

**A Qualitative Study: University Students' Book Choices for Extensive
Reading**

A Skripsi

Submitted to the Faculty of Language Education

In a Partial Fulfillment of the Requirements

For the degree

Sarjana Pendidikan



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2019

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Acknowledgement

I would like to say *Alhamdulillahirabil'alamin* to Allah SWT for blessing, opportunity, and mercies that have been granted to me to complete this undergraduate thesis entitled “A Qualitative Study: University Students’ Book Choices for Extensive Reading”. In arranging this thesis, a lot of people have poured the motivation, advice, and support for me. My deepest appreciation goes to Ms. Evi Puspitasari as friendly and fabulous supervisor for all guidance and support she always gave to me from the very beginning stage of this research. I would also like to express my gratitude to my examiners, Mr. Endro Dwi Hatmanto and Ms. Ika Wahyuni Lestari for their encouragement and advice. I also thank all of amazing lectures of English Language Education Department, Universitas Muhammadiyah Yogyakarta.

I personally dedicate this research to my beloved parents and myself. My sincere gratitude is also presented to my family, especially my gorgeous parents who always support me in every single step in my life. I would never achieve this phase without their great effort. My special thank expressed to Edo Aldino Picesta who always unconditionally support me. Big thanks to all my crazy friends: Destri Puspita Adiningsih, Khizanatul Ulumi, Lia Amalia, Sayida Ralia MZ for being good friends since our college life started until end. Other thank I presented to Destri Puspita Adiningsih and Atta Rilysia Azis as my partner in every situation. I also never forget to mention and thank to Indah, Queen, Nilam and my extraordinary friends of Class D 2015 for all the memories we made. Next, thank you so much for the participants and the others who help and involve in this

research. The last but not least, the greatest gratitude is dedicated for myself. Thank you for the struggle and the hard work, you have tried your best!

Abstract

Extensive reading is the way of learning a language through reading for enjoyment which is known as pleasure reading. In extensive reading, books have important roles since they can affect the students' reading motivation. The aims of this research were to unveil the books that students read for extensive reading and to discuss their perception about the chosen books. The data were gathered from four students of batch 2018 in a private university in Yogyakarta enrolled in a reading class where extensive reading is implemented. The participants of this research consisted of 3 females and 1 male. Interview was used as an instrument to get the data. The result showed that the students read different books: children books, graded readers, and novels. According to the participants, there were six children's books read by them. Most of them said that those books were easy; it made them reading more books. Besides, graded readers were good books for extensive reading since those books are easy and in accordance with the students' level. In contrast, when the students chose inappropriate levels, it affects their reading motivation. In addition, there were many genres of the novels read by the participants. Interesting novels which were easy to understand made the participants enjoy the reading. On the other hand, there were difficult novels that made the participants skip even stop to read.

Keywords: extensive reading, students' book choices, students' perception

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Chapter One

Introduction

This chapter aims to introduce this research in which the researcher presents the background of the study to elaborate the underlying reason in conducting this research. To make it be more precise, the identification and the limitation of this research are elaborated after the background. This chapter also provides the research questions and objectives to clarify how the research is carried out. At the end of this chapter, the significances of the research are provided for those who may take benefits from this study.

Background of the study

Reading is one of the necessary receptive activities and one of the fundamental skills in language learning. That is because people will get the model of language inputs and information during reading activity which can develop their language proficiency. As a result, reading can help them to learn about grammar, vocabulary, expression, and even culture of the language which can assist them in using the language productively. That statement is supported by Walker; Banno and Kuroe; Fourault (2015) stating that extensive reading improves their vocabulary and grammar. In addition, Babaee and Yahya (2014) claimed that there are significances of using literature in foreign language teaching especially in reading contexts such as offering real-life situation like setting, promoting the students' attitude and knowledge on different culture, traditions, and societies.

Even though reading is important for the language learners, many students often consider reading as a challenging activity. Loucky as cited in Ferdila (2014) stated that reading is complex and involves the combination of both lexical and text progressing skills that are usually recognized as being interactive. The complexity of the information receiving process is not the only challenge that the students encounter in reading English books. As the learners who are still in an attempt to increase the language, they also have a barrier in the language. Hence, it even burdens them in doing the activity.

The obstacles encountered by the students concerning reading difficulty that outweighs their desire to read will be overcome by the teachers' proper guidance. The teachers should provide the strategies to make the students enthusiastic and enjoy in reading, especially reading English books. One of the strategies to teach and learn reading is extensive reading which highlights the students' personal preference in reading.

Extensive reading is increasingly popular worldwide than it was over the decades. According to Bamford and Day as cited in Jeon (2016), extensive reading is a method of language teaching in which the students read many easy materials in the target language. In other word, extensive reading is the way of learning a language through reading for enjoyment which is known as "pleasure reading". Pleasure reading means that the reading activity is based on the students' willingness. The students are allowed to read a relatively huge quantity of simpler texts typically for getting pleasure. The students doing pleasure reading means that they "learn to read", they practice the reading skill by reading for information.

Reading for pleasure enhances the students' motivation in reading so that it leads the students to spend more time in reading (Channuan, 2016). Extensive reading can attract the students' motivation to read because they can choose their book based on their interest. Since most of the students think that reading is boring, they have less motivation and the awareness to read, especially reading book in other languages particularly English books. In fact, many students become the hesitant readers (Kweldju, as cited in Ferdila, 2014) as reading in a foreign language is not easy and the students are still learning the language.

