CHAPTER II

LITERATURE REVIEWS

This chapter discusses literature related to those are The Definition of Students' Reading Ability, Reading Comprehension, Extensive reading approach for reading ability, literature circle strategy, previous studies, hypothesis of the research.

A. Students' Reading Ability

1. Defininiton of Reading Ability

Reading is the pronunciation of words and the acquisition of words from printed materials. This activity involves analyzing and organizing a variety of complex skills, including learning, thinking, reasoning, assimilation, and problem solving which means generating informational explanations for the reader. Reading is also interpreted as an activity with the aim of getting information or pleasure. Reading is a language skill that everyone should be able to and should have, because it has a big impact on people who want to learn something new. Reading is able to offer

a wealth of information, knowledge and skills and in addition to clearer explanations (Riswanto et al., 2022).

Reading can be highly helpful, especially for language learners who want to get more familiar with English, according to Harmer (1998). (provided students understand it more or less). Additionally, students cannot avoid it because they are required to complete assignments that include reading and learning from books, journals, newspapers, magazines, novels, and even articles. They can easily learn English by reading books or materials written in the language, which includes learning new vocabulary, idioms, phrases, etc. For this activity to help students improve their English, they must be working hard. In other words, reading activities can benefit children in a variety of ways, such as by providing them with information, enjoyment, and knowledge (Afriani et al., 2020).

From the explanation above the researcher can conclude that Reading ability in a simple way can be interpreted as a skill that someone has in reading. This ability is of course not only

based on a person's skills in pronouncing the equivalent words but also illustrates an understanding of what is read.

According to Gillet and Temple (1990) in (Cho et al., 2021)level of reading ability:

1. The Independent Level

    Students can read the book at this level of difficulty without the teacher's assistance. Overall comprehension of the text is excellent. The majority of students read aloud quite rapidly and are familiar with practically all of the terms they come across. Students hardly ever pause when they discover a new term. Additionally, pupils have excellent oral reading skills, and variations in written texts do not significantly hinder their comprehension.

2. Instructional Level

    At this level, the material can be said to be not too easy but still comfortable to read. Here, students are challenged and will benefit the most from teaching. Understanding is good, but help is needed to understand

some concepts. The silent reading rate is fairly fast, although slower than the standalone rate. Analysis of some words is also required, but in general words can be recognized when reading. Not only silent reading, spoken reading is also quite fluent and accurate, and differences in speech from written texts still make sense in context and do not cause loss of meaning in the text.

3. Frustration Level

The reading comprehension requirements at this level are high as well as the material's difficulty. It's also problematic if the primary ideas aren't remembered or are comprehended incorrectly. Due to the limited vocabulary, reading aloud or silently is also slow. Furthermore, oral reading is frequently interrupted because the reader frequently runs across new terminology, which makes it difficult for him to focus on what he is reading. Students find it frustrating to try to read the material for extended periods of time because of

this difficulty, and their attempts frequently fail. In teaching, this level should be avoided.

4. Listening Level

The listening level gives a rough idea of a student's potential for improved reading right now. Readers who are still honing their reading abilities and are not yet at their reading potential can listen to and comprehend texts that are read to them. When someone else reads a text to them, they may be able to grasp it because of this. The listening level tells us how much their reading is anticipated to advance at this moment.

2. Reading Comprehension

Reading comprehension is one aspect that is the main goal of teaching reading in school. Reading comprehension is the basis for understanding various fields of study. Likewise in English, To understand requires reading skills well, one cannot understand what other people mean in his writing reading in English lessons (Reed et al., 2019).

Gilakjani & Sabouri (2016) in (Riswanto, 2022) Stating, reading comprehension is an important ability that contributes to the development of students' academic assignments which vary widely. This gives someone the ability to solve issues by using code-writing, analysis, explanation, and direct communication of their own opinions regarding the subject at hand.

