STUDENT'S SELECTION OF EXTENSIVE READING RESOURCES AT SMK INFORMATIKA SUMBER ILMU SIDOARJO

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English

UIN SUNAN AMPEL
S U R A B A Y A

By:
Sayyidatul Maghfiroh
NIM D05217018

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
UIN SUNAN AMPEL SURABAYA
SURABAYA
2021

i

ADVISOR APPROVAL SHEET

This thesis by Sayyidatul Maghfiroh entitled "*Student's Selection of Extensive Reading Resources at SMK Informatika Sumber Ilmu Sidoarjo*" has been approved by thesis advisors for further approval by board advisors.

Surabaya, 18 February 2022,

Advisor I,

H. Mokhamad Syaifudin, M.Ed., Ph.D.
NIP 197310131997031002

Advisor II,

Hilda Izzati Madjid, M.A
NIP. 198602162011012012

This thesis by Sayyidatul Maghfiroh entitled "*Student's Selection of Extensive Reading Resources at SMK Informatika Sumber Ilmu Sidoarjo*" has been examined in 2021 approved by the board of examiners.

Dean of Tarbiyah and Teacher Training Faculty,

Prof. Dr. H. Ali Mas'ud, M. Ag., M. Pd.I
NIP. 196801231993031002

Board of Examiners
Examiner I,

Dr. Irma Soraya, M.Pd
NIP 196709301993032004

Examiner II,

Rizka Safriyani, M.Pd.
NIP 198409142009122005

Examiner III,

H. Mokhamad Syaifudin, M.Ed., Ph.D.
NIP 197310131997031002

Examiner IV,

Hilda Izzati Madjid, M.A
NIP. 198602102011012012

iii

LEMBAR PERSETUJUAN PUBLIKASI

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

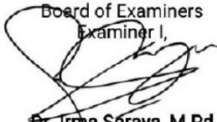Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama   : SAYYIDATUL MAGHFIROH
NIM   : D05217018
Fakultas/Jurusan : TARBIYAH DAN KEGURUAN/ PENDIDIKAN BAHASA
E-mail address : syayyida3@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :
■ Sekripsi   ☐ Tesis   ☐ Desertasi   ☐ Lain-lain (……………………………)
yang berjudul :

STUDENT'S SELECTION OF EXTENSIVE READING RESOURCES AT SMK

INFORMATIKA SUMBER ILMU SIDOARJO

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 5 Oktober 2021

Penulis

(Sayyidatul Maghfiroh)

ABSTRACT

Due to low literacy in Indonesia, some educational stakeholders endeavor to sharpen literacy rate. Many strategies have been conducted to overcome unsatisfying reading literacy. As one of the strategies, extensive reading allows students to choose their favorite resources. Indirectly, that strategy can help the students on reading habituation. Therefore, this study aims to investigate the kind of printed reading resources on student's selection in extensive reading and student's consideration of selecting printed resources in extensive reading in SMK Informatika Sumber Ilmu Sidoarjo. To answer this investigation, the subjects of this study were 53 students of 11 grade by filling a questionnaire and 4 students chosen randomly dealing with interviews. This study applies a descriptive qualitative method on 53 students applying the extensive reading in their class. These findings indicate that the student mostly chose novel, comic, and biography in printed book resources. Meanwhile, friendship, love, and family became students' favorite themes. For genre, the students selected comedy, adventure, and history. The students selected descriptive text and procedural text. To add, the students always considered the title. Also, the students often chose content, inside illustration, cover illustration, and physical condition. A few times, the students selected a table of content and an inside flap. Unfortunately, the students rarely considered book organization, author, number of pages, edition and back cover. Moreover, length, date, and introduction were rarely and never selected by the students. Cover color was rarely and often chosen by the students. The findings highlight that extensive reading can be implemented further in educational institutions and libraries dealing with students' favorite reading resources and considerations to select the books in order to increase the literacy rate.

ABSTRAK

Karena rendahnya literasi di Indonesia, para pemangku kepentingan pendidikan berusaha untuk meningkatkan angka literasi. Beberapa strategi telah dilakukan untuk mengatasi ketidakpuasan angka literasi tersebut. Sebagai salah satu strategi yang telah dilakukan, kegiatan membaca ekstensif tersebut dapat membantu murid untuk memilih sumber favorit membaca mereka. Secara tidak langsung, strategi tersebut bisa membantu murid untuk terbiasa dengan membaca. Oleh karena itu, penelitian ini bertujuan untuk meneliti tentang variasi sumber membaca cetak pada pilihan murid dalam kegiatan membaca ekstensif serta keputusan murid untuk memilih sumber cetak dalam membaca ekstensif di SMK Informatika Sumber Ilmu Sidoarjo. Untuk menjawab penelitian ini, subjek studi ini ialah 53 murid dari kelas 11 yang mengisi kuesioner dan 4 murid yang dipilih secara acak dalam sesi interview. Penelitian ini mengaplikasikan metode deskriptif kualitatif pada 53 murid yang telah menerapkan kegiatan membaca ekstensif dalam kelas mereka. Hasil dari penelitian ini menunjukkan bahwa murid lebih memilih buku cetak berupa novel, komik, dan biografi. Sedangkan, persahabatan, cinta, dan keluarga menjadi favorit tema mereka. Untuk genre, murid memilih komedi, petualangan, dan sejarah. Murid juga memutuskan untuk memilih deskriptif teks dan prosedur teks. Selain itu, murid selalu memilih judul dalam memilih buku. Serta, murid sering memilih buku melalui isi, gambar cerita, gambar sampul, dan kondisi fisik. Terkadang, murid juga memilih daftar isi, dan cover dalam. Sayangnya, murid jarang memilih susunan buku, penulis, jumlah halaman, edisi, dan sampul belakang buku. Selain itu, ukuran, tanggal, dan pendahuluan jarang dan tidak pernah dipilih oleh murid. Warna sampul jarang dan sering dipilih oleh murid untuk memilih buku yang akan dibaca. Hasil penelitian menekankan bahwa kegiatan membaca ekstensif bisa diimplementasikan lebih jauh dalam lembaga pendidikan dan perpustakaan yang

x

berhubungan dengan sumber membaca favorit murid serta keputusan murid dalam memilih buku untuk meningkatkan angka literasi.

xi

TABLE OF CONTENTS

xiv

LIST OF CHARTS

xvii

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

The research's beginning is presented in this chapter. Background, research questions, aims, significances, scope and limitation, and definition of important terms are all included in the introduction section.

A. Background of the Study

Recently, the educational area has developed innovations to increase students' interest in reading. Because of the low percentage of literacy in Indonesia, positively some experts, teachers, governments, and stakeholders trigger to discover innovative methods to enhance students' reading interest. The low literacy condition also was supported by *Kominfo*; in 2017, *UNESCO* said that Indonesia had low awareness in reading. Indonesia's literacy was 0,001% which meant from 1.000 Indonesian people and surprisingly, one person was only a diligent reader[1]. (see chart 1.1)

---

[1] Kementrian Komunikasi dan Republik Indonesia Informatika, "No Title," 2017, https://bit.ly/3CGxlGv.

1
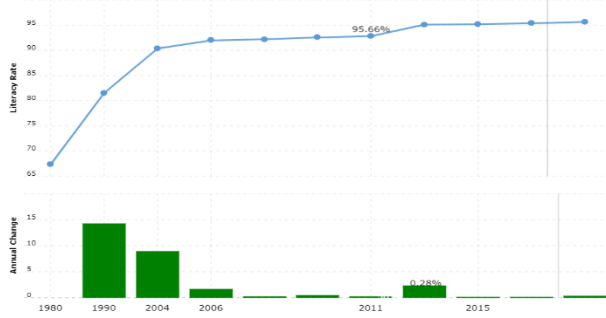
Chart 1.1. Literacy Rate in Indonesia 1980-2020[2]

    In the last 2 years, Wijayanti presented 4 reasons related to the unsatisfying reading literacy in Indonesian students are the students' laziness, the lack of motivation, the unwillingness of reading books, and the habit of using gadget in frequent[3]. Moreover, Ratri supported that there are 2 reasons another reasons that can affect the students' literacy. Those are students' factors and reading aspects. The students' factors include reading perceptions, home parental involvement, reading outside schools, and the use of information and communication technology (ICT).

---

[2]Macrotrends LLC, "Indonesia Literacy Rate 1980-2021," World Bank, 2021, https://www.macrotrends.net/countries/IDN/indonesia/literacy-rate.

[3]Sri Wijayanti, "Indonesian Students' Reading Literacy" 390, no. Icracos 2019 (2020): 61–65, https://doi.org/10.2991/icracos-19.2020.13.

Meanwhile, reading aspects include reading experiences, comprehensions, reading attitudes or behaviors and reading processes[4].

In many countries, "students' selection of reading" has been implemented broadly in many educational levels of the school. Gomez[5], Jensen[6], and Hodges[7] have concentrated on how students' selection of reading can engage students' reading skill. Meanwhile, Gomez [8] and Jensen[9]'s study was more focused on the senior high school students with applying novel text selection for instance *Harry Potter Series* to maximize their engagement in the reading activity. Hodges[10] focused on how reading selection

---

[4] Yosita Ratri, "Student Factor Infl Uencing Indonesian Student Reading Literacy Based on PIRLS Data 2011," *Journal of Education* 1, no. 1 (2016).

[5] Juan Sebastián Basallo Gómez, "Adult EFL Reading Selection: Influence on Literacy," *PROFILE Issues in Teachers' Professional Development* 18, no. 1 (2016): 167–81, https://doi.org/10.15446/profile.v18n1.49943.

[6] Jennesis Kathleen Jensen, "Comprehensive Self-Selected Reading and Student Engagement With the Novel : A Program Evaluation," 2015.

[7] Dawn M Hodges, "Students Selected Reading and Reading Achievement" (Wilmington: University of North Carolina Wilmington, 2012).

[8] Basallo Gómez, "Adult EFL Reading Selection: Influence on Literacy."

[9] Jensen, "Comprehensive Self-Selected Reading and Student Engagement With the Novel : A Program Evaluation."

[10] Hodges, "Students Selected Reading and Reading Achievement."

3

involved literacy on adult students with a text selection process that elaborated with strategies.

Other previous studies in last 3 years, Pustika[11], Pastein[12], Orrico[13], and Merkler[14] have researched the students' selection in texts that much focused on the students' motivation and interest to engage reading activities. Pustika[15] and Orrico[16] focused on the students' interest in selecting the text of books such as the book *Good Fit Book Boxes*. Meanwhile, Pastein[17] centralized on how the teachers differentiated the instruction in literacy towards the students' selection of the texts. Krashen and his colleagues have

---

[11] Reza Pustika, "Considering Students' Reading Interest in Text-Selection to Foster Literacy in the English Classroom," *ADJES (Ahmad Dahlan Journal of English Studies)* 5, no. 2 (2018): 69–77, https://doi.org/10.26555/adjes.v5i2.8448.

[12] Lacey Pastein, "Differentiated Instruction in Literacy and Allowing Self-Selected Texts for Student Reading Engagement By Differentiated Instruction in Literacy" (Toronto: University of Toronto, 2017).

[13] Rachel Orrico, "The Effect of Self-Selected Text on Student Motivation to Read," *Goucher College* (Goucher: Goucher College, 2017).

[14] A. L. Merkler, "Independent Reading: The Power of Self-Selection and Cafe Independent Reading: The Power of Self-Selection and Cafe Discussions in a Seventh Grade Classroom" (Rowan University, 2017).

[15] Pustika, "Considering Students' Reading Interest in Text-Selection to Foster Literacy in the English Classroom."

[16] Orrico, "The Effect of Self-Selected Text on Student Motivation to Read."

[17] Pastein, "Differentiated Instruction in Literacy and Allowing Self-Selected Texts for Student Reading Engagement By Differentiated Instruction in Literacy."

4

been particularly promoting the significance of reading for vocabulary acquisition involving students' selection resources. Merkler[18] said that reading combined with student's selection has shown power to support students being more proficient readers. By allowing relevant, engaging tasks and offering choices to students, they become more motivated in reading.

Liu and Zhang discovered that extensive reading had a substantial impact on English vocabulary learning when performed over the course of one semester (less than three months), making it an appropriate range of extensive reading instruction to learn vocabulary. Vocabulary exercises, as well as teaching methods and reading resources, played important roles in growing the vocabulary of EFL students.

Additionally, extensive reading could increase students' skill in reading comprehension collaborated with some strategies such as "READ and READ+". The strategy of "READ and READ+" could be called the strategy which integrated extensive

---

[18] Merkler, "Independent Reading: The Power of Self-Selection and Cafe Independent Reading: The Power of Self-Selection and Cafe Discussions in a Seventh Grade Classroom."

5

reading and explicit vocabulary study. This was an experimental study that was conducted by involving a control group as the READ group implemented extensive reading only. Mean while, an experimental group as the READ+ group implemented extensive reading and explicit vocabulary study. Lin, Pandian, and Jaganathan reported that the READ+ group outperformed the READ group in terms of both receptive and productive vocabulary understanding[19].

Ariana[20] said that the application of extensive reading was helpful to develop English vocabulary acquisition. Supported by Yang's study, He conveyed that extensive reading could also help the teacher to teach English through 4 skills. Those were listening, writing, reading, and speaking[21]. Through English learning,

---

[19] Debbita Tan Ai Lin, Ambigapathy Pandian, and Paramaswari Jaganathan, "READ+ vs. READ : Investigating Extensive Reading and Vocabulary Knowledge Development Among Malaysian Remedial ESL Learners," *The Journal of AsiaTEFL* 15, no. 2 (2018): 349–64, https://doi.org/10.18823/asiatefl.2018.15.2.6.349.

[20] Ariana, "Improving Students' Vocabulary Learning through Extensive Reading," *ELITE Journal Volume* 5, no. 1 (2018): 227–49.

[21] Lijun Yang, "The Influence of Extensive Reading upon Vocabulary Acquisition," no. Icelaic (2014): 325–28, https://doi.org/10.2991/icelaic-14.2014.82.

formation of words, action to think, looking up the keywords in a dictionary and remembering became an efficient way to have rich words/vocabularies. Also, Smara demonstrated that her study attempted to analyze the strategies of Extensive Reading used by students at the university level[22]. Extensive reading addressed the students to assist vocabulary learning, but it was not across all words of knowledge. This study justified that many researchers administered extensive reading and became a subsidiary learning.

Studies related to extensive reading resources had been analyzed by some researchers. Jacobs, Guo, and Dao said that the extensive reading resources covered authentic materials and non-authentic materials. The authentic materials were movies, TV shows, video games, comic books, fiction and non-fiction books, joke books, encyclopedias[23], news, DVDs, CDs, menus,

---

[22] Agatha Cintya Dea Smara, "Vocabulary Learning in Extensive Reading Class: Students' Strategies" (Salatiga, Indonesia: UNIVERSITAS KRISTEN SATYA WACANA, 2016).
[23] G. M. Jacobs, "Selecting Extensive Reading Materials," *Beyond Words* 2, no. 1 (2014): 116–31.

7

brochures[24], and internet[25]. Meanwhile, textbooks, course books; grader reader books, its include non-authentic materials[26].

However, Yamson, Appiah, & Tsegah observed that there was critical implementation of procedures towards students' knowledge and usage of library resources among central university undergraduate students. This study highlighted that there were various strategic planning and recommendations to sharpen students' knowledge, preferences, and usage of resources. Amazingly, the students mostly chose printed resources in as much as accessibility, completeness, accuracy and currency, and easy usage[27].

---

[24] Siao-cing Guo, "Using Authentic Materials for Extensive Reading to Promote English Using Authentic Materials for Extensive Reading to Promote English Proficiency," *English Language Teaching* 5, no. 8 (2012): 196–206, https://doi.org/10.5539/elt.v5n8p196.

[25] Trung Ngoc Dao, "Using Internet Resources for Extensive Reading in an EFL Context" *Hawaii Pacific University TESOL Working Paper Series* 12 (2014): 72–95.

[26] Jacobs, "Selecting Extensive Reading Materials."

[27] George Clifford Yamson, Antonia B Appiah, and Marian Tsegah, "Electronic vs . Print Resources : A Survey of Perception , Usage and Preferences Among Central University Undergraduate Students," *European Scientific Journal* 14, no. 7 (2018), https://doi.org/10.19044/esj.2018.v14n7p291.

Studies related to printed reading resources have been analyzed by other researchers. Alfiras, Bojiah[28], Ross, Pechenkina et al[29], Hussain, Minaz et al[30] demonstrated that printed reading resources give the students better understanding and high retention power in reading activities. Through the printed reading resources, the students can make their eyes healthier rather than e-books/electronic resources to avoid eye fatigue during reading. Another benefit is facilitating the students to take notes and highlight new vocabularies directly on the printed resources.

Another study stated that there were some effects of extensive reading resources or materials involving 229 students of high school in Korean EFL classrooms. Those effects were reading amount, students' attitude and, reading motivation. Confidence,

---

[28] Mohanad Alfiras and Janaki Bojiah, "Printed Textbooks Versus Electronic Textbooks: A Study on the Preference of Students of Gulf University in Kingdom of Bahrain," *International Journal of Emerging Technologies in Learning* 15 (2020): 40–52, https://doi.org/10.3991/ijet.v15i18.15217.

[29] Bella Ross et al., "Print versus Digital Texts: Understanding the Experimental Research and Challenging the Dichotomies," *Research in Learning Technology* 25 (2017): 1–12, https://doi.org/10.25304/rlt.v25.1976.

[30] Sajjad Hussain et al., "The Effects of E-Reading and Printed Document Reading on Students' Comprehension and Retention Power," in *International Conference on Computational and Social Sciences*, ed. Ibnu Sina Institute for Fundamental Science Studies Univesity Teknologi Malaysia and Abdul Wali Khan University (UTM, Skudai, Johor, Malaysia, 2015), 408–14, http://iccss.vfast.org.

9

cultural interest, English importance, Korean importance, and Korean reading interest were among the students' attitudes. Meanwhile, the importance of English reading, hate of English, English reading experience, and English interest were the reading motivations[31].

The study was an experimental study involving 4 groups which were a "long text + glosses" group, a "short text" group, a "long test – glosses" group, and a "mixed text" group. The long text + glosses group meant that the researcher provided a lengthy book with a Korean vocabulary. The short text group gave several materials one or two pages long. Meanwhile, the long text – glosses group was provided a lengthy book without a Korean vocabulary. The mixed text group was given books and materials mixed with the long text + glosses, the short text group, and the long text – glosses[32].

---

[31] Insook Shin and Byung-kyoo Ahn, "The Effects of Different Types of Extensive Reading Materials on Reading Amount , Attitude , and Motivation," *English Teaching* 61, no. 1 (2006): 67–88.

[32] Shin and Ahn.

10

Related to extensive reading in English teaching, Susanto[33] and Al-Qahtani[34] focused on the importance of vocabulary in teaching combined with some techniques. Susanto[35] more focused on the importance of vocabulary. In some cases, sometimes the students were difficult to read. The difficulty occurred due to a lack of vocabulary knowledge, comprehending the appropriate meaning of the words, and determining words or expressions (idiomatic)[36]. Another study was conducted by Masoudi[37]. He focused more on the vocabulary of students' selection and input engagement strategy toward vocabulary knowledge. The

---

[33] Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* 1, no. 2 (2017): 182, https://doi.org/10.22216/jk.v1i2.2136.

[34] Mofareh Al-Qahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, https://doi.org/10.20472/te.2015.3.3.002.

[35] Susanto, "The Teaching of Vocabulary: A Perspective."

[36] Rohmatillah, "A Study On Students' Difficulties In Learning Vocabulary Rohmatillah Institut Agama Islam Negeri (IAIN) Raden Intan Lampung," *Institut Agama Islam Negeri (IAIN) Raden Intan Lampung*, 2014, 69–86.