Book choices play an important role in extensive reading because book choices can affect the students' motivation in reading. That statement is in line with Babaee and Yahya (2014) who stated that using an appropriate book increases the students' motivation and interest. When the students know about the words of the page, read the materials quickly, and comprehend them at high level, they will feel that they have done it well. It is in accordance with Sewell (2003) who stated that the students should feel successful while reading. Thus, by feeling that way, they will be motivated to keep reading. Since motivation is important to drive the students to read. It is in line with the statement proposed by Barone and Barone (2018) who stated that intrinsic motivation is critical in reading. When the students enjoy reading, they have more curiosity about what they read and they persist doing it even though it is difficult.

So, it is clear that book choices can affect their motivation in reading. When the students choose the wrong book, it affects their language input. The students will not understand the content of the book. If the students do not understand what

they read, they will not get any language input from the book that they read and it becomes useless. Furthermore, the students will not be eager to improve their reading ability if they choose the book that is easy for them. Thus, it is important to choose the right books which are suitable to their level. Unfortunately, most of the students remain to encounter the difficulties in choosing the books. Therefore, the researcher would like to explore more about the students' book choices for extensive reading.

Based on researcher's experience as a university student in an EFL context when choosing the books for reading for pleasure, the researcher and some of friends did not know the kinds of books that are appropriate to help in enhancing the English ability. Hence, the researcher selected the books that are not appropriate for the researcher. The books have high language level and the content is out of interest. It then affects the researcher to be overwhelmed and stopped reading. It can be concluded that the book choices that are not appropriate for students can affect the mood and the motivation to read the books. Thus, based on the above-mentioned elaboration, it is interesting to explore the students' book choices for extensive reading in the EFL context.

Identification of the Problem

According to the introduction above, the researcher exposed several problems associated with the students' book choices for extensive reading. Based on the researcher's preliminary observation, there are the problems encountered by the students in extensive reading implementation related to books that they chose. First, the students did not know the kinds of English book that can help them

increase their English ability. Many of them which were randomly selected were the authentic English novel in which they ended up being overwhelmed with the language and then stopped reading. Second, regarding the types of book files, the students have a set of selection of soft-file and hard-file books. However, that statement might be not strong and need empirical evidence to support each judgment. Third, the students who are still in their effort to build up their love of reading need the book recommendation from others whose circumstance is the same as theirs. The book recommendation from people who have similar problem will enlighten them to follow the recommendation.

Delimitation of the Problem

It has been mentioned that there are three problems related to the book choices in the implementation of extensive reading. However, this research will focus on scrutinizing EFL students' book choices for extensive reading.

Research Questions

According to the above-mentioned theoretical background and issues, the researcher formulates two research questions as follows:

1. What books do the students read for extensive reading?
2. What is their perception about the book that they read?

Purposes of the Study

According to the research questions, there are two primary purposes of the study. First, this research aims to explore the books that the students read for extensive reading. Second, it also aims to discuss the students' perception or

opinion about the books that they have read in the implementation of extensive reading.

Significance of the Study

The researcher hopes that the result of this study will be beneficial for the students, lectures, other researchers, and institutions. Below is the significance of this research for each party:

Students. This study is to inform the students who are still on their way to increase their reading motivation of English books. In short, this research gives the students book recommendation for extensive reading.

English Teachers. For English teachers, the result of this study will become the basic consideration to choose reading materials if they are interested in implementing the extensive reading in the classroom.

Other researchers. This study explores the students' book choices for extensive reading. Other researchers can refer to this research data as a reference if they are willing to conduct the similar topic of studies.

Institutions. This research provides the information about students' preference of book for extensive reading. It will be used for the institution as the consideration of what books to provide in their library for extensive reading.

Research Outline

This research consists of five chapters. The first chapter presents the introduction of the research. It consists of the background of the research,

identification of the problem, delimitation of the research, research questions, purposes of the research, and the significances of the research.

The second chapter contains the literature review. It reviews the extensive reading, the materials for extensive reading, and the types of reading materials for extensive reading. Moreover, this chapter shows the review of related study and the conceptual framework of the research.

The third chapter is about research methodology. It includes the research design, research setting, research participants, data collection technique, data collection procedure, research instrument, and data analysis.

The fourth chapter presents the finding and discussion of this research. There are two main finding being proposed in this research; the books that students read for extensive reading and their perceptions toward the books.

The last chapter provides the conclusion which is the summary of the finding of this research. In addition, this chapter offers the recommendations of this research.

