CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, the limitation of the research, purpose of the research, and significances of the research.

A. Background

Globalization era has made people tend to learn on their second or another language(s), one of them is English. English acts as an international language used by people of different nations to communicate with one another. As one of the developing countries. Indonesia requires its people to learn and to be fluent in English therefore they can improve their personal quality as well as the support for progressing Indonesian quality to face globalization.The world of education, English is a language that must be owned by student. But in Indonesian, the application of English is one only used as a foreign language. So students have difficulty in learning it .because indeed in fact that the language is not the language they use everyday. While English is very important to help students to help students deal with the development of the world although they must master English. According to (Nunan 2003) Reading is a very important skill in the learning process, not only in learning to read but also in all lessons that require reading context in order to achieve success in learning, especially in learning English. (Budiharso 2004) state without comprehension, reading just an activity to read text without understanding.

In learning of reading materials, the students have to understand the text that they read. However, in teaching activities at school the teacher often asks students to open their textbooks, instructs to read the reading that is studied and answer questions related to the reading, this sometimes makes students bored and lazy to read because the teacher only orders and does not provide feedback to students and does not adjust to the situation and ambient conditions. The weakness of students in reading is the lack of student motivation and the strategies or methods used are not attractive during the learning process, especially in learning English. In order for student understanding to develop, certain strategies or methods are needed in the teaching process.

In learning process, teachers take an important role that is to remain students' motivation and create motivation in students gradually if there is none (Harmer, 2007, p.100). In addition, teachers' roles in extensive reading program are "to develop students a life-long interest in reading and its application to their daily lives" (Sachs, 2001, p.10).

To develop students' reading comprehension, the teachers should use a certain method, such as extensive reading activities. Day and Bamford (2002) claimed that extensive reading is the best possible way for student to develop automaticity that is the automatic recognition of words when they see them. By using extensive reading, students can enrich their vocabulary. Thus, it enables the students to comprehend texts effortlessly. Due to those reasons, the researcher conducted a research interrelated to the Analysis of students' motivation and interest in learning reading through Extensive reading method of English department

students' of university of muhammadiyah parepare. Researchers conducted research at the University of Muhammadiyah Parepare, which focused on students' in reading comprehension class,because the English teacher of this university has already taught extensive reading in her reading classes.

B. Problem Statement

Related to the implementation of Extensive Reading technique:

1. How is the students Motivation and Interest in Learning Reading Through Extensive Reading Method?

C. Objective of the research

Related that problems before, there are two questions that supposed to be answered in the research therefore, researcher formulates the responds as follow :

1. To Analysis the Students Motivation and Interest in Learning Reading Through Extensive Reading Method.

D. Significances of the research

The significances of the research were divided into two parts. They were theoretical and practical significance.

1. Theoretical significance, the result of this research was expected to be useful in improving writing ability.
2. Practical significance, the result of varying their teaching method in a class and motivate students to improve their writing ability, so they will be interesting and not feel boring in learning English. For the next researchers

expected to be useful information and to create another idea about the good method to improve writing ability.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Some Previous Research Findings

There are some researchers who have already does their researcher the field of using some method in teaching English. There are as following:

Reihani Ferdila (2014) in her research "the use of extensive reading in teaching reading" said that Extensive reading is a technique in teaching reading which is defined as a situation where students read a lot of materials in their level in a new language. The researcher focus on the benefit of extensive reading in teaching reading and as well as students' attitudes toward it.

Dina Puji Lestari Nuringtyas (2015) in her research "the implementation of extensive reading activity to teach reading a descriptive text to the seventh graders of smp muhammadiyah 4 surabaya" said that extensive reading as a technique in teaching reading comprehension activity in different grades and within different text.

Estika Satriani (2018) in her research "online reading sources in building students reading habit of islamic university of riau" said that students prefer to use online media in reading rather than having to carry books everywhere.