[37] Golfam Masoudi, "The Effect of Vocabulary Self -Selection Strategy and Input Enhancement Strategy on the Vocabulary Knowledge of Iranian EFL Learners," *English Language Teaching* 10, no. 8 (2017): 32, https://doi.org/10.5539/elt.v10n8p32.

11

implementation of extensive reading combined with students'
selection resources, can increase students' vocabulary[38].

According to the prior studies in the last 3 years, the
researchers investigated the student's selection to engage in
reading skills only. Further, the 2 earlier studies analyzed the
student's selection to boost the motivation and interest especially,
through some books/texts. There were studies a few years ago that
revealed the many sorts of reading resources, including printed
resources, as well as the impact of the various types of extended
reading resources on students' participation in reading activities.
In the 3 earlier studies, the researchers also discussed significant
results of printed reading resources on student's selection in
reading activity, especially English texts. Afterward, other earlier
studies examined extensive reading on vocabulary mastery
without discussing the student's selection. Therefore, this research
will focus on the student's selection of extensive reading resources
at SMK Informatika Sumber llmu Sidoarjo.

---

[38] Phyllis Ghim Lian Chew and Stephen Krashen, "Vocabulary Acquisition and
Self-Selected Reading: A Test of the Reading Hypothesis in Singapore" 12, no. 2
(2017): 2–8.

12

The researcher considers choosing the school is because the students are active to administer student's selection in extensive reading guided by the teachers, the teacher teaching the 11th grade triggers the students to read routinely, and based on the teacher's routine assessment, the students show their interest toward the extensive reading. The researcher chose the school since it implements student's selection in extensive reading resources. The researcher knows the implementation based on a prior observation and teacher-interview. It will concern how the students choose the printed resources in extensive reading to boost reading skill.

Thus, this study aims to inspect printed reading resources which students select for the extensive reading activity and the students' considerations to select the resources in extensive reading especially English reading resources. Therefore, this research is intended to share the information to educators about the students selecting the printed resources in the reading activity. This research can provide teachers a depiction for designing appropriate and suitable design of teaching and learning in the extensive reading activity. This study allows other researchers an opportunity to expand investigation in student's selection dealing

13

with collaborating with extensive reading resources which are not embodied in this study yet.

B. Research Questions

The research questions become guidelines to answer this research. Those are the following questions to explore the research:

1. What printed English reading resources do students select for their extensive reading activities at SMK Informatika Sumber llmu Sidoarjo?

2. What are the student's considerations in selecting English reading resources in extensive reading at SMK Informatika Sumber llmu Sidoarjo?

C. Objectives of the Study

The following objectives of the study aim to investigate this research. The following are:

1. To investigate the printed English reading resources which students select in extensive reading resources at SMK Informatika Sumber llmu Sidoarjo.

14

2. To analyze the student's considerations in selecting English reading resources in extensive reading at SMK Informatika Sumber llmu Sidoarjo.

D. Significances of the Study

This study expects to be significant to investigate the student's selection of extensive reading resources. Especially, student's choice in selecting printed reading resources in extensive reading activity and the students' consideration in selecting reading resources in extensive reading, especially English reading resources. Dealing with the aim of this research, the researcher declares utilities of this research as follow:

1. For Teacher/Lecturer

This research can help the education practitioners/teachers/lecturers to figure out the strategies to manage the teaching and learning process especially dealing with intensifying vocabulary to support their teaching and learning. The implementation of self-selected students is allowed the students to choose their resources freely.

15

Through this study, the researcher can provide information to the readers especially for the teachers to know and to broaden the strategy to maximize the students' motivation toward reading activities so the teachers may be motivated to create a list of students' favorite resources in reading. Moreover, this research can also provide some tips to teachers and lecturers to increase students' reading skill. Additionally, through this research, the teachers can also analyze their students' needs related to this strategy to expand their teaching and learning based on their purposes.

2. For Students

In this study, the researcher can assist strategies to increase students' vocabulary through extensive reading and can facilitate the students to select printed reading resources based on what they like to read. Instead of enhancing their awareness toward reading, they can also use gained vocabulary for their daily life, for instance, to read English books, watch English movies, and also speak English fluently. Supporting, Khan's study stated that the

16

role of vocabulary was so crucial in oral communication/productive skill (speaking)[39].

3. For Other Researchers

For the other researchers, this study can give some depictions widely deal with printed English reading resources. The researcher can explore the printed reading resources in detail, the students' selection on reading in detail, and the kind of printed/electronic resources of extensive reading activities. Another is the researchers make some list of the most favorite parts of resources in reading based on students' view or teachers' view to rich valuable studies as references of the learning process or the educational field.

E. Scope and Limitation of the Study

The focus of this research is on senior high school students' selection of extensive reading resources. Students from SMK

---

[39] Raja Khan et al., "The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners," *Arab World English Journal* 9, no. 1 (2018): 406–18, https://doi.org/10.24093/awej/vol9no1.28.

17

Informatika Sumber llmu Sidoarjo participated in this study as research participants. The study included students' choice of the resources during reading for pleasure as the students want to engage their motivation to read. This study involved senior high school students, 11th graders.

The limitation of this study only focused on the same level of English level and age. This study doesn't analyze participants of different ages, different levels of English proficiency, different grade context, and several various resources to engage the students' motivation in reading at the library that can raise the different results if it is conducted. Thus, this study needed at least a group of people in one classroom, about 20-30 students, to generalize the result.

F. Definition of the Key Terms

In this session, the definition of the key term of this study presents the 3 definitions with 3 subheadings. Those are student's selection, extensive reading, and resources.

18

1. **Student's Selection**

   The exact definition of student's selection is the way of the students to choose their desired resources to read to achieve information from reading[40]. Thus, the student's selection means the students have to carry out their options dealing with consulted syllabus design which point to topic preferences and genres[41]. In this research, the researcher addressed the students' selection as the student's desire to choose the resources for instance topics, texts, books, and genres in selecting printed resources in the reading activity.

2. **Extensive Reading**

   Extensive reading makes sure that the students are obtained the chance to read more extensively, Extensive reading course also proposed to introduce various texts and

---

[40] Merkler, "Independent Reading: The Power of Self-Selection and Cafe Independent Reading: The Power of Self-Selection and Cafe Discussions in a Seventh Grade Classroom."

[41] Irina Argüelles Alvarez, "Student Choice and Reading in the EFL Classroom.," *Encuentro* 21 (2012): 104–14.

19

enhance the students to read[42]. Extensive reading was defined by Mikeladze as the general understanding which referred to the comprehension of reading material that engaged highly strategies to readers in L1 with speed fast but comfortable[43].

One of the ways that students might learn a language is through extensive reading at their comfort zone, reading something based on their desire to feel comfortable with velocity, and also allowing them to face unlimited time to rise language size based on what they know[44]. Extensive reading is described in this study as a teaching and learning activity that allows students to choose their reading materials freely and comfortably dealing with the understanding of content.

---

[42] J Day, R, R. & Bamford, *Extensive Reading Activities for Teaching Language* (Cambridge: Cambridge University Press, 2004).

[43] Tamar Mikeladze, *Extensive Reading*, ed. Natela Dogonadze (Georgia: Universal Publisher, 2014).

[44] Timothy Bell, "Extensive Reading: Speed and Comprehension," *The Reading Matrix* 1, no. 1 (2001).

20

3. **Resources**

Resources become one of tools utilized in the teaching and learning process for helping out teachers to transfer educational contents and knowledge to students to achieve the students' ability and goal for instance: boosting the creativity, students' motivation and activating the process of understanding educational content, interaction and communication[45].

Not only internet resources, but the use of printed resources has also assisted teachers to encourage learning objectives dealing with comprehension and reading. Author of the printed materials must be indicated based on their field, style of writing, suitability content for a target of readers[46]. There are several printed resources in the teaching and learning process specifically, in visual

---

[45] Rona Bušljeta, "Effective Use of Teaching and Learning Resources," *Czech-Polish Historical and Pedagogical Journal* 5, no. 2 (2013), 55–69, https://doi.org/10.2478/cphpj-2013-0014.

[46] Valerie Nesset, "Grade-Three Students ' Use of Print and Electronic Resources," in *Grade-Three Students' Use of Print and Electronic Resources*, ed. Proceedings of the Annual Conference of CAIS (Canada: McGill University, 2014), https://doi.org/10.29173/cais235.

21

materials, including English textbooks, journals, magazines, school pamphlets, wall maps, newspapers as printed resources, and other prepared materials such as mind maps, storyboardings, pictures, graphics, diagrams, drawings, and visual brainstorming[47]. Moreover, in this study, the researcher applied printed resources combined with extensive reading. Those resources are English books including novels, magazines, English textbooks, comics, and biographies.

---

[47] Charles Kimutai Kurgatt and Omuse Macdonald Omuna, "Availability and Use of Instructional Resources for Teaching and Learning of English Reading Skills in Secondary Schools in Teso North Sub County, Kenya," *Educational Research* 07, no. 01 (2016), https://doi.org/10.14303/er.2016.005.

22

CHAPTER II

LITERATURE REVIEW

This chapter covers a review of the study's theoretical basis. The first section discusses a review of related research that relates to the study's limitations. Meanwhile, the next section includes various reviews of relevant literature from prior studies published by different researchers.

A. Extensive Reading

Bell, cited by Umam, confirmed that extensive reading means reading activities outside the classroom dealing with some materials/resources for pleasure. Extensive reading definitely cannot be separated from reading[48]. Confidently, reading is a way to make us be good readers, to boost a good writing style, to provide sufficient vocabulary and sophisticated grammar, and to become good spellers[49].

---

[48] Chotibul Umam, "Extensive Reading: What, Why, and How?" 3, no. 1 (2019): 39–50.

[49] Chew & Krashen, "Vocabulary Acquisition and Self-Selected Reading: A Test of the Reading Hypothesis in Singapore," *The International Journal of Foreign Language Teaching* 12, no. 2 (2017).

23

a. **Successful Criteria of Extensive Reading**

There are several criteria in successful extensive reading programs:

1) Students read as much as they can;

2) The range of materials accessible contains a wide scope of topics;

3) Reading materials are closely linked to students' language abilities;

4) Students' selection is allowed on what their desire to read;

5) Reading provides general understanding, information, and fun activities;

6) The students read individually and silently;

7) The reading speed of students is fairly rapid;

8) Reading becomes a reward for themself;

9) Readers look up to teachers as role models, and also as the member of the classroom reading community actively;

10) The students are introduced aim of the program, provided guidance, guided their progress trailed[50].

---

[50] Day, R, R. & Bamford, *Extensive Reading Activities for Teaching Language*.

24

b. Benefits of Extensive Reading in Teaching Reading

Ferdila's study revealed the advantages of extensive reading implementation in teaching a classroom. Those were:

1) Establishing students' perspectives about reading
2) Conducting an enjoyable and interesting learning atmosphere
3) Broadening students' vocabulary development
4) Helping students to boost reading comprehension
5) Sharpening students' motivation to read[51].

Extensive reading is a style of reading teaching in which students are given a wide number of reading resources to read on their own. Students are free to read for enjoyment, knowledge, and general meaning/intention[52]. Moreover, to gain more information, the students could see the table of

---

[51] Raihani Ferdila, "The Use of Extensive Reading in Teaching Reading," *Journal of English and Education* 2, no. 2 (2014): 68–80.
[52] Liu and Zhang, "The Effects of Extensive Reading on English Vocabulary Learning: A Meta-Analysis."

25

content to move to another page, if they felt bored to read certain chapters (navigation qualities)[53].

As gaining significant result of the reading speed and reading comprehension, extensive reading can give the achievement to boost reading speed and the reading comprehension[54]. The reading speed can be increased by motivating the students to read with simple and interesting materials naturally. This activity can trigger them to be more critical creating questions. Huffman demonstrated to support Bell's opinion that higher reading rapidity gained significant results and led to read fluency and reading comprehension[55].

B. Printed Book as Student's Selection

Gomez highlighted the importance of the principle of student's selection as a major tool to reach an ideal literacy

---

[53] Thomas Stieve and David Schoen, "Undergraduate Students ' Book Selection : A Study of Factors in the Decision-Making Process," *The Journal of Academic Librarianship* 32, no. 6 (2006): 599–608.

[54] Bell, "Extensive Reading: Speed and Comprehension."

[55] Jeffrey Huffman, "Reading Rate Gains during a One-Semester Extensive Reading Course.," *Reading in a Foreign Language* 26, no. 2 (2014): 17–33.

26

environment that could improve all reading potentials and depict reading strategies to transform the "selected content" becoming valuable learning experiences[56]. In student's selection, resources obviously cannot be separated in reading. Therefore, the role of the resources becomes a necessary aspect in the student's selection especially in extensive reading which allows the students to choose their favorite resources independently. As one of the resources, Vzarach (cited by Yamson, Appiah, Tsegah) claimed that printed books can cover newspapers, journals, books, conferences papers, dissertations, maps, images, statistics, and articles[57]. Moreover, the following subheading presents various English printed resources or English books.

a. Novel

    As one of the most effective and fun ways to increase English skills, the novel could provide students with various sentences and a lot of new vocabulary. Since contained several

---

[56] Basallo Gómez, "Adult EFL Reading Selection: Influence on Literacy."

[57] Yamson, Appiah, and Tsegah, "Electronic vs . Print Resources : A Survey of Perception , Usage and Preferences Among Central University Undergraduate Students."

27

chapters and subchapters of a story in long prose, English novels had been become by the students as their favorite intention to read English books[58]. To support, Tarihoran and Dewi's theory declared that novel was known as a fun way to sharpen English skills[59]. Therefore, novels can give the students enjoyment and entertainment.

b. Magazine

The magazine is a produced and distributed publication periodically. Mostly, magazines could be found at grocery stores, bookstores, and shelves of newsstands. Magazines can give the students insight into various areas of reading content, involving human interest, travel, entertainment, lifestyle, profiles, and enterprise. It is confirmed that can help the students to engage and learn everything in various ways[60].

---

[58] Rezky Khoirina Tarihoran and Ratna Sari Dewi, "An Analysis of Students' Interest of Reading English Novel in Faculty of Letters Muslim Nusantara Al-Washliyah University," *PROJECT (Professional Journal of English Education)* 3, no. 3 (2020): 384, https://doi.org/10.22460/project.v3i3.p384-387.

[59] Tarihoran and Dewi.

[60] Christoper Benson and Charles Whitaker, *Magazine Writing*, ed. Erica Wetter et al., First Edit (New York: Routledge, Taylor & Francis Group, 2014).

28

Contrarily, Cabonero, Soliven, Lanzuela, Balot, Bugaling's theory opposed that the students have to need much time to search magazines in English bookstalls/stores, so it makes the students have time management well[61]. Another reason is magazine was seldom implemented by teachers due to firm or responsible content resources towards the teaching process[62].

c. Newspaper

The newspaper can provide various information, for instance, topic, interest, and relevance. It can motivate students to learn something new. Containing some informative resources, the newspaper mostly deals with student's interest in the topic. Therefore, some teachers prefer to use the newspaper, since, the newspaper is accessed easily and contained great source information[63]. On the contrary, the

---

[61] David A. Cabonero et al., "The Use and Non-Use of Magazines and Journals in an Academic Library," *Library Philosophy and Practice*, 2017, http://digitalcommons.unl.edu/libphilprac.

[62] Cabonero et al.

[63] Gloria Luque-agulló and Lucas González-fernández, "The Use of Newspapers for L2 Reading : Practical Activities," *Creative Education, Scientific Research* 3, no. 4 (2012): 471–78, https://doi.org/http://dx.doi.org/10.4236/ce.2012.34072.

29

newspaper might conclude old information which consists of untrusted news that students have to filter responsible resources of the news[64]. Another theory against that newspapers can influence students' speed to obtain news. Since the newspaper is still printed to be published in society, the students will gain news slower rather than popular online search engines such as *Google*[65].

d. English Textbook

Becoming the main component of language and teaching programs, textbooks, especially English textbooks, play a role in serving language input and language practice in the teaching process to deliver material to students. To provide a teaching plan, the textbook also provides teachers various of learning resources[66]. Moreover, the textbook also can provide

---

[64] Siti Suriani Othman et al., "Issues and Challenges of Future Newspapers," *Humanities and Social Sciences Reviews* 7, no. 5 (2019): 364–73, https://doi.org/10.18510/hssr.2019.7541.

[65] Othman et al.

[66] Jack C. Richards, "The Role of Textbooks in a Language Program" (Sydney: University of Sydney, 2001), https://www.researchgate.net/publication/265455920.

30

the teachers to make lesson plans in a variety of learning resources. In contrast, an English textbook might contain fewer challenging tasks and be full of repetition. It can affect student's interest to learn become boring[67].

e. Comic

Becoming visual narratives, animation or comics is well-known to hone and attract student's interest in the learning process especially for reading skill. By providing some interesting illustrations and a short conversation, the students can stimulate their imagination effectively[68]. Firmly, Morel, Perruzo, Juele, Amarelle stated that comics also contributed providing the students an accessible, attractive and fun way to learn due to containing interesting, and colorful pictures. In addition, comics can shape student's attitudes in

---

[67] Joanna Zawodniak and Mariusz Kruk, "Boredom in the English Language Classroom: An Investigation of Three Language Learners," *Konin Language Studies* 7, no. 2 (2019): 197–214, https://doi.org/10.30438/ksj.2019.7.2.5.

[68] E. S. Syarah et al., "Electronic Comics in Elementary School Science Learning for Marine Conservation," *Jurnal Pendidikan IPA Indonesia* 8, no. 4 (2019): 500–511, https://doi.org/10.15294/jpii.v8i4.19377.

31

positive way in as much as understanding the content of comics easily[69].

f. Biography

To motivate the students to achieve their dreams, the biography provides many valuable lessons of life from well-known authors. Moreover, the students as readers can be influenced to follow and act the authors' life as their life motivation[70]. The moral value of an author's biography can be implemented by students in daily activities. Since, the students, in the teenager-age, imitate a person's character easily, the motivation from their favorite authors will help them to find identity during their adolescence.

---

[69] María Morel et al., "Comics as an Educational Resource To Teach Microbiology in the Classroom," *Journal of Microbiology & Biology Education* 20, no. 1 (2019): 5, https://doi.org/10.1128/jmbe.v20i1.1681.

[70] Nurul 'Ain, "P. 111 View of The Influence of Biography-Used to Students' Personalities in EFL Classroom.Pdf," *Pedagogy Journal of English Language Teaching* 7, no. 2 (2019): 110–17, https://doi.org/10.32332/pedagogy.v7i2.1607.

C. Student's Consideration of Selecting Resources

Providing students' chance to select the resources such as types of texts, genres, themes, the researchers get them to be in contact with different and meaningful literacy. Through the students' choices, they might be encouraged their visual aids and features of the texts either in a nonfiction text or a fiction text[71]. Undeniably, students' creativity also can be honed by their sense of imagination and thinking to select their choices[72].

Alvarez stated students could express explicit reasons and make choices within reading when selecting books (resources) in English language classes. The students were given options to select their reading resources freely which affected the reading of the

---

[71] Orrico, "The Effect of Self-Selected Text on Student Motivation to Read."

[72] Kuan Chen Tsai, "Play, Imagination, and Creativity: A Brief Literature Review," *Journal of Education and Learning* 1, no. 2 (2012): 15–20, https://doi.org/10.5539/jel.v1n2p15.

