
40% - 55%	Average
0% - 35%	Poor

This table based on Arikunto's statement in his book. [1]

2. The improvement of students' motivation in learning English

Researcher also analyzed result of questionnaire about student's motivation. As shown in some tables below:

Table.14

Students like English lesson

No	Answer	Respondent	Total	%
1	a. Yes		37	92.5
	b. Sometimes		3	7.5
	c. No		-	-
	Total	40	40	100

[1] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan praktik*,(Jakarta:Rineka Cipta,1993),p.210

It means that there were 37 students or 92.5 % of students said that they like to learn English, meanwhile there were 3 students or 7.5% of students said that they sometimes like it.

Table.15

Students learn more when they can finish task given by teacher in the teaching learning activity

No	Answer	Respondent	Total	%
2	a. Yes		35	87.5
	b. Sometimes		5	12.5
	c. No		-	-
	Total	40	40	100

It means that there were 35 students or 87.5 % of students said that they encouraged to study more when they could finish some tasks from the teacher and 5 students or 12.5 % of students said that they sometimes felt it.

Table.16

Students are happy when they get a praise from the teacher

No	Answer	Respondent	Total	%
3	a. Yes		35	87.5
	b. Sometimes		5	12.5
	c. No		-	-

Total	40	40	100

It means that there were 35 students or 87.5 % of students said that they were happy when the teacher gave praise and 5 students or 12.5% of students said that they sometimes felt it.

Table.17

Students learn more when they can finish tasks meanwhile their friends can not do it

No	Answer	Respondent	Total	%
4	a. Yes		37	92.5
	b. Sometimes		3	7.5
	c. No		-	-
	Total	40	40	100

It means that there were 37 students or 92.5 % of students said that they were happy when they could do the task meanwhile their friend could not do it. There were 3 students or 7.5 % of students said they sometimes felt it.

Table .18

Students usually study hard although they are not asked by their parents

No	Answer	Respondent	Total	%

5	a. Yes		37	92.5
	b. Sometimes		3	7.5
	c. No		-	-
	Total	40	40	100

It means that there were 37 students or 92.5 % of students said that they learnt although they were not asked by their parents to study, there were 3 students or 7.5 % of students who said that they sometimes did it.

Table .19

Students learn more when they get good score

No	Answer	Respondent	Total	%
6	a. Yes		36	90
	b. Sometimes		4	10
	c. No		-	-
	Total	40	40	100

It means that there were 36 students or 90 % of students said that they learnt more when they got good score and 4 students or 10% of students said that sometimes did it.

Table.20

Students learn more when they get a prize from the teacher

No	Answer	Respondent	Total	%
7	a. Yes		37	92.5
	b. Sometimes		3	7.5
	c. No		-	-
	Total	40	40	100

It means that there were 37 students or 92.5 % of students said that they learnt more when they got a prize from the teacher,meanwhile there were 3 students or 7.5% of students said that sometimes did it.

Table.21

Students are happy when they are asked by the teacher to finish the task in front of the class

No	Answer	Respondent	Total	%
8	a. Yes		37	92.5
	b. Sometimes		3	7.5
	c. No		-	-
	Total	40	40	100

It means that there were 37 students or 92.5 % of students said that they were happy when they were asked by teacher to do task in front of the

class,meanwhile there were 3 students or 7.5% students said that they sometimes felt it.

Table .22

Students usually listen,and give attention well when teaching learning

activity

No	Answer	Respondent	Total	%
9	a. Yes		37	92.5
	b. Sometimes		3	7.5
	c. No		-	-
	Total	40	40	100

It means that there were 37 students or 92.5 % of students said that they listened and gave attention to the teachers'explanation and 3 students or 7.5% of students said they sometimes did it.

Table.23

Students are happy when teacher and your friends give an applause to you

No	Answer	Respondent	Total	%
10	a. Yes		36	90
	b. Sometimes		4	10
	c. No		-	-
	Total	40	40	100

It means that there were 36 students or 90 % of students said that they were happy when their friend gave an applause and 4 students or 10% of students said that they sometimes felt it.

After presenting some tables of students'response on questionnaire, researcher used percentage formula to know how is the students' motivation in learning English at grade eight of SMP Darul Rohman. The result is described as follow;

$$P = \frac{F}{N} \text{ X } 100 \text{ %}$$

$$P = \frac{92.5+87.5+87.5+92.5+92.5+90+92.5+92.5+92.5+90}{10} \text{ X } 100 \text{ %}$$

$$P = \frac{910}{10}$$

$$P = 91 \text{ %}$$

Based on the analysis above, researcher has a conclusion that the students'motivation at grade eight of SMP Darul Rohman was good because the range was between 76% - 100%.

It also indicated that most students were motivated in having extensive reading method because the result was between 76%-100%. It was supported with what Arikunto said as shown in the table 13.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on analysis of the reserach decribed earlier, researcher has some conclusions as follow;

1. The application of extensive reading method at grade eight of SMP Darul Rohman Morombuh is good. It is based on the data where the score is 89.75% this range is between 76%-100%, It is supported with what Arikunto said as shown in the table 13. Extensive reading method can make students learn independently because the teacher as facilitator helps students to find their difficulties in understanding the material.

2. The improvement of students' motivation in learning English

   Based on analysis about students' motivation in learning English, it shows that students' motivation is better when using extensive reading method. It is based on the data where the score is 91% this range is between 76%-100%, It is supported with what Arikunto said as shown in the table 13. This number indicates good response on the application of extensive reading. It is also based on the statement of English teacher, Mr.Imam Junaidi. He says that students' motivation improves significantly when use extensive reading method.

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This result of research also support result of Yunyta Puji Rahmahwati's research said that extensive reading can make be affective to help students to be active in reading class activity.

B. Suggestion

After researcher investigates about the application of extensive reading method and the improvement of students' motivation in learning English at grade eight of SMP Darul Rohman Morombuh Kwanyar Bangkalan, researcher gives some suggestions as follow;

1. A teacher as an educator must prepare the material or methods in teaching. A teacher has to understand and know some methods to make class interesting. Thus it can decrease students' boredom in teaching learning activity.

2. A teacher has a priority to make student active. So a teacher has to choose suitable method to be used in teaching. One of method that can be used is extensive reading because it can help students to learn independently. Extensive reading can also improve writing skill and increase their vocabulary.

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