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 materials 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 questionnaires 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 postgraduate 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

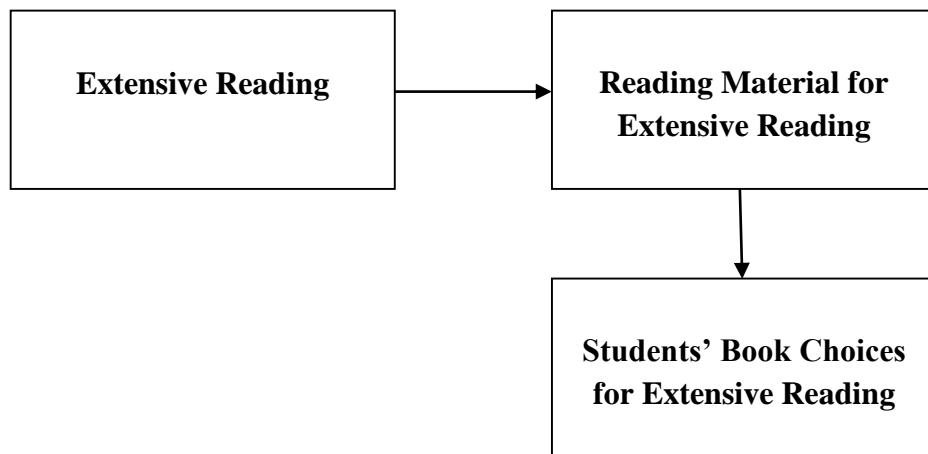
Extensive reading is a way to learn a language through reading for enjoyment which is known as "pleasure reading". According to Day and Bamford, (2004), extensive reading is a method in teaching reading which encourages the students to read a lot of material in their level in new language; they learn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



Chapter Three

Methodology

This chapter presents the methodology used in this research. The points that are provided are research design, research setting, research participants, data collection technique, data collection procedure, research instrument, and data

analysis. In the research design, the researcher defines the research design and the reason in deciding the design. The place of this research is elaborated in the research setting. Regarding the research participants, the researcher discusses about the participants involved in this research. In the data collection, the researcher explains the method of data collection. The steps in conducting the data are explained in the data collection procedure. The tools that employed are mentioned in the research instrument. The last section of this chapter is how the researcher analyzes the data.

Research Design

This research is qualitative research since the aim of this research is to explore the books that the students read for pleasure and their opinion about the books. Qualitative research is exploratory research which the aim is to discover trends based on thoughts and opinions, and dive deeper into the problem (Creswell, J.W (2012). According to Crescentini and Mainardi (2009), the aims of qualitative research are to investigate a particular area, collect data by using observation and interview, and enhance the idea from those data. The researcher chose to employ a qualitative approach because the researcher wanted to collect the data based on the participants' experiences. It is in line with the theory stated by Creswell (2012) in which the participants' views are obtained as the researcher collects the data based on the words from a small number of individuals (Creswell, 2012, p.13). In qualitative research, data analysis uses text or image data rather than statistical data analysis that typically in numeric form (Creswell, 2012). Furthermore, this research employed a descriptive qualitative design.

Descriptive qualitative is part of the qualitative approach which tends to describe from naturalistic analysis (Lambert & Lambert, 2012). Naturalistic analysis is individual or groups of individuals' experiences in the daily situation or specific events experienced by them. According to Lambert and Lambert (2012), the aim of this design is to complete the summary of explicit events experienced by individuals or group of individuals. The researcher used this research is because the researcher wanted to scrutinize deeper what book that the students read for extensive reading and their perception about the book. It is in line with Olson as cited in Merriam (1998) stated that in descriptive qualitative research will get the data by interviewing for in-depth information.

Research Setting

This research took place at English Language Education Department in one of the Islamic private universities in Yogyakarta. The first reason why the researcher chose that place was that there was a reading class where the teacher implemented extensive reading for the students. The second reason was the department consisting of EFL students that corresponds to the subject of this research which is in an EFL context. The last reason was that the researcher completely knows this department as well as has access to the department. It made the researcher finds it easier to conduct and manage the process of gathering the data.

This research was conducted starting from September 2018. The researcher needed three weeks to finish the chapter one. The literature review was done in three weeks. For the research methodology, the researcher needed 2 weeks to finish.

Furthermore, the researcher conducted the interview for two weeks in December 2018. The transcription was done in one week. Subsequently, the researcher finished analyzing the data in two weeks and started to write the finding and discussion.

Research Participant

The participants of this research were four students of English Language Education Department in one of the private universities in Yogyakarta. They are from batch 2018 that enrolled in a reading class where extensive reading was implemented. The certain criteria were the participants of this research were like reading based on teacher's recommendation. Another criterion was the diverse reading in extensive reading class. Inasmuch as the students have various reading sources, so they read many books. Moreover, the researcher also asked recommendation from their teacher. The participants of this research consisted of 3 females and 1 male. To keep the participants' identity confidential, the participants' name of this research offered with pseudonyms. They are Bella, Jacob, Alice, and Jane.

The first participant is Bella and she does not like reading book because it is boring. She preferred reading the book with pictures rather than book that full of words. Jacob as the second participant is really liked reading since he was in High School. The third participant was Alice and she liked reading novel, yet sometimes she also read newspaper when she was bored reading the novel. Jane as the last participants liked reading since she was in High School especially detective story.

She preferred reading to watching film because she feels happy and curious when reading.

Data Collection Technique

Interview was used in this research as the instrument to get the data. According to Kvale as cited in Cohen, Manion, & Morrison (2011), interview is an exchange of views between two or more people on a topic of shared interest. Also Cohen et al. (2011) stated that interview is a discussion of their experiences and expression regarding how they consider situation from their own point of view. In this research, the type of the interview that the researcher used was standardized open-ended interview due to its strengths. According to Cohen et al. (2011), the data are complete when the participants answer the same question that raises the comparability of responses and reduces the interviewer effects and bias. Open-ended items are used as construction of schedules. According to Kerlinger Cohen et al. (2011) defined open-ended items as “those that supply a frame of reference for respondents’ answer, but put a minimum of restraint on the answer and their expression”. They were used because they give some benefits. Cohen et al. (2011) argue that open-ended items are flexible, allow the interviewer to probe in order to get in-depth information or to clarify a misunderstanding, and enable the interviewer to assess the limits of respondents’ understanding. This research was employed indirect form as questions format. In qualitative research, the questions format should not lead the participants’ answer (Cohen et al, 2011). Moreover, the researcher used participants’ reading log in their reading class for additional data about the books that they read.