33

learning process directly. There were several aspects in selecting

reading resources adapted by Stieve and Schoen's theory[73]:

1. **Physical Book Aspects**

    a. Table of Content

        Due to containing multi-page documents, the table

    of content becomes a block of reference that reflects the

    structure of the entire document logically. Table of content

    also provides of organizing document of the logical unit to

    systematic structure to assist further information and

    navigation[74].

    b. Book Organization

        The book organization or structural elements of a

    book was represented in the 19th century as a vital part of

    a book. Modernly, various structural elements were added

    to the book. Those various elements were classified into 2

---

[73] Stieve and Schoen, "Undergraduate Students ' Book Selection : A Study of
Factors in the Decision-Making Process."

[74] Liangcai Gao et al., "Analysis of Book Documents' Table of Content Based on
Clustering," *10th International Conference on Document Analysis and
Recognition, ICDAR*, no. July (2009): 911–15,
https://doi.org/10.1109/ICDAR.2009.143.

34

parts; text components and non-textual components. The text components were including "basic texts", "additional text", and "explanatory text". "Basic texts' ' was the text of the books. Meanwhile, "additional text" included citation, summaries, synopsis, etc. "Explanatory text" presented introduction, interpretation, explanation, classification, etc. Another component was non-textual components. It covered visual elements, appeal, and orientation. To specify, the visual elements included images, tables, charts, photographs, etc. Meanwhile, the appeal consisted of suggestions, ideas, tasks, etc. The orientation involved glossary, appendices, symbols, index, etc[75].

c. Content

Core of the content of the book refers to body matter. The content of the book collects several chapters divided into several sections. The body of work of the content is classified into 2 parts, nonfiction and fiction. The

---

[75] Sylvia Rottensteiner, "Structure, Function and Readability of New Textbooks in Relation to Comprehension," *Procedia - Social and Behavioral Sciences* 2, no. 2 (2010): 3892–98, https://doi.org/10.1016/j.sbspro.2010.03.611.

35

nonfiction content covers studies/phenomena in a singular area. In fiction, the chapters might consist of events, narratives, and location of the story[76].

d.   Author

Mostly, several books present the author's biography. The author's biography, which appears at the bottom of the page and provides personal information about the author, should be suited to the published book. The author's biography might be on the back cover of the book[77].

e.   Number of Page

Sometimes the page number is located at the bottom of the page, in the middle, to the left, and the right of the page. Mostly, the placement of the page number was at the

---

[76] Gatekeeper Press, "Common Parts of a Book: Self-Publishing Guide," Gatekeeper Press, 2020, https://gatekeeperpress.com/parts-of-a-book/.

[77] Gatekeeper Press.

36

bottom of the page. Also, it was relevant with experts' recommendations related to 4 standard paper formats[78].

f.   Length

The length means that the contextual presentation of size of texts/materials in order to reveal a variety of information to readers[79]. Based on Bastug and Keskin's study, short and long lengths of the texts could indicate effects of reading rate, fluency, and accuracy[80].

g.   Inside Illustration

To attract students' interest in reading, the inside illustration includes the abstract and realistic style, brightness, and content. Additionally, many pictures or illustrations can develop and define the student's characters

---

[78] Rune Pettersson, Lennart Strand, and Maria D. Avgerinou, "Book Margins And Page Numbers," in *40th Annual Conference of the International Visual Literacy Association* (Blackburg, VA, USA: Engaging Creativity & Critical Thinking, 2008), 1–8.

[79] Michelle Hester et al., "Exploring the Effects of Text Length and Difficulty on RSVP Reading," in *Proceedings of the Human Factors and Ergonomics Society Annual Meeting*, 2016, https://doi.org/10.1177/1541931213601300.

[80] Muhammet Bastug and Hasan Kagan Keskin, "The Role of Text Length in Repeated Reading," *European Journal of Educational Studies* 6, no. 3 (2014): 111–19.

37

and establish the mood of the story. Cianciolo (cited by Brookshire, Scharff, and Moses) stated that book illustration can hone the students to appreciate and understand literacy and cultural heritage in as much as their understanding concept of world surrounding them[81].

h. Title

The title becomes one of the important aspects of scientific or non-scientific articles. Also, books become major information for judgment subjects and literature searching. The title could help people who literate some information such as in catalogs, references, libraries, databases, table of content of the books, proceedings, and reports[82]. Firmly, Aliponga stated that the title of the book could help students to activate their mood story, reading

---

[81] Jamye B. Brookshire, Lauren F.V. Scharff, and Laurie E. Moses, "The Influence of Illustrations on Children's Book Preferences and Comprehension," *Reading Psychology* 23, no. 4 (2002): 323–39, https://doi.org/10.1080/713775287.

[82] Hamid R. Jamali and Mahsa Nikzad, "Article Title Type and Its Relation with the Number of Downloads and Citations," *Scientometrics* 88 (2011): 653–661, https://doi.org/10.1007/s11192-011-0412-z.

38

purpose, background knowledge, and attention (sight)[83]. To support, the students' beliefs and understanding of content followed full article or book could be given by good titles[84].

i. Date

Specifically, Piece (cited by Michael) revealed the date or publication date was defined as several keys of the date that readers will receive books. The readers can find the books out via online, mail, offline sales in order to purchase and take a position of books. In Amazon lists, an announcement deal with the date of the book publishing is about 4-6 weeks before official publication date[85].

j. Inside Flap

As one of the first appearances of books, the inside flap of a book can stimulate students' learning styles,

---

[83] Jonathan Aliponga, "Reading Journal : Its Benefits for Extensive Reading," *International Journal of Humanities and Social Science* 3, no. 12 (2013): 73–80, www.ijhssnet.com.

[84] Jay N. Shah, "'Writing Good Effective Title for Journal Article,'" *Journal of Patan Academy of Health Sciences* 1, no. 2 (2014): 1–3, https://doi.org/10.3126/jpahs.v1i2.16635.

[85] Michael, "What Is a Publication Date?," University of Illinois Press Blog, 2010, https://www.press.uillinois.edu/wordpress/what-is-a-publication-date/.

visual, auditory, and kinesthetic. It can build the students'
imagination, attraction, and curiosity through observing
pictures. The flap book, especially the storybook, can be
implemented in independent learning activities for
students. As part of the books, the inside flap mostly
contains pictures integrated with the story specifically for
students' books because of sharpening student's motivation
and interest in the learning process[86].

k. Cover Illustration

In the digital market, the cover becomes an
important side to embody the format of printed books. As a
jacket or cover of the book, the cover is part of comparing
aspects from other books in a different topic, and genres.
Also, the cover raises the title of the book, author's names,

---

[86] E Kus Eddy Sartono and Eka Irawati, "Child-Friendly Based Lift-the-Flap Story Book : Does It Affect Creative Thinking Ability and Self-Actualization of 4th Grade of Elementary Student?," *Advances in Social Science, Education and Humanities Research* 401 (2019): 116–21, http://creativecommons.org/licenses/by-nc/4.0/.

logos, and publishers. Those aspects included in the cover can affect marketing of book sellers[87].

l. Introduction

The students can be supported by the introduction of books in reading textbooks. Moreover, teachers also should prepare rational decisions while delivering book introductions. As a complex process, reading through the book introduction requires considerable decisions to succeed goal of reading[88].

m. Edition

In the same printing, the editions are copies of books from the same setting types that would be described as a first edition, second printing. Moreover, publishers release newly printed books with the same title but the format is different from the first edition. To identify the edition of the

---

[87] Sophie Darling, "How Are Book Covers and Their Components Represented in the Digital Market?," *Interscript* 2 (2019): 20–34, https://doi.org/10.14324/111.444.2398-4732.004.

[88] Denise N. Morgan, Jeffery L. Williams, and Celeste C. Bates, "Book Introductions : Exploring the Why , How , and What," *International Literacy Association, The Reading Teacher* 73, no. 6 (2020): 769–76, https://doi.org/10.1002/trtr.1887.

book, the publishers mostly used various methods to make changes from the first edition of the printing. Term "first edition" of "first printing" had been used since World War II. Identification of edition is a line of numbers on copyright page[89].

n.   Cover Color

Darling confirmed that the cover of the book can be interesting in a good arrangement of color, design, sense, size, and saturation. From the cover, readers can imagine and know a little part of the story before opening the books. It can involve a feeling, a moral value, a period, a plotline, and an audience[90].

o.   Physical Condition

In the physical condition or physical object, Konsa, Lepp, Reimo demonstrated that books present different types of information and certain cultures. It can be a

---

[89] Abebooks, "Identifying and Collecting First Editions," AbeBooks, 2021, https://www.abebooks.com/books/rarebooks/collecting-guide/what_books_collect/collecting-first-editions.shtml.

[90] Darling, "How Are Book Covers and Their Components Represented in the Digital Market?"

42

limitation of a book, an illustration or images, a manuscript, or documents. While choosing a book from the physical appearance or physical condition, it might embroil the following situations. Those are buying and selling the book, conducting planning and survey of collections, and validating documents processes[91].

p.   Back Page (Back Cover)

The back page of the book was another term of "blurb" which meant a short description of the content of the publisher's book. It was usually printed on the cover of the book. The blurb provided recommended books from well-known reviews for instance magazines, newspapers, journals which can uphold quality of authors and the marketing strategies[92].

---

[91] Kurmo Konsa, Anu Lepp, and Tiiu Reimo, "Books as Physical Objects: Damage Atlas and Condition Calculator," *International Journal of the Book* 9, no. 4 (2012): 1–20, http://www.book-journal.com.

[92] Mª Lluïsa Gea Valor, "Advertising Books : A Linguistic Analysis of Blurbs," *IBÉRICA* 10 (2005): 41–62.

43

2. "Topic, Genre, Texts" Aspects

a. Topic

In daily conversation, most people rethink about what their decision-making and perspectives-taking. Undeniably, the topic becomes the important thing to help students to decide what they want to speak[93]. Also, the topic preference provided the students to learn communicative skills, to understand vocabulary usage, and to provide chances to students to arrange oral activities[94]. Diverse goal conversation can cover enjoyment, social connection, problem-solving, information exchange, and persuasion[95].

---

[93] Michael Yeomans and Alison Wood Brook, "Topic Preference Detection : A Novel Approach to Understand Perspective Taking in Conversation Topic Preference Detection : A Novel Approach to Understand Perspective Taking in Conversation" (London, 2020), https://goo.gl/yXijxr.%0A2.

[94] Hui-chen Hsieh, "High School Students ' Topic Preferences and Oral Development in an English-Only Short-Term Intensive Language Program," *English Language Teaching* 9, no. 9 (2016): 116–33, https://doi.org/10.5539/elt.v9n9p116.

[95] Yeomans and Brook, "Topic Preference Detection : A Novel Approach to Understand Perspective Taking in Conversation Topic Preference Detection : A Novel Approach to Understand Perspective Taking in Conversation."

44

b. Genre

There were several types of genres. Traditional literature, folktales, personal narratives, informative books, fiction, fantasy, realistic fiction, poetry, speech, theater, and reader's theatre were among the genres represented[96].The genre was a basic concept of many studies related to styles, arts, music, literature, or folklore. It has been analyzed and discussed nowadays intensively by many experts. There were several approaches to the genre. Those were structures, functions, styles, aims, and distributions or contexts[97].

c. Text

In reading activity, the text becomes one of the most important aspects of reading. Based on said that there were 2 types of text. It included narrative and expository text. Aim of the narrative text was entertaining readers, for

---

[96] Regie Routman, "Genre Characteristics Genre," in *Writing Essentials*, ed. Marcie Haloin et al. (Portsmouth, NH: Heinemann, 2005), 1–5.

[97] Kaarina Koski, Frog, and Ulla Savolainen, *Genre – Text – Interpretation*, First edit (Helsinki: Finnish Literature Society, 2016), https://doi.org/http://dx.doi.org/10.21435/sff.22.

45

instance, novels, poetry, poem, and short story. Meanwhile, the expository text, it has main purpose is to inform something to the readers, for example, speech texts, news texts and magazines[98].

D. Previous Study

For several years, some researchers have investigated the implementation of student's selection. Through qualitative action research, Reading selections made by students can help students acquire English as a foreign language. In the study, the students were given a chance to choose texts based on their language levels and personal interests which were divided into ten sessions. Surprisingly, the results showed significant influences. Those were engagement, motivation, and contextualization of reading. The study also indicated the student's process in selecting texts,

---

[98] Reza Biria and Mohammad Taghi Farvardin, "Textual Glosses, Text Types, and Reading Comprehension," *Theory and Practice in Language Studies* 1, no. 10 (2011): 1408–15, https://doi.org/10.4304/tpls.1.10.1480-1415.

46

elaborating strategies and designing criteria, and contributing learning and language acquisition[99].

In teaching reading in an English classroom, Pustika stated some of the teachers endeavored and applied some techniques/strategies to increase students' reading skills. This is in line with empirical issues of literacy nowadays. Additionally, Pustika found a consideration dealing with reading observed to students' reading interest in text-selection. Because all of the texts were not suitable for the students; however, this study presented several contemplations in selecting the texts and strived to engage the students' activeness through their interest in reading activities. Those considerations were (1) investigating students' interest during classroom relations at the beginning semester. (2) Giving the students a wide range of topics and genres which could be interesting and stimulating. (3) Providing the students a chance to talk with their partners related to the texts that they read. (4) Assigning the students to do practices, solve problems and share their responses[100].

---

[99] Basallo Gómez, "Adult EFL Reading Selection: Influence on Literacy."

[100] Pustika, "Considering Students' Reading Interest in Text-Selection to Foster Literacy in the English Classroom."

47

In a study, conducted in the Computer Education and Instructional Technology (CEIT), printed books and e-ebook were focusing on the reason for students' and teachers' preferences. The students of CEIT preferred to choose printed books rather than an e-book since protecting their eyes health, understanding better when the book was in their hands, having less of technical skill to use e-books and holding the books in their hands. Surprisingly, the final rate of the students' preference on reading e-books to printed books was 96.5%. To conclude, the students of CEIT were interesting in the printed books due to having many advantages[101].

The goal of Liu and Zhang's study was to look into the impact of extensive reading on students' vocabulary development. Result declared that: (1) On improving the learning of English vocabulary, extensive reading gave a necessary effect; (2) Recommended duration of conducting the extensive reading dealing with vocabulary learning was less than three months; (3) Graded Readers was a book to comprehend questions and train vocabulary which

---

[101] Nilgün Tosun, "A Study on Reading Printed Books or E-Books : Reasons FOR Students-Teacher Preferences," *The Turkish Online Journal of Educational Technology – TOJET* 13, no. 1 (2014): 21–28.

48

contributed a significant part as materials of reading and education strategies in expanding EFL learners in the vocabulary learning[102].

Extensive reading (ER) became a principal tool for second language vocabulary development. This research was conducted on Malaysian tertiary students because they lacked English vocabulary knowledge. The researcher of this quasi-experimental study applied a method, the collaborating "Extensive Reading" and "Explicit Vocabulary study" (READ+), to investigate the efficacy of developing vocabulary knowledge by comparing another method (READ), the implementation of Extensive Reading only. The study represented a significant result from treatment, pre-, post-, and delayed post-testings. Compared to the READ group, the READ+ group made more essential advances in terms of vocabulary knowledge, both receptive and productive [103].

Ariana's research aimed to inquire into the effectiveness of extensive reading for developing English vocabulary. Conducted in

---

[102] Liu and Zhang, "The Effects of Extensive Reading on English Vocabulary Learning: A Meta-Analysis."

[103] Lin, Pandian, and Jaganathan, "READ+ vs. READ : Investigating Extensive Reading and Vocabulary Knowledge Development Among Malaysian Remedial ESL Learners."

49

Muhammadiyah University of Makassar, 313 students were divided into two groups in this quasi-experimental study: the control group and the experimental group. The study's findings indicated that extensive reading had a positive impact dealing with the effectiveness to increase the English vocabulary in Muhammadiyah University of Makassar's students at 5th semester [104].

Interested in the importance of vocabulary in communication especially in language teaching, Susanto indicated that few teachers were not making sure dealing with effective practices in teaching to highlight vocabulary knowledge. In this investigation, the researcher helped the teachers to gain overviews related to the importance of vocabulary which integrated with several techniques when teaching English. The following techniques for teaching vocabulary were (1) teaching vocabulary by objects. This technique could help the students remember the vocabulary easily because it was through the visual aid and real demonstration. (2) Spelling and drilling on teaching vocabulary. (3) Drawing and drawing on teaching

---

[104] Ariana, "Improving Students' Vocabulary Learning through Extensive Reading."

50

vocabulary. (4) Expressions, mimes, and gestures on teaching vocabulary. (5) Enumeration and contrast on teaching vocabulary. (6) Expecting context on teaching vocabulary. [105].

Conducted for three months, this study used the experimental study which divided into 2 groups including 14 students and 16 students in 2 classes. The first group was given the treatment of vocabulary student's selection and Input Enhancement strategy. Students were allowed to choose the words from reading texts of the vocabulary student's selection group freely; meanwhile, another group was not given the treatment. After several months, the result proclaimed the positive impact of both strategies on vocabulary knowledge. Pedagogical implications gave the contribution to teachers, learners, and classroom setting. Confidently, those were increasing vocabulary knowledge from the reading the texts interestingly, motivating the students in teamwork, promoting learning atmosphere to engage the students' responsibility and

---

[105] Susanto, "The Teaching of Vocabulary: A Perspective."

51

activeness, facilitating the vocabulary learning, and giving the teachers beneficial tools for enjoyable and interesting classes[106].

According to the prior studies in the last 3 years, the researchers investigated the student's selection to engage in reading skills only. Further, the 2 earlier studies analyzed the student's selection to boost the motivation and interest especially, through some English books/texts. There were studies a few years ago that revealed the many sorts of reading resources, including printed resources, as well as the impact of the various types of extended reading resources on students' participation in reading activities. Afterward, other earlier studies examined extensive reading on vocabulary mastery without discussing the student's selection. Therefore, this research focused on the student's selection of extensive reading resources at SMK Informatika Sumber llmu Sidoarjo. Researcher concerns how the students choose the printed resources in extensive reading to boost reading skills.

---

[106] Masoudi, "The Effect of Vocabulary Self -Selection Strategy and Input Enhancement Strategy on the Vocabulary Knowledge of Iranian EFL Learners."

52

RESEARCH METHOD

This section of the third chapter is divided into various subheadings, including research design, research setting, research subject, data and data sources, data collection technique, research instrument, data analysis technique, and data validity and reliability.

A. Research Design

This study focuses on investigating a student's selection of extensive reading resources. Meanwhile, the researcher applied a descriptive qualitative method. Concerning the research design, descriptive qualitative aims to explore in-depth examination and understanding related to the students' selection of printed resources in extensive reading activity and how students consider selecting the resources in extensive reading.

Umam confirmed that it carried out a relation between extensive reading and specific linguistic skills which were reading selection[107]. Subsequently, the descriptive qualitative research concentrated on a process of human behavior inquiry by informing

---

[107] Umam, "Extensive Reading: What, Why, and How?"

the social and cultural setting of the people's view who has been studied[108]. In addition, the result of this qualitative study should be shown in the verbal description that involves identifying patterns, themes, or concepts before elaborating description[109].

B. Research Setting

This research was conducted in SMK Informatika Sumber llmu Sidoarjo. The location is in Raya Kemantren Street, Keputran, Kemantren, Sidoarjo districts. East Java, Indonesia. It involved 53 students of 11 grades in the academic year 2020-2021 as participants. The researcher included 53 students attending the same classroom who are expected to contribute to answering the questionnaire and interview in this study. The researcher chose the school since it implements student's selection in extensive reading resources. The researcher knows the implementation based on a prior observation and teacher-interview.

---

[108] Muhammad Adnan Latief, *Research Method on Language Learning: An Introduction*, 6th edition (Malang: Universitas Negeri Malang, 2017).

