

A THESIS

**THE STUDENTS' PERCEPTION TOWARD EXTENSIVE READING
TO IMPROVE READING SKILL AT THE SECOND GRADE OF
SMA NEGERI 1 PAREPARE**



BY

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE (IAIN)
PAREPARE**

2024

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Submitted to the English Education Program of Tarbiyah Faculty of State
Islamic Institute of Parepare in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

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English Education Program

Submitted by

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To

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STATE ISLAMIC RELIGION INSTITUTE (IAIN)
PAREPARE**

2024

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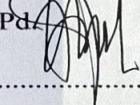
Faculty : Tarbiyah

Study Program : English Education

Basic for Supervisor Determination : Dean of the Faculty of Tarbiyah Decree

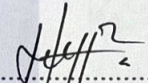
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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ جَمَعِينَ أَمَّا بَعْدُ

All praise is due to Allâh, the Lord of the Worlds, first of all, the writer would like to say many thanks to Allah SWT for guidance, who has given the writer mercy, blessing, and a chance to finish this thesis. Shalawat and salam to our beloved prophet Muhammad Saw as the last messenger of Allah SWT. The king of the great kingdom namely Islam religion who has brought us from uneducated person to be educated person.

This wonderful time, the writer wants to thank a lot to all people who have supported and helped her in finishing her thesis as effective as she can. She realizes that without their support and help, she could not be able to finish her thesis. This opportunity, the writer would like to express very especial thanks to her beloved mother and family who have given an endless love, advice, support and praying to be success students ever.

Her thanks, respect, and appreciation go to her consultants, Hj. Nurhamdah, S.Ag, M.Pd as the first consultant, and the second consultant Humairoah, M.Pd. Who provided valuable advice and helpful corrections from the start of final project writing to completion. Thanks for helping and for your excellent advice.

The writer also would like to express her genuine gratitude to:

1. Dr. Hannani Yunus, M. Ag. The Rector of State Islamic Institute (IAIN) Parepare had worked hard to manage education at IAIN Parepare.
2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty of IAIN Parepare, has arranged a positive education for the students in the Faculty of Tarbiyah.
3. Dr. Arqam, M.Pd the Chairman of the English Education Program for the great serving of the students.

4. All the lecturers of English Education Tarbiyah Faculty and all the staff of IAIN Parepare, thanks for your time, knowledge, advice, and motivation given to the writer since she is studying on this great campus.
5. Drs. Muhammad Anshar Rahim, M.Pd as the headmaster of SMA Negeri 1 Parepare who gave her the opportunity to do this research. And thanks to all of teachers and staffs.
6. The writer wants to give her sincerest gratitude to her beloved mother Madaria for the supporting and praying for the writer's education until the degree of strata-1 (S-1).
7. My ukhuwahfilla Risa, Wile, Rini, Ayu, Nunu, Chia and Mule who always accompanied her start from the first semester until now and always give their support and courage as well as their helping for finishing this research.
8. Amalia Anindita who always support and cheering me for finish this research.
9. Enhypen who always entertains with his songs and motivates the writer.
10. All people who have given their help in writing this "Skripsi" that the writer could not mention it one by one.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure to her to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning.

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ABSTRACT

Riska Vivinengsi, *The Students' Perception toward Extensive Reading to Improve Reading Skill at the Second Grade of SMA Negeri 1 Parepare* (Supervised by Nurhamdah and Humaeroah).

Perception is gathering information through 5 senses, experience, and understanding of something. This research focused on students' perception toward extensive reading.

The researcher was intended to know what are the students' perception toward extensive reading to improve reading skill at the second grade of SMA Negeri 1 Parepare. This research used quantitative design by using descriptive-survey method. There were 72 second-grade students from SMA Negeri 1 Parepare in attendance. The researcher used total sampling and took 72 respondents as the sample of this research. The researcher gave the questionnaire which is consisted of 25 item to respondents to find the data as accurate about the students' perception in extensive reading.

The final result that the researcher found about the students' perception toward extensive reading to improve reading skill was very strong perception. The teacher implement according to the principles of extensive reading and the students improve their reading skill. The students enjoy and relax in extensive reading class.
Keyword: Students' Perception, Extensive Reading

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the skills that EFL (*English as a Foreign Language*) students or students in education must have. In reading we can find many things, both in terms of understanding, discovering new vocabulary, playing intonation, and much more. Reading is a process that is carried out and used by readers to get messages, which the writer wants to convey through the media of words / written language.¹ This reading activity was carried out the reader to get the message it needs especially through written media, especially books.

International studies on literacy in reading skills by the younger generation of reading conducted by the OECD (*Organization for Economic Co-operation Development*) can be utilized as a mirror guide of the education abilities of Indonesian students contrasted with different students their age at the global level. The OECD itself tries to map the reading literacy profile of students in an international scope through the PISA (*Program for International Student Assessment*) study. PISA is a literacy concentrate on which intends to inspect the capacity of 15 year old students occasionally (grade III SMP and class I SMA) in reading literacy, mathematics (mathematics literacy), and science (scientific literacy). The PISA concentrate on reports that 25% - 34% of Indonesian students are at the literacy level-1. This means that most of our students still have the ability to read at the level of “learning to read”. Students at the literacy level-1 are only able to read the simple text, such as finding

¹ Ria Kristian & Husniyatul Fitriyah, “*Reading Skills*”, (Bangkalan: STKIP PGRI Bangkalan, 2018), p.9.

information in simple reading, identifying the main themes of a text or connecting simple information with everyday knowledge.²

The literacy activists also see that the reading interest of Indonesians is quite high, and the researchers also see this that the reading interest of Indonesians is currently quite high, there are many health insurance that we can use to read, one of which is by using technology. In addition to book technology, it has also been provided in every school, both elementary schools, secondary schools and universities.

Teaching reading to EFL students is one of the main tasks of educators who will develop and maintain the language skills of their students with the aim of improving reading skills, introducing new languages, introducing reading genres so that students are able to know the type of reading they are reading. In the involvement of students in understanding reading, the teacher can also assess students' perspectives on reading.

Based on the observation that the reading ability of the students of SMAN 1 Parepare was not good enough so that the teacher looked for ways to increase students' reading ability. The teacher chooses to teach extensive reading so that students can read better and have more fun in order to achieve the teacher's goal of improving students' reading skills.

One way to improve students' reading skills is extensive reading. Extensive reading means that readers should be given a text that is appropriate for their language skills. Text that is too difficult for readers will cause them to dwell on the meaning of the text so that the information that they should be able to grasp cannot be absorbed at all. Therefore, in extensive reading, readers should select reading material graded according to their language skills. When students read extensively, they are reading

² Sry Wahyuni, *Menumbuhkan Minat Baca Menuju Masyarakat Literat*, (Malang:FKIP Universitas Islam, Journal vol.17, No.1.2010),p. 180

books that are easy and fun to read develop their reading speed and fluency. When students read extensively, they READ: **R**ead quickly, **E**njoyably with, **A**dequate comprehension so they, **D**on't need a dictionary.³

In conclusion, based on the problem above, Extensive reading has been applied in SMA Negeri 1 Parepare, which is why the researcher interesting to know the students' perception toward extensive reading. So, the researcher choose the title "Students' Perception toward Extensive Reading to Improve Reading Skill at the Second Grade of SMA Negeri 1 Parepare."

B. Research Question

The researcher formulates the question as follows "what are the students' perception toward extensive reading to improve reading skill at the second grade of SMA Negeri 1 Parepare?"

C. Objective of the Research

The objective of the study is as stated in the above problem statement: to find the students' perception toward extensive reading to improve reading skill at second grade of SMA Negeri 1 Parepare.

D. The Significant of the Research

The scientist trusts that this exploration will have a few advantages for English teachers, students and the next researchers.

1. For the Teachers

This research is expected to be useful for teachers to evaluate how extensive reading is carried out in the classroom so that students can understand and enjoy learning to read and teachers can identify what is lacking in their teaching methods so that they can use better techniques.

³ The Extensive Reading Fondation, www.erfondation.org

2. For the Students

This research is expected to be useful for students to know about Extensive Reading and it is hoped that it will increase students' reading interest.

3. For the Next Researchers

This research is expected to give some reference to all researcher who want to do same research related to Extensive Reading.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Rama Kusuma Irjananta in his research entitled “Students’ Perception on the Implementation of Extensive Reading at English Language Education Department”. Stated that his research is aimed to find out how students felt about how extensive reading was used at ELED. This study aims to accomplish two different things. The primary goal of this exploration is to research the advantages on the execution of broad perusing in Perusing Date at ELED. The second goal of this study is to find out what makes it hard to implement extensive reading in Reading Date at ELED. The interview was used as the instrument for data collection, and interview guidelines were used to compile all interview-related questions.⁴

Nadya Novita Sari on her research “Students’ attitude towards the implementation of extensive reading in SMAN 1 Sewon”. Stated that there were two result that she found. First, the students demonstrated a positive attitude toward the implementation of the extensive reading program in terms of cognitive, affective, and behavioral aspects. In mental part, the understudies accepted that the broad perusing program carries advantage to them. In full of feeling part, the understudies felt cheerful and energized with the execution of the program. The students demonstrated an intention to visit book stores to purchase English books in the behavioral component. Second, the outside factors influencing the disposition included sociocultural and instructive elements.