From the statements above, it can be conclude that extensive reading is a very good medium to use in teaching reading comprehension, and it easily helps students know the content of the reading

B. Some partinent Ideas

a. Concept of Reading

1) Definition of reading

Carnie states, reading is an activity where we can find the information we need, in other words reading is the ability to analyze a reading so that we can get accurate information from the reading.

As a skill, reading can be trained and developed. People who want to be a good and effective reader, they must muster reading skill and its strategies and techniques. Each reading passage has its own strategies and techniques to read it. (Soedarso 2004) in his book *Membaca cepat* (Speed Reading). States that in the modern era people need to read fast and effective because they have limited time. They need to select the appropriate strategies and techniques in reading according to their purpose.

2) The Importance of Reading

The importance of reading it is not only by increasing knowledge but also relating to the mindset of the community. Reading is very important for students because it will affect the development of their mindset, intelligence, emotional and their verbal.

Reading is very important because by reading we can find information and increase our knowledge in learning English, and increase our motivation to read.

3) Reading Process

Brown (2001, 299) stated that there are three types of the reading process. Those types are bottom-up, top-down, and interactive.

Gregory (2008, 109) argues that in Bottom-up, readers identify from the smallest unit to the largest unit. This introductory process is a fundamental knowledge for students about knowledge of language structures and in Bottom-up, readers identify from the smallest unit to the largest unit. This introductory process is a fundamental knowledge for students about knowledge of language structures.

Harrison(2004, 35) states that An interactive process is a mix of bottom and top-down processes. In this process the developer first provides the basis for a larger understanding, but in this process a top-down process will be used where necessary.

In short, the reading process, readers involve their attention and thoughts, readers use their knowledge to understand the meaning and ideas contained in the text they read through several processes including bottom-up, top-down, and interactive.

4) Reading Skills

Reading skill there were two kind namely micro-skills and macro-skills. Both micro-and macro-skills can be the intention of reading comprehension assessment (Brown, 2004: 187). The micro-skills consist of:

1. Retaining chunks of language of different lengths in short-term memory.
2. Processing writing at an efficient rate of speed to suit the purpose.
3. Recognizing a core of words, and interpreting word order patterns and their significance.

4. Recognizing grammatical words classes (noun, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms

The macro-skills include:

1. Recognizing the communicative function of written texts, according to form and purpose.
2. From described events, ideas, etc., inferring links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization, and exemplification.
3. Distinguishing between literal and implied meanings.
4. Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata.
5. Developing and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of the words from context, and activating schemata for the interpretation of texts

5) Reading Comprehension

Klingner, Vaughn and Broadman(2007, 8) define Reading comprehension involves many components. These components are the reader, their reading strategy, the text, their interest in the topic of reading and their knowledge of text types. Component interact with one and other comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension.

In conclusion, reading comprehension is a process that involves several components, where these components interact well with each other to describe the meaning of the text, if there is a distraction there will be difficulty in reading.

6) Factors Affecting Reading

According to Klingner, Vaughn and Broadman (2007, 6), There are several factors that make students difficult to understand a reading, namely mastery of vocabulary, fluency, reading words, and knowledge of the world. In reading words, students find it difficult to understand the meaning of the text they are reading. If students read slowly and inaccurately it can also interfere with the understanding of students 'readers. Knowledge of words in various contexts and background of the topics discussed also affects students' reading comprehension. Even though a student has high reading fluency, without adequate knowledge of the words in their context it will be difficult to understand the text

In brief, there are several factors that can affect students' reading comprehension, namely students' word knowledge, world knowledge that students don't understand, and students' reading ability, so that each reader has different stages of understanding.

2. The Concept of Extensive Reading

a. Definition of Extensive Reading.

Extensive reading program is that they can choose what they want to read (Day and Bamford, 2004). In extensive reading, students can choose reading material to bread by their own. They can provide reading materials by themselves or teacher can provide it.

