

**READING STRATEGIES USED BY LECTURER IN
TEACHING EXTENSIVE READING AT ENGLISH
LANGUAGE EDUCATION STUDY PROGRAM
OF FKIP UIR**

A THESIS

*Intended to fulfill One of Requirements for the Award of Sarjana Degree In
English Language Teaching and Education*



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THESIS APPROVAL

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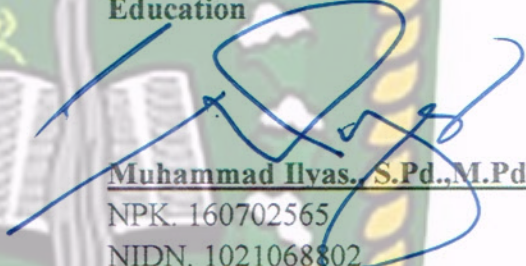
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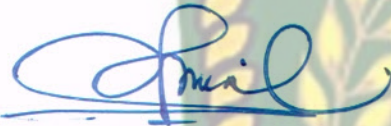
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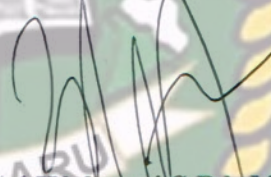


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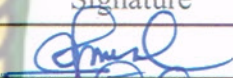
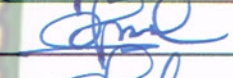

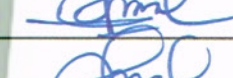



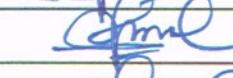


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Alhamdulillah *robabil'alam*, All praise is due to *Allah Subhanahu wa Ta'ala*, Lord of the worlds, The entirely Merciful and The especially Merciful who always bless and help the writer so the writer can finish the thesis entitled : **“Reading Strategies Used by Lecturer in Teaching Extensive Reading at English Language Education of FKIP UIR”**. And the solutation to our prophet **Muhammad Shalallahu alayhi wa sallam** for this guidance that leads the writer to the truth.

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Although this thesis is still so far from perfect, the researcher hopefully will be useful not only for the researcher but also for the readers.



Sincerely yours,

The researcher,

Anissa Alfah

ABSTRACT

Anissa Alfah. 176310520. Reading strategies used by lecturer in teaching Extensive Reading at the English Department of FKIP UIR.

Keyword: *reading strategies, teaching reading, Extensive reading*

This research aims to find out the reading strategies used by the lecturer in teaching extensive reading at the English Department of FKIP UIR. The objective of this research is to know the strategies of the lecturer in teaching extensive reading. The informant of this research is the lecturer of English Teaching Department Universitas Islam Riau. The design of this research was quantitative research. The instrument of this research is an interview and survey reading strategies.

The researcher used the survey of reading strategies to find out the strategies in teaching extensive reading. The technique of collecting data was to ask permission, make an appointment to meet a lecturer and then ask some questions and ask the lecturer for help to fill out a reading strategies survey. The researcher analyzed the data by using data description.

In this research, the researcher found out five strategies that used by the lecturer in teaching extensive reading at the English Department Study Program of FKIP UIR. The strategies were In class activities, summarizing strategy, evaluating strategy, combining paper based and online extensive reading and length of extensive reading practice. Those strategies helped the lecturer to make students become active and creative and also The lecturer used various strategies to make the teaching and learning process interesting and not monotonous.

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Dokumen ini adalah Arsip Miik :

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading is one of the important skills in language learning , as reading is a way of gaining new knowledge and increasing the information that involves thinking. There are many benefits of reading. Some of the benefits of reading can improve confidence and improving the reader's thinking process. Reading is important for increasing one 's self confidence. Reading is concerned with how a person fills mind by what they read. If a person lacks the knowledge or information they wants to say, they will lack confidence. Through reading activities, students can improve the language through what they read. They'll get new information and ideas they need to know. And they will not be able to know anything they did not know before. By reading, someone will get a lot of information. The more they read, the more information they will got it. According to Laddo (2007) Reading makes a person smarter and creative.

Teaching reading has an important role in language learning. Teachers need resources and methods that are appropriate for pupils when teaching reading, because a strategy is an activity used by the teacher to achieve one or more of the teaching learning goals(Gurning&Refar,2017). It is the responsibility of the teachers to teach reading. The English teacher should have supervised practice delivering the reading materials. Mahardinata(2012) stated that reading is one of the important skills in language learning among listening,speaking and writing.

by reading students can gaining new knowledge and increasing the information that involves thinking. There are many benefits of reading. Some of the benefits of reading can improve confidence and improve the reader's thinking process. Reading is also very important for English students because reading can enlarge their knowledge, vocabulary, and information (Riyanti, 2012). Reading is concerned with how a person fills their mind with what they read. If a person lacks the knowledge or information they want to say, they will lack confidence. Through reading activities, students can improve the language through what they read. They'll get new information and ideas they need to know. And they will not be able to know anything they did not know before. By reading, someone will get a lot of information. The more they read, the more information they will get. According to Laddo (2007) Reading makes a person smarter and creative.

In effective reading, teachers lead the students in the classroom to make students become proficient and successful readers. Some of us should have knowledge and learning when it comes to studying the English subject especially reading. Reading skills have become very important in the English field. Students need to practice often and be trained as well as possible in order to have good reading skills.

As revealed by Dalman (2013), reading is the key to success in education. It is important for students to have reading ability not only to understand, but also to pick the required reading English materials. Therefore, as one of the important skills in the level of education, the reading process must be done continuously to develop and improve the students' reading ability. Through

reading, individuals can get information about their country's political, social, and economic and cultural problems. Reading has an impact on general attitudes, beliefs, standards, morals, judgments, and behavior. The goal of reading is to connect ideas on a text with what you already know. Reading for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts, and reading for general comprehension are all included in the category of purpose for reading, according to Grabe William and L. Fredrika (2002). The reader must understand about the subject reading is connected to ideas.

Based on Patel & Jain (Asih Nurcahyani,2016) reading consists of four types. they are intensive reading, extensive reading, aloud reading and silent reading. Each type serves a different purpose, and all types are useful for increasing student knowledge. In this study the researcher will discuss extensive reading.

Extensive Reading is types of reading involves learners reading texts for enjoyment and to develop general reading skills. Extensive reading is a technique in teaching reading that is characterized as a situation in which students read a lot of material at their level in a foreign language, they read for general, overall meaning, and information at one with enjoyment, according to Day and Bamford (2004).

Extensive reading, according to Day and Bamford in Milliner and Cote (Milliner & Cote, 2015), permits kids to read huge amounts of self-selected reading items that are below or at their language level. Extensive reading for

foreign language learners is not easy because reading in English is complicated and it's hard to get meaning from the text.

In teaching extensive reading, lecturers as the center and facilitator to the students in the classroom must to prepare some strategies to teach them so the students can understand what the lecturer explain in the classroom. Based on the writer 's experience when learning extensive reading in the classroom, the writer found some students have some It's difficult to deduce information from a text. Furthermore, pupils who are not motivated to read found the book to be uninteresting because they had to continuously search up words in the dictionary to figure out what they meant. So, most of them become inactive. in the classroom, felt bored, and uninterested in the learning process. Some students are faced with similar issues.

From the explanation above, there were some problems encountered by students in extensive reading. Those problems were caused by some factors. First, students should know their level of language proficiency. Second, it will be hard to keep students challenged to read more difficult texts. According to Anderson (2008)It is necessary to teach students reading techniques in order to encourage them to become more active and interested in reading activities. Reading with varied strategies encourages students to be more creative and critical readers. So, the lecturer should be able to use good strategies to improve students' ability in extensive reading. Based on this issue the researcher wants to conduct with title “**Students Reading strategies in teaching extensive reading for 2nd semester at English Language Education Study Program Of FKIP UIR**“.