⁴ Rama Kusuma Irjananta, *Students’ Perception on the Implementation of Extensive Reading at English Language Education Department*, (Yogyakarta: Universitas Muhammadiyah Yogyakarta, 2018), p.10

Parents, peers, perceptions of learners, and media perceptions were among the sociocultural factors. The instructive variables included educators, school-related an educational program.⁵ Observation, interview and questionnaires were the instrument to collect the data.

Aryo Arifuddin in his research “Students perception in the impact of extensive reading course”. In this thesis result stated that research data which were gathered from three unique kinds of data assortments, Perception, Interview and Report investigation. According to the interview, extensive reading helped students improve their background reading skills. It additionally pushed their perusing as their propensities and applied what they have gained from the study hall into their day to day routine. Understudies additionally could perceive their ability to peruse from the book that they need to peruse from Broad Understanding class. Document analysis revealed that the lecturer benefited from and faced challenges as a result of using the Extensive Reading approach to teach reading. These benefits included assisting the instructor in motivating students to read, assisting students in becoming independent readers, and engaging students in comprehension by providing them with English novels to read. In observation used of extensive reading approach in extensive reading class seemed to be a helpful solution to boost students’ reading.⁶

The three researches above focused on extensive reading but differ in each variable. The first researcher focused on the implementation/ the use of extensive reading, the second researcher focused on students' attitudes towards the application of extensive reading, and the third researcher focused on the impact of extensive reading

⁵ Nadya Novita Sari, *Students’ Attitude Towards the Implementation of Extensive Reading in SMAN 1 Sewon*, (Yogyakarta: Universitas Sanata Darma, 2018), p.91

⁶ Aryo arifuddin, *Studnets’ Perception in the Impact of Extensive Reading*, (Yogyakarta: Universitas Islam Indonesia, 2018).

while in this research focused on students' perception toward reading extensive to improve reading skill.

B. Some Pertinent Ideas

1. Perception

1. Definition of Perception

Perception is the experience of objects, events / relationships obtained by inferring information and interpreting messages.⁷

Perception cognizant experience that outcomes from excitement of the sense. Knowing how perception works is fascinating in and of itself because perception is something you experience on a regular basis. To see the value in why, consider what you are encountering at present. Assuming you contact the page of this book, or post at what's around you, you could get the inclination that you are seeing precisely exact thing is "out there" in the climate. But as you study perception, one thing you'll learn is that everything you hear, see, smell, taste, and feel are the result of your nervous system's activity and your experience.⁸

Perception is a definitive wellspring of information about contingent realities. We are familiar our environmental elements since we can encounter them through insight; we are familiar logical peculiarities since they are observed. Perception is biological process because to be perceived any information about events in the world, it must be registered by the sensory nervous system.⁹

⁷ Jalaludin Rahmat, *Psikologi Komunikasi*, (Bandung: PT. Remaja Rosdakarya, 1996), hlm. 151

⁸ E. Bruce Goldstein, James R. Brockmole *Sensation and perception Tenth Edition*, (Cengage Learning Products, Represented in Canada by Nelson Education, Ltd. 2017) p. 04

⁹ Randolph Blake at al, *Perception, Fifth Edition*, (New York: Mc-Graw-Hill Companies, 2006) p.02

Based on the definition perception above, the researcher can conclude that perception is gathering information through 5 senses, experience, and understanding of something (in case extensive reading).

b. Factors of Perception

The audience's decision-makers evaluate you and your credibility using three senses: sight, hearing, and contact. That is, their impression of you is framed by how they see you, hear you, and feel about you. I call these the Visual, Vocal/Verbal, and Relational Factors of perception.

1. The Visual Factor considers how the audience sees you. The objective is to improve your executive presence, dress, appearance, body language, room setup, and environment. If you want the decision-makers to have a positive impression of you, you need to be careful and deliberate about everything they see.
2. The Vocal/Verbal Factor—how the students hear you. The objective of this section is to apply persuasive logic to your presentation structure while also improving your vocal range, tone, and use of words and phrases that persuade. The aim: Each word and expression you say builds up the crowd's impression of you as legitimate, wise, and good to go.
3. Sense (touch) is the basis of the Relational Factor. It implies how the students feels about you. Are you and your message able to "touch" them in a positive and meaningful way?? This factor includes physical touch (giving a confident handshake, for example) as well as emotional touch (such as developing rapport and creating a positive connection with the audience). Your audience focus,

tweaked message, agreeable disposition, humor, and attention to detail create trust and emotional appeal.¹⁰

A person's perception of an object is influenced by several factors. These factors are as follows:

- a) Objects are seen pushing objects lifting tactile organs or receptors. Stimulus can not only come from outside a person, but can also come from within a person. In fact, most of the stimuli come from outside the person.
- b) Sensory organs, nerves, and the central nervous system Sensory organs or receptors are some of the tools for receiving stimuli. In addition, there must be sensory nerves as a means to transmit the stimuli received by the receptors to the central nervous system.
- c) Attention to realize the perception, people needs attention which is the first step in preparation for perceiving an object. Attention is the concentration or concentration of all individual activities on something or object.¹¹

C. Process of Perception

Identifying objects in relation to their surroundings is one of the most fundamental perceptual processes. As a result, the brain and the processes involved in determining what we see appear designed to interpret input from our senses whenever possible. Contribution from the sense (sensation) is taken care of into the cerebrum which then, at that point, utilizes information it as of now needs to develop a model of what is seen.

¹⁰ Darlene Price, *Well Said! Presentations and Conversations that Get Results*, (Printed in the United States of America 2012) p.30-31

¹¹ Bimo Walgito, *Pengantar Psikologi Umum*, (Yogyakarta: Andi, 2004) p. 89-90

This process goes on, constantly refining and updating our perceptions. In order for us to draw conclusions about the world, sensation and expectations work together. These process continue constantly, yet we generally hardly become mindful of them when confronted with a perceptual trouble like an uncertain figure or a deception or when significant signs are dark or ephemeral. Most of the time, none of this happens to us other than the resulting illusion of being directly connected to external reality.

Perception is the aftereffect of the inductions we make when we consolidate tangible data with earlier information. This model accepts that what we feel relies upon what we definitely know. Understanding our thought process occurs so normally and effectively is difficult to accept this is a particularly significant achievement.

Understanding the process of perception is simpler on the off chance that you center around each of the faculties in turn, however more often than not the mind needs to manage concurrent contribution from the different tactile modalities (sight and sound; sight, contact, smell, and taste, etc). Information from the sense organs and body sensation are examples of sources. This suggests that emotional and bodily states also play a significant role in process of perception.¹²

In addition, classified three main components in the process of perception. They are :

1. Selection

Selection is the process of selection by the senses against stimuli that come from outside the individual.

¹² Gillian Butler & Freda McManus, *Psychology A Very Short Introduction*, (Oxford University Press 2014) p.36-40

2. Interpretation

Interpretation is a process of putting together information with the goal that it has an importance for somebody. Some things, like previous experiences, motivation, personality, and intelligence, have an impact on the interpretation.

3. Interpretation and Perception

The interpretation and perception then are interpreted into someone's act. Therefore, the selection and interpretation of the information received by sensory organs constitute the perception process.¹³

D. Types of perception

According to Irwanto, after the individual connects with objects that are seen, the consequences of the insight can be partitioned into two in particular:

1. Positive perception. Perception that encompasses all knowledge—whether you are aware of it or not—and the subsequent effort to put it to use. It will be continued with activity or accept and support the object in perception.
2. Negative perception. Perceptions that depicts all information (whether he knows it or not) and reactions that are not lined up with the object being seen. It will be continued with passivity or rejecting and opposing the object in perception.¹⁴

2. Extensive Reading

1. The Definition of Extensive Reading

Palmer stated extensive reading means Rapid reading. Those, who obtained some amount of foreign language, are able to read texts written in the foreign language

¹³ Alex Sobur, *Psikologi Umum*, (Bandung: Pustaka Setia, 2003), p. 447

¹⁴ Irwanto, *Psikologi Umum*, (Buku PANDUAN mahasiswa), (Jakarta : PT. Prehallindo, 2002), hlm. 71

with understanding and without that process of mental translation, referring to the dictionary frequently. Palmer called frequent use of a dictionary a vicious linguistic tendency.¹⁵

West Stated that When creating supplementary readers, the goal of extensive reading was to "give the child a sense of achievement and a taste of the pleasure to be derived from his accomplishment," as well as "to confer greater facility in the use of the vocabulary already gained."¹⁶

According to the Longman Dictionary of Language Teaching and Applied Linguistics, extensive reading is a skill that aims to cultivate a love of reading, improve reading habits, and increase vocabulary and structure knowledge.¹⁷

Williams says that extensive reading is reading long texts in a relatively short amount of time.