Extensive reading can be done in and outside the class. Outside the classroom, Students can borrow books that match their interests to read at home. In the classroom, students have a limited time so that students' reading time is limited.

b. Principle of Extensive Reading

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

1. Reading material should be easy according to the students' abilities.
2. Provide various kinds of reading.
3. Students can choose a reading according to their interests and understand the contents of the reading.
4. Students must be able to read various texts to improve their reading skills.
5. The purpose of reading is usually to entertain, find information, and understand the meaning of the text.
6. The teacher usually assigns assignments to students after students have read such as rewriting the reading text according to the students' understanding using their own words.
7. The speed of students reading the text, and understanding the content of the text and not only focusing on one word, is usually done when students read silently.
8. Students will read the text silently more easily and help students to concentrate, so that they will more easily understand the meaning of a text

a. The Benefits of Extensive Reading

There re some benefits of extensive reading as follows :

1) Extensive reading can increase vocabulary

With extensive reading students can improve their vocabulary. When reading they will understand and remember some words that are easy for them to understand. Because the more text they read, the more vocabulary they know automatically so that students have a lot of vocabulary.

C. Conceptual Framework

This conceptual framework underlying this research was presented in the following diagrams:

The main focused of this research was analyzes of Extensive Reading To Improve Reading Comprehension of English Department Faculty of Teacher Training and Education of Universitas Muhammadiyah Parepare.

A qualitative case study design was employed in this study. A qualitative case study can be defined as “an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive Journal of English and Education 2014, 2(2), 68-80 72 reasoning in handling multiple data sources” (Merriam, 1988, in Duff, 2008) p.22).. Triangulation technique was used in collecting the data in this study. Triangulation combines “the strengths of one type of method and neutralize the weaknesses of the other” (Creswell, 2012, p.536). Accordingly, there were three instruments in collecting the data in this study; classroom interview and documentation.

Class observations were carried out in several online-based meetings. Observation sheets and notes are used to record notes on the behavior and performance of participants during the observation (Cresswell, 2012). Observations were not used in the first meeting because there were no extensive follow-up activities at the first meeting. Researchers only give assignments related to reading extensive reading homework and reading readings. Follow-up activities in online classes include group discussions related to the text, sharing about the text and reading favorite parts of the text. In the process, the researcher gave several texts for students to choose as their reading homework. After the implementation of extensive reading, the close-ended and open-ended questionnaires were distributed to the students. In interpreting the students' score of close-ended questionnaire, the interval score of questionnaire was developed (Sugiono, 2012). As the last step, some students wereinterviewed to clarify the findings. Interview is the process of obtaining explanations for research purposes by using online question and answer between and students. There are several types of interviews that are used to collect data in qualitative research such as structured interviews.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used methods The researcher used the qualitative approach with a case study design. Qualitative research is a holistic approach that involves discovery. Qualitative research is a study that is usually carried out to describe, explain the quality or features of social influences that cannot be explained and measured using numbers (Saryono, 2010).. According Creswell (2003) definescase study as “researcher explores in depth a program, an event, an activity, a process, or one or more individuals”.

There are some reasons why qualitative method is the most appropriate method of this research. They are among others:

1. This research is basically conducted in natural. The data gathered are taken from teacher and student activities.
2. This research uses interview, documentation as instrument in primary data collection.
3. This research uses data analysis.

B. Research Participant

1. Place and Time of the Research

a. Place of the Research

This research took place at Universitas Muhammadiyah Parepare, because it enables the researcher to conducted the research more effectively.

b. Time of the Research

This research was conducted for two weeks, the researcher divided into three sections, they are observation, Questioner, and interview. First week, the researcher became a participant observation in the whatsapp to observe the process of learning to teach reading.. Thelast week, the researcher interviewed the subject of the research.

