Chapter Two

Literature Review

This chapter provides literature reviews related to the students' book choices for extensive reading to support this research. The literatures from experts are elaborated into three parts: extensive reading, reading materials for extensive reading, and the types of reading materials for extensive reading. Besides, there are review of related study and conceptual framework of this research.

Extensive Reading

There are various definitions of extensive reading. Extensive reading is a method in teaching reading which encourages the students to read a lot of material in their level in new language; they learn for all-purpose, general meaning, information, and pleasure (Day and Bamford, 2004). According to Day (2003), "Extensive reading is based on the well-established premise that we learn to read by reading." The term of "narrow reading" is for extensive reading as the students do on their areas of interest (Krashen, 2004). Day (2003) said that EFL students become the fluent readers when they read extensively. As cited in Day (2015) about Palmer's view of extensive reading, the students read a great deal and read quickly. In extensive reading, books were read for both language study and real-world experiences (i.e., pleasure and information).

Moreover, the concept of extensive reading is exposing the students to enrich their language input and enjoyable environment with the purpose to improve their language knowledge and their enthusiasm to learn (Ferdila, 2014).

Based on Extensive Reading Foundation, the aim of extensive reading is "to help the student become better at the skill of reading rather than reading to study the language itself." Extensive reading is projected to build good reading habit, to develop positive attitude in reading, to construct the knowledge of vocabulary and structure (Richards and Schmidt, 2011). Furthermore, extensive reading has benefits.

There are several benefits of extensive reading. According to Day and Bamford as cited in Channuan (2016), extensive reading improves the students' confidence in reading without fear or concern of making mistakes or being upset by insufficient reading outcomes and enhances the students' motivation in reading to lead them in spending more time to read. Based on Ferdila (2014), there are five benefits of extensive reading: "building students' perspective that reading is a fascinating activity, creating enjoyable learning atmosphere, helping students in developing a wide vocabulary, improving students reading comprehension, and increasing students' motivation in reading." In line with the theory, Channuan (2016) and Nakanishi and Ueda (2011) stated that extensive reading has the positive outcome and improves the students' reading ability. In sum up, extensive reading is an approach of reading pedagogy that persuades the students to take on a large quantity of reading. Extensive Reading helps the students practice and get a deeper knowledge.

Reading Material for Extensive Reading

Reading materials for extensive reading have significant role as it contributes on reading progress and the students' reading habit. According to Day

and Bamford (2002), there are the principles of extensive reading related to reading materials; the material is easy, the wide variety materials consist of a wide variety of topics, and the students choose reading material.

The first principle means that the material should in accordance with the students' level. Hu and Nation (2000) propose that 98% words of text fiction should be known by the students. If the students found more than five words in one page (Day &Bamford, 2002), it means that the book is difficult for them so the students are impossible to read fluently. The easy material encourages the students to read (Prowse, 2002) which is in line with the aims of the extensive reading to reading as much as possible. In addition, the easy material constructs the speed of reading which builds the fluency in order to understand the reading (Day &Bamford, 2002).

The second principle is the wide of variety material on a wide variety of topics. To promote the students' desire to read, the various materials should be available in a wide range (Day &Bamford, 2002). Various reading materials encourage the reading as well as a flexible to read. There are various types of books that can be read by the students for extensive reading which are books, magazines, newspapers, fiction, non-fiction, and texts that inform and entertain, general, specialized, light, and serious. The materials that the students read should be informative and entertaining (Day, 2003).

The other principle is the students choose what they want to read. When the students choose their own book, they will be more engaged in what they read (Park & Ro, 2015). In line with the previous theory, Mukundan, Zarifi, and

Kalajahi (2016) stated that the students naturally obtain more enjoyment and curiosity in reading the topics that are strongly related to their interest. Moreover, Haider and Akhter (2012) suggested that the condition when the students enjoy the reading materials aside from the activities will give the positive effects and significant results. Thus, when the students are interested in their reading, their curiosity of reading motivation will increase.

Types of Reading Materials for Extensive Reading

There are various types of books that can be read by the students for extensive reading: books, magazines, newspapers, fiction, non-fiction, texts that inform and entertain, general, specialized. The students can read non-fiction books since the research conducted by Alexander and Jarman (2018) shows that science information books can be one of their readings for pleasure. Besides the implementation of extensive reading, journal article also can be the learning material especially in the context of English for Academic Purposes (EAP).

Based on Throsby, David, Zwar and Morgan (2017), lists of genres is separated into two: fiction and non-fiction. Some of these types are authentic material which are not written for learning purposes. Authentic materials such as high-interest books are required to increase a positive attitude of the learner in their learning (Fourault, 2017). However, Extensive Reading Foundation stated that authentic materials are not appropriate for learners because they are written for native who already know about the words and the grammar. As the students are the learners, they will get the difficulties. To overcome this problem, the students should use graded readers.

Extensive reading is commonly used by graded readers as the material which has two types: the rewrite and the simplified. According to Day and Bamford (1998), graded readers are the simplified texts designed for L2 students at several levels of language ability. Thus, it is separated to be the reading proficiency level to increase students' reading skills (Waring, 2005). The aim of graded reader is to assist the students in increasing their fluency at one level so that they can go to the next level. There are publisher of graded readers: Oxford, Heinemann, Longman, Cambridge, and Penguin.