[109] Hossein Nassaji, "Qualitative and Descriptive Research: Data Type versus Data Analysis," *Language Teaching Research* 19, no. 2 (2015): 129–32, https://doi.org/10.1177/1362168815572747.

54

C. Research Subject

The researcher of this research collected data through questionnaires and interviews. the 11th grade of SMK Informatika Sumber Ilmu Sidoarjo in the academic year 2020-2021 consists of 53 students with various abilities as the participants of this study. The researcher's considerations to choose the subject are because the students are active to administer student's selection in extensive reading guided by the teachers, the teacher teaching the 11th grade triggers the students to read routinely, and based on the teacher's routine assessment, the students show their interest toward the extensive reading.

All 53 students are expected to fill out the questionnaire and 4 students, chosen randomly, become the participants in the interview. The students in this study are indicated to study English as Foreign Language. The context of EFL in this study refers to English which is used as an additional language only, not used in everyday life; nevertheless, many of them endeavor to achieve their soft skill through the language.

55

D. Data and Source of Data

The research of this study obtained data in the form of verbal data such as phrases, words, and sentences described by pre-intermediate students dealing with their interesting choices in printed resources of extensive reading. More specifically, the data of the study was obtained from a questionnaire and an interview by EFL classroom of 11 grades in senior high school related to the reading resources which were obtained from questionnaire sheets and interview guidelines.

For gaining the valid data of the study, the researcher required 2 sources of data which are responses to the questionnaire sheets and the result of interview guidelines. The location was obtained from distributing the questionnaire sheets by the researcher and the interview guideline as a subsidiary tool to gain more complete data from the questionnaire.

To be more specific, research questions 1 and 2 were answered by questionnaire sheets and interview guidelines. Through questionnaire sheets and interview guidelines, the researcher collected the students' responses related to students' selection of the extensive reading resources to answer the research

56

question 1 deals with printed reading resources for instance novel, magazine, newspaper, English textbook, comic, and biography. The data for the second study question was gathered from the students' considerations, which were divided into two categories. The first is consideration of physical book aspects and the second is "topic, genre, text" aspects. As for the physical book aspects, it covers table of content, book organizations, content, authors, number of pages, length, inside illustration, title, date, inside flap, cover illustration, introduction, edition, cover color, physical condition, and back cover. Secondly, another consideration, "topic, genre, text" aspects, includes topic preferences, the genre of book, and text of the book.

E. Data Collection Techniques

The data of this study was gained through 2 different techniques which are questionnaire and interview. The researcher used the questionnaire and the interview since the result of the data was in a form of verbal and descriptive explanations[110]. The

---

[110] J. W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Editio (Boston: Pearson, 2012).

57

questionnaire was distributed to the entire students, 53 students, in the classroom. After the students responded to the questionnaire, the researcher compiled, categorized, and generalized the responses.

The interview was an unstructured interview. It was conducted to gain more natural data from the students. There were 6 students interviewed as the representatives. The 4 students were chosen randomly since the researcher wants the process of gaining data conducted naturally. To prove the data, whether the data are empirical or not, the interview was done to get more comprehensible responses from the students.

Regarding the length of time to obtain data, the data was collected for 2 days at 53 students of 11th grade of SMK Informatika Sumber Ilmu Sidoarjo. Nowadays it is still due to COVID-19 pandemic. Collecting the data of this study was conducted online. The researcher distributed online questionnaires using (*Google form*) for all of 53 students in an online classroom group in one day. During gathering the data, the participants were aware of the researcher's presence.

58

Meanwhile, in the next day, the researcher conducted the unstructured interview by voice call through (*WhatsApp*) with 4 students for about 5-6 minutes. The unstructured interviews could be confirmed as a way to understand people's behavior without categorization which can limit the inquiry of the study[111]. Highhouse declared that the unstructured interview became a primary tool for making the decision and many studies of human resources suggested the unstructured interview was to prove the validity result of the study[112]. Therefore, the researcher asked participants anything which has a relation to the research questions.

Furthermore, to reduce bias in conducting the study, when gathering the data, the researcher was not saying the real intention of the study although, the existence of the researcher is known by the participants in the online classroom group for collecting the data. To strengthen the result of the data, Based on a preliminary

---

[111] K. F. Punch, *Introduction to Social Research: Quantitative and Qualitative Approaches* (Thousand Oaks: Sage, 1998).

[112] S. Highhouse, "Stubborn Reliance on Intuition and Subjectivity in Employee Selection," *Industrial and Organizational Psychology: Perspectives on Science and Practice* 1 (2008): 333–342.

study, the students in that school have been given a task (summary task) from their English teacher to find and explain several texts on many printed resources such as magazines, newspapers, and others. Unconsciously, the students have to read and choose the printed resources. The tasks of the texts include descriptive text and narrative text.

F. Research Instruments

This study implemented two instruments for obtaining accurate data in this study. Those are questionnaire sheets and interview guidelines. Specifically, a detailed explanation is as follows.

This study used questionnaire sheets as a primary instrument. It is adapted from a journal entitled "Undergraduated Students' Book Selection: A Study of Factors in the Decision-Making Process" written by Thomas Stieve and David Schoen[113]. The researcher designed the questionnaire sheets based on proven

---

[113] Thomas Stieve and David Schoen, "Undergraduated Students' Book Selection: A Study of Factors in the Decision-Making Process", *The Journal of Academic Librarianship* 32, no. 6 (2006):599-609.

theories by experts and practitioners. Lecturers in the English language education department are practitioners. There are a total of 20 questions. It is a close-ended questionnaire that is divided into 2 parts.

In the first part, there is a question related to students' selection of reading. It includes selected printed reading resources, especially English reading resources. Those are novels magazines newspapers, English textbooks, comics, and biography. To add, the second part of the student's consideration to choose printed reading resources reveals 19 questions divided into 2 aspects. Those aspects are physical books aspects and "Topic, Genre, Text" aspects. The physical books aspects consist of 16 questions including table of content, book organizations, content, authors, number of pages, length, inside illustration, title, date, inside flap, cover illustration, introduction, edition, cover color, physical condition, and back cover. Additionally, "Topic, Genre, Text" aspects involve 3 questions related to the topic, genre, and text.

The researcher distributed the questionnaire sheets using *Google Form* (web-based survey). The questionnaire was developed using a Likert scale with a five-point "Never",

61

"Rarely", "A few times", "Often", and "All the times". Furthermore, the questionnaire sheets were distributed to all 53 students in an online classroom. The following questions were used for questionnaire sheets (*see appendix 1 for the complete questionnaire*) as the primary instrument of this study.

Moreover, as a supplement instrument, the interview guideline applied an unstructured interview due to the flexibility to conduct the interview. The researcher asked anything related to research questions. The questions were open-ended questions divided into 2 parts. The first part was about the students' selection of printed reading resources in extensive reading with one question. 19 questions were divided into 2 aspects. Those aspects are physical books aspects and the "Topic, Genre, Text" aspects. The physical books aspects consist of 16 questions and "Topic, Genre, Text" aspects involve 3 questions.

The researcher formulated the questions based on the questionnaire modified from a journal entitled "Undergraduated Students' Book Selection: A Study of Factors in the Decision-

62

Making Process" written by Thomas Stieve and David Schoen[114].

The interview guidelines were formulated to know certain points that are in life or needed in the research. The interview guidelines are validated by an English Language Education Department lecturer of UIN Sunan Ampel Surabaya.

The interview session was held through WhatsApp voice call for about 5-6 minutes. Regarding the interview as the data collection technique, the researcher took 4 students as participants randomly. The interview guidelines gave supplementary information to answer the primary data as the result of the questionnaire. Several questions were used for the interview guideline (*see appendix 2 to see the detail of the guideline)* as the secondary instrument of this study.

G. Data Analysis Technique

First, the researcher set up and arranged the data from the questionnaire and interview guidelines in data analysis. Afterward,

---

[114] Thomas Stieve and David Schoen, "Undergraduated Students' Book Selection: A Study of Factors in the Decision-Making Process", *The Journal of Academic Librarianship* 32, no. 6 (2006):599-609.

63

the researcher entangled a foremost exploration of the data through the process of coding resulting in some parts such as the most student's choices in printed reading resources, how they select the resources. The next steps were developing general information such as the pictures of the data, descriptions, and themes by using codes. Then, indicating findings or results with narrative and visual way descriptively[115]. The further explanations of steps are below:

a. Data from Questionnaire

The data from the questionnaire was taken online (*Google form*). For analyzing the data, the researcher conducted the steps below:

1) The researcher prepared and checked all identities on questionnaire sheets that are needed.

2) The researcher listed the responses of each item related to the findings and put it on a table.

---

[115] J. W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Editio (Boston: Pearson, 2012).

64

3) The researcher searched for an inductive database that analyzes the tendency of the students' responses.

4) The researcher placed and categorized the items of the students' responses

5) The researcher displayed, explained, and reported the data of the final result in the finding and discussion chapter.

b. Data from Interview

The data was obtained from the answers of students during the interview session with steps below:

1) Researcher transcribed recording of the interview

2) The researcher investigated every answer from the interview session and wrote down the data about the students' selections on extensive reading resources and student's considerations to select resources.

3) The researcher listened to a recording of an interview session for validating each answer from the students' responses in the questionnaire.

65

4) The researcher selected the data for confirmation between recording and interview guidelines.

5) The researcher wrote the final result of the interview session after checking all of the answers according to analysis and recording.

6) The researcher displayed, explained, and reported the data of the interview.

H. Validity and Reliability of the Data

After data analysis, it is necessary to test the validity of this study; especially since this study is descriptive qualitative research. Creswell demonstrated that ways of finding validation are divided into three ways, namely members checking, triangulation, and auditing[116]. In this study, triangulation was chosen to validate the findings. In the journal "Data Analysis Techniques Triangulation", Johnson stated that there were four ways to validate qualitative research data. He stated triangulation included four modes, namely: (1) triangulation method, (2) inter-

---

[116]John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches, 4th edition*, (USA: SAGE Publication, Inc., 2014), 41

researcher triangulation (if it is grouped as participants), (3) data sources triangulation, and (4) triangulation theory.[117] This study has two instruments for collecting data which consist of questionnaire sheets and the interview guidelines. The interview was held only to the students to confirm the responsibility of students' responses. This is by the following peer under the way of data resources triangulation. Therefore, the results of this study can be guaranteed to be valid because it collects data from different perspectives.

---

[117]Ibid, 48

67

CHAPTER IV

FINDINGS AND DISCUSSION

This section presents study data from SMK Informatika Sumber Ilmu on students' selection of extended reading resources. There are two subheadings in this chapter: findings and discussion of the results. In the finding of this study, the researcher investigates what kind of students' selection and students' consideration on printed English reading resources in extensive reading activity. While the discussion part explores the result of the findings integrated with some theories and previous studies. The information of two parts are explained in detail as follow:

A. **Findings**

This research distributed an online questionnaire (*google form)* to students of 11 grade of SMK Informatika Sumber Ilmu to acquire information on the student's selection of extensive reading resources. The results of the questionnaire and interview revealed printed reading resources on student's selection in extensive reading and student's consideration of selecting resources in extensive reading.

1. **Printed Reading Resources on Student's Selection in Extensive Reading Activities**

68

During extensive reading activities, the students are given a chance to choose the resources which they like to read freely. In classifying the printed reading resources, the researcher organizes them into 6 classifications. They are based on novels, magazines, newspapers, English textbooks, comics, and biographies. In this research, the researcher investigated what printed reading resources on student's selection in the extensive reading activity. The following are presenting the result of a questionnaire and interview session.

a.   **Novel**

Due to student's entertainment in reading activity, novels become the highest number of the students' favorite printed reading resource in questionnaire results in extensive reading activities. (*see chart 4.1*).

69

Printed Books

40	
35	
30	
25	
20	
15	
10	
5	
0	

Novel ex: Hansen and Gretel, Cinderella, Beauty and the Beast

Magazine ex: Hello, Tempo, C' n S' Junior, Globe Asia

Newpaper ex: The Jakarta Post, Globe, Daily Mail, USA Today

English Textbook ex: When English Rings Bell, Grow with English, Fun with English

Comic ex: Snoppy, Richie Rich, Tsubasa

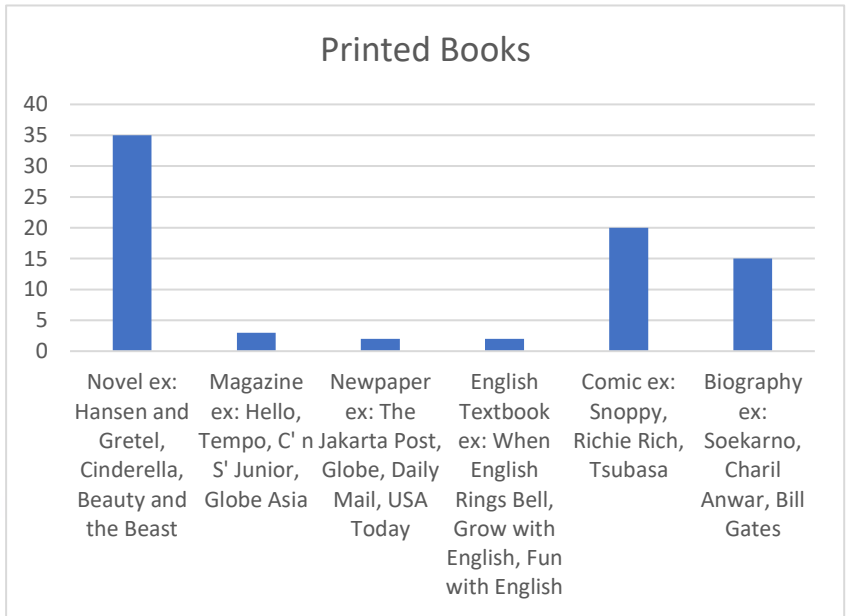Biography ex: Soekarno, Charil Anwar, Bill Gates

Chart 4.1. Students's Choice of Printed Book Resources

Based on chart 4.1., 35 students tended to be excited about novel. Therefore, the researcher assumed that the result of the study was influenced by their teenage-age since the novel is fascinating and entertaining books for them.

70

The following statement from the students backs up their findings:

"*I usually like to read history book, novel.*" (Student 1)

"*Novel, comic. I like such as comedy*" (Student 2)

b. **Magazine**

As one of the printed resources in reading activity, data showed that students are not interested in magazines as their favorite printed reading resource in extensive reading activities based on questionnaire results. Unfortunately, there were only 3 students who chose the magazine. (*see chart 4.1*). The following statement can support students' selection since they seldom read magazines as printed reading resources.

..............*If magazine, I rarely read it*. (Student 3)

In addition, the researcher found that students had less interest in reading magazines since they need time to find the magazine in stores/bookstalls. Another

71

notion is magazine is rarely used by teachers because the magazine is not required as firm or responsible content resources in the teaching process.

c. Newspapers

As a result of data dealing with student's selection, newspapers have not become as student's favorite resources in the extensive reading activity. Of all 53 students, 2 students chose newspapers only as their reading choice of resources based on questionnaire results. (*see chart 4.1*). Supporting, the interview result depicted that students are less interested in reading newspapers as the following statements.

.... I don't like to read news text" (Student 1)

"*I seldom read newspaper..........*(Student 2)

To conclude, the researcher assumed that the students did not dominantly select newspapers since the newspaper might contain old information. It means that the information consists of untrusted news which

72

students have to filter responsible resources of the news. Another is the speed of obtaining new things. Since the newspaper is still printed to be published in society, the students will gain news slower than popular search engines. Moreover, it makes the students avoid reading newspapers in extensive reading activities.

d. English Textbook

Based on questionnaire results, an English textbook shows that fewer of student's enthusiast in extensive reading resources. Even though English textbooks have been implemented by many schools in Indonesia as teaching tools. Unsatisfied, the English textbook was chosen by 2 students only to deal with the extensive reading activity. (*see chart 4.1.*). Supportively, the results of the questionnaire deal with less enthusiasm of the English textbook are in line with the student's statement below.

73

> *"I usually like to read history books, novels. For ebook/English textbooks, I seldom to read it.*" (Student 1)

To conclude, the researcher assumed that English textbooks are not dominantly selected by the students due to student's boredom. The boredom might be affected by the lack of challenging tasks of textbooks and full repetition.

e. **Comic**

Surprisingly, comics become the second most-selected resource after novels. The esult of the questionnaire depicted that 20 students chose comics as their favorite printed resource (*see chart 4.1*). Moreover, the following comment by the student backs up those findings:

"Novel, comic. I like such as the comedy" (Student 2)

To add, The students mostly selected the comic because it contains interesting drawings/pictures with

74

simple conversations. The pictures/drawing can engage student's interest to read books.

f. **Biography**

The result of the questionnaire showed that 15 students chose biography as one of their printed resources (*see chart 4.1.*). Therefore, the student's statement below can support the student's choice to deal with printed reading resources, biography.

.... If biography, I also like to read it. (Student 4)

Additionally, biographies have motivational stories of famous people so students can be motivated and energetic to read it as their favorite reading resources. The researcher can assume that the students can obtain and adopt moral values through biography into their life.

75

2. Student's Consideration of Selecting Resources in Extensive Reading

The results of data analysis from the questionnaire and interview are presented in the next session. The researcher investigated how students consider selecting resources in extensive reading. In the student's considerations, 16 considerations are dealing with student's selection in extensive reading resources. Those are the table of content, book organization, content, author, number of pages, length, inside illustration, title, date, inside flap, cover illustration, introduction, edition, cover color, physical condition, and back cover. The detailed explanations are described as follows.

a. Physical Book Aspects

1) Table of Content

Among 53 students, the most selected considerations of reading resources are "a few times". 18 students chose "a few times". 13 students chose "rarely". 11 students chose "often". Differently, there are 6 students choosing "all the

76

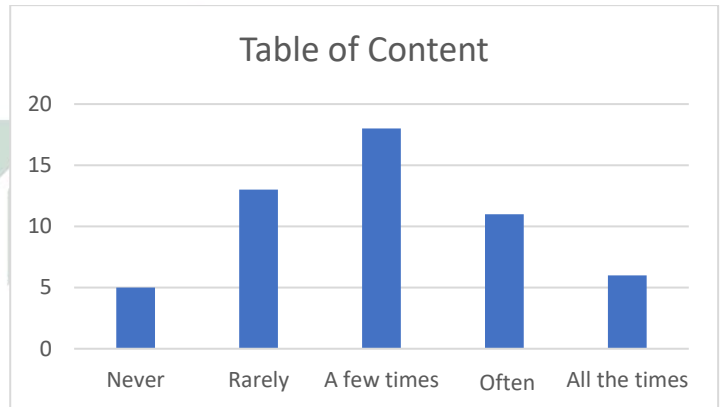times" and 5 students choosing "never" (*see chart 4.2.*).

Chart 4.2. Student's Consideration Resource of Table of Content

Similarly, the result of the interview depicted the same result as in the questionnaire. The most selected consideration of the student's choices is "a few times" as the most selected answer.

"*.....table of content is not as my considerations becoming my necessary things*

77

while selecting book but, for inside illustration, it is yes." (Student 2)

" *for table of content is not as my to choose book but, for inside illustration, it is yes.*" (Student 4)

Based on the results, it can be stated that students are reluctant to see books parts in depth. They mostly don't consider the table of content as their consideration to select resources.

2) **Book Organization**

In the book organization, the most selected considerations of reading resources are "rarely". 20 students chose "rarely". Of all 53 students, 14 students are choosing "a few times", 8 students choosing "often", 8 students choosing "never". Differently, 3 students are choosing "all the times" which are not dominantly selected by students. (*see chart 4.3*).

78

Book Organization

Chart 4.3. Student's Consideration Resources of Book Organization

Similarly, the result of the interview depicted the same result as in the questionnaire. The most selected consideration of the students' choices is "rarely" (20 choices).