Research Instrument

Interview guideline, mobile phone recorder, pen, and note were used as the research instruments to gather the data. The researcher used interview guideline in conducting the data. It included the main and follow-up questions to collect the data related to the research questions. Mobile phone recorder was used to record the conversation between the researcher and the participants during the interview session. In addition, pen and notes were used to write the significant information that may come out during the interview.

Data Collection Procedure

This part presents the information about the procedures regarding how the researcher gathered the data. Firstly, the interview guideline was created by the researcher associated with the research questions of this research. The language used in the interview is Indonesian language. The Indonesian language used by the researcher in the instruments was to prevent misunderstanding between the researcher and the respondents as well as to make the respondents comfortable since the researcher and the participants have the same native language which was Bahasa Indonesia. By using Indonesian language, the communication ran well without any misunderstanding. In addition, the students gave their voices freely without language constraint so that the data gathered were richer and deeper.

The researcher did some procedures in collecting the data. Firstly, the researcher contacted the participants through WhatsApp to ask for permission and their willingness for conducting the data. After the researcher got the permission and the schedule for interview, the interview session was conducted in the place

where the participants felt comfortable. The interview took around 15 minutes for each participant in December 2018.

Data Analysis

The researcher followed some steps mentioned by Saldana (2016) to analyze the data. Those are verbatim, preliminary jottings the facts, probing, collecting similar facts, categorization, and deciding the categorization. The first step that the researcher did was data transcription known as verbatim which is converting the data from the audio interview into text as transcript form. The transcription was exactly the same as the participants' statement during the interview session in which no word was changed by the researcher. The researcher gave labels using pseudonym name for all participants, namely Bella, Jacob, Alice, and Jane. It was aimed at keeping the participants' identity confidential.

After that, the researcher did the member checking or probing to ensure the data were complete. Follow-up interview was done by the researcher by asking the participants about the data that needed in this research. According to Lincoln and Guba as cited in Cohen, et al (2011), the validation of the respondent was done by correcting errors, giving chance for the participants to add more information needed, and reviewing the summary of the data. In this step, the researcher asked the participants one more time in order to clarify the misunderstanding and the ambiguous statement. In member checking, there was no additional data from the participants, yet some of them clarified the title of the books in the interview transcript. It happened since there was misinterpretation from audio form into the text form.

After the transcription was complete, the researcher did the coding of the data in sequenced steps. According to Cohen, et al (2011), coding is a procedure done by the researcher to identify similar information. It is in line with Saldana (2016) stating that coding is a step to get data that concludes the presence of significant psychology facts, fact-capturing, or mark signs of psychology for a part of language-based or visual data. The researcher recognized the transcription of participants' information in the coding process.

The next step of coding was preliminary jottings the facts. It was a process of the researcher to break down information into the smaller unit/segment. In this step of coding, the researcher interpreted verbatim data into structured sentence without changing the original meaning of the data. Furthermore, the next step was putting similar kind of facts to groups or themes. The next step was categorizing previous groups or themes into big categorization. The last step of coding was deciding the categorization into concepts which answers the research questions of the study. In this step, the researcher concluded the category into descriptive form. It enabled the researcher to face a new theory. Those steps of coding were used to analyze the data.

Chapter Four

Findings and Discussion

This section presents the findings of the two research questions being proposed in this research. There are two main findings in this study including the books that the students read for extensive reading, and their perception about the book that they read. The findings were based on the interview with four participants whose names were pseudonym. There are Bella as the first participant, Jacob as the second participant, Alice as the third participant, and Jane as the fourth participant.

The books that the students read for extensive reading and their perception

The first research question was about the books that the students read for extensive reading. There were three findings resulted from the interview. The participants mentioned the books that they read, namely children books, graded readers, and novels. The second research question is their perception about the book that they read for extensive reading. The researcher found out their perception about the book that they read for extensive reading after having the interviews with the four participants. Based on the coding, it turned out the participants' perception were in three categorization; the language, the book's appearance, and the story.

Children's books. Two participants, Bella and Jane stated that they read children book for extensive reading. The first participant, Bella stated "It is children book". Children's books can be reading materials for extensive reading. In children book, the language that is used is easy to understand. It is aligned with one of the principles of extensive reading that the material is easy (Day & Bamford, 2002). There were five children books that she read, *Dora the Explorer: Dance to the Rescue*, *Opi Goes to Camping*, *I Don't Want to Go to Bed*, *Dirty Bertie*, and *Is That You Bertie*. Jane had similar opinion to Bella that she read children book for extensive reading. She argued "children's story, so it is easy", the children book that she read was "*Peterpan*".

Bella argued that *Dora the Explorer: Dance to the Rescue* had easy vocabulary. Moreover, in *Dora the Explorer*, there were few story plots, so reading this book should be focused as explained by Bella. Furthermore, that book was easy to understand and not boring. By reading this book, it drives the students to read

because the book is easy to understand and has easy vocabulary. It is in line with Day & Bamford (2002) who stated that the easy material constructs the speed of reading which builds the fluency in order to understand the reading.