Therefore understanding in analyzing text is a decoding technique to understand and respond to written text as a type of communication. This technique is learning that can be used to communicate, even in written form though. Reading text can help people understand something even if it's something new. This is very important in life because some many activities or actions must be read to understand (Riswanto, 2022). As for skills that are understanding is a process of catching the meaning of the word or sentence that is read. This skill is an order of magnitude tall. Its aspects include: understanding simple; understanding significance or meaning (the author's intent and purpose of the reader's reaction); evaluation or assessment of content; as well as speed flexible reading, which is easy to adapt to circumstances

(Handayani et al., 2018). To achieve that goal desired in comprehension skills, The most appropriate activity is the deep reading. One aspect of language skills namely reading skills based on the ability to read, Being able to read not means automatically skilled at reading

B. Extensive Reading Approach for Reading Ability

One of the key components of teaching English as a foreign language at universities was extensive reading(Ayustina et al., 2020). In the Dictionary of Reading (1983) in (Green, 2020) it is stated that extensive reading is a reading program that is carried out extensively. Students are given freedom and flexibility in terms of having both the type and scope of reading materials they read. This extensive reading program is very useful in providing a very wide variety of experiences to the students who follow it. Extensive reading is an approach to second-language reading. Extensive reading is based on easy material that mostly contains one to two unknown words per page for general understanding. This extensive reading program is very

useful in providing a very wide variety of experiences to the students who follow it (Sa'diyah, 2021). Extensive reading is an approach to second-language reading. Extensive reading is based on easy material that mostly contains one to two unknown words per page for general understanding(Muchtar, 2019).

According to Day and Bamford (2004) in (Ruzin, 2019) Extensive Reading is an approach in language teaching in which the students have a lot easy of material in the target language. The reading material can be found in various sources such as libraries and the internet. And they can read books and novel articles. The teacher helps to guide students in finding their material. There are many reasons why extensive reading can help students to improve their reading ability because extensive reading is reading with the large and the aim is to get an overall understanding of the material(Bamford & Day, 1998). By reading with the large students have the opportunity to meet words, automatically they are able to recognize the words they have met. Extensive reading focuses on how students read with their pleasure and also not just in class but they can read at home and

anywhere, besides that students are free to choose the reading material, therefore when they read uninteresting material for them they can change with the other reading material based on their enjoyment and level. It can become students' motivation to become interested in reading.

Susser and Rob (1990) in (Fujii, 2022) stated extensive reading also called "pleasure reading, free voluntary reading and sustained silent reading" and the most important point of extensive reading is generally large quantities of the material with the aim of obtaining material understanding and obtaining pleasure from the text.

Teachers and many researchers have implemented the Extensive Reading Approach in teaching and research since Palmer introduced the term Extensive Reading in 1964. Even though Extensive Reading implementers define and use Extensive Reading differently depending on their own beliefs and desires and adjust to the context of teaching, in practice this is that Extensive Reading requires students to read more as implied in the term extensive (Green, 2020).

1. Scopes of Extensive Reading

According to Broughton (1978) in (Monalisa, 2021) , this extensive reading activity includes:

1) Reading Surveys

Reading surveys are conducted before reading, namely by investigating the material the reader will be reading. For example, if the reader is reading a book, they should first look at the index to see the chapter titles (themes), the chart, and the book's outline. Selecting reading material before beginning is helpful for those learning a second language.

2) Skimming

In reading skill by using skimming technique according to Albert in (Tarigan, 1979) can be directed to three main objectives including:

1. To get a general impression of a book or article, short essay.

2. To find certain things from a reading material.

3. To find/place the required language in the library.

Through the skimming technique it is hoped that an overview of student learning outcomes can be obtained in learning Indonesian related to reading ability. Because by using the technique of skimming learning to read through the stages reading that will produce a more meaningful understanding. The skimming technique is a quick and useful way to trigger potential read. Skimming techniques in learning are intended to improve reading students well so that they are able to improve and optimize learning in class.