".....book organization is not my considerations while selecting a book that I read. I don't have those considerations while choosing the book" (Student 2)

".....book organization is not as my considerations becoming my necessary things

79

while selecting book but, for inside illustration, it is yes." (Student 4)

Referring back to chart 4.3, It is possible to conclude from the study's results that students are unwilling to see details of book parts. The students don't need to select a book from a specific aspect such as book organization.

3) **Content**

In the content, 23 students mostly answered "often". 20 students chose "rarely". Differently, there are 12 students choosing "all the times" and 10 students choosing "a few times". The following are "all the times" (8 choices) and "never" (0 choice) becoming a small range to select by students (*see chart 4.4*).

80

Chart 4.4. Student's Consideration Resources of Content

Similarly, the result of the interview depicted the same result as in the questionnaire. The most selected consideration of the students' choicesis "often" and "all the times".

"..... I most select it from the content of the book." (Student 3)

" From content, it depends. So, I usually choose a book from the title first and then the synopsis. If it is interesting, I will choose it to read it." (Student 1)

81

The study discovered that, based on the data, students often and always see the content through the synopsis. Since they are curious about what details they can find from the book. The content can involve the character, moral value, storyline, idea, uniqueness and attractiveness.

4) **Author**

Among 53 students, students mostly answered that consideration of the author is "rarely" (17 choices). Differently, there are 13 students choosing "a few times", 9 students choosing "often", and 9 students choosing "all the times" Additionally, the following is "never" (5 choices) as a small range to be selected by students (*see chart 4.5*).
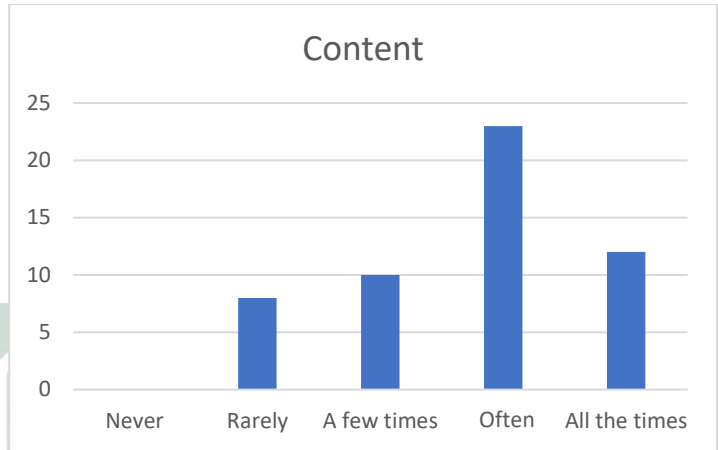
82

Chart 4.5. Student's Consideration Resources of Author

        Similarly, the result of the interview displays the same result as in the questionnaire. The most selected consideration of the students' choices is "rarely" as the author' consideration.

        "*I don't need to see the author/publisher of the book first. For example, Tere Liye has published a new book. I shouldn't buy it as soon as possible. I don't need to be stuck on specific*

83

things such as the publisher/author of the book."
(Student 1)

"*No, I don't depend on the publisher/author. I just read it. When I buy the book, I read the title then if the book can't be opened, I will read synopsis. If the synopsis is interesting, I will buy and read it.*" (Student 3)

It can be claimed, based on the study's findings, that students are unwilling to see details of book parts as their consideration, for instance, author. Nonetheless, they read the synopsis of the book to select their favorite book.

5) **Number of Page**

In the number of pages, 18 students mostly answered "rarely". Other considerations, such as, "a few times" (11 choices), "often" (12 choices), "never" (8 choices), and "all the times" (4 choices)

84

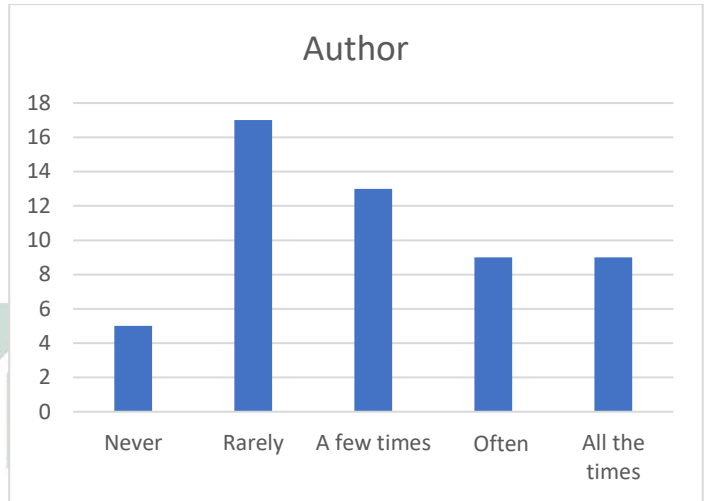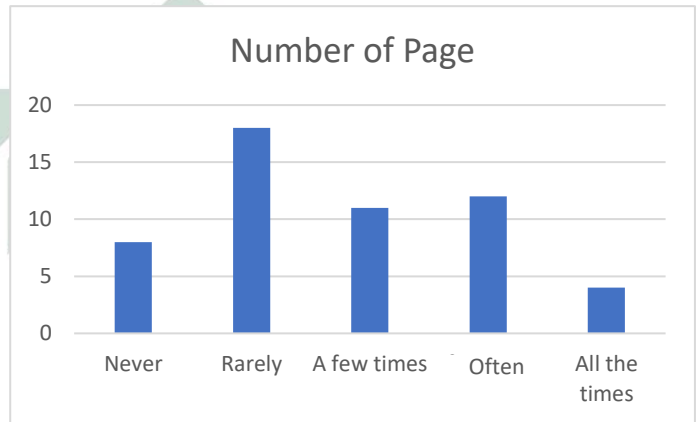are not dominantly selected by students (*see chart 4.6*).

Chart 4.6. Student's Consideration Resources of Number of Page

Similarly, the result of the interview displays the same result as in the questionnaire. The most selected consideration of the students' choices is "rarely" as the number of page's consideration.

85

".....number of page is not my considerations while selecting the book that I read. I don't have those considerations while choosing the book" (Student 2)

".......Page number depends. So, I usually choose a book from the title first and then the synopsis. If it is interesting, I will choose it to read it. The page of number is the amount of book page" (Student 1)

The study discovered that, based on the data, the students are unwilling to see details of book parts as their consideration, for instance, page number. Nonetheless, they read the synopsis of the book to select their favorite book. The students keep reading books although the book is thick or thin. The important and considered thing that students choose for the book is content.

6) **Length**

Among 53 students, mostly students answered that the consideration of authors is both

86

"rarely" (17 choices) and "never" (17 choices). Differently, there are 10 students choosing "a few times", 6 students choosing "often". Additionally, the following is "never" (3 choices) as a small range to be selected by students (*see chart 4.7*).
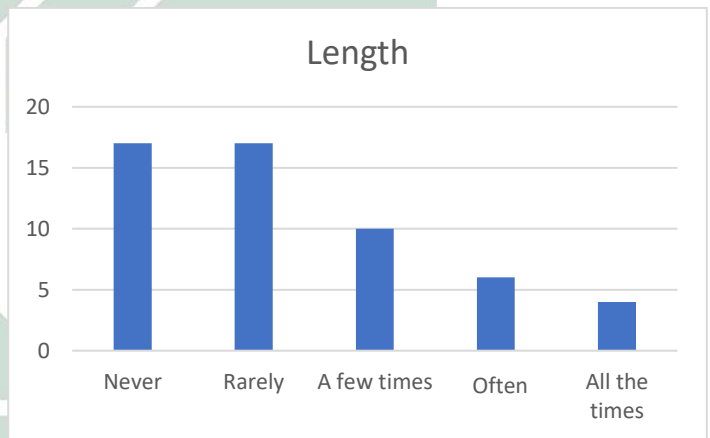

Chart 4.7. Student's Consideration Resources of Length

Similarly, the result of the interview presents the same result as in the questionnaire. The most selected consideration of the students' choices is "never" and "rarely".

87

"*I am never affected by the thickness of book that I read. If the book is interesting, I like it although the book is thick or not and I will read it.*" (Student 2)

"*.......the thickness of the book, I think that's okay for me. I most select from the content of the book.*" (Student 3)

To sum up, based on the data, the result of the study can indicate that students are unwilling to see the size of a book. It means the length of a book. They don't consider the thick/thin size of the book. The students mostly chose the resources from the book's appeal.

7) **Inside Illustration**

In the illustration, 16 students mostly answered "often". Differently, there are both "rarely" (12 choices) and a "few times" (12 choices). Other considerations such as "all the times" (11 choices) and "never" (2 choices) are

88

not dominantly selected by students (*see chart 4.8*).

Inside Illustration

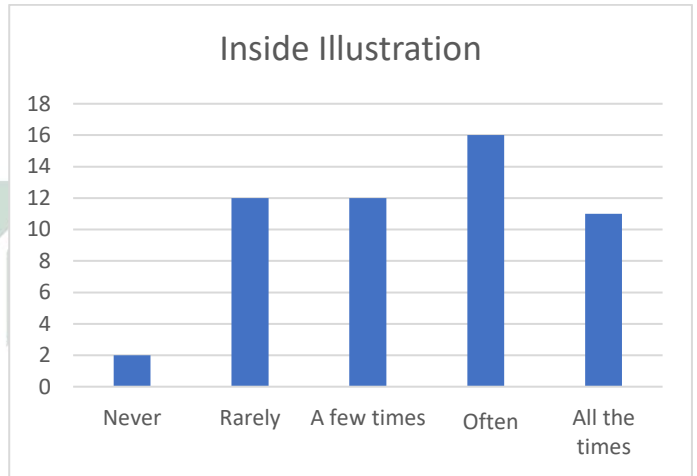| Never	Rarely	A few times	Often	All the times
2	12	12	16	11

Chart 4.8. Student's Consideration Resources of Inside Illustration

Similarly, the result of the interview reports the same result as in the questionnaire. The most selected consideration of the students' choices is "often" as inside illustration's consideration.

".....inside illustration is not my considerations while selecting a book that I read.

89

I don't have those considerations while choosing the book" (Student 2)

".....inside illustration is not as my considerations becoming my necessary things while selecting a book but, for inside illustration, it is yes." (Student 4)

To conclude, the result of the study displays that the students often consider the inside illustration to select the book. It was influenced by students' desire to see the inside illustrations of books. The inside illustration can attract students to read the book. It includes pictures, drawings, creativity, and, uniqueness.

8) **Title**

Among 53 students, the most answered student's consideration of title is "all the times" (21 choices). Differently, there are 18 students choosing "often" and 8 students choosing "a few times". Additionally, the following are "never" (1

90

choice) and "rarely" (5 choices) becoming a small

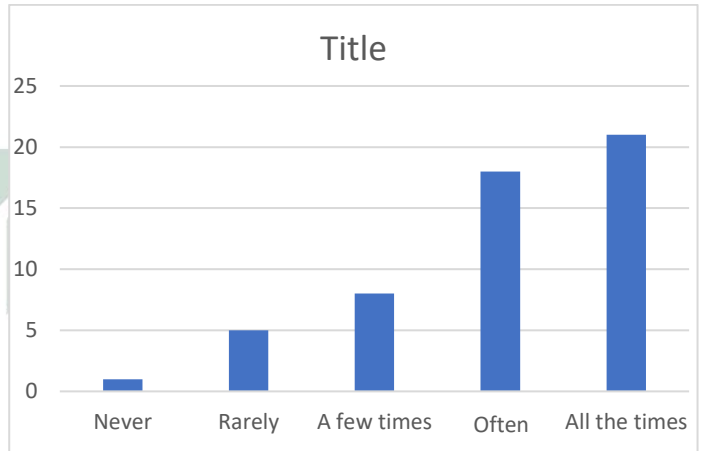range to be selected by the students (*see chart 4.9*).

**Chart 4.9. Student's Consideration Resources of
Title**

Similarly, the result of the interview
depicts the same result as in the questionnaire. The
most selected consideration of the students
choices is "all the times" as the title's
consideration.

"....*I think I choose the title of a book from
the title, the cover, and, the synopsis.*" (Student 2)

91

"When I buy the book, I read the title then if the book can't be opened, I will read the synopsis. If the synopsis is interesting, I will buy and read it." (Student 3)

Referring back to chart 4.9., the researcher indicated that the result of the study was influenced by the students' sight. It depicts that students mostly always see the title as their first sight of consideration before deciding and selecting a book. The title also can be affected by the students' motivation to read the book as one of the considerations. The consideration of the title may include attractiveness and uniqueness.

9) **Date**

To date, the most answers of a student's consideration are both "rarely" (16 choices) and "never" (16 choices). Differently, there are 13 students choosing "a few times". Other considerations such as "often" (8 choices) and "all

92

the times" (0 choice) are not dominantly selected
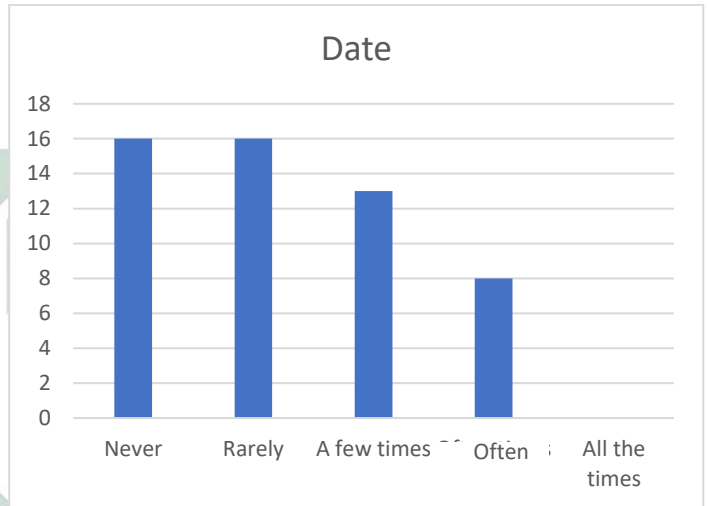
by students (*see chart 4.10*).

Chart 4.10. Student's Consideration Resources of

Date

Similarly, the result of the interview reports

the same result as in the questionnaire. The most

selected consideration of the students choices are

"never" and "rarely"

".....inside illustration is not my

considerations while selecting the book that I

93

read. I don't have those considerations while choosing the book" (Student 2)

".....inside illustration is not as my considerations becoming my necessary things while selecting a book but, for the inside illustration, it is yes." (Student 4)

The study discovered that, based on the data, the students are unwilling to see details of book parts. The students never and rarely need to select a book from a specific aspect such as the date. The date of the book includes the date of book publishing.

10) Inside Flap

Of 53 students, the best answer of the student's consideration dealing with the flap is "a few times" (19 choices). Differently, there are 12 students choosing "often" and 10 students choosing "rarely". Additionally, the following are "all the times" (6 choices) and "never" (8 choices)

94

becoming a small range to be selected by students
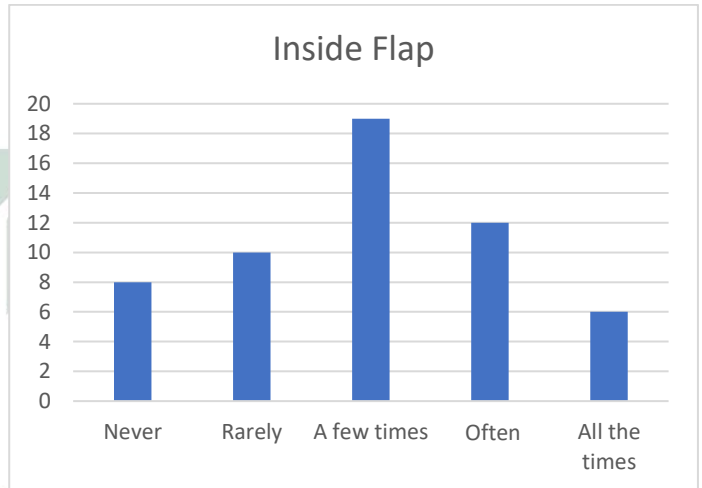
(*see chart 4.11*).

Chart 4.11. Student's Consideration Resources of Inside Flap

Similarly, the result of the interview depicts the same result as in the questionnaire. The students mostly selected the inside flap as their consideration is a few times.

"....*inside flap is not including my necessary thing to find the book but for the*

95

physical condition of the book, it is still as my choice" (Student 2)

"*.....inside flap is not for me to find the book but the physical condition of book and back cover is becoming my consideration*" (Student 4)

To sum up, the study's findings may be summarized as students are unwilling to see details of book parts. The inside flap includes illustration, picture, color.

11) **Cover Illustration**

In the cover illustration, the most answer of a student's consideration is "often" (21 choices). Differently, there are both 11 students choosing "a few times" and 11 students choosing "rarely". Other considerations such as "all the times" (8 choices) and "never" (2 choices) are not dominantly selected by students (*see chart 4.12.*).

96

Chart 4.12. Student's Consideration Resources of Cover Illustration

Similarly, the result of the interview reports the same result as in the questionnaire. The most selected consideration of the students' choices is "often" as cover illustration's consideration. Supportively, the students state that the cover illustration can influence them to read the book as the following statement.

"..... *cover, I consider about it. The page number depends. So, I usually choose a book from*

97

the title first and then the synopsis. If it is interesting, I will choose it to read it." (Student 1)

"*From the cover and the title. For the author, I don't consider it. All of the authors, I like all of that but I mostly selected the cover and the title. If it is interesting, I will read it*." (Student 2)

To conclude, the researcher assumed that the result of the study was influenced by the students' sight. It indicates that students most often see the illustration cover as their first sight of consideration before deciding and selecting a book. The cover illustration also can affect the students' motivation to read the book as one of the considerations. The consideration of cover illustration may include creativity, colors, and uniqueness.

12) Introduction

Among 53 students, the most answered student's consideration of introduction are both

98

"never" (15 choices) and "rarely" (15 choices).
Differently, there are 10 students choosing "a few
times" and 19 students choosing "often".
Additionally, the following is "all the times"
becoming a small range to be selected by 4
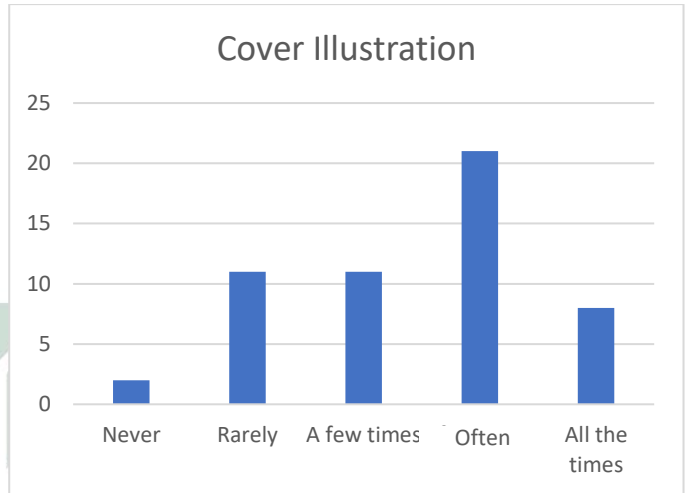students (*see chart 4.13.)*

Chart 4.13. Student's Consideration Resources of

Introduction

Similarly, the result of the interview depicts the same result as in the questionnaire. The most selected considerations of the students' choices are "never" and "rarely" to choose introduction as their consideration.

".....*introduction is not including my necessary thing to find the book but for the physical condition of the book, it is still as my choice*" (Student 2)

"....*introduction is not for me to find the book but for the physical condition of the book and the back cover*" (Student 4)

To sum up, the researcher assumed that students are unwilling to consider and see details of book parts specifically. They don't need to choose a book from the introduction due to the students' desire to read inside the content directly. The student will need quiet time to see the details of the book introduction selectively.