1.2 Identification of the Problem

There are some difficulties that students also find while they learn reading texts. Students thought that reading is not easy. Students had difficulties understanding text reading English and the meaning of the word . Therefore, students preferred to be silent and less participate in the class. In addition, the students had difficulties in pronunciation when they were reading English texts.

The good strategy is to make students attracted to improve their reading skills. Media is very supportive to attract students in the learning process. Good media will keep students interested in reading and not easily bored during class.

In this case the researcher tries to analyze strategies used by the lecturer in teaching reading that could be effective strategies for English teaching extensive reading.

1.3 Focus of the Problem

The researcher focuses on reading strategies of the lecturer used in teaching extensive reading at the English department of FKIP UIR.

1.4 Research Questions

Based on the title that researcher have, the research make the formulation of the problem in this research:

1. What strategies are used by students in extensive reading at the English Department of UIR?

1.5 Objectives of the Research

To know the strategies of the lecturer in teaching the extensive reading class.

1.6 The Significant of the Research

The result of this research are expected to contribution to the followings :

1. For students : to help the students in overcoming difficulties during learning extensive reading subjects.
2. For the reader : to give information about good strategies for improving students' understanding of extensive reading.
3. For an English teacher : to help the teacher choose a good strategy for teaching their students .

1.7 The Definition of Key Terms

1. Reading Strategies

Reading strategies is a key element of improving students' comprehension. Students require reading methods in order to accomplish various assignments and gain knowledge by reading texts offered by lecturers and online media.

Reading text requires the use of strategies. Many researchers have discovered that reading strategies are capable of helping students to read effectively and efficiently. According to Richard Jack C, and Willy A. Renandya (2002), Reading strategies are very helpful in improving student performance in understanding reading. by using strategies in reading can make it easier for readers to understand a text that will be read.

2. Reading Skill

According to Ermanto Said (2008:1), Reading is the third stage of four skills that must be mastered by students in learning languages. Reading is a receptive skill - through it the people receive information. Reading skills is

something required to be learned because it is needed to support their learning process. They should read their textbooks or other material related to their lessons.

3. Extensive Reading Strategy

According to Day and Bamford (2004), an extensive reading strategy is a teaching strategy in which teachers can offer follow-up activities after reading to evaluate and track students' reading progress. With extensive reading, the learners can improve their reading fluency and vocabulary in the target language. Students should read as many texts as possible. The basic activity in extensive reading strategy is reading implying that students will be required to read. According to Harmer (2007), Teachers should encourage students to report back on their reading in various ways, such as using reading journals, in order to keep track of their students' reading. In this research, extensive reading strategies make the teaching and learning process interesting and not boring.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Relevant Theories

The lecturer's strategy is one of the most important things in the teaching and learning process. The purpose of this research is to discover strategies of the lecturers.

2.1.1 The Nature of Reading

Reading is a process that the reader undertakes and employs in order to obtain the message that the author wishes to convey through the medium of words / written language. A process that requires a group of words to be seen in a single glance and the meaning of the words to be known individually. If this condition is not fulfilled, the message expressed and implied will not be caught or understood, and the reading process is not done properly. Reading is an important activity in daily life because it not only provides information but also serves as a tool for expanding one's knowledge of many aspects of life. Reading will help you understand words and improve your thinking skills, improve creativity and also get acquainted with new ideas. Finochiaro and Bonomo in Tarigan (2008, p. 7) explain that Reading is bringing meaning to and getting meaning from printed or written material, picking and understanding the meaning or meaning contained in the written material.

On the matter of importance of reading, somebody can improve science. So, that reasoning develops and is broad-minded that will be beneficial to themselves and others. Reading will gain useful practical knowledge in daily life.

Based on the definition, the researcher concluded that reading must evolve, so that the reader can understand the meaning of the passage and also capture the meaning of the text.

2.1.2 The Nature of Extensive Reading

(Chew & Lee, 2013) state that extensive reading activities should have a variety of reading material that effortlessly allows students to choose the texts which are suitable for their interest and level. Extensive reading, according to (Day and Bamford, 2004), is a technique for teaching reading that is defined as a setting in which students read a large number of texts at their level in a foreign language; they read for general, overall meaning, and information all while having fun. The concept of extensive reading involves exposing students to a rich and entertaining learning environment with the goal of improving their language skills and naturally developing their enthusiasm for learning.

In the Yemeni city of Sanna, extensive reading was first adopted by the British Council Language Center. Extensive reading has been introduced in the Department of English Literature in Indonesia and is very helpful in English as a foreign language is being studied. for first and students in their second semester. However, so far, extensive reading is not taught at the top level schools optimally

because it is integrated in the curriculum.

Extensive reading is typically provided with a great deal of reading material outside the classroom. Two elements, namely simple and interesting, should be included in extensive reading. That is, reading vocabulary and grammar content that is suited to the linguistic ability and attractiveness of the students to the material. The issue that causes extensive reading to be less developed for students is the lack of use of target language in daily activities. They learn English only when they are studying at school. Although many print or electronic media are accessible, it cannot provide comprehensible input for students. It is important to properly control and enforce comprehensible inputs. The most important thing is that in order to provide a lot of detailed and valuable feedback, learners must be actively engaged in the process of teaching and learning.

To optimize the effects of extensive reading, teachers are expected to read and extend the area of reading faithfully at all times. First a teacher who is not attentive in reading can not persuade and demonstrate to his students that reading is very important. There are two basic factors. Second, the competence and proficiency of teachers in English can be strengthened by reading extensively. The wider the teacher's reading, the higher the proficiency. Every school can practice extensive reading because it does not cost a lot of money. reading materials can be obtained from the collection of books, newspapers, magazines, internet access and others. from a number of materials, teachers can ask students to choose materials that are in accordance with their wishes and abilities. Extensive reading's goal is to encourage students to enjoy reading in the target language and to encourage

them to seek out understandable books to read for pleasure.(Pretorius & Lephala,2012).

The thing that is no less important in the implementation of extensive reading is the granting of special extensive reading training for English teachers, both related to the strategy and method of implementation of extensive reading.

2.1.2.1 Extensive Reading Activities

The basic activity in comprehensive reading that students will be given to read, according to Day and Bamford (2004). Teachers should encourage students to report their reading in specific ways, such as using reading journals, in order to keep track of their reading.

According to Harmer,2007, this is activity that can be done in a classroom:

1. Lecturer include group conversations concerning textbooks or journals that students have read.
2. Students participate in group discussions where critical readers and learners.
3. Students engage in regular debates about what they read. Students can also present the results of their discussion to the rest of the class.

The following possible activity is done in extensive reading activities is reading aloud. Harmer (2007) affirms that “ yet reading aloud of a particularly exciting or interesting excerpt can be extremely motivating and enjoyable for a class”.

2.1.3 Type of Reading Skills

Reading skills plays a big role in learning english. According to Patel and Praveen (2008), There are some types of reading such as Intensive reading,

Extensive Reading, Aloud Reading and Silent Reading.

1. Intensive reading is a style of reading that concentrates on the teacher's language and vocabulary in the classroom, as well as idiom and vocabulary found in poems, poetry, novels, and other sources.
2. Extensive reading is reading widely and in large quantities, with the main purpose of enjoying the reading activity itself. Extensive reading, according to Helgesen (2005:1), is an important part of any English as a foreign/second language reading curriculum. Students reading a lot of content and easy, pleasurable books might be classified as extensive reading.
3. Aloud reading is reading in a voice that is loud and clear. The pronunciation of the word is most critical for reading aloud. Wilson (2006:6) claims that reading aloud has a significant impact on kids. It can help children enhance their reading skills, interests, and growth in a variety of ways just by enhancing their own interest and reading ability.
4. Silent reading activities are intended to train students to read silently so that students can focus their attention on understanding a reading text. Silent reading, according to Elisabeth (2004:287-288), is defined as reading something without making loud sounds to others.

2.1.4 Element of Reading

Here are the elements of reading skills according to Armbruster, Lehr and Osborn (2001).

1. The ability to hear, identify, and manipulate individual sounds – phonemes

– in spoken words is known as phonemic awareness..