Susser and Robb give the definition to extensive reading using criteria. Extensive reading is reading are (a) of a large quantities of material or long texts; (b) for global or general understanding; (c) with intention of obtaining pleasure from the text. Which is important for language learning.¹⁸

Davis summarized the idea of Extensive reading: Students are given time, encouragement, and materials to read as many books as they want, at their own level, without the pressure of tests or grades.¹⁹

¹⁵ Tamar Mikeladze, *Extensive Reading*, 2014, ResearchGate, p.13

¹⁶ Tamar Mikeladze, *Extensive Reading*, 2014, ResearchGate, p.13

¹⁷ Tamar Mikeladze, *Extensive Reading*, 2014, ResearchGate, p.14

¹⁸ Tamar Mikeladze, *Extensive Reading*, 2014, ResearchGate, p.14

¹⁹ Tamar Mikeladze, *Extensive Reading*, 2014, ResearchGate, p.14

Based on the definition extensive reading above, the researcher can conclude that extensive reading is a skill to develop reading habits in a broad, fast, and fun way to improve students' reading ability.

2.Types of Extensive Reading

a. Survey Reading

A survey is reviewing, researching, studying, and how to read certain parts of a book. The parts of the book that are surveyed are the beginning, the content, and the end. The preliminaries that were surveyed included the title page, the author's words, the table of contents, the list of tables, the list of figures, and the abstract (if any). On the title page being surveyed were the book title, author, publisher, place of publication, and year of publication. The content part of the survey includes the title of each chapter, sub-headings, charts, diagrams, graphs, and tables (if any). The final part of the book surveyed includes a summary, bibliography, and index (if any).

The method for looking over the sections is to go through the segments rapidly and completely at one look. The skimming technique, or reading as quickly as possible from one page to the next, was used to read the sections of the book that were analyzed. The initial step in putting this method into practice is the survey, which takes only a few minutes to complete.

b. Skimming

Skimming is a type of reading in which one moves their eyes quickly to see and pay attention to written material in order to quickly find and obtain information. Tarigan defines skimming as a reading skill that is systematically arranged to get efficient results.

c. Superficial Reading

Superficial reading is a kind of reading activity to gain superficial or not-so-deep understanding of the reading material we read. This type of reading is usually done when the reader intends to seek pleasure or happiness. Therefore, the type of reading is really light reading, For example, magazines, novels, short stories and so on. This shallow reading is done in a casual manner.²⁰

3. The Characteristic of Extensive Reading

The primary objective of a reading improvement program is to enable students to enjoy / feel comfortable reading in the foreign language, and to read independently unfamiliar authentic texts, at an appropriate speed, silently, and with adequate understanding. How much the student is able to do on their own is a measure of the teacher's success.

Based on Nuttall Extensive reading has two positive sides. To begin with, extensive reading further develops students reading abilities. Second, if a lot of reading makes you enjoy; it is not difficult to train individuals to understand better. Nuttall describes extensive reading as an activity that students can do for themselves.²¹

Nation analyzes the objectives of Extensive reading and separates language, thoughts, and abilities. Learning language issues like vocabulary, grammar, and discourse features is one of the language goals. Thoughts can include topic information, culture or general information. Abilities can contain each of the four abilities, notwithstanding familiarity and exactness.²²

²⁰ Samhis Setiawan, *Membaca Ekstensive*, GuruPendidikan.com
<https://www.gurupendidikan.co.id/membaca-ekstensif/>, 2021

²¹ Tamar Mikeladze, *Extensive Reading*, 2014, ResearchGate, p.17

²² Tamar Mikeladze, *Extensive Reading*, 2014, ResearchGate, p.18

Grabe explain that reading extensively usually requires that a reader know 98-99% of the words in a text, some level of fluency processing words and sentences, the knowledge about text structure, applying of particular strategies and skills as inferencing, monitoring, and evaluation.²³

In teaching extensive reading, they are 10 principles. They are the main fundamentals developed by Day and Bamford²⁴. They are:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available.
3. Students choose what they need to.
4. Students read as much as possible.
5. The purpose of reading is usually related to pleasure, information and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Individual and silent reading.
9. Students are guided and orientated by teachers.
10. The teacher is a good models of a students.

Susser and Robb stated that characterize extensive reading: (a) reading is individualized, with student picking the books they need to read, (b) the books are not examined in class. This variety suggests that quantity of reading is dependent on teacher and student perceptions of how extensive reading differs from other reading

²³ Tamar Mikeladze, Extensive Reading, 2014, ResearchGate, p.18

²⁴ Tamar Mikeladze, Extensive Reading, 2014, ResearchGate, p.18

classes, rather than an absolute number of hours or pages; this will be different for every program, level, and other factor.²⁵

In extensive reading, Nuttall emphasizes two primary criteria for selecting texts: readability and suitability of content. She also suggests acronym SAVE which summarizes criteria for choosing extensive reading materials: Short, appealing, varied, easy. Teacher is responsible to use every trick to persuade students to ‘get hooked on books’.²⁶

In interviews with eight extensive reading practitioners at universities in Japan, Schmidt identified five of the many factors that influence the form and success of an extensive reading program²⁷:

- 1) Convictions in regards to language learning, especially in regards to amounts of comprehended input needed and the role of independent reading (and listening) in relation to other learning activities.
- 2) Defining desired learning and attitudinal outcomes and setting reading targets and tasks appropriately.
- 3) Adapting the approach to ER for student attitudes, interests, abilities, and goals
- 4) Effective introduction of an easily understood ER program, with ongoing support and personal follow-up.
- 5) Developing reading communities, in- and out-of-class.

4. The Benefits of Extensive Reading

Dan, Bell and Bamford stated that Compared to intensive reading, extensive reading is a long-run approach, through which learners cannot expect prompt effect. It

²⁵ Tamar Mikeladze, Extensive Reading, 2014, ResearchGate, p.18

²⁶ Tamar Mikeladze, Extensive Reading, 2014, ResearchGate, p.19

²⁷ Tamar Mikeladze, Extensive Reading, 2014, ResearchGate, p.20

is a time-consuming approach. However, extensive reading clearly has positive effects. It adds to improvement of various etymological viewpoints. The advantages of ER, such as gains in vocabulary, writing, spelling, and positive attitude toward reading.

Nuttall formulates the role of extensive reading in foreign language acquisition in a persuasive slogan the best way to improve your knowledge of a foreign language is to go and to live among its speakers. The next best way is to read extensively in it.

Steiner the chief inspector for English at Israel ministry of education, in her booklet 'Reading for Pleasure' lists following benefits of extensive reading: a) enhances world knowledge, b) accounts for one-third of vocabulary growth, c) promotes reading as a lifelong activity, d) builds vocabulary, e) builds structural awareness, f) improves comprehension skills, g) promotes motivation, h) encourages pupils to read fluently and use all the strategies, i) encourages pupils to progress through different levels of text and monitor their own progress, j) provides with an enjoyable reading experience.²⁸

Nation explains the benefits of ER (Extensive Reading) is attractive for several reasons; first, reading is essentially an individual activity and therefore learners of different proficiency level could learn at their own level without being locked into an inflexible class program. Second, it allows learners to follow their interests in choosing what to read and thus increase their motivation for learning. Third, it provides the opportunity for learning to occur outside the classroom.²⁹

5. Extensive Reading Techniques

To find out information in discourse in a very limited time, techniques that can be used in extensive reading are:

²⁸ Tamar Mikeladze, *Extensive Reading*, 2014, ResearchGate, p.22

²⁹ Tamar Mikeladze, *Extensive Reading*, 2014, ResearchGate, p.22

- a. Selecting is reading material or parts of the reading that are considered to contain the information needed. In this case, the reader only selects and reads the parts of the reading that are needed.
 - b. Skipping is reading by performing reading skips. That is, parts of the reading that are deemed incompatible with the needs or have been understood are ignored.
 - c. Skimming is reading quickly (at a glance) to get an overview of the contents of a book or other reading as a whole. This technique is used to (1) identify reading topics; (2) knowing people's opinions (opinions); (3) knowing the important parts without having to read the entire text.
 - d. Scanning is a quick, but thorough, scanning technique. This is intended to obtain specific information from the reading. For example, to look up a phone number, look up the meaning of a word in a dictionary, look up descriptions of terms in encyclopedias, search for television shows, and find out a list of trips.³⁰
6. The procedure of Extensive reading in SMA Negeri 1 Parepare
- 1) Extensive reading is applied every odd semester.
 - 2) Carried out in 3 meetings.
 - 3) First meeting, the students choose they own reading and they discussed with their friend
 - 4) Second meeting, the students choose they own reading and they discussed with their friend

³⁰ Samhis Setiawan, *Membaca Ekstensive*, GuruPendidikan.com
<https://www.gurupendidikan.co.id/membaca-ekstensif/>, 2021

- 5) The third meeting, the students choose they own reading and standing to in front of the students and explained it.