2. The Informant of the Research

In this research the selection of informants done intentionally or *purposive sampling* because the researchers determine the informants based on the criteria or research objectives. The researcher choose students involved in the learning process that using extensive reading in the fifth grade of English Departement Faculty of Teacher Training and Education of Universitas Muhammadiyah Parepare in 2020/2021 academic year.

C. The Process of Collecting Data

a. The Process of Collecting Data

There are many methods commonly used in research. It is based on the research problem. In conducting this research, the researcher used, interviews, documentation and collect data.

b. Interview

As the last step, some students were interviewed to clarify the findings. Interview is the process of obtaining explanations for research purposes by using online question and answer between and students. There are several types of interviews that are used to collect data in qualitative research such as structured interviews.

D. Technique of data Analysis

To collected data obtained from the result of interview, documentation and observation are analyzed to draw conclusions. Ary (2010) state that data analysis in qualitative research is difficult process because field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examine and interpret.

Data analysis is happen after getting data from sample pass through instrument and will use to answer the problem in the research or to examine hypothesis that suggest through data presentation. The purpose of data analysis is summarizing and simplifying the data in order to interpret and draw a conclusion. Ary (2010) state that Analysis involves reducing and organizing data, so that the data

obtained is more easily understood by readers, collating, searching for patterns and finding things that are important so that the information obtained is not opinion-based. The data obtained must be based on facts, what is read, seen and what is heard. In this research, researcher used qualitative data analysis. In analyzing the collect data, the researcher applied the steps of qualitative data analysis proposed by Miles and Huberman (1984) namely: data reduction, data display and conclusion drawing/verification.

a. Data reduction

Data reduction is the process of reducing the data occurring repeatedly. Data reduction is the process of selecting, focusing on the important things, simplifying, abstracting and transforming the data that appear in transcription. In this research, the researcher reduced the data that had been taken from the field which hadn't relation with research problem.

b. Data display

After data reduction, the next step in analyzing the data is data display. With Data display, it will make easy to understand what is happening. Data display itself is the process of showing data simply in the form of words, sentence, narrative, table, and graphic in order to the research mastered in the data collected as the basic of taking appropriate conclusion. Miles and Huberman (1984) state that "the most frequent from of display data for qualitative research data in the past has been narrative text" (in Sugiono, 2010: 341). In this study, the researcher used essay in displaying the data, because it was most common data display used in qualitative research.

c. Conclusion and veryfication

This is the last step of qualitative data analysis according Miles and Huberman is conclusion drawing and verification. The first conclusion is still temporary conclusion and will able to change if doesn't found strong proofs that advocate on obtained stage for the next. But if the conclusion that explained on beginning stage, and be supported by valid and consistent proof when researcher obtained the data in the field, so that conclusion is credible. The conclusion in qualitative research is an answer to the research problem, the researcher explains that the research gets maximum results or the research is successful about what she is researching.

Step in analyzing data in this research were: a. The researcher collected the data through interview, observation and documentation. Then, researcher selected by referring to formulation of the research problems in the study. After collecting and reducing the data, the researcher displayed those transcript data in the form of narrative. From description above, data analysis can described in the figure 1 below:

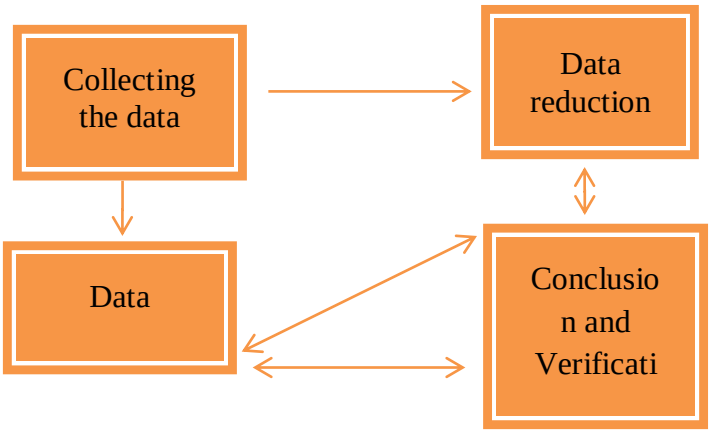


Figure 3.1 Technique of Data Analysis

A. Data Validity

In this stage, Reliability and validity of the data analysis was be tested by using Triangulation. This technique aims to check the truth of the data based on different perspective as much as possible in order to reducing the bias that occurs during data collection and data analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and discussion of the findings. The findings are arranged in line with the problem statements outlined in introduction part.

A. Research Findings

Based on the purpose of the research, the researcher draws the result of this research gained through the observation,and interview. The result of the research covers two main focus, they are the analysis of students' motivation and interest in learning reading through extensive reading method.

The researcher focused on reading skill used analysis of students' in learning reading through extensive reading method, involve learners reading text to develop general reading skill and for enjoyment. It can be compared with intensive reading, weach means reading in detail with specific learning aims and task. This related with theory Eddie Williams and Christ Moran that extensive reading is recognized as one of four styles of way of reading: skimming, scanning, and intensive reading. They note that these four reading styles are recognized "on the basis of observable behavior (notably speed of reading, degree of re-reading, 'skipping' of the text)". Extensive reading was effective in teaching reading comprehension and it can be used to more successfully achieve teaching goals at the fifth grade of English Departement Faculty of Teacher Training and Education of Universitas Muhammadiyah Parepare 2020/2021.

The use of extensive reading in teaching can help students easier in learning, help student understand grammar, help students to build reading speed and reading fluency. Developing reading speed is important because it helps learners to understand language faster and better. Extensive reading also help student to build their vocabulary, because when their read a lot, they meet thousand of word.

The benefit of extensive reading was gives students chance to read longer pieces of reading, whit they choose, whit they can read at their own speed and at their own ability level. This can be donee with graded readers. There are many benefits of Extensive Reading in language learning, such as increasing vocabulary, oral skills, increasing student motivation, and the growth of self-esteem and a sense of empathy, and making students more independent.

1. Analysis of Students motivation and Interest in learning reading through Extensive reading method .

The result of the analysis of students' motivation and interest in learning reading through extensive reading:

Tabel 4.1 the analysis of students' motivation and interest in learning reading

Analysis researcher of extensive reading	The observation result
Knowladge of basic extensive reading	The researcher knew about strategy of extensive reading
Planning and preparation	The researcher has good planning and preparation before entering in the classroom. Explained and discussed about material used extensive reading
Self-reflection and self-selected reading	researchers knew the achievement of students' understanding of extensive reading
Benefit of extensive reading	The researcher and students knew about benefit of extensif reading

1. Knowledge of Basic Principle and Planning/Preparation

The results of this research in the class of reading comprehension for 2 meetings, found that the researcher had the planning and preparation before entering in the classroom, by using extensive reading in learning reading comprehension. The use of extensive reading was very helpful for students in learning the subject matter. In accordance with Cheryll's statement of effective teaching that:"key of effective teaching are knowledge of basic principle and procedures, planning and preparation, teaching experience, self-reflection and modification of techniques, and flexibility."

2. Self-reflection and self-selected reading

Self selected reading where students given the opportunity to choose reading material according to interest and their motivation so they can get involved positively in the reading process. Follos (2007) which states the reading material chosen by the learners willdevelop motivation and improve reading skills.

students will be more easily bored and lazy to read if given material that does not match their interests. if students are given material in accordance with their interests and in accordance with school rules, students will be happier and motivate them to read more actively. As a researchers, teachers or lecturers, we must know to what extent the students' abilities and understanding are in learning, especially reading comprehension through this extensive reading.