2. The concept of phonics is the belief that phonemes (the sounds of spoken language) and graphemes have a predictable connection (the letters and spellings that represent those sounds in written language).
3. The words we need to know in order to communicate successfully are referred to as vocabulary. Oral vocabulary and reading vocabulary are the two types of vocabulary. Oral vocabulary refers to the words we use when we talk or that we identify when we listen. Words we know or employ in print are referred to as reading vocabulary.
4. The capacity to read a material accurately and fast is known as fluency. When fluent readers read silently, they automatically detect words. They swiftly organize words to help them understand what they're reading. Fluent readers can read aloud with ease and expression. Their reading comes out as natural and conversational.
5. Reading is done for the purpose of comprehension. Readers aren't actually reading if they can read the words but don't grasp what they're reading.

2.2 Strategy of Teaching Reading

Brown (2004) states that when teaching reading, a teacher should select a strategy based on the unique needs of the reading. Think about how you'll deliver a text, how you'll utilize it to construct a lesson, and how you'll follow up, the teacher will concentrate on three aspects: First, Presenting a text. The teacher will provide a meaningful explanation related to the text in this section. This should provide students with a sense of purpose. The second is the teaching lesson

development. The teacher must consider the preparation of the text phases in the lesson while developing the reading materials, because of this allow the readers to comprehend the subject of the text well. Finally, the teacher can teach about some additional aspects of reading comprehension after introducing and improving the reading materials.

The teacher must put her knowledge to use to prepare successful reading lessons and to carefully, thoughtfully, and reflectively pick and make use of instructional materials to evaluate each student's progress . Reading lessons also needs teachers to plan well as their task requires education that will have a positive impact on children and adolescents' lives. Training requires more than just teaching teachers to use unique approach, procedures, and materials.

A teacher must have a good strategy so the students can learn to read and understand as much as possible. Brown (2004) has classified strategies into two types. The first is a direct strategy. This strategy is a different way to remember more efficiently and make use of all available cognitive processes and compensate for knowledge. The second type is an indirect strategy that focuses on several aspects such as learning organization and evaluation, emotion management, and learning from the others. There are several strategies of teaching reading that teacher should know, as follows:

1. Brainstorming and organizing ideas

Brainstorming is the process of coming up with a list of ideas in response to an initial question or idea. Brainstorming emphasized dynamic and innovative thinking, encouraging the perspectives of all participants to ensure

that all specific problems or concerns were taken into consideration. Brainstorming gives students the opportunity to create ideas or to solve a problem.

2. Clarifying

Clarifying is a reading strategy commonly called Collaborative Teaching. Clarifying is a term that refers to a set of cognitive strategies that students can use to identify where their understanding difficulties are and how they can gain meaning from words, phrases, sentences, or sections. Clarification strategies need to be adapted to specific types of text and need to be known for several reasons for students having difficulty understanding (unknown vocabulary, or common problems with getting meaning from print).

Clarifying strategies teach readers to try to do what proficient readers do, such as stopping reading when the text is no longer understandable and employing a variety of corrective strategies.

3. Click, Clunk

Click, Clunk is a method of teaching and learning strategy that students use to find out the difficulties of understanding themselves and teachers. Students read without sound and then said "click" for every word they understand and "clunk" whenever they come across a word, phrase, sentence, or passage that they don't fully comprehend.

Click, Clunk is a self-monitoring strategy that helps students determine where the difficulties are so they can correct their lack of comprehension. Used in class with a group of students who click or clunk quietly., this strategy gives

a sign to teachers where students do not understand. The main objective of the click and clunk is motivate students to concentrate on reading in order to gain understanding. while students “click,” They are familiar and understand the words, concepts, and ideas, and they read smoothly. When students "clunk," they identify exercises, concepts, or ideas that they do not understand or for which they need more information., (Klinger and vaughn, 1999). According to Bender and Larkin (2009:182), Click and Clunk is a strategy that assists students in monitoring their reading skills and identifying when they are struggling to understand what they are reading. It means that a strategy is required to monitor students' comprehension as well as their comprehension when reading a text..

According to Sadler (2001:4), the click and clunk strategy has the following steps.:

- a. Students make two columns labeled "click and clunk."
- b. Students read the sentence and make a list of what they truly understand (click) and what they do not understand (clunk).
- c. Discuss the "clunks" as a group and try to clarify the information.
- d. This can be accomplished through direct teacher instruction or by allowing students who are familiar with the issue to explain it in class.
- e. After going over the material, go over the "click and clunk" list again to see if all of the clunk items can be moved to click.
- f. Any terms that remain in the clunk column should be defined further.

4. Predicting

Predicting is a teaching strategy commonly called Reciprocal Teaching or Collaborative Teaching. Predicting is a useful reading strategy. It enables students to predict what will happen in the story by using textual information such as titles, headings, pictures, and diagrams. (Bailey, 2015).

Predicts asking students to retrieve information (title or title, image, summary, or chart) and make predictions based on information about concepts or ideas that may appear in the text Students read or listen to the text after making a prediction to confirm or revise their prediction.

5. Question Generating and Answering

A powerful and effective set of techniques is used as part of reciprocal teaching., which often include pair-to-peer methods to summarizing, predicting , and clarifying, are also taught questions generation and answers. Question generating allows students to use text and pay attention to details about the main content. this strategy is part of a number of strategies that have been found to improve the understanding of the text.

By asking questions throughout the reading process, students are able to self-monitor and gain a sense of independence (Duke & Pearson, 2002). Question types include literal, inferential, critical and creative (Winch, G., Ross-Johnston, R., March, P., Ljungdahl, L. & Holliday, M. , 2011). For teachers of middle to upper primary grade students, questioning (before and after a text is read) should promote higher cognitive thinking (Konza, 2011). Also, students should be encouraged to generate their own questions (Duke & Pearson, 2002).

According to (Winch et al., 2011) to support the generating and answering of questions, teachers can:

- Encourage students to think of questions prior to reading.
- Encourage students to locate answers to particular questions (teacher- or student-generated) during reading.
- Utilise quizzes and games.
- Ask questions that require students to locate and use different elements within the text.

6. Role Plays

On this strategy students work in pairs or small groups. Each student has a role to play. Students can use cards or cues to guide them, or they can create their own roles. Role playing can also be used in conjunction with strategies and some other activities such as screenwriting and theater. The goal of role-playing is to allow students to collaborate with their classmates and explore how others might think, feel, or respond in different situations. The role is aimed at improving students' Communication and problem-solving abilities are required. They assist students in thinking because they require them to listen carefully and respond to what they hear.

7. Teaching with PowerPoint or Overheads

Teachers design learning media using knowledge-focused powerpoints and topics designed to increase vocabulary and reading strategies. Slides containing visual information are created and outfitted with slides containing visual information plus text, and finally only text. Because words can be

highlighted and sentences removed or added, this procedure is an effective way of teaching content as well as an effective media to introduce strategies.

PowerPoint has a great view of text on screen so everyone can see it. and also with powerpoints allowing teachers to make fun transitions and animations, this will keep students interested in reading. and dipowerpoint we can cover parts of the word or underline or star in words / important parts of words. This helps students visualize strategies as they read a book. According to Mills (2003), the following points should be considered when designing material:

- a. PowerPoint would have to include key words, concepts, and images to help you make the most of your presentation.
- b. Reading from a slide of reading material can give the impression that you don't know the material.
- c. While presenting, stand to one side of the screen and face the audience.
- d. Learn how to use PowerPoint efficiently and have a backup plan in case of a technical failure.
- e. Allow yourself enough time to complete the presentation. Rushing through slides can give the impression of an unorganized presentation and make it difficult for students to follow.

8. Think – Pair – Share

Think-Pair-Share is a teaching strategy that encourages students to think about a topic before collaborating with other students to exchange ideas. This allows students to discuss the ideas they have. Think-Pair-Share appears to

work in all classes and can be evolved to all levels. with a Think-Pair-Share strategy can help students think first before sharing their ideas with other students. Students share their ideas more often with their peers than they do in front of the class. The effective way to boost communication skills is to think-pair-share.