Besides, *Opi Goes to Camping* was the first book that Bella read. The language used in that book was easy as stated by her that, “The book used easy language to be understood and the vocabulary was easy as well”. When the reading is easy, the students will read more books. According to Prowse (2002), easy material encourages the students to read. Moreover, Bella argued that *Opi Goes to Camping* is a thin book that consisted of twenty two pages. In addition, there was no much conflict in *Opi Goes to Camping*; therefore, Bella sated that it was a simple story.

Moreover, *I Don't want to Go to Bed* is thicker which contains a few writings and pictures. Although the book is thicker, it only contains a few writing which is in the bottom corner of the book. Since it is a book's children, it is easy to understand and good for beginner who wanted to practice reading as explained by Bella. The book that is easily understood also makes the students read more. It is in line with Prowse (2002) stating that when reading is easy and enjoyable they read much more of it.

Afterward, Bella argued that the pictures in *Dirty Bertie* and *Bertie is that You* made her imagine the story and interested. Pictured book makes learning new vocabulary became easy because they recognize the vocabulary by seeing the pictures during reading. According to Smallwood as cited in Zambo (2005), English

language learner was assisted by pictured books as the illustration visually showed vocabulary that the students needed to know. Besides, pictures also boost the students' interest, it also helps the students to recognize the meaning of the new vocabulary or words.

Similarly, *Peterpan* book also had easy vocabulary as assumed by Jane. Even though it had easy vocabulary, she stated that it was not interesting because she usually read the books about detective. It is important to read based on students' interest, because it affects their motivation and their attitude towards the reading. According to Babae and Yahya (2014), using appropriate reading increases students' motivation and interest.

Derived from the participants, there were six children's books read by them. Most of them said that those books were easy to read; it made them read more books. Based on Bella's experience, she did not like reading from the very first place, yet she turned to love reading after joining extensive reading in her class. She started by reading children books because children books contain pictures that attract the readers. Children's books are suitable for the beginners who want to start reading because they are easy to read. In addition, such books also build students' confidence and motivation in reading as well as help the students having anxiety in learning language. When they are confident to read, the students feel successful and have good reading habit. It is in line with one of the aims of extensive reading stated in Guide to Extensive Reading (2011), it is stated that "extensive reading helps the students become better at the skill of reading". Moreover, if the students are confident of their reading, the students are greatly encouraged to learn new

language (Day and Bamford, 2002) and it encourages the students to read more that further results in the growth of fluent readers. According to Waring as cited in Cirocki (2009), the students are able to read quickly for meaning, they will become fluent readers and then improve their proficiency in the new language.

Graded readers. There were two participants who read graded readers for extensive reading. The first participant that read graded reader was Jacob. He stated that “it is graded reader from Oxford”. In addition the other participants, Jane stressed that “it is book with levels in PBI office”. Graded readers are books written especially for language learners. According to Extensive Reading Foundation (2011), graded readers are the simplified texts designed for L2 students at several levels of language ability. Moreover, Hill (2008) defined them as books written for English learners with restricted lexis and syntax. They are labeled as “graded” readers because they are written in accordance with instructive syllabus which has growing grades or levels of difficulty (Guide to Extensive Reading, 2011). Graded readers are commonly used as reading material for extensive reading.

There were five graded readers read by Jacob and Jane. Jacob mentioned the graded readers that he read were *Sherlock Holmes: a Mystery Norwood*, *The Three Musketeers*, and *Sherlock Holmes: the Sign Four*. Meanwhile, “Little girl” and *A Visit to the Zoo* were graded readers read by Jane.

Jacob has opinion regarding graded reader entitled *Sherlock Holmes: a Mystery Norwood* and *The Three Musketeers*; the language and the vocabulary are easy to understand since it is for beginner level. Moreover, it is good for people who want to learn English. Those books are easy and in accordance with the

student's level. Furthermore, the language in extensive reading should be in line with the students' level and the words that are used should be familiar for the students. It is in accordance with the statement of Hu and Nation (2000) who propose that 98% of the words in fiction text should be known by the students.

On the other hand, Jacob stated that graded reader entitled *Sherlock Holmes: the Sign Four* has difficult vocabulary which then is also difficult for the beginners. Other than that, it contains longer story and thicker pages as many as 80 pages. Although this book has difficult vocabulary and longer story, Jacob stated that it is still understandable because he has learned English. This book increases his language learning and experience for English as the target language. Hill (2001) stated that graded reader helps the students in four ways: motivating, helping to improve reading fluently skill, helping language learning, and presenting reachable exposure of target language.

The Little Girl story was boring because it did not stimulate the curiosity, and the story ends quickly. It was important to choose interesting book that influences the students' attitude to read, yet in fact she read the book that is not interesting. It made her attitude turns to be negative because she was not curious and did not read such book more. Since attitude is important, it becomes one of the factors that persuade the decision to read (Yamashita, 2013). Moreover, Yamasitha (2013) stated that positive attitude can increase readers' engagement in reading. In addition, *A Visit to the Zoo* is interesting as its story is about detective and this book used high level language as said by Jane. If the book is difficult for them, they are impossible to read fluently. It contradicts the purpose of extensive reading; reading

in amount and in order to achieve a general understanding of what is read and persuade liking for reading (Richards & Schimdt, 2002).