100

13) **Edition**

In the edition, the most answered of a student's consideration is "rarely" (21 choices). Differently, there are both 14 students choosing "a few times" and 9 students choosing "often". Other considerations such as "all the times" (2 choices) and "never" (7 choices) are not dominantly selected by students (*see chart 4.14*).
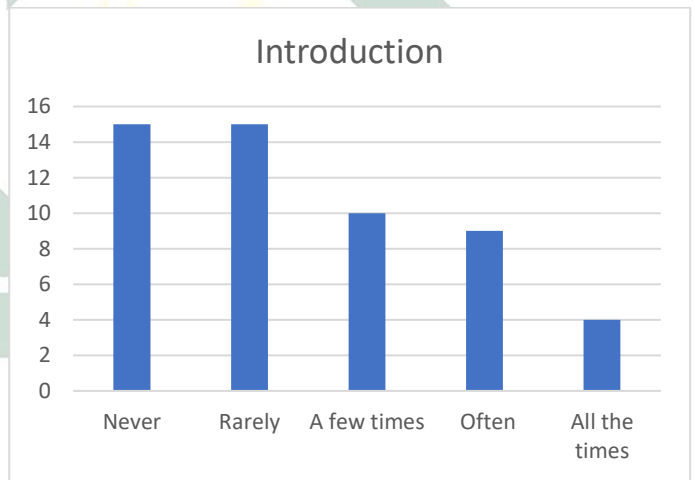

Chart 4.14. Student's Consideration Resources of Edition

101

Similarly, the result of the interview reports the same result as in the questionnaire. The most selected consideration of the students' choices is "rarely" to choose edition.

"*.....edition the not including my necessary thing to find the book but for the physical condition of the book, it is still as my choice*" (Student 2)

"*.....edition is not for me to find the book but for the physical condition of the book and the back cover*" (Student 4)

Referring back to the data, it can be concluded that students are unwilling to see details of the book parts. They don't need to choose a book from the edition due to the students' desire to read inside the content directly. Moreover, the student will need quiet time to see the details of the book edition selectively.

102

14) **Cover Color**

Of 53 students, the most answered student's consideration of inside flap are both "often" (16 choices) and "rarely" (16 choices). Differently, there are 10 students choosing "a few times". In addition, the following are "all the times" (4 choices) and "never" (7 choices) becoming a small range to be selected by students (*see chart 4.15*).
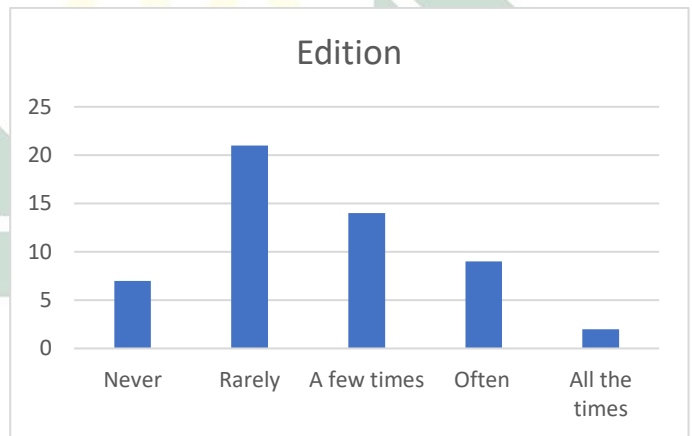

Chart 4.15. Student's Consideration Resources of Cover Color

103

Similarly, the result of the interview depicts the same result as in the questionnaire. Surprisingly, the most selected consideration of the student's choices are "rarely" and "often" of the cover color's consideration. This is supported by student 1, student 2 and, student 3's statement as follows.

"....I need to consider the cover color to select a book. So, I usually choose the book from the title first and then the synopsis. If it is interesting, I will choose it to read it." (Student 1)

"*yes, from the cover and the title, I consider it. Moreover, I most selected by the cover and the title. If it is interesting, I will read it*." (Student 2)

"....the cover of the book can influence me to read the book, so I consider more about that." (Student 3)

Based on the data, the researcher indicated that the result of students' consideration of the cover color was influenced by students' sight. Due to the cover color including the illustration, the

104

color, and imagination of the students' sight. On the other hand, several students also rarely chose the cover color as their consideration. The researcher can assume that the students didn't consider the cover color specifically as the student's consideration to choose a book. It can be indicated that the students are unwilling to see detailed parts of the book.

15) **Physical Condition**

In the physical condition, the most answered of a student's consideration is "often" (18 choices). Differently, there are both 11 students choosing "a few times" and 11 students choosing "all the times". Other considerations such as "rarely" (9 choices) and "never" (4 choices) are not dominantly selected by students (*see chart 4.16.*)
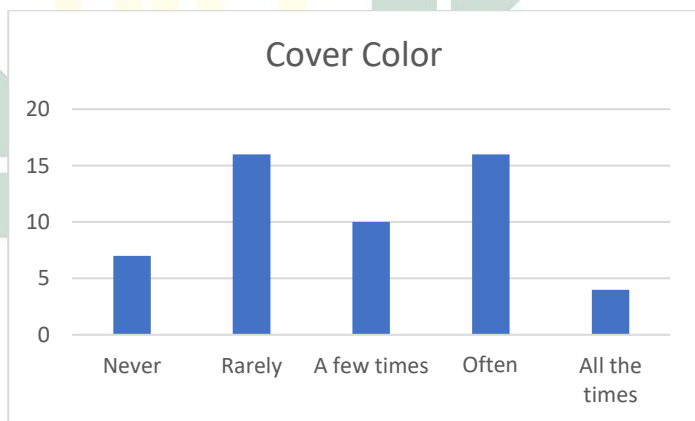
105

Chart 4.16. Student's Consideration Resources of Physical Condition

Similarly, the result of the interview reports the same result as in the questionnaire. The most selected consideration of the students' choices is "often".

"....*the physical condition of the book, it is still as my necessary choice to find the book*" (Student 2)

106

"....*the physical condition of the book is including my necessary things to find the book*" (Student 4)

The researcher assumed that the result of the study was influenced by the students' sight. It is found that the students mostly often see the physical condition as their first sight of the consideration before deciding and selecting a book. The physical condition also can affect the students dealing with their motivation to read the book as one of the considerations. The consideration of the physical condition may include the cover, the title, the color, and, the illustration.

16) **Back Cover**

Among 53 students, the students most answered as their consideration of back cover is "rarely" (19 choices). Differently, there are 11

107

students choosing "a few times" and 9 students choosing "often". Additionally, the following are "all the times" (6 choices) and "never" (8 choices) becoming a small range to be selected by students (*see chart 4.17.*)
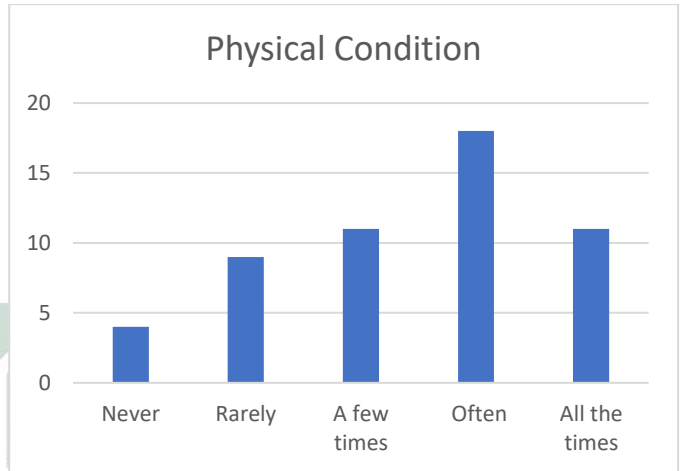

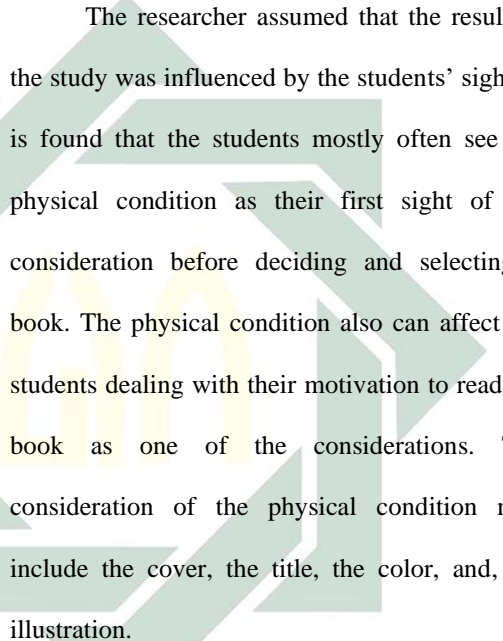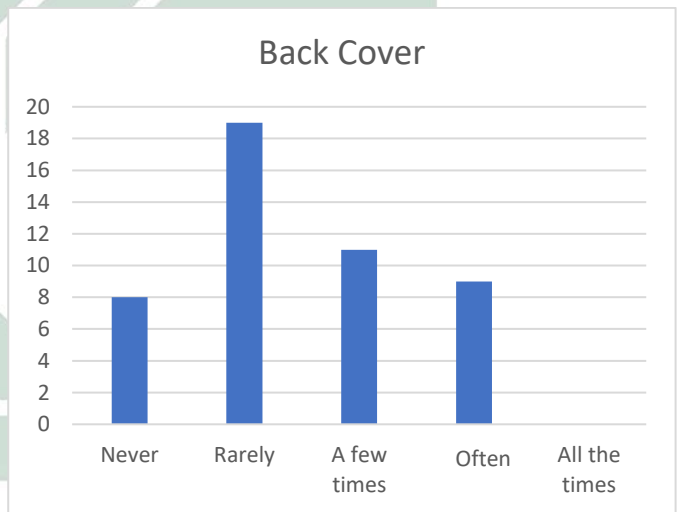**Chart 2.17. Student's Consideration Resources of Back Cover**

Similarly, the result of the interview depicts the same result as in the questionnaire. The

108

most selected consideration of the students' choices is "rarely".

"......*the back cover of the book, it is not as my necessary choice to find the book*" (Student 2)

"......*the cover doesn't become my consideration to find the book for reading. Therefore, I most selects from the content of the book*" (Student 3)

To sum up, based on the data, the result of the study can indicate that students are unwilling to see details of the book parts.

The summary of the findings of physical aspects is written in brief in the form of concluding tables as described below. (*see table 4.1*)

Notes: Yellow codes: the most answers of a student's consideration in physical aspects.

109

Table 4.1 Summary of Findings of Physical Aspects)

No	Physical Aspects	Frequency				
		Never	Rarely	A few times	Often	All the times
1	Table of Content	5	13	18	11	6
2	Book Organization	8	20	14	8	3
3	Content	0	8	10	23	12
4	Author	5	17	13	9	9
5	Number of Page	8	18	11	12	4
6	Length	17	17	10	6	3
7	Inside Illustration	2	12	12	16	11

110

8	Title	1	5	8	18	21
9	Date	0	16	16	13	8
10	Inside Flap	8	10	19	12	6
11	Cover Illustration	2	11	11	21	8
12	Introduction	15	15	10	9	4
13	Edition	7	21	14	9	2
14	Cover Color	7	16	10	16	4
15	Physical Condition	4	9	11	18	11
16	Back Cover	8	19	11	9	6

111

b. "Topic, Genre, Text" Aspects

As part of the student's consideration, "Topic, Genre, Text" aspects are confirmed to become necessary aspects when students choose reading resources in extensive reading. It consists of 3 aspects. Those are the topic, the genre, and, the text. The following presents detailed information.

1) **Topic**

Another resource of students' choice in extensive reading is the theme. Friendship, love, and family are becoming the most selected choice as reading resources. 30 students chose friendship. 27 chose love. 25 students chose a family. 20 selected careers. Differently, there were only 16 students who chose nature, 16 students chose lifestyle, 10 students chose beauty, 13 students chose to holiday, 11 students chose environment, and 11 students chose hero. Meanwhile, Other resources for instance natural resources, country,

112

overseas, news, and region are not dominantly

selected by the students (*see chart 4.18*).

Chart 4.18. Students's Consideration of Topic

Similarly, the result of the interview depicted

the same result as in the questionnaire. The most

selected resources of the students' choices are love,

friendship, and family. Based on the following

students' statements.

113
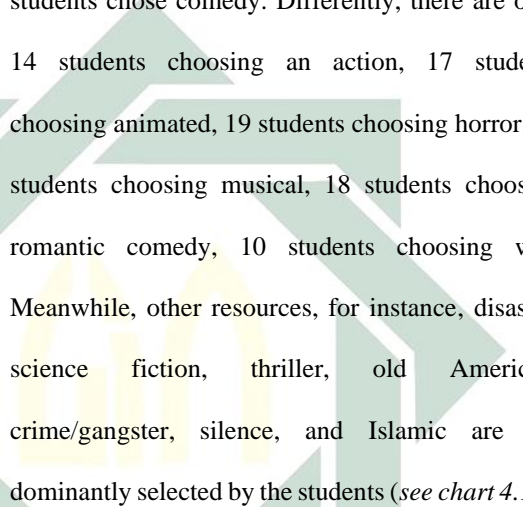
"*Yes, it includes love, friendship, family. That's like that which are my favorite. I also like poetic things.*" (Student 2)

"*I like love topic*" (Student 4)

To sum up, the result of the study was influenced by the physiological aspect. It involves the students' physical and psychological maturity (puberty), especially for love theme. Family theme becomes the second most selected answer by the students. It happened because they need more attention and support from their family particularly during puberty. In addition, the students selected friendship theme due to their identity. In adolescence, the students have the instinct to find their identity, therefore; they make wide relationships with other friends.

2) **Genre**

The result of genre revealed that comedy, adventure, history, and romantic became the most

114

selected resources as their decision to read. Of all 53 students, 20 students chose history, 20 students chose romantic. 21 students chose adventure. 29 students chose comedy. Differently, there are only 14 students choosing an action, 17 students choosing animated, 19 students choosing horror, 10 students choosing musical, 18 students choosing romantic comedy, 10 students choosing war. Meanwhile, other resources, for instance, disaster, science fiction, thriller, old American, crime/gangster, silence, and Islamic are not dominantly selected by the students (*see chart 4.19*).
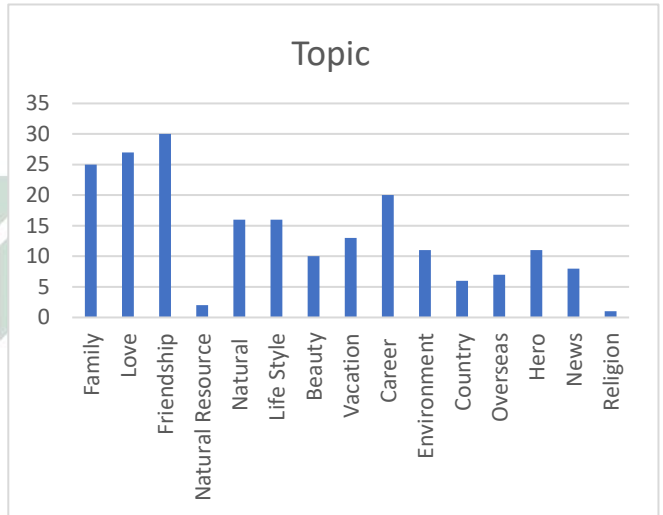
115

Chart 4.19. Students's Consideration of Genre

Similarly, the result of the interview depicted the same result as in the questionnaire. The most selected resources of the students' choices are comedy, adventure, and romantic (*see chart 4.19.*).

"*I never read horror. The adventure and the fiction are most selected genres for my favorite reading*" (Student 1)

116

"*Novel, comic. I like such as the comedy.*"
(Student 2)

"*I like horror, romantic, the adventure.*"
(Student 4)

To sum up, the result of the study presents that the comedy, adventure and, the romantic become the most selected resources. The result was influenced by students' feelings. The students like the comedy genre because sometimes teenagers are easy to feel bored and stressed so they release the feeling through the comedy genre. For the adventure genre, the students chose that, because as teenagers, they have high curiosity and add their knowledge. Meanwhile, the students selected the romantic genre due to their curiosity about puberty.

3) **Text**

The most selected choice of reading resources are descriptive text, narrative text and, procedural text. Among 53, there are 15 students

117

choosing descriptive text, 8 students choosing narrative text, and 10 students choosing the procedural text. Differently, there are only 5 students choosing recount text, 4 students choosing anecdote text, 4 students choosing explanation text, 3 students choosing advertisements. Meanwhile, other resources, for example, persuasive text, report text, review text, and news text are not dominantly selected by the students (*see chart 4.20.*).
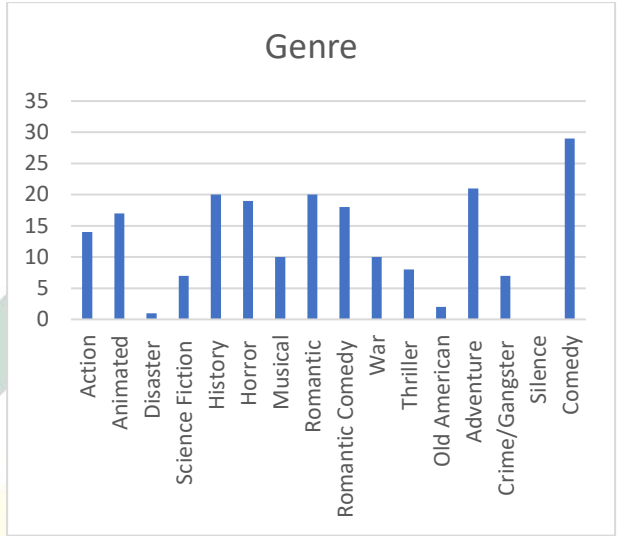
118
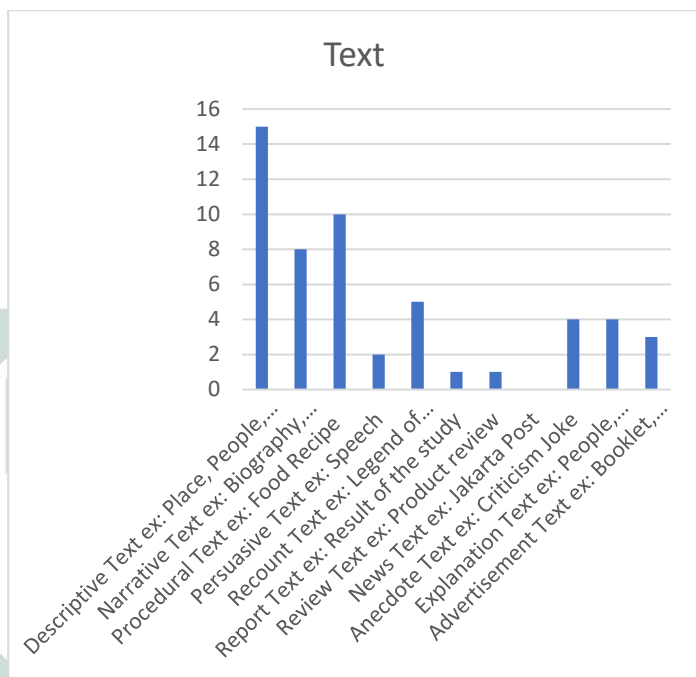
Chart 4.20. Students's Consideration of Text

Similarly, the result of the interview depicted the same result as in the questionnaire. The most selected resources of the students' choices are descriptive text and procedural text.