3. Benefit of extensif reading

The researcher and students knew about benefit of extensif reading. In extensive reading students can choose reading material according their interest. They can provide reading materials by themselves or teacher can provide it. The benefit of extensive reading, students can increase their vocabulary and their motivation to read. Based the result of interviews between researchers and informants:

SS "The benefits of extensive reading were vocabularies get richer, I am attentive in reading, and I could get a lot of chances in reading".

The same thing was mentioned also with one of the other informants who stated:

NN: " I was motivated to reading english text. I understand more, I enjoyed group work.

SS: " in extensive reading we can choose reading text to be read by our own".

NM: " with extensive reading we can increase our reading time and make us more active in class participation

Besides, extensice reading can gave the students quite time to understand the material, and answer the text question. While the students gave a answer the

text question, students have a long time to increase their vocabulary, so their answer will not false and suitable with the text. It also supports statement of Grabe as cited in Wilkinson (2012) discusses some of the benefits of extensive reading that are to increase vocabulary, increase self-confidence and motivation, develop automaticity and structural awareness. Extensive reading was make students interest, motivated, and increase student vocabulary in learning reading.

1. The extensive reading increase the students' reading motivation in learning reading.

The result of observation based on observation sheet about student's reading motivation in learning reading comprehension which has some indicator. It was presented by the table below :

Tabel 4.2 the extensive reading increase the students' reading motivation

Indicators	The observation result
Focus on learning	students pay attention to the subject matter and lecturers' explanations, and actively ask lecturers and friends about material that is not yet understood
Time to study	take the time to discuss subject matter with lecturers and friends
Be earnest to work their exercises	students were more active in completing or doing their exercise.
Dicipline to finish their assingment	punctuality in doing and doing the assigned task

2. Focus learning

The first was focused in the learning process, in this section researcher pay attention to student activeness in online classroom during learning process is in progress. Students asked questions to researcher or friends about the material that

had not been understood means they have the will to know more about the material discussed.

3. Time to study

The second indicator was the amount of time provided for learning, the researcher found that the extensive reading in the learning process in the online classroom was very efficient, because when the process of learning because they just discuss using whatsaap and did not made students came to the campus to study, they only stay at home and receive material from the researcher.

The students' activity responded to the questions of the material, so that the discussion took place even though they were not in the classroom, it was also in accordance with the results of data collection from the existing documentation, where the documentation was taken from the discussion between students with the researcher screenshot on WhatsApp application. The discussion that occurred in the online classroom, students and lecturer can took advantage of the time by multiplying working out the exercise in the classroom when the materials that have been discussed previously been understood.

b. Earnestly to work their exercises

The second indicator is related to the third indicator of perseverance in doing exercise questions, in this section researchers pay attention the benefits of students discussing each other in doing and completing the exercise that has given by the researcher. Sometimes the lecturer also re-explains the materials in order to re-clarify the material that has been discussed.

c. Dicipline to finish their assingment

The thirth indicator is the discipline of completing the task, the researcher observes about the timeliness of working and collecting tasks. From the observation that has been done, the researcher gives the task to the students through one of the application that is whatsaap and also based on the result of 2 or 3 items of documentation screenshot in whatsapp about the tasks given by the students to the students.

B. Discussion

From the data collected from the interview in the online classroom and the documentation and about student's motivation in the learning process using extensive reading, the researcher found that from the three students studied, they were more active in the learning process especially in the reading subject, by using extensive reading.

Student motivation was also very influential on student learning process, based on found by researchers utilizing extensive reading in the learning process, especially in reading comprehension can increase student motivation, students more active to asked and answered the question, pay attention more to the material, and worked together to finished their assignment.

The researcher concluded the result of findings that the extensive reading was improve in teaching reading comprehension, in addition students motivation increased by using extensive reading. The student gave more attention to the

material, active in discussed the problem , and worked together to finished their task.

It can be concluded that this study indicated that the extensive reading used in learning reading comprehension was improve and it was able to increase students' motivation at the fifth grade of English Departement Faculty of Teacher Training and Education of Universitas Muhammadiyah Parepare 2020/2021.