So, by reading graded readers the students encounter much comprehensible language as graded readers provide useful words appearing frequently (Extensive Reading Foundation, 2011). When the students read graded readers that are in accordance with their level, the students would enjoy the reading. Graded readers actually are ideal books for extensive reading. Although it is suitable for the students, the books containing inappropriate levels that they choose will affect their reading.

Novels. Three participants revealed that they read novel during extensive reading. Novel is an authentic material since the aim of written novel is not for learning purposes. According to Fourault (2017), authentic materials such as high-interest books are necessary to enhance learner's positive attitude of their learning. On the other hand, Extensive Reading Foundation stated that authentic materials are not appropriate for learners because they are written for native who already understands the words and the grammar. Although it is not appropriate, all participants mentioned that they read novels as their books for extensive reading. In this section, the findings are divided into seven parts based on the genre of the books: fable, mystery, fantasy, comedy, fiction, horror, and adults. Genre is one of the consideration when they choose the books that is usually chosen based on their interest as stated by Alice that "Really like fantasy, it makes me feel like involved in the story. When they chose their own books, they will more enjoy and will be engaged with their reading. It is in line with Mukundan, Zarifi, and Kalajahi (2016)

declaring that the students naturally gain more enjoyment and curiosity in reading the topics that are strongly related to their interest.

Fable. Two participants read novel particularly the fable as the genre. Bella claimed that she read books about mouse. Fable is a variety of stories illustrated by non-human characters, eg. animals (Abrar, 2016). The first participant who read fable novels was Bella, they were *Geronimo Stilton* and *The Weather Cat*. The other fable novels were *The Possessive Whombies* read by Alice. *Geronimo Stilton* and *The Possessive Whombies* books tell about mouse as the main character of the story.

Then *Geronimo Stilton* is easy to understand because the vocabulary is not difficult enough and is good for beginner as stated by Bella that really likes this book. This book is enjoyable and improves the mood to read. Furthermore, Bella argued that “Vocabulary that used is more difficult because the level is higher” which refers to *The Weather Cat*. Bella said that the pictures contained in *The Weather Cat* were not interesting. Meanwhile, Alice explained that the story of *The Possessive Whombies* is boring because the story has the fast plot to reach the climax. Moreover, there were vocabularies that are unfamiliar for her.

Mystery. Jacob and Jane read mystery as the genre of the novels that they read. According to the research conducted by Throsby, David, Zwar and Morgan (2017), almost half of respondents pointed out crime/mystery/thrillers as a category they enjoyed reading among the other fiction books. It means that mystery is one of favorite genres to read. *The Lost Symbol* is novel having mystery genre read by

Jacob. Likewise, Jane also read the same genre as Jacob that is *LA Connection*. Jane explained that she prefers reading mystery to other genres.

The Lost Symbol used difficult language since it is novel written for native readers. Therefore, the beginner who did not have read that book in Indonesian version will find it difficult to be understood. Moreover, it is categorized as thick book as it has 670 pages. If the book is difficult for them, they will be impossible to read fluently. It contradicts the purpose of extensive reading, reading in amount and in order to achieve a general understanding of what is read and persuade liking for reading (Richards & Schmidt, 2002).

Jane shared similar opinion that *LA Connection* contained difficult language that makes her skipped some parts of the books. Even though this book is difficult, she was satisfied in reading since the genre of this story is mystery, particularly detective story. She preferred choosing detective than romance story that is based on her interest. It is in line with one of principles of extensive reading that the students choose the book that they want to read (Day & Bamford, 2002).

Fantasy. In the research accomplished by Throsby, David, Zwar and Morgan (2017), it was proven that fantasy occupies second rank of favorite fiction/non-fiction book. There are three books that are considered as fantasy genre: *Harry Potter and the Philosopher Stone* and *The Trip with Lindsey* read by Alice and *Enchanted* read by Jane.

Harry Potter and The Philosopher Stone had difficult language that made them stop the reading as said by Alice. Alice said that the book is thick, hence she did not intend to read it as she thought that the book was difficult to understand.

Based on the participant's answer, it can be said that difficult book affects their motivation toward the reading. According to Azmuddin, Ali, Ngah, Tamili, and Ruslim (2014), if the materials are not interesting and difficult, they encourages the students to stop their reading.

Enchanted, Jane chose to read that book because she likes the film even though the genre was not her favorite. Jane said that she got new parts of the story that was not shown in the film when reading the book. In addition, Alice said that *The Trip with Lindsey*, had boring story, yet it could help to increase vocabulary. They read various novels that can give benefits for them, namely increasing vocabulary. It is in line with Morgado (2009) stating that different novels that the students read will be the depiction for the students to construct the vocabulary, reading comprehension, strengthen their reading skill and develop their confidence.

Comedy. Alice read *A Wimpy Kid series: The Last Straw, The Long Haul*, and *The Cabin Faver*, while Bella read *Dork Diaries*. Alice said that A Wimpy Kid series are good books. *The Last Straw* illustrated the situation when she was in Senior High School. Furthermore, *The Long Haul* reminded her to her family, and *The Cabin Faver* reminded her about holiday. The story was related to her life, so it made her more engaged with the story.