In choosing the books for extensive reading, the students have their own criteria. There are several factors that influence book choices, such as recommendation, physical appearance of the books, price, author, and content. According to th research carried out by Throsby, David, Zwar and Morgan (2017), the recommendation is divided into five types, for example, the recommendation from a friend, bookseller or librarian, public figure, and celebrities. Alvarez (2012) stated that three students' criteria in choosing book title are difficulty of grammar, the difficulty of vocabulary, and number of pages.

Review of Related Studies

Numerous studies have been conducted to find out the students' book choices for extensive reading. A study done by Alvarez (2012) was recognized as the aim of the teacher and students' role in choosing the materials for the course especially with the selection of books for extensive reading. This study was conducted at one of the universities in Spain. The participants in this study were 10 teachers of EFL teachers, 20 EFL Spanish students who enrolled in a first year

higher intermediate English course, and 30 EFL Spanish students enrolled in a first year intermediate English course both offered by the University Alfonso X el Sabio in Madrid, Spain. Their age varied from 18 to 20 years old. The data were collected by using three questionnaires and an interview. The first and second questionnaire were designed to ensure the main differences between the criteria of choice that subjects follow in the group and among the groups. The purpose of the third questionnaire is to investigate students' feeling and reactions towards teachers' choices. In addition, to get some reactions about students' perceptions, it is finally clarified by their answers in the previous questionnaires. The finding shows that genre and topic preferences lead the choice of a book to be read in the classroom. In contrast, the option to choose their own reading can affect their suggestion in learning process. In the end, it guides to larger motivation in order to have the better learning.

A case study about EFL postgraduates students' reading habits and book preferences was also done by Noor (2011). The aim of this study is to examine the reading habit and book preferences of a group of EFL graduate students. This study took place in Malaysia. The respondents of this study were 52 (19 female and 33 male) postgraduate students at the School of Language Studies and Linguistic, Faculty of Social Sciences and Humanities, University Kebangsaan Malaysia. The age ranged from 20-45 years old. These respondents were the students who enrolled in an English Proficiency program. To collect the data, the respondents were required to do self-assessment of language skill. The result of their self-assessment exposed that they were good in all language skills. Besides,

this study used the Metacognitive Awareness of Reading Strategies Inventory (MARSI) by Mokhtari and Reichard (2002) questionnaire to measure the juvenile and adult students' awareness and the use of reading strategies. The questionnaire was separated into two parts. The findings show that there are seven types of preferred reading materials, such as internet materials, emails, textbooks, dictionary, novels/storybooks, journals, newspapers, magazines, reports, and instruction materials. The main reason to choose those materials is for studying and pleasure.

A qualitative study conducted in South Carolina by McNair (2011) aims to scrutinize the book selection of African American children and their parents. This study involved 10 families identified as African American families which consist of 7 girls and 3 boys. The wide range of children's ages was from kindergarten to second grade (6 kindergarten students; 3 first grade students; 1 second grade students). The parents' age variety is from 31 to 40 years old. The methodology used in this study was open-ended qualitative which used pre and post-interview to collect the data. The finding shows that the children and their parents discuss various considerations in the process of choosing the book by the physical appearance of the book, both title and cover of the books, gender and personal interest.

The above-mentioned related studies generate different findings. The differences of results depend on the site where the research is conducted, the main focus of the research, and also who are the participants of the research. The first study is about students' book choices that focused on the teacher and the students'

role in choosing books. The second study examined the EFL graduate students' preferences and reading habit. The third study analyzed the book selection done by the African American children and their parents. Moreover, all of related studies used qualitative method in gathering the data same as this research. The first and second research took place in university level is similar to this research that conducted in one of Islamic universities in Yogyakarta. The participants of the third study are children, while the participants of this research are university students.

This research took place in an EFL context since this research is conducted in Indonesia which is an EFL country. In addition, this research focuses on university students especially the freshmen. It can be seen from the focus of this research that is to explore books that the students read for extensive reading and also to discuss students' perception or opinion about the books that they have read in extensive reading implementation. Moreover, this research will give the readers a suggestion in book choices for extensive reading. Thus, this research will present the references for the next research which focuses on extensive reading especially book choices.

Conceptual Framework

Extensive reading is a way to learn a language through reading for enjoyment which is known as "pleasure reading". According to Day and Bamford, (2004), extensive reading is a method in teaching reading which encourages the students to read a lot of material in their level in new language; they learn for all-purpose, general meaning, information, and pleasure. In extensive reading, the

aims of reading books were to language study and real-world experiences (i.e., pleasure and information).

There are three principles of extensive reading that are associated with reading materials; the material is easy, the wide variety materials consist of a wide variety of topics, and the students choose reading material (Day and Bamford, 2002). It means that reading material for extensive reading is available in many kinds, such as; novel, magazine, article. Graded readers are commonly used as reading material of extensive reading.

The main aim in this research is to find out the university students' book choices for extensive reading. The researcher wants to explore the books which the students read during the extensive reading program. Therefore, it stimulates the researcher's curiosity towards the students' perception about the books they read in extensive reading program. It can be visualized in a draft below:

Figure 1. *Conceptual Framework of the research*

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