This reading can be done with rapid eye movements in viewing reading materials to obtain information or lighting. Skimming techniques can improve reading skills quickly towards students, this can be seen from the results of the research by the author do it, with this skimming technique children

are trained to be able to read fast as quickly as possible possible with a high understanding of the content of the reading. With this technique, it is appropriate to be trained to carefully search for key words in reading and also trained to find the main points. Thus technique are suitable and must be given to students in learning to read (Al-ghozali et al., 2020)

3) Shallow Reading

A reading practice called shallow reading tries to develop an external, surface-level understanding. In other words, reading is not a deep process. shallow reading, typically done for fun or satisfaction in free time.

2. Principles of Extensive Reading

Day and Bamford (2002) present ten basic principles of extensive reading

approaches:

1) It's simple to read the material.

Learners read text that is simple to understand and contains little to no novel terminology or grammar. If the reading material is challenging, learners won't succeed.

2) There is a vast range of information on a number of subjects.

The reading selection ought to be diverse. There are several options available for students to use to find reading material, including libraries, the internet, periodicals, newspapers, and other items based on their level.

3) Learners choose what they want to read

The students choose what they wish to read during extensive reading because they are given the freedom to do so. The reading content should be interesting to the students, appropriate for their level, and make them want to read more. When reading becomes challenging, kids can put the book down. Its function differs from that of typical classrooms, when

the teacher chooses the reading materials for the students.

4) Students read as much as they can

To reap the rewards of in-depth reading, students should read more of the course content. They ought to have reading goals. The students' vocabulary will automatically grow if they read as much as they can.

5) Reading velocity is typically higher than slower

Students read fluently since the reading material is simple and they can choose what they wish to read. Students don't always consult dictionaries, but they can be encouraged to do so or taught to infer the meaning of some unfamiliar terms from context.The purpose of reading is usually related to pleasure information and general understanding.

6) Extensive reading encourages reading for pleasure and information.

It means reading is general understanding and reading with sufficient understanding is efficient.

7) Silent, individual reading

Students choose what they wish to read. In class, students occasionally read quietly. However, the majority of the reading is assigned. When and where they choose, students read outside of the classroom on their own schedule.

8) Reading itself is a reward

Questions are uncommon after extensive reading. Knowing one's own experiences and having fun while reading are the two main objectives of reading. However, after reading, teachers could assign homework.

9) The teacher directs and orients the students.

The instructor will orient and direct the students as they complete reading assignments. such as aid kids in finding reading material. Before beginning a lengthy reading assignment, students must understand what they are doing, why they are doing it, what advantages they will gain from it, and how they plan to continue. They are monitored and led by the teacher.

10) The teacher is a role model of a reader.

The teacher will give students a model of what is to be a reader. The teacher should read and know all the books students are reading in order the teacher can recommend the reading material for students and also they can share their reading experiences (Ruzin, 2019).

3. **Characteristics for Choosing Extensive Reading Material.**

Teachers should be familiar with the 10 principles of extended reading (ER) as outlined by Day and

Bamford (2002) before implementing the method. (Ruzin, 2019) suggests four basic criteria for Extensive Reading material:

1) Appealing

   The reader should select books that are appropriate for them to enjoy. The reading material must have engaging covers, images, or excellent color illustrations. so that kids can read for fun and enjoyment.

2) Easy

   To ensure that kids can readily understand it and feel comfortable reading, reading materials should be simple with few or no unfamiliar terms.

3) Short

   Students' reading assignments should be brief in accordance with their reading level, for example, lower intermediate students' reading assignments should be concise so that the students

can enjoy reading. The length of the book does not make them feel burdened or intimidated.

4) Varied

The reading selection ought to be diverse. Students are allowed to read whatever they want from a wide range of genres and topics as they need. You can read them for entertainment or knowledge. They have access to a variety of reading materials from many places, including libraries, the internet, newspapers, magazines, and other items. Teachers can also help pupils make reading material selections.

Both advantages and disadvantages might be associated with in-depth reading. They are:

a) Benefits

The pupils may:

(1) Form a reading habit;

(2) get more comfortable reading;

(3) change their attitude toward reading; and

(4) become inspired to read.