C. Reading Skill

1. Definition of Reading Skill

A reading skill is a cognitive ability which a person is able to use when interacting with the written text. In the taxonomies given in the following paragraph some skills seem more inclusive than others.

According to Davies Reading skills involve: identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions. Reading skills can also include: recognizing the script of language; deducing the meaning, use of unfamiliar lexical items; understanding explicitly and non-explicitly stated information, conceptual meaning, communicative value of sentences, relations within the sentences and between parts of text through lexical cohesion devices; recognizing indicators and main point of information in discourse; distinguishing main idea from supporting detail; selective extraction of relevant points from the text; basic reference skills; skimming, scanning, transcoding information from diagrams/charts.³¹

According to Lunzer, Waite, and Dolan, reading skills are as follows: word meaning in context, literal comprehension, drawing inferences, interpretation of metaphor, finding main ideas, forming judgments.³²

Reading skills, as in Grabe, also involve: automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world

³¹ Millevica Bojovic, *Reading Skill and Reading Comprehension in English for Specific Purpose*, ResearchGate: University of Kragujevac, 2014, p.1

³² Millevica Bojovic, *Reading Skill and Reading Comprehension in English for Specific Purpose*, ResearchGate: University of Kragujevac, 2014, p.1

background knowledge, synthesis and evaluation skills/strategies, metacognitive knowledge and skills monitoring.³³

Based on the definition above, the researcher can concluded that Reading skill is a person's cognitive abilities when interacting with writing, being able to understand and find information in reading / Text.

2. Models of Reading Process

There are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

a. The Bottom-up Model

According to Ahmadi & Pourhosein Gilakjani, Carrell, this model's primary focus is on the smaller textual units like letters, words, phrases, and sentences. The peruser peruses every one of the words in an expression, or a sentence prior to grasping it. After decoding the smallest linguistic units, such as phonemes, graphemes, and words, this model moves on to making sense of the largest to smallest units. The information presented in the texts is interpreted by the reader in light of their prior knowledge. There are a few hardships in this model. The fact that a reader is successful at reading when they can decipher the linguistic units and comprehend the relationship between words is one of the disadvantages. It is difficult for the reader to remember the meaning of each word. The other trouble is that associating single word to different words is unimaginable.³⁴

³³ Millevica Bojovic, *Reading Skill and Reading Comprehension in English for Specific Purpose*, ResearchGate: University of Kragujevac, 2014, p.1

³⁴ Abbas Pourhosein Gilakjani, *How Can Students Improve Their Reading Comprehension Skill*, Iran: Journal of Studies in Education, 2016 Vol 6 No.2, p.232

b. The Top-down Model

Goodman as cited in Ahmadi & Pourhosein Gilakjani stated reading as a “psycholinguistic guessing game” in which readers apply their previous knowledge to relate with a text and to connect these to new information found in the text in order to understand it. The readers don't read every word in a text; instead, they focus on figuring out what comes next. They attempt to figure the importance of words or expressions. The title of the reading text allows readers to limit the scope of their reading and prompts them to begin forecasting. Then, at that point, they expect the message the author needs to move and change their speculations in view of what they read in the message. Understanding beginnings with more elevated levels of handling and proceeds to the use of the lower levels (Nuttall, as cited in Ahmadi & Pourhosein Gilakjani).

c. The Interactive Model

Rumelhart, Nunan, and Grabe assert that both top-down and bottom-up decoding are required for effective reading. Top-down reading can compensate for deficiencies in bottom-up reading for L2 readers. To get meaning, they apply their schemata to compensate for the shortfall of base up information. According to Stanovich as cited in Ahmadi & Pourhosein Gilakjani, this model depends on data from different sources like orthographic, lexical, syntactic, semantic information, and schemata. While perusers are perusing, disentangling processes support one another. On the off chance that they don't comprehend texts, they ought to apply their past information to help them. Perusers who are subject to hierarchical model utilize literary signs and derive the significance however they ought to compensate for inadequacies like

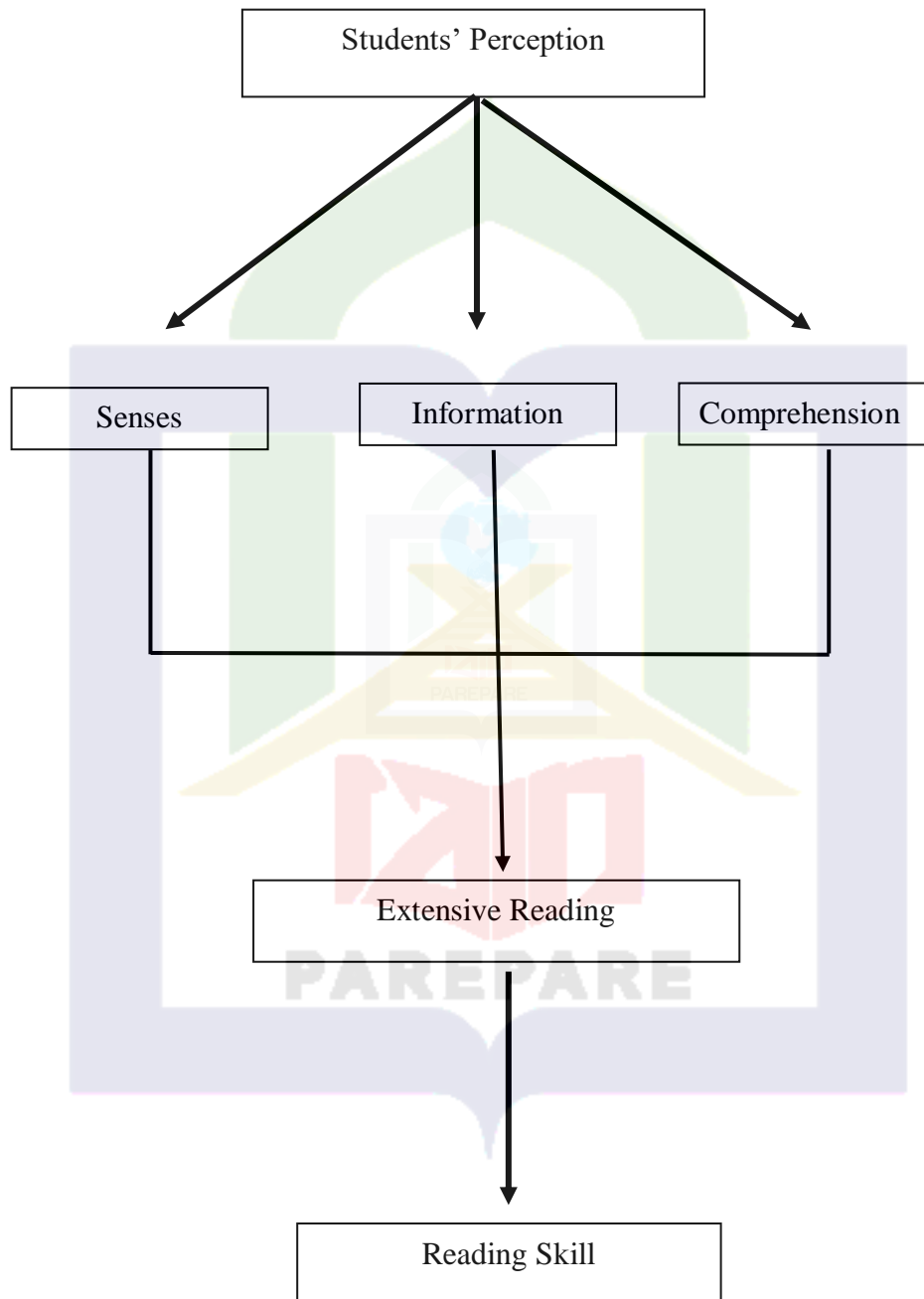
shortcomings in word recognizable proof and absence of viable base up handling. This model outcomes in the best handling of texts. Educators ought to track down perusing guidelines as per this model to help L2 readers' skills. The mutual teaching method is a reading instruction that is based on the interactive model. It involves four principal reading strategies.³⁵



³⁵ Abbas Pourhosein Gilakjani, *How Can Students Improve Their Reading Comprehension Skill*, Iran: Journal of Studies in Educatio, 2016 Vol 6 No.2, p.232

C. Conceptual framework

The conceptual framework of this research will be drawn in the following diagram:



Researcher took the research samples from students who had done extensive reading, then they process the information on the text they read. After that, students will provide their perceptions of extensive reading.