CHAPTER V

CONCLUSION AND SUGGESTION

The result of this research about the analysis of students motivation and interest in learning reading through extensive reading method, at the fifth grade of English Departement Faculty of Teacher Training and Education of Universitas Muhammadiyah Parepare 2020/2021 showed that improve especially to improve students motivation in teaching learning process. Based on the data that has been obtained by researchers by using, interview, and documentation showed that the use of extensive reading method in learning, students can find out the level of our understanding in reading.

The researcher used online media such as whatsaap for discussion for makes it more efficient to discuss material. Student activity when discussing by using online media can increase its ability in reading English.

A. Suggestion

Based on the result of the research about extensive reading in learning reading comprehension at the fifth grade of English Departement Faculty of Teacher Training and Education of Universitas Muhammadiyah Parepare 2020/2021, the researcher give some suggestions, that are :

1. For students don't just read the chat, but take the time to read the subject matter, because reading can increase understanding, knowledge and broad insight.

2. For lecturers, in teaching using extensive reading is very good because it can help students improve vocabulary and student learning motivation.

BIBLIOGRAPHY

Amaluddin. 2015. *Buku Pedoman Penulisan Skripsi.* Parepare.Umpar Press.

Ary, D., et al.(2010). "Defining and designing qualitative research." *Introduction to Research in Education (8th ed., pp. 419-449). Belmont, CA: Wadsworth CENGAGE Learning*.

Creswell, J. W. (2012). Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th ed

Day, Richard R., and Thomas Robb. (2020) Extensive reading. *Language learning beyond the classroom*

Day. R. R. and Bamford. J. (2005). *Extensive Reading in The Second Language Classroom* (6th ed). Cambridge: Cambridge University Press.

Dondian, Bachruddin, Yanti. (2019). "*Extensive Reading Program: Increase Students' Reading Motivation"*. Universitas Pendidikan Indonesia. Jawa Barat.

Ferdila, Raihani. (2014). *"The Use Of Extensive Reading In Teaching Reading"*. Department of English Education, Indonesia University of Education.

Grabe, William. (2009).*Reading in a second language: Moving from theory to practice*. Ernst KlettSprachen.

Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). New York: Pearson Longman.

Ishtiaq, Muhammad.(2019). "*Book Review Creswell, JW (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches* . Thousand Oaks, CA: Sage." *English Language Teaching*12.5 :40.

Klingner, Janette K., Sharon Vaughn, and Alison Boardman. (2015). *Teaching reading comprehension to students with learning difficulties, 2/E*. Guilford Publications,

Pentimonti, Jill M., Tricia A. Zucker, and Laura M. Justice.(2011). "What are preschool teachers reading in their classrooms?." *Reading Psychology* 32.3: 197-236.

Rido and Yulia, (2019). "*Improved Student Reading Ability Umn Al-Wasliyah Through Method Self-Selected Reading".* Umn Al-Wasliyah. Medan.

Sachs, G. T. (2001). *Transforming Extensive Reading Lessons*. New Horizons in Education, 43, 78-90

Snow, C.(2002)."Reading for Understanding.Toward an R&D Program in Reading Comprehension.Santa Monica, CA: RAND, 7." *Reading.study Group* 11.

Soliman, Nagwa A. (2012). "Integrating extensive reading and reading circles in ESL."*International Journal of Global Education* 1.1.

Taguchi, Etsuo, MiyokoTakayasu-Maass, and Greta J. Gorsuch.(2004). "Developing Reading Fluency in EFL: How Assisted Repeated Reading and Extensive Reading Affect Fluency Development." *Reading in a foreign language* 16.2 70-96.

Yamashita, Junko.(2004). "Reading Attitudes in L1 and L2, and Their Influence on L2 Extensive Reading." *Reading in a foreign language*16.1 :1-19.