(5) Due to their extensive reading, they will be better equipped for subsequent academic courses.

(b) Negative aspects

(1) If materials are not already available, it may be expensive and time-consuming to set up an extensive reading program. Getting the Administration's backing can be challenging.

(2) Texts that are appropriate for the students' level of language skill must be readily available. Setting up an extensive reading curriculum is much simpler when the pupils are highly proficient in their second language. Students need a specialized library within their level of language competency for intermediate levels. They require reading materials that don't require extensive dictionary use.

(3)   As the curriculum progresses, it could be challenging to keep pupils motivated to read challenging texts. Some well-known programs utilize a "weighing scale" for pupils

to record the materials they've read, awarding more "marks" for higher-level readings. Although this has occasionally served as a motivating or competitive element, it can backfire if students attempt to study books that are too challenging for them and become disappointed as a result.

C. Literature Circle Strategy

The literature circle strategy was first introduced by Karen Smith, an elementary school teacher in Phoenix, Arizona, in 1982. Karen introduced a variety of reading materials including novels to fifth graders. Karen was surprised when the children began to show interest in the various reading materials. The literature circle strategy is different from the traditional way of teaching where students read the same text and discuss the same text, then answer questions posed by the teacher regarding the text that has been discussed. The literature circle strategy provides opportunities for students to channel the ideas they get from the text they read. respond to ideas from friends, are given

the freedom to choose reading material, and collaborate with friends in understanding the reading. Thus, it is hoped that these activities can also foster students' critical thinking skills.

In Daniels' theory (2006), the characteristics of literacy learning with "Literature Circles" are students choosing their own reading material that has been provided, students who choose the same book are in one group, different groups read different books, form temporary small groups based on choice books, each group makes a routine schedule to discuss readings, makes notes on reading activities that can be used as material for discussion, discussions according to topics chosen by students, group member meetings to discuss books naturally and it is hoped that open-ended questions will emerge and respond in an open way individually about the book, the lecturer acts as a facilitator not as a member of the group or instructor, the evaluation is carried out by the lecturer through observation and evaluation of students, building a pleasant learning atmosphere, after reading and responding, group representatives share information with n other groups (Yuniarti, 2020).

Because the literature circle strategy is implemented collaboratively, students will be divided into several groups consisting of minimul 5 people with different roles. At the first meeting the teacher can explain the roles and functions of each of these roles. The division of these roles is as follows (Daniels, 1994) (1) Discussion Director, acts as a list maker of open questions that will be discussed regarding the part of the text to be read. The questions that are made must be able to provoke all group members to answer according to their respective versions so that they can liven up the atmosphere of the initial discussion. Example questions: "what comes to your mind when you read the title of this reading?"; 2) Connector, acts as a liaison between events, messages, or storylines in the reading with life that occurs in the real world; 3) Vocabulary Enricher, has a role in finding, noting, and interpreting important and interesting words or phrases in the reading; 4) Illustrator, has a role in making a picture or sketch of one of the moments in the reading and describing the picture; 5) Summarizer, plays a role in making a summary of the reading which includes main ideas, important

events, main characters, and the end of the story. Students are then asked to discuss in groups to determine the division of roles in their respective groups (Dewi Kurnia et al., 2020).

D. Extensive Reading Approach Combined with Literature Circle in for Reading Ability

Extensive Reading Program was first established by in Sanna, Yemen,10 which was attended by government employees between the ages of 17 to 42 years. In Indonesia, Extensive Reading Program has been implemented in the English Literature department and is very useful for first and second semester students in learning English as a foreign language (Fujii, 2022).

In the practice of extensive reading, the teacher encourages students to choose their own material reading and enjoying the reading without pressure and without being tested

for understanding them for the reading. In contrast, in intensive reading there is often material reading selected and directed by the teacher. Intensive reading is designed for students to develop certain skills such as reading for gist (comprehension general), reading for specific information (often also called scanning), reading for comprehension or reading for inference (what is the meaning behind the sentence). According to Day and Bamfort (2004), to implement extensive reading approach, the students must passed all the stage and level of reading (Beginner, Intermediate and Advanced) (Emil, Melyann Melani, 2021).