D. Variable and Operational Definition of Variable

1. Variable

a. Independent Variable

Independent Variable of this research is extensive reading to improve reading skill.

b. Dependent variable

Dependent variable of this research is Students' perception.

E. Operational Definition of Variable

1. Extensive reading is one of the reading approaches for foreign language learners (English) that trains their reading skills to gain information, read comfortably, and understand the content of the reading.
2. Students' perception is perception is a view of what students see, read, understand, concluded about what they get when doing extensive reading.

CHAPTER III

METHODOLOGY THE RESEARCH

A. Research Design

The researcher used quantitative method by using descriptive-survey design in this research because this research focused on how students' perception toward extensive reading to improve reading skill.

Survey is the essential type of quantitative. Survey research get some information about their beliefs, opinions, characteristics, and behaviors that have been or is happening.³⁶ Procedurism quantitative method where a survey is administered to a sample or the entire population to describe the attitudes, beliefs, behaviors, or other characteristics of the population.³⁷

B. Location and Duration of Research

The location of this research spent a place in SMA Negeri 1 Parepare. This research took around 1 month to collect the data and analyze the data.

C. Population and Sample

1. Population

Populace is a unit people or subjects in the district and time with a specific quality to be observed/ researched.³⁸

In this research the population is students of the second grade of SMA Negeri 1 Parepare. The number of population as show below:

³⁶ Robert M. Groves, *Survey Methodology* (2010), Op.cit., p. 57

³⁷ Dhyah Budi Astuti & Agustinus Bandur, *Valitas dan Reabilitas Penelitian*, 2018, Jakarta: Mitra Wacana Media, p.6

³⁸ Supardi, *Populasi dan Sampel Penelitian*,

Table 3.1 The Research Population

NO	Class	Total
1.	XI. MIPA 1	36
3	XI. MIPA 2	36
Total		72

2. Sample

Sample is the number of respondents or informants studied.³⁹ In this research the researchers used a total sampling. The method of sampling known as total sampling uses the same number of samples as the population. Because the population is less than 100, total sampling is used.

The number of samples that I examine are 72 students.

D. Instrument of the Research

The instrument research by which the author gathered data to answer the research question. The instrument of this research is Questionnaire adapting based on the thesis by Reska on her research “Students Perception of Extensive Reading at Senior High School Tri Bhakti Pekanbaru”.

Questionnaire is a method for gathering information as a poll sheet which can be as various composed questions, the objective is to get data from the respondent about what he encountered and know it.⁴⁰

³⁹ Dhyah Budi Astuti & Agustinus Bandur, *Valitas dan Reabilitas Penelitian*, 2018, Jakarta: Mitra Wacana Media, p.39

⁴⁰ Nur Aedi, *Instrumen Penelitian dan Pengumpulan Data*, 2010, Jakarta: Universitas Pendidikan Indonesia, p.4

E. Procedure of Collecting Data

1. Questionnaire Form

Collecting the questionnaire followed the application of google form, by avoiding face to face to the students. The link to the form was distributed by the researcher, and the students responded based on their perceptions of the perception aspects.

F. Technique of Data Analysis

1. Analysis Questioner

One of the supporting methods used by researchers to identify students' perceptions, responses, opinions, and problem is the questionnaire. In this test, the form of questionnaire closes with the elective response that has been picked by the students. Students had chosen only the best answers which were suitable to themselves. The researcher evaluated the students' responses using a formula.

$$P = \frac{F}{N} \times 100\%$$

Where,

P= Percentage

F= Frequency

N= The Total Number of the Respondents.

The formula of scale Likert as follow:

Tabel 3.2 the scale Likert below:

Positive Statement		Negative Statement	
Category	Score	Category	Score
Strongly Agree (SA)	5	Strongly Agree (SA)	1
Agree (A)	4	Agree (A)	2
Neutral (N)	3	Neutral (N)	3
Disagree (D)	2	Disagree (D)	4
Strongly Disagree (SD)	1	Strongly Disagree (SD)	5

The following is the interpretation score of the category:

Table 3.3 The classification of the students response based on the criteria:

No	Qualification	Interval
1.	Very Strong (VS)	80% - 100%
2.	Strong (S)	60% - 79,99%
3	Undedicated(U)	40% - 59,99%
4.	Low (L)	20% - 39,99%
5.	Strongly Low (SL)	0% - 19.99%

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of this research about Students' Perception toward Extensive Reading at the Second Grade of SMAN 1 PAREPARE.

A. Findings

The research findings were the answering of problem statement that formulated in the first chapter. This part is also present data analysis of Students' Perception toward Extensive Reading at the Second Grade of SMAN 1 PAREPARE.

1. The result of the Students Perception

The researcher presents the result of the questionnaire. Questionnaire referred to the process of the perception and the characteristic of extensive reading. In analyzed the questionnaire the researcher used the formula as follows:

a) Students' Perception

(1) Sense

Table 4.1 Item No. 1 (Saya tertarik belajar Bahasa Inggris melalui kegiatan Extensive Reading di kelas)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	10	50
2.	Agree	4	56	224
3.	Neutral	3	4	12
4.	Disagree	2	2	4
5.	Strongly Disagree	1	0	0
Total			72	292

Based on the result above, shows that there are 10 students that strongly agree and 56 students agree with 4 students chose to be Neutral and 2 students chose disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The information shows that the greater students agree with that statement to the item no.1, they are $\frac{292}{360} 100 = 81,11\%$, where the maximum score is 360 and, 292 is the total of score from the statement. So it can be categorized Very Strong.

Tabel 4.2 Item No.2 (Saya tidak merasa gugup sama sekali saat melakukan kegiatan Extensive Reading di kelas)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	8	40
2.	Agree	4	56	224
3.	Neutral	3	4	12
4.	Disagree	2	4	8
5.	Strongly Disagree	1	0	0
Total			72	284

Based on the result above, shows that there are 8 students that strongly agree and 56 students agree with 4 students chose to be Neutral and 4 students chose disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The information shows that the greater students agree with that statement to the item no.2, they are $\frac{284}{360} 100 = 78,88\%$, where 284 is the total of score from the statement beside 360 is maximum score. So it can be categorized Strong.

Tabel 4.3 Item No 3 (Saya menyukai bacaan yang memiliki ilustrasi/gambar)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	15	75
2.	Agree	4	38	152
3.	Neutral	3	12	36
4.	Disagree	2	6	12
5.	Strongly Disagree	1	1	1
Total			72	276

Based on the result above, shows that there are 15 students that strongly agree and 38 students agree with 12 students chose to be Neutral, 6 students chose disagree and 1 student chose strongly disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The information shows that the greater students agree with that statement to the item no.3, they are $\frac{276}{360} 100 = 76,66\%$, where 276 is the total of score from the statement beside 360 is maximum score. So it can be categorized Strong.

Table 4.4 Item No 4 (Saya senang membaca dengan mengeluarkan suara/membanya nyaring (reading Aloud) di kelas Extensive Reading)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	2	10
2.	Agree	4	30	120
3.	Neutral	3	24	72
4.	Disagree	2	15	30
5.	Strongly Disagree	1	1	1
Total			72	233

Based on the result above, shows that there are 2 students that strongly agree and 30 students agree with 24 students chose to be Neutral, 15 students chose disagree and 1 student chose strongly disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The information shows that the greater students agree with that statement to the item no.4, they are $\frac{233}{360} 100 = 64,72\%$, where 233 is the total of score from the statement beside 360 is maximum score. So it can be categorized Strong.

(2) Information

Table 4.5 Item No 5 (Dengan Extensive Reading dapat membangun kosakata yang saya miliki)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	13	65
2.	Agree	4	50	200
3.	Neutral	3	3	9
4.	Disagree	2	5	10
5.	Strongly Disagree	1	1	1
Total			72	295

Based on the result above, shows that there are 13 students that strongly agree and 50 students agree with 3 students chose to be Neutral, 5 students chose disagree and 1 student chose strongly disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The information shows that the greater students agree with that statement to the item no.5, they are $\frac{295}{360} 100 = 81,94\%$, where 295 is the total of score from the statement beside 360 is maximum score. So it can be categorized Very Strong.

Table 4.6 Item No 6 (Saya sulit menemukan informasi dalam pembelajaran Extensive Reading)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	1	0	0
2.	Agree	2	25	50
3.	Neutral	3	7	21
4.	Disagree	4	33	132
5.	Strongly Disagree	5	7	35
Total			72	238

Based on the result above, shows that there are 7 students that strongly disagree and 33 students disagree with 7 students chose to be Neutral and 25 students chose agree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The information shows that the greater students disagree with that statement to the item no.6, they are $\frac{238}{360} \times 100 = 66,11\%$, where 238 is the total of score from the statement beside 360 is maximum score. So it can be categorized Strong.