Think Pair Share, a structure developed by Frank Lyman and his colleagues at the University of Maryland, could be one of the solutions to reading problems.. (Sampsel, 2015) argue that this structure will benefit students because it is one way to integrate cooperative learning into a classroom to allow students to actively process and develop a meaningful understanding of class material.

2.3 Strategy of Extensive Reading

The lecturer must know a good strategy to be used in the learning process to improve students' ability in extensive reading. The lecturer must use extensive reading strategies to significantly improve students' vocabulary and also in the classroom, students must actively share what they have read while out of class. To teach and to learn, all steps of each strategy should be implemented. There are some strategies in teaching extensive reading:

1. Strategy 1: Summarizing strategy

Summarizing is a kind of reading strategy that can be useful in helping students create and maintain a concise overview of relevant reading and also summarize can maintain a concise a summary of the text's main points According to Naseri, Assaadi, and Zoghi (2013:78),

summarizing is a strategy for helping students understand what they are reading and is an activity that requires students to comprehend, analyze, and synthesize ideas.

When exploring the text, the context of the situation is the most powerful element of its impact on the use of language, and includes of three aspects, namely field, mode, and tenor (Halliday, Martin, 2010). Field refers to a topic or activity that is ongoing or told in the text (Halliday, Martin, 2010). Topics from the text may be about activities or anything learned, including topics related to subjects in the classroom.

Tenor is the nature of the relationship between the author and the reader (New South Wales Department of School Education, 1996: 17). The language the author uses to a friend will be different from the language used for the boss or others who are not yet known. Tenor refers to "the social role relationships played by interactants" (Egins, 1994:63). For example the role between student and teacher, customer and seller, between people.

Mode refers to the "channel of communication" (DSP: 1996:18), the consideration of whether the language is spoken or written (Macken-Horarik, 2002:24), the distance between the person communicating in space and time, whether they meet face to face or are separated by space and time (Feez and Joyce, 1998). Thus, when a person writes, then he must know what topics he writes on, to whom he writes and in what mode, whether spoken, written, in formal or informal situations. Therefore, when

we write we have to pay attention to whether we understand the topic (field) that we write, because the author can only write a topic that he knows. In addition, we must also know to whom (tenor) we write or speak, when and whether we use written or spoken language, and whether in formal or informal situations (mode).

2. Strategy 2: Evaluating Strategy

Evaluating is a reading strategy used both after and during reading. This requires the reader to form opinions, make judgments, and develop ideas based on what they have read. Teachers should construct evaluation questions that encourage students to generalize and critically analyze a text. One of the things to improve is to use the system to give extra points. For example, after a student reads more than the amount of texts, students can be given additional points towards their final grades. This method can increase their motivation to read more.

Students must be able to evaluate important information that they read in order to improve their reading skills. Students can form opinions about information based on prior knowledge and experience, cultural values, and the purpose for which they are reading. While students evaluate information, they confirm, extend, or change their personal opinions based on the reading topic. When students disagree with information in a text, it is critical that they explain why. (Literacy Online, 2010). Students learn to recognize relevant and valid data, interpret it, and evaluate it in terms of effectiveness or reliability as they develop their

evaluating skills. Some students may also assess a writer's style, including word choice and other texts. (Literacy Online, 2010).

3. Strategy 3 : In-class activities

Various activities in the classroom can give higher motivation to extensive reading learning. By involving classroom activities, groups of students can read the same book to be discussed more in order to achieve their extensive reading goals. Furthermore, determining the same book to all students may be useful because teachers can teach reading strategies, including how to write a summary and how to conclude the meaning of a word in a specific context by making reference to a specific section of the book.

In extensive reading classes, lecturers still have their class assignments in sSome methods include providing different types of text for students to read, evaluating each week's reading, and holding class discussions about their reading progress. To teach extensive reading in the classroom, teachers need to monitor students' reading progress and motivate them to continue reading. (Pichette ,2006) explains that there are so many extensive reading activities that the teacher can use. Extensive reading activities can be divided into several ways as follows, Introducing reading materials, Motivate, and support students to read, Monitor students' reading advances, Evaluate them and conduct oral reading reports. In addition, Students are also able to create and perform plays or role-plays, which often make them enjoy the learning and doing drama

after reading become one of the most interesting activities performed by students.

As lecturers, they are trained to assess students as a way of checking what students' have learned from them . Extensive reading activities in class can also be in the form of sharing reading books, after that the lecturer examines the vocabulary and understanding of students about the text.

Therefore, most activities in the class are group discussions about their reading, reporting interesting issues, and responding to the text that they read. Students can also choose books based on their language abilities in these activities, minimizing the use of a dictionary (Delfi & Yamat, 2017). According to Boakye (Boakye, 2017), extensive reading, along with other types of reading, is done to help students' improve their reading skills and establish their cognitive and affective abilities.

4. Strategy 4 : Length of the Extensive Reading practice

The time required in extensive learning should be shorter. extensive Reading related activities are starting to feel like a tiring routine. One of the reasons that makes students tired may be related to the fact that they become busier in other classes as the semester progresses.

Some solutions to make extensive reading learning more effective:

- a. Make extensive reading practice an intensive activity involved in a shorter duration of time.
- b. Have several different sessions of extensive reading spread throughout the

semester.

- c. Have several types of classroom activities during the extensive reading program to keep students engaged and interested in learning extensive reading.

5. Strategy 5 : Combining paper-based and on-line ER

To optimize the advantages of extensive reading and the advantages of book reporting assignments, students should use extensive reading to read online grade-based readers and participate in writing book reports. In this way, the lecturer can evaluate students' progress in reading via extensive reading. Students can read books easily on their mobile devices and can also develop their writing skills.

There are many online resources that can be used in extensive reading in the classroom. For example, consider an easy-to-use extensive reading website. A lot of websites that discuss extensive reading, students can search for references to learning extensive reading. This way will make it easier for students to improve their ability in extensive reading.

Here is a website that can be used by lecturers to be able to track the reading progress of their students as follow :

1. ER-Central.com <http://er-central.com>



Picture 2.3.1 Homepage of central website.

This website can be used by teachers, lecturers, and students. Lecturers and students can choose the text along with the level of the text from the website.

There are many categories of text on the website, such as factual (Art, Biography, Business, Crime, Culture, Entertainment, Food and Recipes, Health and Body, History, Language and Education, Science and Technology) Story (Adventure, Classic novel, Classic tale, Comedy, Drama, Mystery, Romance, Science fiction) children, student writings (fiction, non fiction). On this website, after students read a text, they will be given a quiz to test their understanding of the reading they have read. This is a great website for teachers who are searching for texts to bridge the gap between most graded readers and texts for native speakers.

2. New York Time Learning Network

<http://www.nytimes.com/learning/>



Picture 2.3.2 Homepage of The Learning Network website.

This is one of the excellent websites, the content of the text on this website focuses on the current events and concerns. There are pages for teachers and learners, but because of the high level of English, learners who are at the beginner level are in dire need of teacher guidance.

3. BBC Learning English

<http://www.bbc.co.uk/worldservice/learningenglish/>



Picture 2.3.3 Homepage of BBC Learning English.

On this website, there is a room for lecturers and students', in a room for lecturers containing classroom teaching tips. On this page the lecturers can find a range of teaching techniques and ideas for the language lessons.

4. X Reading

<https://xreading.com/login/index.php>



Picture 2.3.4 Homepage of X Reading.

On this website there is a digital library with hundreds of grade readers and a user-friendly learner management system. The technique was created to make graded readers more effective, accessible for students and extensive reading programs easier for teachers to manage and assess. Because Xreading is a virtual library, students have unlimited access to all of the graded readers, anywhere, anytime. Books are never checked out or unavailable. Students can search for and read books using their pc or mobile device.