Although there are variations in its application, the Extensive Reading Program has the basic principle that learners choose their reading material according to their linguistic capabilities or in other words, they are exposed to a lot of material based on their linguistic abilities (Bamford & Day, 1998). Furthermore, Nation (2005) adds that in Extensive Reading, the reading material must be of interest to learners and they must pay attention to the meaning of the reading rather than studying the language features of the text. This is intended to

build reading habits, enrich the vocabulary and recognize sentence structure, and encourage a love of reading. In addition to a few basic principles Extensive Reading, As stated by the experts above, there is one other thing suggested by Alderson & Urquhart (1984), namely that teachers should avoid formal questions about texts (Reed et al., 2019).

Extensive Reading is very different from Intensive Reading. Extensive Reading is usually given outside the classroom with a lot of reading material, while intensive reading is an activity carried out in the classroom guided by an instructor or teacher. Extensive Reading Activity must contain two elements, namely easy and interesting. That is, reading material with vocabulary and grammar adapted to the student's linguistic competence and their interest in the material (Erwin Harianto, 2020). This is different from Intensive Reading, where the material consists of several reading sheets and is intended to identify the main idea and distinguish between important and non-important information. Apart from the above differences, The crucial problem that causes the lack of success of Extensive

Reading for students is the lack of use of the target language in daily activities. They learn English or speak only when they are studying at school. Even though there are actually many print or electronic media that can be accessed, they cannot provide comprehensible input for students (Jayanti & Dewi, 2018)

To be more active and motivated in the Extensive Reading Program activities, students can choose the material according to their level. With this material, they were asked to read silently (uninterrupted sustained silent reading), without any comments, with the aim that they could make independent selections of the text. However, if they encounter difficulties, teachers or peer tutors are needed to help them. Gradually, they will be able to read all the texts without the help of others. In the next activity, students are asked to comment on or respond to the material/text they have read through group discussions and oral or written (Monalisa, 2021).

To maximize Extensive Reading Activity results, teachers are required to always be diligent in reading and broaden their reading area. There are two basic reasons. First, teachers who are

not diligent in reading cannot convince and explain to their students that reading is very important. Second, reading extensively can improve teacher competence and professionalism in English. The wider the teacher's reading, the higher the profession. If this hypothesis is correct, then the weaknesses and shortcomings in learning English will of course be overcome little by little.

The extensive Reading activity can carry out by the researcher as follows :

1) Collaboration with other teachers or students.

It can be done by teachers in other fields of study or teachers in similar fields of study in participating in giving assignments outside of class hours, choosing books according to students' interests. For students, it can be done in order to ask for input about the books they are interested in and in what field, or it can also be in the context of looking for librarians in their respective classes.

2) Determining Reading Materials

Furthermore, the teacher can direct students to discuss determining the reading material they will read. The reading material can be adjusted according to students' reading interest.

3) Motivating students to read:

   a. Promote reading habits by highlighting the benefits of reading a lot.

   b. Read some tantalizing passages from a book.

   c. Show some new books in class and tell a little bit to engage students then assign readings.

   d. Encourage students to do something that will improve their reading skills and reading habits

4) Reading Assignments

   Reading assignments outside class hours The teacher can inform the read the genre that they like to read.

5) Giving Incentives to Students

   By increasing reading books from one level to the next without encountering difficulties is proof of the

benefits or progress. And in this step students will do discussion with their friends with Literature Circle Strategy. Students can start discussing in the order of discussion director, vocabulary enricher, connector, illustrator, and summarizer.