Table 4.7 Item No 7 (Dengan membaca cepat memudahkan untuk mendapatkan informasi)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	6	30
2.	Agree	4	50	200
3.	Neutral	3	10	30
4.	Disagree	2	5	10
5.	Strongly Disagree	1	1	1
Total			72	271

Based on the result above, shows that there are 6 students that strongly agree and 50 students agree with 10 students chose to be Neutral, 5 students chose disagree and 1 student chose strongly disagree on that statement to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The information shows that the greater students agree with that statement to the item no.7, they are $\frac{271}{360} 100 = 75,27\%$, where 271 is the total of score from the statement beside 360 is maximum score. So it can be categorized Strong.

Table 4.8 Item No 8 (Extensive Reading memudahkan saya mendapatkan informasi yang saya inginkan)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	9	45
2.	Agree	4	58	232
3.	Neutral	3	4	12
4.	Disagree	2	1	2
5.	Strongly Disagree	1	0	0
Total			72	291

Based on the result above, shows that there are 69 students that strongly agree and 58 students agree with 4 students chose to be Neutral and 1 student chose disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The information shows that the greater students agree with that statement to the item no.8, they are $\frac{291}{360} 100 = 80,83\%$, where 291 is the total of score from the statement beside 360 is maximum score. So it can be categorized Very Strong.

(3) Comprehension

Table 4.9 Item No 9 (Kelas Extensive Reading memudahkan saya dalam memahami bacaan)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	6	30
2.	Agree	4	61	244
3.	Neutral	3	4	12
4.	Disagree	2	1	2
5.	Strongly Disagree	1	0	0
Total			72	288

Based on the result above, shows that there are 6 students that strongly agree and 61 students agree with 4 students chose to be Neutral and 1 student chose disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The information shows that the greater students agree with that statement to the item no.9, they are $\frac{288}{360} 100 = 80\%$, where 288 is the total of score from the statement beside 360 is maximum score. So it can be categorized Very Strong.

Table 4.10 Item No 10 (Kelas Extensive Reading penting untuk dilakukan karena dapat meningkatkan kemampuan membaca saya)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	22	110
2.	Agree	4	47	188
3.	Neutral	3	2	6
4.	Disagree	2	1	2
5.	Strongly Disagree	1	0	0
Total			72	306

Based on the result above, shows that there are 22 students that strongly agree and 47 students agree with 2 students chose to be Neutral and 1 student chose disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The information shows that the greater students agree with statement to the item no.10, they are $\frac{306}{360} 100 = 85\%$, where 306 is the total of score from the statement beside 360 is maximum score. So it can be categorized Very Strong.

b) Characteristic of Extensive Reading

(1) Material is Easy and Enjoy

Table 4.11 Item No 11 (Saya piker kelas Extensive Reading sangat menyenangkan)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	26	130
2.	Agree	4	46	184
3.	Neutral	3	0	0
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
Total			72	314

Based on the result above, shows that there are 26 students that strongly agree and 46 students agree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that more than half students agree with that statement to the item no.11, they are $\frac{314}{360} 100 = 87,22\%$, where 314 is the total of score from the statement beside 360 is maximum score. So it can be categorized Very Strong.

Table 4.12 Item No 12 (Kelas Extensive Reading sama sekali tidak menarik bagi saya)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	1	2	2
2.	Agree	2	8	16
3.	Neutral	3	1	3
4.	Disagree	4	37	148
5.	Strongly Disagree	5	24	120
Total			72	289

Based on the result above, shows that there are 25 students that strongly disagree and 37 students disagree with 1 student chose to be Neutral, 8 students chose agree and 2 students chose strongly agree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that more than half students disagree with that statement to the item no.12, they are $\frac{289}{360} 100 = 80,27\%$, where 289 is the total of score from the statement beside 360 is maximum score. So it can be categorized Very Strong.

Table 4.13 Item No 13 (Saya sangat menikmati saat melakukan kegiatan Extensive Reading di kelas)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	12	60
2.	Agree	4	53	212
3.	Neutral	3	5	15
4.	Disagree	2	2	4
5.	Strongly Disagree	1	0	0
Total			72	291

Based on the result above, shows that there are 12 students that strongly agree and 53 students agree with 5 students chose to be Neutral and 2 students chose disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that more than half students agree with that statement to the item no.13, they are $\frac{291}{360} 100 = 80,83\%$, where 291 is the total of score from the statement beside 360 is maximum score. So it can be categorized Very Strong.

Table 4.14 Item No 14 (Saya sangat santai dalam melakukan kegiatan Extensive Reading di kelas)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	8	40
2.	Agree	4	52	208
3.	Neutral	3	8	24
4.	Disagree	2	4	8
5.	Strongly Disagree	1	0	0
Total			72	280

Based on the result above, shows that there are 13 students that strongly agree and 50 students agree with 3 students chose to be Neutral, 5 students chose disagree and 1 student chose strongly disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that more than half students agree with that statement to the item no.14, they are $\frac{280}{360} 100 = 77,77\%$, where 280 is the total of score from the statement beside 360 is maximum score. So it can be categorized Strong.

Table 4.15 Item No 15 (Saya jarang membuka alat translate saat kegiatan extensive reading di kelas)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	0	0
2.	Agree	4	48	192
3.	Neutral	3	14	42
4.	Disagree	2	7	14
5.	Strongly Disagree	1	3	3
Total			72	251

Based on the result above, shows that there are 48 students agree with 14 students chose to be Neutral, 7 students chose disagree and 3 student chose strongly disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that more than half students agree with that statement to the item no.15, they are $\frac{251}{360} 100 = 69,72\%$, where 251 is the total of score from the statement beside 360 is maximum score. So it can be categorized Strong.

(2) Extensive Reading is Individual

Table 4.16 Item No 16 (Penting bagi saya untuk membaca dengan baik di kelas Extensive Reading)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	18	90
2.	Agree	4	53	212
3.	Neutral	3	1	3
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
Total			72	305

Based on the result above, shows that there are 18 students that strongly agree and 53 students agree with 1 students chose to be Neutral on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that more than half students agree with that statement to the item no.16, they are $\frac{305}{360} 100 = 84,72\%$, where 305 is the total of score from the statement beside 360 is maximum score. So it can be categorized Very Strong.

Table 4.17 Item No 17 (Saya memilih bacaan saya sendiri dalam kegiatan Extensive reading di kelas)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	10	50
2.	Agree	4	59	236
3.	Neutral	3	3	9
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
Total			72	295

Based on the result above, shows that there are 10 students that strongly agree and 59 students agree with 3 students chose to be Neutral on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that more than half students agree with that statement to the item no.17, they are $\frac{295}{360} 100 = 81,94\%$, where 295 is the total of score from the statement beside 360 is maximum score. So it can be categorized Very Strong.

Table 4.18 Item No 18 (Saya berusaha sangat keras untuk kegiatan Extensive Reading di kelas)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	10	50
2.	Agree	4	57	228
3.	Neutral	3	4	12
4.	Disagree	2	1	2
5.	Strongly Disagree	1	0	0
Total			72	292

Based on the result above, shows that there are 10 students that strongly agree and 57 students agree with 4 students chose to be Neutral and 1 student chose disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that more than half students agree with that statement to the item no.18, they are $\frac{299}{360} 100 = 81,11\%$, where 292 is the total of score from the statement beside 360 is maximum score. So it can be categorized Very Strong.

(3) Reading speed is usually faster than slower

Table 4.19 Item No 19 (Saya membaca lebih cepat di kelas Extensive Reading daripada materi lainnya)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	4	20
2.	Agree	4	60	240
3.	Neutral	3	6	18
4.	Disagree	2	2	4
5.	Strongly Disagree	1	0	0
Total			72	282

Based on the result above, shows that there are 4 students that strongly agree and 60 students agree with 6 students chose to be Neutral and 2 students chose disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that more than half students agree with that statement to the item no.19, they are $\frac{282}{360} 100 = 78,33\%$, where 282 is the total of score from the statement beside 360 is maximum score. So it can be categorized Strong.

Table 4.20 Item No 20 (Saya membaca lebih cepat daripada teman saya di kelas Extensive Reading)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	2	10
2.	Agree	4	41	164
3.	Neutral	3	22	66
4.	Disagree	2	7	14
5.	Strongly Disagree	1	0	0
Total			72	254

Based on the result above, shows that there are 2 students that strongly agree and 41 students agree with 22 students chose to be Neutral and 7 students chose disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that more than half students agree with that statement to the item no.20, they are $\frac{254}{360} 100 = 70,55\%$, where 254 is the total of score from the statement beside 360 is maximum score. So it can be categorized Strong.