6. Strategy 6 : Synthesizing Strategy

Understanding Reading Comprehension can be accomplished via

synthesizing. According to Moreillon (2007:132), the purpose of the synthesizing technique is to shed light on the importance of texts from the reader's perspective. This strategy can also pull together data from a variety of sources. Shannon Bungarner said (2014) "Synthesizing is the process whereby a student merges new information with prior knowledge to form a new idea, perspective, or opinion or to generate insight." Synthesis is the process of ordering, recalling, retelling, and recreating information into a good summary text.

Synthesizing, according to Keene and Zimmermann in Moreillon (2007:133), requires readers to employ the skills presented in this book to study, analyze, and apply ideas and information. In synthesizing information students must create a whisiance in their own words, they must develop all reading comprehension strategies to know their meaning. They must connect the information that they found in various sources to interpret it, and reunite it into a transformation and coherent whole. Students who master this strategy should be proficient in understanding the texts they read, combining information from various sources and conveying that information through its own interpretation. Students must cremate, develop, and reverse their schemes to synthesize text. Synthesizing requires that readers determine main ideas from multiple sources, summarize information and add their own interpretations. Synthesizing strategy can help the readers record main ideas and surprising information as well as their connections, response and interpretations.

2.4 The Importance of Extensive Reading

Reading is very important to our lives. Reading about something happening in the world that we can see immediately can provide us with a wealth of news and knowledge. There are many things that make reading so important. Some of them train the brain, helping us to be able to communicate better because reading can multiply our vocabulary and by reading can increase knowledge. Basically reading can help us become better human beings.

In English, there are several reasons why reading is so important to learn. First, reading can multiply vocabulary. Secondly, we learn more about the main idea, the topic of a reading of the English text and also the supporting sentences of the writing. Thirdly, reading is very useful for understanding English in detail. Lastly, by reading we can understand structural or grammar well.

Extensive reading has a significant role to play in the development and improvement of students' reading skills. According to Bell (2008) he states that the role and benefits of extensive reading can provide comprehensive input because it is able to direct the occurrence of language acquisition of lessons that are packed in a relaxed manner with interesting materials. extensive reading can improve student competence because it emphasizes coding training and introduction of text symbols. extensive reading can also motivate students to be diligent in reading. This is because reading materials are selected according to students' interests and can also increase confidence in broader and more complex readings. This is in contrast to traditional reading learning, which emphasizes only short texts, and emphasizes grammar and lexical meaning.

2.5 The Implementation of Extensive Reading

To implement an extensive reading strategy, lecturers should be aware of the following 10 principles of extensive reading proposed by Day and Bamford (2002, pp. 137-141):

1. The reading material is easy.

In extensive reading, the material used with students should be simple to read. The material provided will encourage students to read at all times and eventually they like the reading activity itself. Because extensive readings are carried out by students individually, they must comprehend nearly all of the contents of reading materials or texts.

2. A wide range of reading material on a variety of topics must be available.

In order to create students' interest in reading, teachers must provide a variety of reading material topics. Text with a variety of topics will assist students in finding the book or text that is suitable for them. Students can also find reading material from many sources over the internet.

3. Learners choose what they want to read.

Students are given the freedom to choose reading materials, so it will allow students to determine what material they like.

4. Learners read as much as possible.

To improve their abilities and expand their knowledge, students are asked to read more. The more students read, the better their abilities. When they read a lot of books, it will assist them in learning new knowledge that they were previously

unaware of. They will be better pupils as a result of this.

5. Reading is frequently done for enjoyment, information, or to gain a better knowledge of something.

To be a good reader, you must enjoy reading. Students should also enjoy reading so that students become more inspired to read innovative languages and literature in the digital age because they believe that reading experiences are fun and enjoyable.

6. Reading is its own reward.

If the students know that reading will make them better students, surely the students will read more and more. They will realize that reading is a must for them, and they will benefit from such activities.

7. Reading speed is usually faster than slower.

In extensive reading activities, students are required to reads the text quickly as possible. Text is read by students, sentences with sentences instead of word for word. They will have no trouble comprehending the text because it is responsible for selecting the text.

8. Reading is individual and silent.

Without any sound, students read texts quietly. They also perform these tasks individually without teachers or friends' intervention.

9. Students are orientated and guided by their teachers.

Teachers have a responsibility to guide students during learning and direct students to get goals on the extensive reading program. Teachers hope that Students can expand their knowledge and improve their talents to the best of their abilities.

10. The teacher is a reader's role model.

In order to be a good reader, Students require suitable reading materials and instruction in how to read them. Therefore, teachers should be able to give them examples of good reading and a good way of reading to read effectively. Extensive reading programs can be put to use inside or outside the classroom. Teachers or lecturers who wish to apply this method should consider all of the preceding guidelines to ensure that reading activities go well and reach their intended audience.

2.6 Relevance Studies

Research on Reading strategies in teaching extensive reading classes have been carried out by some researchers. This study will overview 4 relevant studies. Related to a research by Yuichi Tagane, Naeko Naganum, Patrick Dougherty(2018) with a title *Extensive Reading Programs : Stories and Strategies from students interviews*. This research aimed to share suggestions and

strategies for improving Extensive Reading practice in English classrooms. This study explains the strategies of extensive reading that are used by lecturers in the classrooms. The suggestions were generated from the student interviews and the classroom experiences of the researchers and are divided into five categories of extensive reading strategy.

Another research conducted by M. Zaini Miftah (2013) with a Title *Implementation Of Intensive- Extensive Reading Strategy to Improve Reading Comprehension*. This research is aimed at developing the Intensive-Extensive Reading Strategy to improve the students' reading skill. The findings show that the implementation of intensive extensive reading strategy with the appropriate procedures developed can improve the students' reading comprehension.

Third research is from Moh. Ruzin (2019). This research is entitled *Implementing extensive reading to boost student's reading ability*. This research stated extensive reading methods can upgrade students' reading ability. This study describes the difficulties students have when reading, as well as appropriate reading materials, the definition of extensive reading, and how to put extensive reading into practice. Many investigations of comprehensive reading methods undertaken by many experts have positive effects, according to this research.

Last research by Kristian Florenso Wijaya, the research entitled *The implementation of extensive reading strategy in vocabulary class to improve English language education student's vocabulary (2018)*. This research argued that extensive reading strategies can improve vocabulary for students. The students enjoyed reading extensively in order to obtain a large vocabulary. Extensive reading is one of the most

effective learning tactics in reading class.

2.7 Conceptual Framework

This research is qualitative research. In this research, the researcher wants to find out the strategies used by the lecturer in teaching extensive reading of the English Language Education Study Program of FKIP UIR. It can be seen in this following figure:

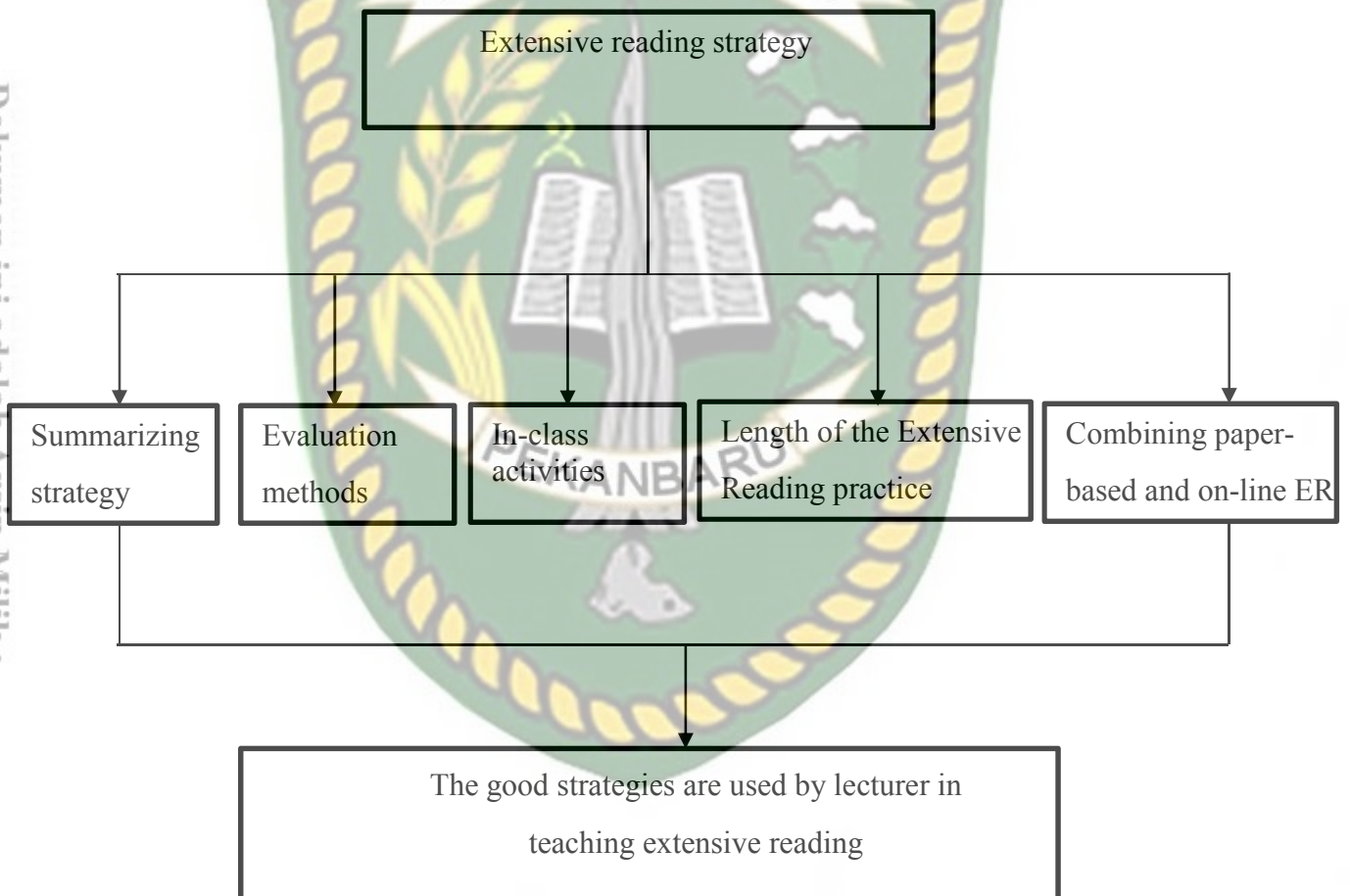


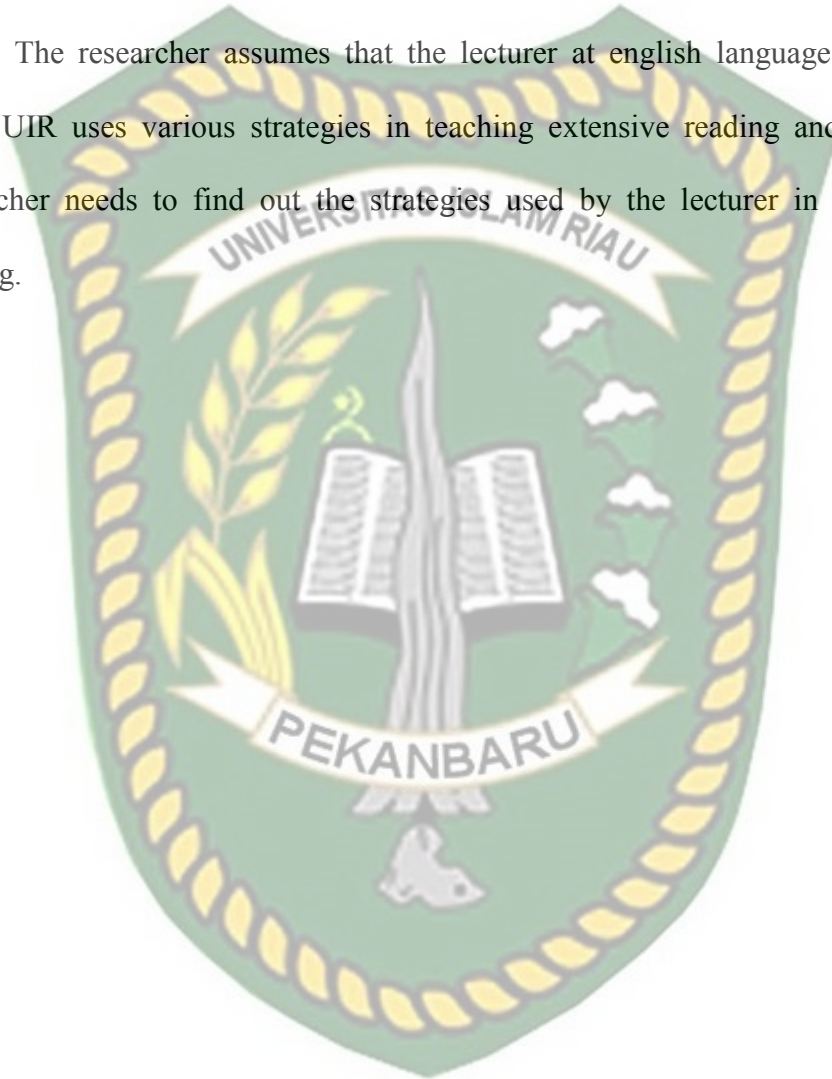
Figure 2.7.1 Conceptual framework of extensive reading strategy.

The map described above is a good strategy in extensive reading. In teaching extensive reading in class, lecturers can use this strategy so that students

can understand and understand learning well so that students can improve their abilities in extensive reading.

2.8 Assumption

The researcher assumes that the lecturer at english language study program of FKIP UIR uses various strategies in teaching extensive reading and in this study the researcher needs to find out the strategies used by the lecturer in teaching extensive reading.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is Qualitative research which focuses on the teaching reading strategies used by the lecturer at the English Department of FKIP UIR . It means, the researcher tries to describe English Teacher Strategies in teaching extensive reading in the classroom. A descriptive research engages data collection to answer about the current status of study subjects. The research conducted interviews , observations, and described the strategies teaching reading used by the lecturer in the classroom. According to Bogdan and Taylor (Moleong, 2007: 3), qualitative technique is a research method that generates descriptive data from people and observed behavior in the form of written and oral words.

3.2 Location and Time of the Research

This research will be conducted at the English Department of FKIP UIR, which is located on JL. Kaharuddin Nasution 113 Pekanbaru, Riau. And the researcher conducts research during the learning process reading English at the English department. The time of this research is in the academic year of 2021/2022. The researcher will need approximately one month to collect the data.

3.3 Source of the Data

3.3.1 Informant

The informan of the research is the lecturer at English Language Education of FKIP UIR. The informan in this research is one of the lecturers, the researcher analyzed strategies used by the lecturer at English language education

of FKIP UIR.

The informant in the research may use one person, two/three/four/five people, the important thing is that the informant meets the criteria and characteristics. (Seno H Putra,2004-2006).

Table 3.3.1 The Participants of The Research.

No	Lecturer	Class
	Lecturer A	A Class
		B Class

3.4 Instrument of the Research

The instrument of the research is the tools used by the researcher to collect data from respondents. The instrument of this research is an interview. The researcher conducted an interview to get some information about strategies in teaching extensive reading at the English Department of FKIP UIR.

1. Interview

Interview is a way of collecting information materials that are carried out by conducting oral questioning unilaterally and in the direction of the specified objectives. The researcher wants to know the strategies used by the lecturer in teaching extensive reading with an interview directly with the lecturer. The researchers found interviews to collect detailed data. Some questions were asked by researchers, and lecturers responded to research questions. By recording audio, Researchers record

the interview. Lecturers will explain what strategies are used and interview data can be obtained by researchers.