Bella said that Dork Diaries had difficult vocabulary. Moreover, Bella revealed that *Dork Diaries* was rather thick and makes her unwilling to read. In addition, she argued that she did not like the font in *Dork Diaries*. The appearance of the book is one of the factors that can persuade the students to read, especially

the font. Katzir, Hershko, and Halamish (2013) argued that font has different effects on reading understanding.

Horror. This genre was only read by one participant that was Alice. She read *Rihanna the Seashores Fairy*. Alice exclaimed that the vocabulary in *Rihanna the Seashores Fairy* was difficult as it was unfamiliar for her. *Rihanna the Seashores Fairy*, as said by Alice, was good story because the ending is unpredictable and interesting.

Adults. The only one who read novel with this genre was Jane. The book read by Jane was entitled *Cambridge*. This book used difficult language and the reason why she chose this book was that she wants to know the culture. As mentioned by her that “... I read *Cambridge*, it is adult story. I want read and finished this because I was curious with the culture. Even though this story is a bit vulgar but I know how the culture is”.

Based on the result, there were many genres of the novels read by the participants. It occurred because each participant had their own preference and interest when they choose the books. There were books that are interesting and easy to understand; hence, the participants enjoy reading the books. On the other hand, there were some books that have difficult language that make the participants skipped and stopped their reading. As a result, the students should pay attention to the language when choosing novel because novels have no levels as graded readers. Since novel is an authentic material written not for language learners, the language is addressed for native readers. Moreover, Extensive Reading Foundation (2011) stated that native books have many words which appear only one or two times.

To sum up, this research found three kinds of books that the participants read for extensive reading: children's book, graded readers, and novel with various genres. Moreover, most of the participants said that children' books are easy and interesting because those books contain pictures that also help them to understand the meaning of new words. It made them enjoy the reading and read more books. Besides, graded readers are books that are suitable for extensive reading. They are easy to understand and good for whoever want to learn reading. However, there were graded readers that have difficult language; when the books were not in accordance with their level. So, it is important to choose books that appropriate with their level. In addition, there were many genres of novels that participants read based on their interest. There were novels that are easy to understand and interesting which made they take pleasure in reading. In contrast, there were novels that have difficult language and thick pages that made them skipped some parts of the book evenstopped their reading. Since novels are written for native, the learners found it difficult to understand the language.

Further, students' book choices affected to their motivation in reading. Based on the participants' experiences when they read the difficult book, they felt lazy and skipped even stopped their reading. In contrast, when they read interesting books, they enjoyed and wanted to read more. Therefore, book choices has important role in reading, especially in enhancing reading motivation. It is important for the students to choose appropriate books that made them motivated.

Chapter Five

Conclusion and Recommendation

The last chapter of this research provides two primary discussions: those are conclusion and recommendations. The first is conclusion which discussed about the summary of the finding found by the researcher based on the data. The second is recommendation which offered suggestion for students, English teachers, other researchers, and institutions.

Conclusion

The focus of this research is exploring EFL students' book choices for extensive reading. The purposes of this study explicated two objects. The first purpose is the books that the students read for extensive reading. The second purpose is the students' perception or opinion about the books that they read in the implementation of extensive reading. The researcher interviewed four participants to collect the data.

The first aim of this research is to explore the books that the students read for extensive reading. This research found out three kinds of books that the students read, namely children's books, graded readers, and novels. Six children's books that they read for extensive reading were *Dora the Explorer: Dance to the Rescue*, *Opie Goes to Camping*, *I Don't Want to Go to Bed*, *Dirty Bertie*, *Is That You Bertie*, and *Peterpan*. Moreover, the graded reader entitled *Sherlock Holmes: a Mystery*

Norwood, *The Three Musketeers*, *Sherlock Holmes: the Sign Four*, and *The Little Girls*. Additionally, novels were as follows: *Geronimo Stilton*, *The Possessive Whombies*, *The Lost Symbol*, *LA Connection*, *Harry Potter and the Philosopher Stone*, *Enchanted*, A *Wimpy Kid* series (*The Last Straw*, *The Long Haul*, *The Cabin Faver*, *Dork Diaries*, *Rihanna the Seashores Fairy*, and *Cambridge*)

The second aim is to discuss the students' perception or opinion about the books they read in the implementation of extensive reading. Based on the data that the researcher gathered from the participants, this research showed their perceptions in term of three categorizations: language, books' appearance, and story. First, this section discussed about the language used in the books that they read including the vocabulary. According to the participants, there were books that have easy language that stimulate them read more. Some of the books have difficult language which made them skip some parts or even stop reading. Besides, book's appearance influences their motivation to read, such as the thickness of the books, font, and pictures. In addition, the story affects both their reading interest and motivation. There are factors about the story that influence the students, such as whether or not the story is interesting, the length of the story, and the plot of the story.

Recommendations

Based on the result of this research, the researcher provided some recommendations related to this research, such as students, teachers, other researchers, and institutions.

Students. Based on the participants' experiences in reading the books, there are some books recommended by that participants. For the students who want to

love reading, they can start by reading children's books, such as *Geronimo Stilton*, *Dirty Bertie*, and *Is that You Bertie*. Then for those who want to read books that are in accordance with their level, they can read graded readers, for instance, *Sherlock Holmes: a Mystery Norwood* and *The Three Musketeers*. Meanwhile, for those who want to challenge themselves can read novels, such as *A Wimpy Kid series*; *The Last Straw*, *The Long Haul*, *The Cabin Faver*.