6) Checking students' reading activities

Some ways that can be done are as follows:

a. Students must be able to answer some of the teacher's questions about the contents of the book they are reading.

b. The opposite view to number (a) above is that extensive reading does not require things that are formal or classy in nature because it will reduce the enjoyment of reading so that there is no need to be asked about the content of the reading.

c. Ask in a friendly and relaxed atmosphere.

d. Not connecting this extensive reading activity with student grades, because the purpose of reading is to get grades or credit.

e. Questions were written on a card tucked into the cover of the book. Students who had read the book were asked to answer and hand it over to the teacher.

f. The teacher can make notes on each student's activities: what books are read, what are the problems, how long does it take to read a book.

g. Providing reading remedies Can be given to students depending on the type or cause of the difficulties students face (Monalisa, 2021).

E. Previous Studies

There were researchers who conducted their research that related to this research. Some of the researchers applied extensive reading approach in the classroom with different subjects, the research as follows:

The Effect of Using Extensive Reading Approach Toward Students' Reading Ability by Emil, Melyann Melani, and Widya Syafitri (2021). This study used quantitative methods. According to the findings of the research, pupils who utilize the extensive

reading strategy perform better than those who do not use it. Additionally, after using the extended reading strategy, the post-test score in the experimental class was higher than the pre-test score. This indicates that the extensive reading strategy has a considerable impact on kids' reading abilities (Emil, Melyann Melani, 2021).

Dadan Hidayat, Titi Dewi Rohati (2020) entitled The Effect extensive reading on Students' reading comprehension. the purpose of this research is to provide information regarding the effectiveness of using the extensive reading process at SMAN Lewigoong Limbangan. The researcher used quantitative as a method and the writer used a quasi experiment as a research design. Based on the discussion and results of the research conducted by Dadan and Titi, it can be concluded that their hypothesis is accepted, which means that there is an effect of extensive use of reading on students' reading comprehension skills (D. Hidayat & Rohati, 2020)

The next study is by Andi Hidayat, Anita Nurinayah (2019) entitled The Effectiveness Of Extensive Reading

Approach To Improve Students' Reading Comprehension. The purpose of this research is to figure out the effectiveness of the extensive reading approach to improve students' reading comprehension. This study uses a quantitative method. The results of this study indicate that students who use the extensive reading approach have better reading abilities to understand text than those who do not (A. Hidayat & Nurinayah, 2019)

Research on the effectiveness of using literature circles has been carried out in reading comprehension skill. Like the research that has been conducted by (Tosun & Doğan, 2020) entitled "The Effects of Literature Circles on Reading Fluency, Reading Comprehension and Reader Responses: A Mixed Method Study ". This study's goal is to ascertain how literature circles affect readers' reading comprehension and fluency while also eliciting reader reactions. The result was clear from the reader responses to the books that were read by the readers that the answers provided by the students in the qualitative part of the research were mostly reader-centered. It was observed that reader-centered reactions grew and text-centered responses

shrank in each literature circle during the research from the first to the last literature circle application.

Another research had done by (Suci et al., 2022) entitled "Students' Responses in Learning Extensive Reading Through the Literature Circle".This study's objective is to ascertain how students react to learning in-depth reading through the literary circle. The findings demonstrated that utilizing a literature circle can inspire students to read more English textbooks, increase their sense of involvement in group discussions, and help them read more. However, the authors discovered various challenges that students have when carrying out this activity, such as a lack of time. Students feel less comfortable exporting content from their buddy group during the question-and-answer period.

Those previous findings above are closely related to what the researcher does in this research. They have valuable information about the students' abilities in studying English, particularly in improving Students' Reading Ability based on the four skills in English by using Extensive Reading. Relevant to this method, the researcher is interested in improving Students'

Reading Ability through Extensive Reading Activity as a method to build up the students' Reading Achievement. The difference with the previous researches, this research focuses on the significant effect of using Extensive Reading Activities in improving students' reading ability at the English Education Study Program at UINFAS Bengkulu. The previous researcher did research in senior high school and this research in university, from this object we can conclude that the level of reading of the students is different. Senior high school students are beginner or intermediate level, but university students are intermediate and advanced. And the researcher also combine extensive reading approach with Literature Strategy for having more perfect result of the new method in teaching-learning activity. This study focus on the genre that the students prefer to read, which are science fiction and romance even there so many genre but in this study the researcher focus on two genres only. And the previous study was focus on students responses during learning process using literature circle, but this study also assest the students reading ability through reading test.