According to Wallace (2007: 124), the answers to these questions are usually recorded or written to continue the research.

Table 3.4.1 Interview Guidelines.

No	Questions	Answers
1	Based on my experience, the lecturer uses a summarizing strategy in teaching extensive reading. Do you also use this strategy in teaching extensive reading ?	
2	In your opinion, how to determine the good strategy for learning English, especially in extensive reading?	
3	As we know that there are various strategies in teaching extensive reading. Do you use many strategies in teaching extensive reading in your classroom ?	
4	How do you motivate students' to practice extensive reading in online classes ? As we know that online learning is less effective to improve students' ability to understand extensive reading ?	
5	Whether choosing strategies in teaching reading affects students' ?	
6	While teaching reading, how do you think about students' skill in extensive reading?	
7	Do students' always participate in extensive reading class?	

Table 3.4.2 Blueprint Strategy.

No	Strategy of Reading	Characteristics
1	<p>Summarizing Strategy</p> <p><i>Sources:journal Extensive Reading Programs:Stories and Strategies from students interview.</i></p>	<ul style="list-style-type: none"> ● Create a topic sentence. ● Fiction or non-fiction books. ● Write a summary. ● Using 3 elements in the use of language (Field, Tenor, Mode)
2	<p>Evaluating Strategy</p> <p><i>Sources:journal Extensive Reading Programs:Stories and Strategies from students interview.</i></p>	<ul style="list-style-type: none"> ● Ask questions and talk about their problems and difficulties. ● Written comments and questions in their summaries. ● Check their progress in extensive reading.
3	<p>In class activities</p> <p><i>Sources:journal Extensive Reading Programs:Stories and Strategies from students interview.</i></p>	<ul style="list-style-type: none"> ● Introducing the material of reading. ● Tell students how to select the suitable book . ● Discussion with the students related to their reading progress.
4	<p>Length of the extensive reading practice</p> <p><i>Sources:journal Extensive Reading Programs:Stories and Strategies from students interview.</i></p>	<ul style="list-style-type: none"> ● Practice in a shorter duration of time ● Make a different session of extensive reading. ● Have several types of classroom activities.
5	<p>Combining paper based and online extensive reading</p>	<ul style="list-style-type: none"> ● Students should use extensive reading to read online . ● Students read books easily on

	<p>Sources: <i>journal Extensive Reading Programs: Stories and Strategies from students interview.</i></p>	<p>their mobile devices.</p> <ul style="list-style-type: none"> ● Use extensive reading website.
6	<p>Brainstorming</p> <p>Source: <i>A Book of Strategies For Teaching Reading, Decoda Literacy Solutions.</i></p>	<ul style="list-style-type: none"> ● Writing a specific topic. ● Give enough wait time to think and respond. ● Organize activities by giving their own ideas for brainstorming.
7	<p>Clarifying</p> <p>Source: <i>A Book of Strategies For Teaching Reading, Decoda Literacy Solutions.</i></p>	<ul style="list-style-type: none"> ● Introduce the point of the strategy. ● To engage students' in guided practice, use a new passage. ● Demonstrate how to annotate texts to highlight areas of difficulty.
8	<p>Click, clunk</p> <p>Source: <i>A Book of Strategies For Teaching Reading, Decoda Literacy Solutions.</i></p>	<ul style="list-style-type: none"> ● Explain the difference between a click and a clunk. ● Students should read the material and make a list of what they understand (click) and what they don't (clunk).
9	<p>Predicting</p> <p>Source: <i>A Book of Strategies For Teaching Reading, Decoda Literacy Solutions.</i></p>	<ul style="list-style-type: none"> ● Tell students that they will practice using clues to make predictions. ● Use a think aloud technique. ● Give students students their own individual reference.
10	<p>Question generating And answering</p> <p>Source: <i>A Book of Strategies For Teaching Reading, Decoda Literacy Solutions.</i></p>	<ul style="list-style-type: none"> ● Planning the whole class, small group, or individual activities. ● Encourage students to think of questions prior to reading. ● Provide students with feedback and allow for discussion.

11	Role plays <i>Source: A Book of Strategies For Teaching Reading, Decoda Literacy Solutions.</i>	<ul style="list-style-type: none"> ● Use the whole students for role play. ● Discuss a clues with students about the setting, ● the time, the characters and the storyline. ● Give enough time to study their roles.
12	Teaching with Powerpoints <i>Source: A Book of Strategies For Teaching Reading, Decoda Literacy Solutions.</i>	<ul style="list-style-type: none"> ● Design learning materials using power points. ● Use unique and specific slide titles. ● Ask students if they have any questions.
13	Think- pair – share <i>Source: A Book of Strategies For Teaching Reading, Decoda Literacy Solutions.</i>	<ul style="list-style-type: none"> ● Asks an open-ended question. ● Guides the students by giving an example of text. ● In order to obtain information from the text, read it independently. ● Calls on the students“ randomly and asks them.

3.5 Data Collection Technique

To conduct this research, there are several steps taken by the researcher in collecting the data. First, ask permission from the lecturer for an interview. The researcher contacts the lecturer for an appointment to meet for an interview directly so that we will follow the health protocols. After the researcher gets permission, the researcher meets the lecturer who will be interviewed at his home. Then the researcher asks some questions and asks the lecturer for help to fill out a reading strategies survey.

3.6 Data Analysis Technique

The researcher analyzes the data by using Data Description from the collection technique to explain the data. Data Description used to analyze content gathered from various sources such as personal interviews, field observation, and surveys. The researcher are focused on finding answers to the research questions.



CHAPTER IV

RESEARCH FINDING

This chapter consists of research findings and data analysis. The data sources were taken from the interview of the lecturer at the English Language Education Study Program of FKIP UIR. Lecturer strategies in teaching extensive reading. According to the result of an interview conducted with an English lecturer about lecturer strategies, there is one lecturer with five strategies that he used in teaching extensive reading. All the strategies used by the lecturer in teaching extensive reading were effective because with those strategies the students could understand the material easily.

4.1 Data Presentation

A. Interview

The interview was conducted by the researcher with the lecturer who teaches an extensive reading course. The interview consists of 7 questions and all questions are answered by the lecturer.

Based on interview results, information is obtained that one of the most frequently used strategies of lecturers in teaching extensive reading is summarizing strategy. This strategy is used to ensure that students are properly understood by the material presented and focus on the most important information in the summarizing strategy.

In the learning process, the lecturer used strategies so that the learning process can be achieved effectively and efficiently. In determining a good strategy in teaching extensive reading, it depends on the students' themselves. The lecturer would inform students of various strategies that can be used by students'. The A teaching strategy is a collection of approaches and techniques (procedures) that ensure students meet their learning objectives.

In teaching extensive reading, the lecturer used many strategies to make the teaching and learning process interesting and not monotonous. Using teaching strategy is also the chosen way to deliver that subject matter in learning specifics, covering the nature, scope and sequence of activities that may provide learning experience to students'.

At this time, learning is available online. To motivate students' to practice extensive reading in online classes, lecturer provided extensive reading sites(web), so that students can choose the reading text they want to read on the website. In using extensive reading sites to enlarge students' academic vocabulary and linguistics knowledge.

Choosing strategies in the teaching process can affect students' ability to solve problems in reading activities to meet the need of particular intention.

According to lecturers, to determine that the student mastered extensive reading skills by asking questions related to existing topics. The things asked can also be in terms of academic vocabulary, main ideas, supporting details and transition signals.

In the extensive reading class, the students' always participate. participation of students' can be measured from the assessments that are given to students' and in doing the task/ assessment in terms of portfolio. In order to be able to lure students to be active, then lecturers must increase the level of questions. This is intended so that students also think, and also know the extent of students' understanding of the material taught.