"*I prefer to read the descriptive text combining fiction and tutorial also. I don't like to read news text*" (Student 1)

119

"*I seldom read newspaper and biography. If there are viral news, I am excited to read that. I prefer to choose up-to-date news*" (Student 2)

Referring back to chart 3.3, the result of the study was influenced by their imagination and curiosity. In the descriptive text and the procedural text, the students have high imagination in their thinking so they prefer to choose the texts to improve their imagination. Meanwhile, other students selected the procedural text because of their high needs to do something, especially, in this pandemic, for instance, tutorial of making foods/drinks while staying at home.

B. Discussion

In SMK Informatika Sumber Ilmu, this subheading highlights the explanation and the discussion of the results of students' extensive reading resource selection. Based on the findings, there are two subheadings discussed; those are kind of reading resources on student's selection in extensive reading and,

120

student's consideration of selecting resources in extensive reading, especially English resources. This section investigates detailed information as follows:

1. **Printed Reading Resources on Student's Selection in Extensive Reading**

   The finding of this chapter presents the kind of printed reading resources of student's selection. In terms of books of printed reading resources, the students dominantly selected novels, comics and, biographies. Also, there are several reasons why the students consider certain books to be their favorite reading resources. The detailed information is displayed in the following section.

   1) **Novel**

      Surprisingly, the students mostly consider novels since novels can give them entertainment and enjoyment. This statement is supported by Tarihoran and Dewi's study. According to their theory, novels became one of the fun ways to increase the student's English skills

121

effectively. Also, It could help the students to increase reading interest, especially in English resources[118].

2) Magazine

In this study, the students are not interested in reading the magazines because they have to take several times to find the magazines in stores/bookstalls. This is supported by Cabonero, Soliven, Lanzuela, Balot, Bugaling's theory. They confirmed that the students should need time to search magazines[119]. Another reason is magazines also was seldom implemented by teachers due to free/weak content resources towards the teaching process[120]. Denially, Benson and Whitaker's study argued that magazines can help students' interest toward learning something in many ways. Confidently, it involved human interest, travel, entertainment, lifestyle,

---

[118] Tarihoran and Dewi, "An Analysis of Students' Interest of Reading English Novel in Faculty of Letters Muslim Nusantara Al-Washliyah University."

[119] Cabonero et al., "The Use and Non-Use of Magazines and Journals in an Academic Library."

[120] Cabonero et al.

122

profile, and enterprise[121]. It can stimulate the students to increase their open mind from seeing various aspects

3) **Newspaper**

As a third printed resource, the newspaper was not as students' favorite reading since the newspaper might contain old information. It means that the information consists of untrusted news which the students have to filter to get responsible resources of the news[122]. Another theory supported that the newspapers can influence students' speed to obtain the news. If the newspapers are still printed to be published in society, the students will obtain the news slower rather than the news from popular online search engines such as *Google*[123]. Differently, Luque-agulló and González-fernández's theory rejected that some teachers often used the newspapers in the

---

[121] Benson and Whitaker, *Magazine Writing*.

[122] Othman et al., "Issues and Challenges of Future Newspapers."

[123] Othman et al.

123

teaching process, since, the newspapers became accessible and rich in great resources[124].

4) English Textbook

The English textbooks are not dominantly selected by the students due to student's boredom. The boredom might be affected by THE lack of challenging tasks of the textbook and full repetition[125]. On the other hand, Richard againsted that the English textbook could aid teachers to deliver materials to serve language input and language practice to the students[126]. Moreover, textbooks also can provide the teachers to make lesson plans with a variety of learning resources.

5) Comic

---

[124] Luque-agulló and González-fernández, "The Use of Newspapers for L2 Reading : Practical Activities."

[125] Zawodniak and Kruk, "Boredom in the English Language Classroom: An Investigation of Three Language Learners."

[126] Richards, "The Role of Textbooks in a Language Program."

124

Moreover, the students chose the comics since they contain interesting drawings/pictures combined with simple and short conversations. It can assist the students to have high creativity. Supportingly, Syarah, Yetti, Fridani, Yufiarti, Hapidin, Pupala's research revealed that comics and animation as visual narratives could hone students' interests and attentions in the learning process to convey information. Moreover, various resources such as comics can enhance the students' skill, knowledge, and, attitude[127]. Concernedly, comics also provide the students with accessible, attractive and fun things in the learning process due to containing interesting pictures. Furthermore, comics can positively establish student's attitude because the students can understand the content of comics easily[128].

6) **Biography**

---

[127] Syarah et al., "Electronic Comics in Elementary School Science Learning for Marine Conservation."

[128] Morel et al., "Comics as an Educational Resource To Teach Microbiology in the Classroom."

125

Further, another most selected resource is the biography. Definitely, the students selected the biography because of their motivational feelings toward well-known people. It can increase students' vigor and motivation to reach their dreams in the future. This is in line with Ain's theory. She demonstrated that the biography became effective media to establish students' characters. Author of the biographies or autobiographies mostly provided valuable lessons of life in their books Therefore, readers could see, act and follow the action of author's life as the readers' motivation through their life[129].

2. Student's Consideration of Selecting Resources in Extensive Reading

In this part, the researcher revealed the student's consideration classified into 2 parts. Those are physical English book appearance aspects and "Topic, Genre, and Text"

---

[129] 'Ain, "P. 111 View of The Influence of Biography-Used to Students' Personalities in EFL Classroom.Pdf."

aspects. Confidently, those considerations deal with student's selection of extensive reading resources, especially in printed and English resources. A detailed explanation is presented in the following.

a. **Physical Book Aspects**

The result of the study showed student's consideration of selecting printed resources in extensive reading on the physical book aspects. Specifically, the students consider the title "all the time". The students mostly chose content, inside illustration, cover illustration, and the physical condition as their considerations in the extensive reading activity. Expectedly, the students consider the table of contents and the inside flap "a few times". Surprisingly, the students rarely consider book organization, author, number of pages, edition, and, back cover. In addition, the students never and rarely consider length, date, and, introduction. Amazingly, cover color as the students' consideration is "rarely" and "often" selected by the students.

127

To be specific, the title as one of the considerations is chosen by the students "all the time". It means that the students dominantly selected the title as their important aspect choosing the resources. The students always consider the title since the students' sight. The title can affect students' motivation to read books. Similarly, Aliponga's theory stated that the title could activate students' background knowledge, mood story, reading purposes, and attention, especially in their sight[130]. Also, a good title could be confirmed to give the students' belief and understanding of the content further followed full articles or books[131]. Thus, other students often chose content, inside illustration, cover illustration, and physical condition. It is due to the students' curiosity, desire, and sight. Mostly, the students are interested to read the synopsis of the book to know the inside content slightly. This phenomenon is also supported by

---

[130] Aliponga, "Reading Journal : Its Benefits for Extensive Reading."

[131] Shah, "'Writing Good Effective Title for Journal Article.'"

128

Aliponga's theory. He stated that the students could be influenced by the content, the synopsis, or prediction of the book. Certainly, the content also affects students' reading purposes, curiosity, and attention through the prediction or the synopsis[132]. On the other hand, the students considered the table of contents and the inside flap "a few times". Differently, Stieve and Schohen's study opposed that the students dominantly chose the table of content as necessary consideration to choose the books[133]. The students chose the table of content since the student's boredom. They could move to other information of the content book easily through the table of content (navigation qualities)[134]. Surprisingly, the students rarely considered book organization, author, number of pages, edition, and back cover as much as students' unwillingness to see detail of the book parts. In contrast,

---

[132] Aliponga, "Reading Journal : Its Benefits for Extensive Reading."

[133] Stieve and Schoen, "Undergraduate Students ' Book Selection : A Study of Factors in the Decision-Making Process."

[134] Stieve and Schoen.

129

the theory of Stieve and Schohen controverted that the students mostly considered books characteristics they choose, for instance, table of content as an important aspect[135]. Therefore, students never and rarely selected length, date, and introduction becoming their consideration to choose a book. Unfortunately, According to Stieve and Schoen's theory, they are against the phenomenon that the students chose the length and date of the book "in few time"[136]. In addition, other students rarely and often chose cover colors. The results of the data related to different considerations are interesting to investigate in further areas by other researchers.

b. **"Topic, Genre, Text" Aspects**

As a second aspect of student's consideration to select printed reading resources, "Topic, Genre, Text" aspects classified the aspects into 3 parts. It includes the

---

[135] Stieve and Schoen.

[136] Stieve and Schoen.

130

topic, the genre, and the text. Detailed aspects are portrayed in the following subheading.

1) **Topic**

The first aspect of the student's selection of the resources in the extensive reading activity is the topic. That involves friendship, love, and family. The students chose friendship because of the students' identity. To have relationships with other friends widely, the students endeavor to find their identity in adolescence. It is in line with Hasanah, Enung, and Supardi, Supardi's theory. They stated that friendship could affect the students' self-identity development in adolescence experience[137]. Another theme is love as students' favorite theme in extensive reading. It is influenced by physical and psychological maturity that students' feelings about love increase in their teenage age. Popularly known,

---

[137] Enung Hasanah and Supardi Supardi, "The Meaning of Friendship in The Process of Self-Identity Development for Indonesian Adolescents," *Journal of Social and Political Sciences* 3, no. 1 (2020): 214–21, https://doi.org/10.31014/aior.1991.03.01.160.

131

love could be affected by the students' sense. Most

teenagers had fallen in love due to their emotions to

get a chance to mature and grow[138]. On the other

hand, as the most student-selected theme, family

themes can be influenced by their family support

and attention, especially in adolescence. This is

advocated by Windarti, Budiman, Nova, Ati,

Kusumawati's theory. The theory recalled that the

family could affect students' mental health.

Therefore, teenagers significantly need family

support in harmonious communication to avoid

anxiety and depression situations[139].

2) **Genre**

As one of the kinds of resources, genres

involving comedy, adventure, and romance become

---

[138] Prerna Varma and Anurakti Mathur, "Adolescent Romantic Relationships," *The International Journal of Indian Psychology* 3, no. 1 (2015): 16–27, https://doi.org/10.1146/annurev.psych.60.110707.163459.

[139] Heni Dwi Windarwati et al., "The Relationship between Family Harmony with Stress, Anxiety, and Depression in Adolescents," *Jurnal Ners* 15, no. 2 (2020): 185–93, https://doi.org/10.20473/jn.v15i2.21495.

the most selected resources by the students. The comedy genre has a fun thing that affects the students' feelings, such as boredom and stress, becoming energetic and entertaining. According to Unsal, Agcan, Aydemir's theory most students recommend humor comedy becoming one of the beneficial ways in the learning process to get over boredom in the classroom[140]. Meanwhile, the students chose the adventure genre since it can be influenced by their high knowledge and curiosity. Similarly, the theory of Nafisa, Sukestiyarno, and Hidayah revealed that the students' curiosity could be correlated to critical thinking in as much as the curiosity became a necessary step to explore and find something enthusiastically[141]. Therefore, the

---

[140] Serkan Unsal, Reyhan Agcam, and Mikail Aydemir, "Humour-Based Learning: From the Lens of Adolescents," *Multidisciplinary Journal of Educational Research* 8, no. 1 (2018): 29–55, https://doi.org/10.17583/remie.2018.3169.

[141] Dian Nafisa, Sukestiyarno, and Isti Hidayah, "Critical Thinking Skill Seen from Curiosity on Independent Learning Assisted by Module," *Unnes Journal of*

133

romantic genre becomes the student's favorite genre due to their teenager-age filled with thoughts and feelings. That phenomenon revealed research conducted by Varma and Mathur which focused on the emotional bond of teenagers. The emotional bond required a sense of feeling of trust, sharing of ideas, thoughts, and communication. Moreover, the sense of emotional bond is related to psychology and physical maturity[142].

3) **Text**

Thus, the third aspect of a student's consideration of the extensive reading resources is the text. The text included descriptive text and procedural text as the most selected texts chosen by the students. the students considered the descriptive text because the students like to imagine something

---

Mathematics Education Research 10, no. 2 (2021): 168–74, http://journal.unnes.ac.id/sju/index.php/ujmer.

[142] Varma and Mathur, "Adolescent Romantic Relationships."

fun curiously to increase their imagination. Supportively, the theory of Vygotsky cited by Tsai stated that the stage of adulthood had more rich creativity and imagination in maturity involving feelings and emotionals[143]. Supportively, Creativity in language including students' emotional, social development and cognitive can help their communication[144]. In addition, it became one of the key components of the creative imagination of Vygotsky's theory, thinking creatively embroiled concept of the imagination and the thinking in adolescence[145]. Moreover, the procedural text becomes students' favorite text because of their desire to make something during a pandemic, for instance, making foods or drinks, or desserts.

---

[143] Kuan Chen Tsai, "Play, Imagination, and Creativity: A Brief Literature Review," *Journal of Education and Learning* 1, no. 2 (2012): 15–20, https://doi.org/10.5539/jel.v1n2p15.

[144] Teresa Cremin and Janet Maybin, "Children and Teachers' Creativity in and through Language," in *International Research Handbook of Children's Literacy, Learning and Culture*, ed. K. Hall et al. (Wiley Blackwell, 2013).

[145] Tsai, "Play, Imagination, and Creativity: A Brief Literature Review."

Firmly, the theory of Nicolic, Vial, Ros, Stirling, and Ritz cited by Jose recalled that tutorial or the procedural text could enhance students' independence and confidence dealing with difficulties related to making something[146]. Undeniably, the theory of Zerin and Zafar cited by Tsai, demonstrated that tutorial classes gave students' confidence development in classroom activities. Thus, the procedural text or the tutorial text contributed to the development of students' confidence potentially[147].

---

[146] Jose, "We Need Your Help : An Evaluation of Students ' Tutorial Experiences in Mathematics and Science."
[147] Ibid.

136

CHAPTER V

CONCLUSION AND SUGGESTION

This section summarizes the findings of a study conducted at SMK Informatika Sumber Ilmu on students' selection of extensive reading resources. Further, this chapter also includes suggestions for future researchers and stakeholders about the student's selection of extensive reading resources.

A. **Conclusion**

1. **Printed Reading Resources on Student's Selection in Extensive Reading Activities at SMK Informatika Sumber Ilmu Sidoarjo**

   Answering the first research question, the researcher concluded that printed reading resources on student's selection in extensive reading activity include novels, magazines, newspapers, English textbooks, comics, and biographies. To be specific, the students mostly chose novels, comics, and biographies as their favorite book resources. In addition, the rest of the printed reading resources, magazines, newspapers, and English textbooks, become little enthusiasts toward

137

student's reading selection in the extensive reading activity. Firmly, the printed reading resources on a student's selection are mostly affected by the student's adolescence, psychology, motivation, identity, and imagination.

2. **Student's Consideration of Selecting Resources in Extensive Reading at SMK Informatika Sumber Ilmu Sidoarjo**

In student's consideration of selecting resources in extensive reading, the second research question, the considerations deal with physical book aspects and "Topic, Genre, Text" aspects. The physical book aspects include table of content, book organization, content, author, number of page, length, inside illustration, title, date, inside flap, cover illustration, introduction, edition, cover color, physical condition, and back cover. Expectedly, title is selected by the students "all the time". Frequently, the students often consider about content, inside illustration, cover illustration, and physical condition. On the other hand, the table of content and inside flap become necessary considerations of the students in "a few times". Thus, the students rarely consider book organization, author, number of page, edition, and back cover.

138

Additionally, length, date, and introduction are rarely and never chosen by the students. Also, cover color is rare and often considered by the students. Meanwhile, as a second aspect of the student's consideration, the "Topic, Genre, Text" aspects consist of topic, genre, and text. For topic, friendship, love, and family become the students' selection in the reading activity. Meanwhile, comedy, adventure, and history are students' favorite genres in extensive reading resources. Additionally, in the text, the students dominantly selected the descriptive text and the procedural text.

B. Suggestion

1. For the Stakeholders

The finding of this research demonstrated the student's selection for printed reading resources in extensive reading activity and the student's consideration to choose the printed resources, especially English resources. It means that the study about the reading resources, especially printed resources, plays the necessary role in the student's selection. To support the reading activity, some school libraries or

139

libraries of government agencies should update recent the resources of books in the libraries. It includes interesting topics, genres, and texts. Supporting, the stakeholders can choose the resources as significant as the student's considerations, for instance, from the title, the cover, and the content. To add, the stakeholder can also provide novels, comics, biographies, comedy, romance adventure, family, and friendships due to teenagers' favorite resources. In addition, the teachers can make lists of students' favorite printed books and other aspects, especially English reading resources, for instance, topics, genres, and texts to enhance students' motivation in the reading activities. Also, the teachers can use the list of students' favorite resources to create interesting strategies or lesson plans for the learning process.

2. For the Future Researchers

The focus of this study is on the student's selection of the extensive reading in the printed resources in a senior high school. To develop this study into better research, other researchers can investigate the teacher's consideration of

140

choosing resources, becoming their strategy in the process of teaching and learning. It is caused by the teachers' vital role to provide, support, and give knowledge to the students' acquisition. Thus, to give more valuable studies dealing with this field, future researchers can analyze students' rationals to select certain resources in the reading activities deeply. In addition, Since this research investigated the printed reading resources, further researchers are suggested to analyze related to online reading resources toward student's selection in the extensive reading activity.

141

REFERENCES

Alfiras, Mohanad, and Janaki Bojiah. "Printed Textbooks Versus Electronic Textbooks: A Study on the Preference of Students of Gulf University in Kingdom of Bahrain." *International Journal of Emerging Technologies in Learning* 15 (2020): 40–52. https://doi.org/10.3991/ijet.v15i18.15217.

Cremin, Teresa, and Janet Maybin. "Children and Teachers' Creativity in and through Language." In *International Research Handbook of Children's Literacy, Learning and Culture*, edited by K. Hall, T. Cremin, B. Comber, and L. Moll. Wiley Blackwell, 2013.

Cresswell, J. W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th Editio. Boston: Pearson, 2012.

Hussain, Sajjad, Maksal Minaz, Dr Nasir Ahmad, and Muhammad Idris. "The Effects of E-Reading and Printed Document Reading on Students' Comprehension and Retention Power." In *International Conference on Computational and Social Sciences*, edited by Ibnu Sina Institute for Fundamental Science Studies Univessity Teknologi Malaysia and Abdul Wali Khan University, 408–14. UTM, Skudai, Johor, Malaysia, 2015. http://iccss.vfast.org.

Informatika, Kementrian Komunikasi dan Republik Indonesia. "No Title," 2017. https://bit.ly/3CGxlGv.

Ross, Bella, Ekaterina Pechenkina, Carol Aeschliman, and Anne Marie Chase. "Print versus Digital Texts: Understanding the Experimental Research and Challenging the Dichotomies." *Research in Learning Technology* 25 (2017): 1–12. https://doi.org/10.25304/rlt.v25.1976.

Tsai, Kuan Chen. "Play, Imagination, and Creativity: A Brief Literature Review." *Journal of Education and Learning* 1, no. 2 (2012): 15–20. https://doi.org/10.5539/jel.v1n2p15.

Alfiras, Mohanad, and Janaki Bojiah. "Printed Textbooks Versus

Electronic Textbooks: A Study on the Preference of Students of Gulf University in Kingdom of Bahrain." *International Journal of Emerging Technologies in Learning* 15 (2020): 40–52. https://doi.org/10.3991/ijet.v15i18.15217.

'Ain, Nurul. "P. 111 View of The Influence of Biography-Used to Students' Personalities in EFL Classroom.Pdf." *Pedagogy Journal of English Language Teaching* 7, no. 2 (2019): 110–17. https://doi.org/10.32332/pedagogy.v7i2.1607.

Abebooks. "Identifying and Collecting First Editions." AbeBooks, 2021. https://www.abebooks.com/books/rarebooks/collecting-guide/what_books_collect/collecting-first-editions.shtml.