Teachers. This research showed about the books that the students read for extensive reading and their perception about those books. Therefore, the teachers who want to implement extensive reading program can use this research as the consideration to choose the books for the students. There are children's books that use easy language and interesting pictures. It can encourage the students to read more. Besides, graded readers are suitable for extensive reading and good for those who want to learn reading. Nevertheless, it is important to choose appropriate level when choosing graded readers. Moreover, novels can be the reading materials for the students since they have many genres to be read.

Other Researchers. Afterward, the researcher expects to conduct further studies related to this topic and to use this research as the background knowledge. Subsequently, researcher also recommends to investigate the similar topic along with different focus or any other aspect that related to extensive reading, students' book choices, and their perception towards the books. The other researchers can conduct the similar research using the other research designs, such as survey to know the trend of EFL students' book choices for extensive reading.

Institutions. This result of this research will help the institutions to provide the books that the students prefer to read for extensive reading in the library. The books recommended by the participants may become the consideration for the institutions. First, the examples of children's books are *Geronimo Stilton*, *Dirty Bertie*, and *Is that You Bertie*. Second, the examples of graded readers are *Sherlock Holmes: a Mystery Norwood* and *The Three Musketeers*. Third, the examples of novels are *A Wimpy Kid series*; *The Last Throw*, *The Long Haul*, and *The Cabin Faver*.

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Appendices

Appendix 1. Interview Guideline

Purpose	Theory	Interview Questions
To ensure that they read extensively	Extensive reading is one of language learning method through a huge quantity of reading for pleasure (Jeon & Day, 2016)	1. Apakah kamu suka baca?
To know the books that students read for extensive reading	One of extensive reading principles is the wide of variety materials consist of a wide variety of topics (Day & Bamford, 2002) The books include (fiction and non-fiction), magazines, and newspaper as long as the books are interesting and informative for the students (Day, 2003)	2. Buku apa saja yang kamu baca selama extensive reading?
To know the students' perception towards the books	The appropriate reading improves students' motivation and interest in	3. Pendapat kamu tentang buku itu apa?

	reading (Babae and Yahya, 2014).	
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Appendix 2.1 Compilation of Coding 1

Category	Interpretation
Children's books	Dora the Explorer : Dance to the rescue (P1.2)
	Opi Goes Camping (P1.3)
	I don't want to go to bed (P1.4)
	Dirty Bertie (P1.5)
	Is that you Bertie (P1.6)
Graded readers	Peterpan (P4.4)
	Sherlock Holmes (P2.1)
	The Three Muscateers (P2.2)
	Another series of Sharelock Holmes(P2.4)
	A Visit to the Zoo (P4.6)
Novels	The level books in PBI office, the title of the book is Little Girl (P4.17)
	Fable
	The weather Cat (P1.7)
	Geronimo (P1.8)
	The Posessive of Whombles (P3.3)
Mystery	The Lost Symbol by Dan Brown (P2.3)
	LA Connection (P4.1)

	Fantasy	Harry Potter (P3.1)
		The Fairy tales of Lindsey (P3.4)
		Enchanted (P4.3)
Comedy		The Last Straw (P3.9)
		The Long Haul (P3.10)
		The Cabin Faver (P3.11)
		Dork diaries (P1.9)
Horror		The horror book, but forget the title (P3.5)
	Adults	Cambridge (P4.5)

Appendix 2.2 Compilation of Coding 2

Category	Interpretation
The language	Level The book used easy language to be understood ... (P1.10)
	The book is easy to understand, so good for the beginner who want to practice reading (P1.15)
	the level is higher (P1.27)
	The books are first level so the language is easy to understand (P2.6)

		It is difficult because the language is for native (P2.11)
		The language is high (P4.2)
		The language is difficult, so some parts skipped (P4. 2)
		The language is easy to understand (P4.10)
Vocabulary		... the vocabulary was also easy (P1.12)
		Vocabulary that used is more difficult (P1.24)
		The vocabulary is still easy (P2.8)
		There were difficult vocabulary, so for beginner is difficult (P2.10)
		There were unfamiliar vocabularies (P3.8)
		The vocabulary is difficult (P3.8)
The book's appearances	Thickness	The pages of this book are just twenty two pages (P1.14)
		The book is thicker (P1.16)
		... and thicker because it is eighty pages (P2.12)

		The book is thick around 670 pages (P2.14)
		The book is thick (P3.21)
	Pictures	There were few pictures (P1.17)
		The pictures are not interesting (P1.29)
		Interesting because there were pictures so we can imagine the story (P1.33)
	Font	Doesn't like the font that used (P1.36)
The story		There is no much conflict in the story (P1.13)
		There were few story's plots, so when reading the book should be focus (P1.20)
		... the story plot was easy to understand (P2.7)
		The story is longer ... (P2.11)
		The story is related to the real life, very good book (P3.12)
		The story is ordinary, although it was boring but it can increase the vocabulary (P3.16)

	The story is not interesting because so fast reach its climax (P3.17)
	Interesting because the ending is unpredictable (P3.19)
	The book was not interesting because the story end quickly and doesn't built the curiosity (P4.12)
	There is story that not showed in the Film (P4.13)
	... this part of the detective story is interesting (P4.16)