B. Survey of Reading Strategies

This lecturer taught in a second semester class. The name of the lecturer is Y (Initial Name).

a. Before entering the classroom

Before entering the classroom the lecturer always prepared material such as the course book and the powerpoint as media for teaching in the classroom.

b. Greeting

Learning process began at 10.50 p.m until 12.30 p.m. When the class started, the lecturer began with a greeting. Checked the

students' attendance, then the lecturer took a few minutes to remember the previous material.

c. The Situation In The Classroom

There are about 37 students in the classroom. The learning situation in the classroom is in a good situation.

d. The Strategy

The first strategy, lecturer utilized class activities on students for extensive reading learning. Various activities in the classroom can give higher motivation to learn extensive reading. The first thing a lecturer does is introduce the material of reading. After explaining the materials, the lecturer informs the students of the activity objectives and extensive reading standards. The activity objectives and extensive reading standards is one of the important things that a lecturer should introduce to students. So, students can know what will be done and learned in extensive reading in the classroom. The lecturer also tells students how to select the suitable book for extensive reading based on their level of language. Students can choose books based on their language ability in these exercises and use a dictionary as little as possible (Delfi & Yamat,2017). The lecturer discusses with students' reading progress in the classroom at the end of each lesson.

The second strategy, in the extensive reading process, the lecturer will ask students to make conclusions from a book they have read. The students are allowed to use references including fiction or non fiction books. And then, The first thing students will do when they want to summarize a book is select a topic sentence. A topic sentence must recognize the main idea of the paragraph, allowing the reader to know what the paragraph will be about. After that, the lecturer asks the students to list the main ideas with two or three supporting ideas for each main idea. Finding a main idea is a key to understanding what you read.

In this strategy, the lecturer asks students to write a summary covering each of these parts and also guide students to underline or circle the most important parts. and When the students create a summary, students should outline essays such as introductions and topic sentences from supporting paragraphs. And important things in creating a summary, students should use 3 elements in the use of language, such as field, tenor and mode. By using these elements, the summary text will be easier for the reader to understand. After that, the lecturer will check the students' vocabulary and comprehension of the text.

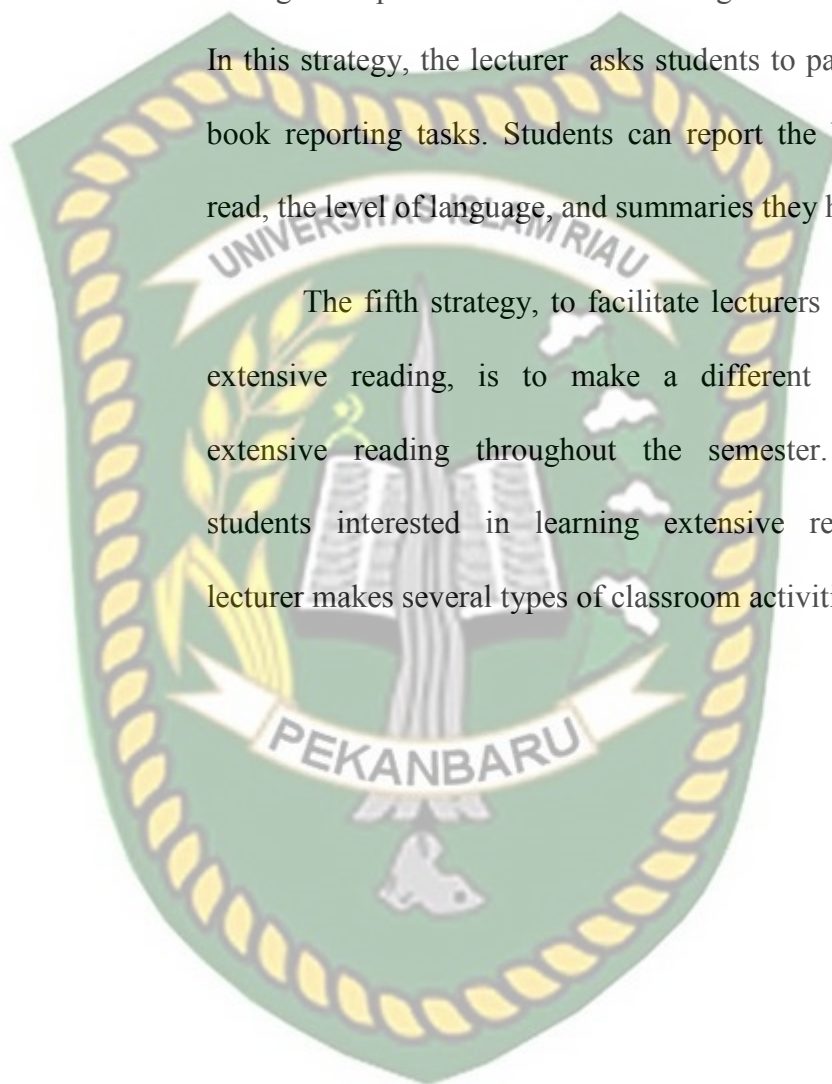
According to the lecturer, it is one strategy to make sure students really understand the material and focus on the most important information in summarizing strategy. These strategies are used by the lecturer to see if students really understand the text they read.

The third strategy, the lecturer makes judgments of what students read. The lecturer should build evaluation questions that lead the students to generalize and critically analyze a text. After that, the lecturer provides written comments and questions on the summary made by students. This activity will assist students in improving their summary. And then, the lecturer provides opportunities for students to ask questions and discuss the problems and difficulties faced during extensive reading learning. In this strategy, the lecturer uses the reading targets as a way to use an objective evaluation.

The fourth strategy, the lecturer explains the online resources that can be used in extensive reading in the classroom. There are many online resources that can be used such as, use extensive reading websites. Lots of websites that discuss extensive reading, students can find out for references to learning extensive reading. This strategy can make it easier for students to improve their

ability in extensive reading. After that, the lecturer asks students to read online grade based readers. These strategies helped the lecturer in teaching extensive reading. In this strategy, the lecturer asks students to participate in book reporting tasks. Students can report the books they read, the level of language, and summaries they have read.

The fifth strategy, to facilitate lecturers in teaching extensive reading, is to make a different session of extensive reading throughout the semester. To keep students interested in learning extensive reading, the lecturer makes several types of classroom activities.



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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research was conducted at the English Language Education Study Program of FKIP UIR and focused on reading strategies used by the lecturer in extensive reading. The participant of this research is a lecturer at English Language Education and the research only took one lecturer as the research participant.

In general there are fourteen strategies that available in teaching reading. From the results of the research , the researcher found out five strategies that used by lecturer in teaching extensive reading. The reading strategies are : In class activities, Summarizing strategy, Evaluating strategy, Combining paper based and online extensive reading and Length of the extensive reading practice. To determine a good strategy in extensive reading, the lecturer depends on the students themselves, but the lecturer should inform students that various strategies can be used by students. The lecturer uses various strategies to make the teaching and learning process interesting and not monotonous.

By giving extensive reading sites (web) in order to enlarge students' academic vocabulary and linguistics knowledge it can motivate students to practice extensive reading in online classes. Using and choosing strategies affect the students' ability to solve problems in reading activities to meet the need of particular intention. By assessing some questions that relate to the topic, it can be

in terms of academic vocabulary , main idea, supporting details and transition signals. And participation of students' in extensive reading class can be measured from the assessment that is given to students and in doing the tasks/assessment in terms of forto folio.

5.2 Suggestion

Based on the result of this research, the writer would like to offer several suggestions which are expected to be applied easily in teaching extensive reading.

1. For The English Lecturer

This research can improve the quality of the English lecturer in teaching extensive reading. Reading strategies must be applied because this is the lecturer's way to determine learning goals during teaching extensive reading in the classroom. As suggested, the lecturer can use many strategies in teaching extensive reading to improve student's ability in extensive reading.

2. For The Students

With the strategies that are used by the lecturer, the writer hopes the students' more understand about extensive reading and enjoy the lesson. And students should be more active and creative in teaching the extensive reading and learning process.

3. For The Writer

The writer is aware that the result of the research is still far from being good, there are still many aspects in reading strategies. The writer expects that this research can be useful as a references to other research.

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