Al-Qahtani, Mofareh. "The Importance of Vocabulary in Language Learning and How to Be Taught." *International Journal of Teaching and Education* III, no. 3 (2015): 21–34. https://doi.org/10.20472/te.2015.3.3.002.

Aliponga, Jonathan. "Reading Journal : Its Benefits for Extensive Reading." *International Journal of Humanities and Social Science* 3, no. 12 (2013): 73–80. www.ijhssnet.com.

Alvarez, Irina Argüelles. "Student Choice and Reading in the EFL Classroom." *Encuentro* 21 (2012): 104–14.

Ariana. "Improving Students' Vocabulary Learning through Extensive Reading." *ELITE Journal Volume* 5, no. 1 (2018): 227–49.

Basallo Gómez, Juan Sebastián. "Adult EFL Reading Selection: Influence on Literacy." *PROFILE Issues in Teachers' Professional Development* 18, no. 1 (2016): 167–81. https://doi.org/10.15446/profile.v18n1.49943.

Bastug, Muhammet, and Hasan Kagan Keskin. "The Role of Text Length in Repeated Reading." *European Journal of Educational Studies* 6, no. 3 (2014): 111–19.

Bell, Timothy. "Extensive Reading: Speed and Comprehension." *The*

Reading Matrix 1, no. 1 (2001).

Benson, Christoper, and Charles Whitaker. *Magazine Writing*. Edited by Erica Wetter, Mary Altman, Simon Jacobs, Emily How, Emily Johnston, and Sarah Fish. First Edit. New York: Routledge, Taylor & Francis Group, 2014.

Biria, Reza, and Mohammad Taghi Farvardin. "Textual Glosses, Text Types, and Reading Comprehension." *Theory and Practice in Language Studies* 1, no. 10 (2011): 1408–15. https://doi.org/10.4304/tpls.1.10.1480-1415.

Brookshire, Jamye B., Lauren F.V. Scharff, and Laurie E. Moses. "The Influence of Illustrations on Children's Book Preferences and Comprehension." *Reading Psychology* 23, no. 4 (2002): 323–39. https://doi.org/10.1080/713775287.

Bušljeta, Rona. "Effective Use of Teaching and Learning Resources." *Czech-Polish Historical and Pedagogical Journal* 5, no. 2 (2013): 55–69. https://doi.org/10.2478/cphpj-2013-0014.

Cabonero, David A., Anivel L. Soliven, Febie G. Lanzuela, Marivic S. Balot, and Eva Rose A. Bugaling. "The Use and Non-Use of Magazines and Journals in an Academic Library." *Library Philosophy and Practice*, 2017. http://digitalcommons.unl.edu/libphilprac.

Chew & Krashen. "Vocabulary Acquisition and Self-Selected Reading: A Test of the Reading Hypothesis in Singapore." *The International Journal of Foreign Language Teaching* 12, no. 2 (2017).

Chew, Phyllis Ghim Lian, and Stephen Krashen. "Vocabulary Acquisition and Self-Selected Reading: A Test of the Reading Hypothesis in Singapore" 12, no. 2 (2017): 2–8.

Cremin, Teresa, and Janet Maybin. "Children and Teachers' Creativity in and through Language." In *International Research Handbook of Children's Literacy, Learning and Culture*, edited by K. Hall, T. Cremin, B. Comber, and L. Moll. Wiley Blackwell, 2013.

144

Cresswell, J. W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th Edition. Boston: Pearson, 2012.

Dao, Trung Ngoc. "Using Internet Resources for Extensive Reading in an EFL Context Trung Ngoc Dao." *Hawaii Pacific University TESOL Working Paper Series* 12 (2014): 72–95.

Darling, Sophie. "How Are Book Covers and Their Components Represented in the Digital Market?" *Interscript* 2 (2019): 20–34. https://doi.org/10.14324/111.444.2398-4732.004.

Day, R, R. & Bamford, J. *Extensive Reading Activities for Teaching Language*. Cambridge: Cambridge University Press, 2004.

Ferdila, Raihani. "The Use of Extensive Reading in Teaching Reading." *Journal of English and Education* 2, no. 2 (2014): 68–80.

Gao, Liangcai, Zhi Tang, Xiaofan Lin, Xin Tao, and Yimin Chu. "Analysis of Book Documents' Table of Content Based on Clustering." *10th International Conference on Document Analysis and Recognition, ICDAR*, no. July (2009): 911–15. https://doi.org/10.1109/ICDAR.2009.143.

Gatekeeper Press. "Common Parts of a Book: Self-Publishing Guide." Gatekeeper Press, 2020. https://gatekeeperpress.com/parts-of-a-book/.

Guo, Siao-cing. "Using Authentic Materials for Extensive Reading to Promote English Using Authentic Materials for Extensive Reading to Promote English Proficiency." *English Language Teaching* 5, no. 8 (2012): 196–206. https://doi.org/10.5539/elt.v5n8p196.

Hasanah, Enung, and Supardi Supardi. "The Meaning of Friendship in The Process of Self-Identity Development for Indonesian Adolescents." *Journal of Social and Political Sciences* 3, no. 1 (2020): 214–21. https://doi.org/10.31014/aior.1991.03.01.160.

Hester, Michelle, Steffen Werner, Cassie Greenwald, and Jessica

145

Gunning. "Exploring the Effects of Text Length and Difficulty on RSVP Reading." In *Proceedings of the Human Factors and Ergonomics Society Annual Meeting*, 2016. https://doi.org/10.1177/1541931213601300.

Highhouse, S. "Stubborn Reliance on Intuition and Subjectivity in Employee Selection." *Industrial and Organizational Psychology: Perspectives on Science and Practice* 1 (2008): 333–342.

Hodges, Dawn M. "Students Selected Reading and Reading Achievement." Wilmington: University of North Carolina Wilmington, 2012.

Hsieh, Hui-chen. "High School Students ' Topic Preferences and Oral Development in an English-Only Short-Term Intensive Language Program." *English Language Teaching* 9, no. 9 (2016): 116–33. https://doi.org/10.5539/elt.v9n9p116.

Huffman, Jeffrey. "Reading Rate Gains during a One-Semester Extensive Reading Course." *Reading in a Foreign Language* 26, no. 2 (2014): 17–33.

Hussain, Sajjad, Maksal Minaz, Dr Nasir Ahmad, and Muhammad Idris. "The Effects of E-Reading and Printed Document Reading on Students' Comprehension and Retention Power." In *International Conference on Computational and Social Sciences*, edited by Ibnu Sina Institute for Fundamental Science Studies University Teknologi Malaysia and Abdul Wali Khan University, 408–14. UTM, Skudai, Johor, Malaysia, 2015. http://iccss.vfast.org.

Informatika, Kementrian Komunikasi dan Republik Indonesia. "No Title," 2017. https://bit.ly/3CGxlGv.

Jacobs, G. M. "Selecting Extensive Reading Materials." *Beyond Words* 2, no. 1 (2014): 116–31.

Jamali, Hamid R., and Mahsa Nikzad. "Article Title Type and Its Relation with the Number of Downloads and Citations." *Scientometrics* 88 (2011): 653–661. https://doi.org/10.1007/s11192-011-0412-z.

146

Jensen, Jennesis Kathleen. "Comprehensive Self-Selected Reading and Student Engagement With the Novel : A Program Evaluation," 2015.

Jose, Ariel E. San. "We Need Your Help : An Evaluation of Students ' Tutorial Experiences in Mathematics and Science." *Journal of Humanities and Social Sciences Invention* 1, no. 1 (2019): 1–7.

Khan, Raja, Noor Radzuan, Muhammad Shahbaz, Ainol Ibrahim, and Ghulam Mustafa. "The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners." *Arab World English Journal* 9, no. 1 (2018): 406–18. https://doi.org/10.24093/awej/vol9no1.28.

Konsa, Kurmo, Anu Lepp, and Tiiu Reimo. "Books as Physical Objects: Damage Atlas and Condition Calculator." *International Journal of the Book* 9, no. 4 (2012): 1–20. http://www.book-journal.com.

Koski, Kaarina, Frog, and Ulla Savolainen. *Genre – Text – Interpretation*. First edit. Helsinki: Finnish Literature Society, 2016. https://doi.org/http://dx.doi.org/10.21435/sff.22.

Kurgatt, Charles Kimutai, and Omuse Macdonald Omuna. "Availability and Use of Instructional Resources for Teaching and Learning of English Reading Skills in Secondary Schools in Teso North Sub County, Kenya." *Educational Research* 07, no. 01 (2016). https://doi.org/10.14303/er.2016.005.

Latief, Muhammad Adnan. *Research Method on Language Learning: An Introduction*. 6th edition. Malang: Universitas Negeri Malang, 2017.

Lin, Debbita Tan Ai, Ambigapathy Pandian, and Paramaswari Jaganathan. "READ+ vs. READ : Investigating Extensive Reading and Vocabulary Knowledge Development Among Malaysian Remedial ESL Learners." *The Journal of AsiaTEFL* 15, no. 2 (2018): 349–64. https://doi.org/10.18823/asiatefl.2018.15.2.6.349.

Liu, Jiren, and Jianying Zhang. "The Effects of Extensive Reading on English Vocabulary Learning: A Meta-Analysis." *English*

147

Language Teaching 11, no. 6 (2018): 1. https://doi.org/10.5539/elt.v11n6p1.

Luque-agulló, Gloria, and Lucas González-fernández. "The Use of Newspapers for L2 Reading : Practical Activities." *Creative Education, Scientific Research* 3, no. 4 (2012): 471–78. https://doi.org/http://dx.doi.org/10.4236/ce.2012.34072.

Macrotrends LLC. "Indonesia Literacy Rate 1980-2021." World Bank, 2021. https://www.macrotrends.net/countries/IDN/indonesia/literacy-rate.

Masoudi, Golfam. "The Effect of Vocabulary Self -Selection Strategy and Input Enhancement Strategy on the Vocabulary Knowledge of Iranian EFL Learners." *English Language Teaching* 10, no. 8 (2017): 32. https://doi.org/10.5539/elt.v10n8p32.

Merkler, A. L. "Independent Reading: The Power of Self-Selection and Cafe Independent Reading: The Power of Self-Selection and Cafe Discussions in a Seventh Grade Classroom." Rowan University, 2017.

Michael. "What Is a Publication Date?" University of Illinois Press Blog, 2010. https://www.press.uillinois.edu/wordpress/what-is-a-publication-date/.

Mikeladze, Tamar. *Extensive Reading*. Edited by Natela Dogonadze. Georgia: Universal Publisher, 2014.

Morel, María, Nicolás Peruzzo, Alejandro Rodriguez Juele, and Vanesa Amarelle. "Comics as an Educational Resource To Teach Microbiology in the Classroom." *Journal of Microbiology & Biology Education* 20, no. 1 (2019): 5. https://doi.org/10.1128/jmbe.v20i1.1681.

Morgan, Denise N., Jeffery L. Williams, and Celeste C. Bates. "Book Introductions : Exploring the Why , How , and What." *International Literacy Association, The Reading Teacher* 73, no. 6 (2020): 769–

148

76. https://doi.org/10.1002/trtr.1887.

Nafisa, Dian, Sukestiyarno, and Isti Hidayah. "Critical Thinking Skill Seen from Curiosity on Independent Learning Assisted by Module." *Unnes Journal of Mathematics Education Research* 10, no. 2 (2021): 168–74. http://journal.unnes.ac.id/sju/index.php/ujmer.

Nassaji, Hossein. "Qualitative and Descriptive Research: Data Type versus Data Analysis." *Language Teaching Research* 19, no. 2 (2015): 129–32. https://doi.org/10.1177/1362168815572747.

Nesset, Valerie. "Grade-Three Students ' Use of Print and Electronic Resources." In *Grade-Three Students' Use of Print and Electronic Resources*, edited by Proceedings of the Annual Conference of CAIS. Canada: McGill University, 2014. https://doi.org/10.29173/cais235.

Orrico, Rachel. "The Effect of Self-Selected Text on Student Motivation to Read." *Goucher College*. Goucher: Goucher College, 2017.

Othman, Siti Suriani, Liana Mat Nayan, Lee Kuok Tiung, and Fauziah Hassan. "Issues and Challenges of Future Newspapers." *Humanities and Social Sciences Reviews* 7, no. 5 (2019): 364–73. https://doi.org/10.18510/hssr.2019.7541.

Pastein, Lacey. "Differentiated Instruction in Literacy and Allowing Self-Selected Texts for Student Reading Engagement By Differentiated Instruction in Literacy." Toronto: University of Toronto, 2017.

Pettersson, Rune, Lennart Strand, and Maria D. Avgerinou. "Book Margins And Page Numbers." In *40th Annual Conference of the International Visual Literacy Association*, 1–8. Blackburg, VA, USA: Engaging Creativity & Critical Thinking, 2008.

Punch, K. F. *Introduction to Social Research: Quantitative and Qualitative Approaches*. Thousand Oaks: Sage, 1998.

Pustika, Reza. "Considering Students' Reading Interest in Text-Selection
149

to Foster Literacy in the English Classroom." *ADJES (Ahmad Dahlan Journal of English Studies)* 5, no. 2 (2018): 69–77. https://doi.org/10.26555/adjes.v5i2.8448.

Ratri, Yosita. "Student Factor Influencing Indonesian Student Reading Literacy Based on PIRLS Data 2011." *Journal of Education* 1, no. 1 (2016).

Richards, Jack C. "The Role of Textbooks in a Language Program." Sydney: University of Sydney, 2001. https://www.researchgate.net/publication/265455920.

Rohmatillah. "A Study On Students' Difficulties In Learning Vocabulary Rohmatillah Institut Agama Islam Negeri (IAIN) Raden Intan Lampung." *Institut Agama Islam Negeri (IAIN) Raden Intan Lampung*, 2014, 69–86.

Ross, Bella, Ekaterina Pechenkina, Carol Aeschliman, and Anne Marie Chase. "Print versus Digital Texts: Understanding the Experimental Research and Challenging the Dichotomies." *Research in Learning Technology* 25 (2017): 1–12. https://doi.org/10.25304/rlt.v25.1976.

Rottensteiner, Sylvia. "Structure, Function and Readability of New Textbooks in Relation to Comprehension." *Procedia - Social and Behavioral Sciences* 2, no. 2 (2010): 3892–98. https://doi.org/10.1016/j.sbspro.2010.03.611.

Routman, Regie. "Genre Characteristics Genre." In *Writing Essentials*, edited by Marcie Haloin, Gaylynn Jameson, JoAnne Piccolo, and Kari Oosterveen, 1–5. Portsmouth, NH: Heinemann, 2005.

Sartono, E Kus Eddy, and Eka Irawati. "Child-Friendly Based Lift-the-Flap Story Book : Does It Affect Creative Thinking Ability and Self-Actualization of 4th Grade of Elementary Student ?" *Advances in Social Science, Education and Humanities Research* 401 (2019): 116–21. http://creativecommons.org/licenses/by-nc/4.0/.

Shah, Jay N. "'Writing Good Effective Title for Journal Article.'" *Journal of Patan Academy of Health Sciences* 1, no. 2 (2014): 1–3.

https://doi.org/10.3126/jpahs.v1i2.16635.

Shin, Insook, and Byung-kyoo Ahn. "The Effects of Different Types of Extensive Reading Materials on Reading Amount , Attitude , and Motivation." *English Teaching* 61, no. 1 (2006): 67–88.

Smara, Agatha Cintya Dea. "Vocabulary Learning in Extensive Reading Class: Students' Strategies." Salatiga, Indonesia: UNIVERSITAS KRISTEN SATYA WACANA, 2016.

Stieve, Thomas, and David Schoen. "Undergraduate Students ' Book Selection : A Study of Factors in the Decision-Making Process." *The Journal of Academic Librarianship* 32, no. 6 (2006): 599–608.

Susanto, Alpino. "The Teaching of Vocabulary: A Perspective." *Jurnal KATA* 1, no. 2 (2017): 182. https://doi.org/10.22216/jk.v1i2.2136.

Syarah, E. S., E. Yetti, L. Fridani, Yufiarti, Hapidin, and B. Pupala. "Electronic Comics in Elementary School Science Learning for Marine Conservation." *Jurnal Pendidikan IPA Indonesia* 8, no. 4 (2019): 500–511. https://doi.org/10.15294/jpii.v8i4.19377.

Tarihoran, Rezky Khoirina, and Ratna Sari Dewi. "An Analysis of Students' Interest of Reading English Novel in Faculty of Letters Muslim Nusantara Al-Washliyah University." *PROJECT (Professional Journal of English Education)* 3, no. 3 (2020): 384. https://doi.org/10.22460/project.v3i3.p384-387.

Tosun, Nilgün. "A Study on Reading Printed Books or E-Books : Reasons FOR Students-Teacher Preferences." *The Turkish Online Journal of Educational Technology – TOJET* 13, no. 1 (2014): 21–28.

Tsai, Kuan Chen. "Play, Imagination, and Creativity: A Brief Literature Review." *Journal of Education and Learning* 1, no. 2 (2012): 15–20. https://doi.org/10.5539/jel.v1n2p15.

Umam, Chotibul. "Extensive Reading: What, Why, and How?" 3, no. 1 (2019): 39–50.

151

Unsal, Serkan, Reyhan Agcam, and Mikail Aydemir. "Humour-Based Learning: From the Lens of Adolescents." *Multidisciplinary Journal of Educational Research* 8, no. 1 (2018): 29–55. https://doi.org/10.17583/remie.2018.3169.

Valor, Mª Lluïsa Gea. "Advertising Books : A Linguistic Analysis of Blurbs." *IBÉRICA* 10 (2005): 41–62.

Varma, Prerna, and Anurakti Mathur. "Adolescent Romantic Relationships." *The International Journal of Indian Psychology* 3, no. 1 (2015): 16–27. https://doi.org/10.1146/annurev.psych.60.110707.163459.

Wijayanti, Sri. "Indonesian Students' Reading Literacy" 390, no. Icracos 2019 (2020): 61–65. https://doi.org/10.2991/icracos-19.2020.13.

Windarwati, Heni Dwi, Amin Aji Budiman, Renny Nova, Niken Asih Laras Ati, and Mira Wahyu Kusumawati. "The Relationship between Family Harmony with Stress, Anxiety, and Depression in Adolescents." *Jurnal Ners* 15, no. 2 (2020): 185–93. https://doi.org/10.20473/jn.v15i2.21495.

Yamson, George Clifford, Antonia B Appiah, and Marian Tsegah. "Electronic vs . Print Resources : A Survey of Perception , Usage and Preferences Among Central University Undergraduate Students." *European Scientific Journal* 14, no. 7 (2018). https://doi.org/10.19044/esj.2018.v14n7p291.

Yang, Lijun. "The Influence of Extensive Reading upon Vocabulary Acquisition," no. Icelaic (2014): 325–28. https://doi.org/10.2991/icelaic-14.2014.82.

Yeomans, Michael, and Alison Wood Brook. "Topic Preference Detection : A Novel Approach to Understand Perspective Taking in Conversation Topic Preference Detection : A Novel Approach to Understand Perspective Taking in Conversation." London, 2020. https://goo.gl/yXijxr.%0A2.

Zatalini, Rinia. "Rectifying the Teaching of Intensive Reading Through

152

Metacognitive Strategy: A Case in an Indonesian Junior High School." *International Journal of Educational Best Practices* 3, no. 1 (2019): 1. https://doi.org/10.31258/ijebp.v3n1.p1-14.

Zawodniak, Joanna, and Mariusz Kruk. "Boredom in the English Language Classroom: An Investigation of Three Language Learners." *Konin Language Studies* 7, no. 2 (2019): 197–214. https://doi.org/10.30438/ksj.2019.7.2.5.