Table 4.21 Item No 21 (Saya lebih cepat memahami bacaan pada saat membaca tanpa bersuara (silent reading))

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	14	70
2.	Agree	4	44	176
3.	Neutral	3	6	18
4.	Disagree	2	8	16
5.	Strongly Disagree	1	0	0
Total			72	280

Based on the result above, shows that there are 14 students that strongly agree and 44 students agree with 6 students chose to be Neutral and 8 students chose disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that more than half students agree with that statement to the item no.21, they are $\frac{280}{360} 100 = 77,77\%$, where 280 is the total of score from the statement beside 360 is maximum score. So it can be categorized Strong.

(4) Students choose what they want to read

Table 4.22 Item No 22 (Guru memberikan kebebasan memilih bacaan yang kita inginkan)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	16	80
2.	Agree	4	52	208
3.	Neutral	3	3	9
4.	Disagree	2	1	2
5.	Strongly Disagree	1	0	0
Total			72	299

Based on the result above, shows that there are 16 students that strongly agree and 52 students agree with 3 students chose to be Neutral and 1 student chose disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that more than half students agree with that statement to the item no.22, they are $\frac{299}{360} \times 100 = 83,05\%$, where 29 is the total of score from the statement beside 360 is maximum score. So it can be categorized Very Strong.

Table 4.23 Item No 23 (Saya lebih memilih bacaan yang pendek)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	7	35
2.	Agree	4	62	248
3.	Neutral	3	3	9
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
Total			72	292

Based on the result above, shows that there are 7 students that strongly agree and 62 students agree with 3 students chose to be Neutral on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that more than half students agree with that statement to the item no.23, they are $\frac{292}{360} 100 = 81,11\%$, where 292 is the total of score from the statement beside 360 is maximum score. So it can be categorized Very Strong.

Table 4.24 Item No 24 (Saya lebih memilih bacaan yang panjang)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	1	5
2.	Agree	4	24	96
3.	Neutral	3	23	69
4.	Disagree	2	20	40
5.	Strongly Disagree	1	4	4
Total			72	214

Based on the result above, shows that there are 1 student that strongly agree and 24 students agree with 23 students chose to be Neutral, 20 students chose disagree and 4 students chose strongly disagree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that the students neutral with that statement to the item no.24, they are $\frac{214}{360} 100 = 59,44\%$, where 214 is the total of score from the statement beside 360 is maximum score. So it can be categorized Undedicated.

Table 4.25 Item No 25 (Saya memilih bacaan yang menyenangkan untuk dibaca)

No.	Category	Score	Frequent	Sum of Score
1.	Strongly Agree	5	36	180
2.	Agree	4	36	144
3.	Neutral	3	0	0
4.	Disagree	2	0	0
5.	Strongly Disagree	1	0	0
Total			72	324

Based on the result above, shows that there are 36 students that strongly agree and 36 students agree on that statement, to be legitimate information can be displayed underneath:

0-19,99%	20-39,99%	40-59,99%	60-79,99%	80-100%
SL	L	U	S	VS

The data shows that all the students agree with that statement to the item no.25, they are $\frac{324}{360} 100 = 90\%$, where 324 is the total of score from the statement beside 360 is maximum score. So it can be categorized Very Strong.

B. Discussions

In this section the researcher explained about of the findings above, it was used questionnaire in answering the research question of students' perception toward Extensive Reading to improve reading skill at the second grad of SMAN 1 Parepare.

The researcher found the result of the research based on the questionnaire instrument, almost all of the statements answered by the students were categorized as strong and very strong, there was only one item in item no 24 (I prefer a long reading) which gave uncertain results/ Undedicated. Where the students indicated that some of them liked long readings and some did not.

From 25 items of questionnaire, 10 items were categorized as strong, 14 items were categorized as very strong and 1 item was categorized as Undedicated. This shows the results of research on the application of extensive reading in SMA Negeri 1 Parepare following the characteristics of extensive reading itself. Where students choose their own reading, materials is easy and enjoy, individualized and students feel they are enjoying the extensive reading class.

Gillian Butler and Freda McManus stated that identifying objects in relation to extensive reading is one of the most fundamental perceptual processes. As a result, the brain and the processes involved in determining what we see appear designed to interpret input from our senses whenever possible. Contribution from the sense (sensation) is taken care of into the cerebrum which then, at that point, utilizes information it as of now needs to develop a model of what is seen.

The process of student perception starts from what students observe through the five senses, in extensive reading students choose the reading they like, whether the reading is interesting and appropriate to their level of reading, and students show that they like reading that has pictures or illustrations.

After choosing a reading, students look for information in the reading. From the instrument questionnaire above, students showed the results that extensive reading made it easier for them to find the information they wanted. After finding information, students can understand what the contents of the text are.

From what students read, what information students get, and understanding they get so that students' perceptions of something they do are conceived (in case Extensive reading).

Day and Bamford stated that they are 10 principles in extensive reading and the students agree that teacher implement that principles. The students choose what they want to read, enable students to engage comfortably and effectively with the text. This is not only facilitates understanding but also builds confidence in their reading abilities. The students choose an easy reading, it meets students' different interests and needs, allowing them to explore and expand their knowledge in reading, a variety of reading material on a wide range of topics must be available, students read as much as possible, the purpose of reading is usually related to pleasure, information and general understanding, reading is its own reward, reading speed is usually faster than slower so that students can easily understand what they read, individual and silent reading, students are guided and orientated by teachers and the teacher is a good models of a students.

Teachers guide students in choices, and provide examples of good reading practices, contributing significantly to the success of an extensive reading program. Students' positive perceptions of extensive reading indicate that implementing it can be effectively integrated into the curriculum to improve reading skills and foster a positive reading culture. By supporting students' reading preferences and providing an environment conducive to exploration and enjoyment, extensive reading can be a valuable tool in improving literacy and lifelong learning.

From the previous research who researched extensive reading they put the result that implementing extensive reading can improve students' reading skills. The attitude of students in the class also shows a positive action. With the results that the researchers obtained regarding students' perceptions of extensive reading, it also showed good results, from the results of the questionnaire instrument, students agreed that extensive reading could improve their reading skills.

The final result, the researcher can conclude that the students' perception in extensive reading in SMA Negeri 1 Parepare was very strong. It means by extensive reading can improve the students reading skill.

BAB V

CLOSING

A. Conclusion

This research examines students' perception toward extensive reading to improve reading skill at the second grade of SMA Negeri 1 Parepare. The researcher found the result based on the questionnaire instrument, it concludes that the students' perception toward extensive reading to improve reading skill was very strong perception. The teacher implements according to the principles of extensive reading and the students improve their reading skill. The students enjoy and relax in extensive reading class.

B. Suggestion

Based on the conclusion above, the researcher offers suggestions to:

1. The teacher

Application of extensive reading in schools can be maintained for improving reading skill at school, because the students have given a good perception about extensive reading.

2. The next researcher

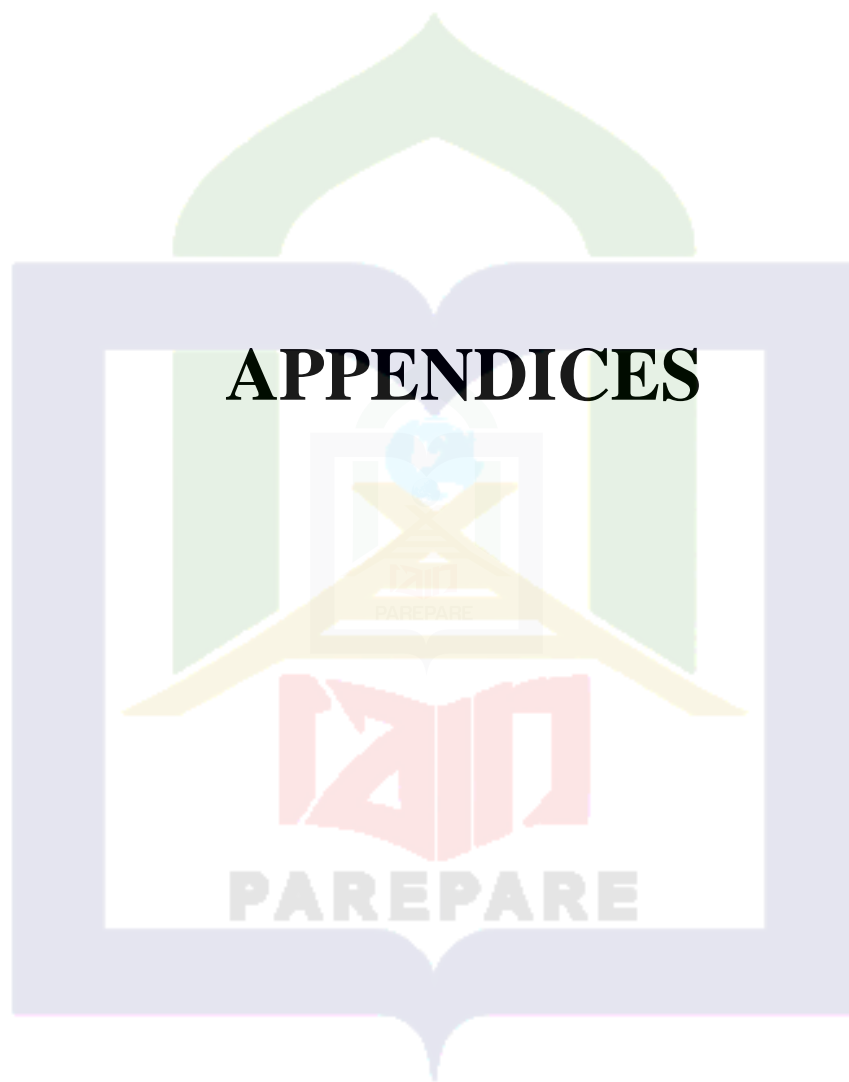
This research can be used as reference to all researchers who want to do similar research related to extensive reading or the next researcher can apply extensive reading in school.