F. Conceptual Framework

The researcher conducted the research to verify whether teaching using the Extensive Reading Approach Combined with Literature Circle Strategy. The conceptual framework of this research is showed in the following diagram :
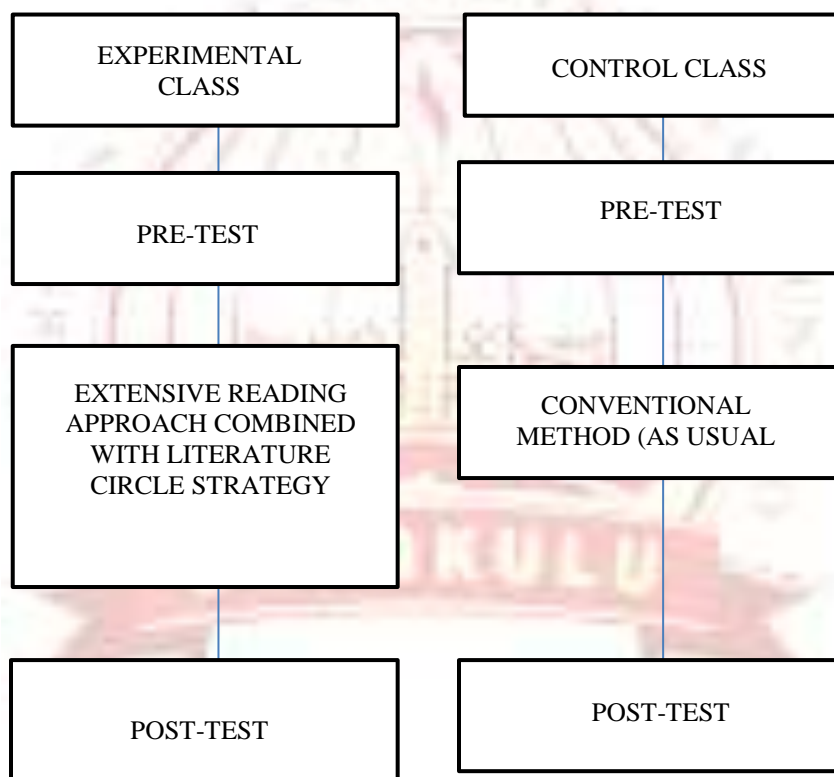

EXPERIMENTAL CLASS	CONTROL CLASS
PRE-TEST	PRE-TEST
EXTENSIVE READING APPROACH COMBINED WITH LITERATURE CIRCLE STRATEGY	CONVENTIONAL METHOD (AS USUAL
POST-TEST	POST-TEST

Figure 2.1 Conceptual Framework

The diagram above will be described as follows :

a. The experimental and control class will be given pre-test to know the scores before give the experimental class the treatment. Because the control class will held as usual andthe treatent will not given to them. The pre-test score will be used to know is there any significant effect after the treatment is given to experimental class.

b. After pre-test was given to the both class, The students inexperimental class will be taught by using Extensive Reading Approach and Literature Circle Strategy, but Control Class will be taugh by using the ususal method.

c. After the the students had the treatment, they will be given post test.

G. The Statistical Hypothesis

A hypothesis is a presumption that still has to be proven accurate because it is only a temporary solution to a problem (Kothare, 2004).

The hypothesis in this study can be concluded based on the results of the t test as follows:

1. Alternative hypothesis (Ha): there is no effect of using Extensive Reading Approach Combined with Literature Circle Towards Students` Reading Ability or if sig >0,05

2. Null hypothesis (Ho): there is an effect of using of using Extensive Reading Approach Combined with Literature Circle Towards Students` Reading Ability or if sig < 0,05 (5%) and the null hypothesis (Ha) is rejected and then the hypothesis (Ho) accepted.