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Appendix 01: Instrument

	<p style="text-align: center;">KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p>Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id</p>
<p>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p>	

NAMA MAHASISWA : RISK A VIVINENGSI

NIM :16.1300.131

FAKULTAS/PRODI :TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL : The students' perfection toward extensive reading to improve reading skill at the second grade of SMAN 1 Parepare

Research Instrument

In this research, the instrument that will be used to collect data in order to answer the research question. The instrument of the research is Questionnaire. To collect data, the researcher will give a questionnaire to the students of SMAN 1 Parepare regarding extensive reading so that the researcher gets the information.

Collecting the questionnaire followed the application of google form. The researcher will spread the link of the form and the students answered based on their feeling about the perception aspects.

Kisi-kisi Instrument

VARIABLE	DIMENSI	INDIKATOR	BUTIR PERTANYAAN
Perception	Students Perception	Sense	1,2,3,4
		Information	5,6,7,8
		Comprehension	9,10
Extensive Reading	Characteristic of Extensive Reading	Material is easy and enjoy	11,12,13,14,15
		Extensive reading is Individual	16,17,18
		Reading speed is usually faster than slower	19,20,21
		Students choose what they want to read	22,23,24,25
Total Pertanyaan			25

QUESTIONNAIRE (ANGKET)

Petunjuk Pengisian Angket:

1. Bacalah dengan teliti dan seksama!
2. Tulislah nama lengkap dan kelas kalian pada lembar jawab!
3. Kerjakan semua soal pada lembar jawab yang telah disediakan dengan memberikan tanda (√) sesuai dengan pendapat kalian!

A. Identitas Siswa

1. Nama :
2. Kelas :

B. Kriteria Penilaian

Kategori jawaban sebagai berikut:

STS : Sangat Tidak Setuju

TS : Tidak Setuju

RR : Ragu Ragu

S : Setuju

SS : Sangat Setuju

C. Daftar Pertanyaan

Jawablah Pertanyaan dibawah ini dengan memberikan tanda centang (√) pada kolom yang disediakan.

NO	PERNYATAAN	STS	TS	RR	S	SS
1.	Saya tertarik belajar Bahasa Inggris melalui kegiatan extensive reading di kelas.					
2.	Saya tidak merasa gugup sama sekali saat melakukan kegiatan di kelas extensive reading.					
3.	Saya menyukai bacaan yang memiliki ilustrasi/gambar.					

4.	Saya senang membaca dengan mengeluarkan suara/ membaca nyaring (reading aloud) di kelas ER					
5.	Dengan Extensive reading dapat membangun kosakata yang saya miliki.					
6.	Saya sulit menemukan informasi dalam pembelajaran Extensive Reading.					
7.	Dengan membaca cepat memudahkan untuk mendapatkan informasi.					
8.	Extensive reading memudahkan saya mendapatkan informasi yang saya inginkan.					
9.	Kelas extensive reading memudahkan saya dalam memahami bacaan.					
10.	Kelas extensive reading penting untuk dilakukan karena dapat meningkatkan kemampuan membaca saya.					
11.	Saya pikir kelas Extensive reading sangat menyenangkan.					
12.	Kelas extensive reading sama sekali tidak menarik bagi saya.					

13.	Saya sangat menikmati saat melakukan kegiatan extensive reading di kelas.					
14.	Saya sangat santai dalam melakukan setiap kegiatan extensive reading di kelas.					
15.	Saya jarang membuka alat translate saat kegiatan extensive reading di kelas.					
16.	Penting bagi saya untuk membaca dengan baik di kelas extensive reading.					
17.	Saya memilih bacaan sendiri dalam kegiatan extensive reading di kelas.					
18.	Saya berusaha sangat keras untuk kegiatan extensive reading di kelas.					
19.	Saya membaca lebih cepat di kelas extensive reading dari pada materi lainnya.					
20.	Saya membaca lebih cepat dari pada teman saya di kelas Extensive Reading.					
21.	Saya lebih cepat memahami bacaan pada saat membaca tanpa bersuara (silent reading).					
22.	Guru memberikan kebebasan memilih bacaan yang kita inginkan.					
23.	Saya lebih memilih bacaan yang pendek.					

24.	Saya lebih memilih bacaan yang panjang.					
25.	Saya memilih bacaan yang menyenangkan untuk dibaca.					

Mengetahui,

Principal Supervisor



Hj. Nurhamdah, S.Ag, M.Pd.

NIP 1973116 1998803 2 007

Co-Advisor



Humaeroah, M.Pd

NIP 2021089101



Appendix 02
SCORE OF THE QUESTIONNAIRE

Nama	Item																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rezky Amalia	5	4	5	2	5	4	3	4	4	5	5	5	4	4	4	5	4	4	4	3	5	4	4	2	5
Siti Nur Aisyah Usman	4	4	4	2	4	4	4	4	5	5	5	5	4	2	4	5	4	4	4	4	5	4	5	2	5
Dewi chandra	4	4	5	2	4	4	4	4	4	5	5	4	4	4	4	5	4	4	4	3	5	4	4	2	5
Rahmat Nuri	5	4	4	2	4	4	4	4	4	4	5	4	4	4	4	5	5	4	4	4	4	4	5	3	5
Andi Citra Ayudia	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	5	4	5	4	4	5	4	4	3	5
Muhammad Arham Suparta	4	4	5	4	5	4	3	5	4	5	5	5	4	4	4	4	4	4	4	4	4	4	4	2	4
Nadia Rahmah	4	4	5	2	5	4	3	4	4	5	5	4	4	4	4	4	4	5	4	4	5	5	4	3	4
Yosi Maulidya	4	4	5	4	4	4	4	4	4	5	5	4	5	3	4	5	4	4	4	4	5	4	4	2	5
Zaskia Islami Mecca	5	4	3	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	4	5	4	4	3	5
SALMAH	5	4	3	3	4	4	3	4	4	4	5	5	4	4	4	5	4	4	4	4	5	4	4	3	5
Alya Puspita Buana	4	4	2	3	5	4	5	5	4	5	5	1	5	5	4	5	4	5	4	4	5	4	4	3	5
Nur Aulia Ramadhani	4	3	1	2	4	4	3	4	4	5	4	4	4	4	1	4	5	3	3	3	2	5	5	1	4
Muh.fadhil luthfi fachruddin	5	4	5	5	5	4	2	4	4	5	4	4	4	4	2	4	4	4	5	3	2	4	4	2	5
Muhammad Agus Burhan	4	4	5	4	5	4	2	4	4	5	4	4	4	4	2	4	4	4	3	3	2	5	5	2	5
Muhammad Ali Taufan	5	4	5	4	4	4	3	5	5	5	5	5	5	5	2	5	5	4	2	3	2	5	5	2	5

SAHWA FIDYA AZZAHRAH	4	4	5	4	4	2	4	4	4	4	4	2	5	5	3	4	5	4	4	3	3	5	3	4	5	
Siti Rahmadani Sofyan	4	5	4	2	4	5	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	3	4	
Nabilah Mukmirah Syam	4	4	4	2	4	4	5	5	4	5	4	5	5	4	4	4	5	4	4	2	4	4	4	3	5	
Latsya Feliska	4	5	4	3	4	5	4	4	4	4	4	4	5	4	3	4	4	4	4	4	4	4	4	4	5	
ARZHILLA	4	4	5	5	4	3	5	5	4	5	4	4	4	5	4	4	3	4	4	4	2	5	3	4	5	
Syarifah Syafiqah	4	4	4	3	5	5	4	4	4	4	4	2	5	4	4	4	4	4	4	3	4	4	4	3	4	
Sasthia mayumi	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	2	5	
Surya Suwardana	4	4	3	4	4	5	5	5	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4	2	5
Syabila facriza Hamzah	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	5	4	3	4	4	4	3	4	
Syakila zhalzhabila	4	4	4	3	4	2	4	4	4	5	5	4	4	4	3	4	4	4	4	3	4	4	4	1	4	
Andi muhammad aditua	4	4	3	4	5	4	4	4	4	4	5	5	5	5	4	4	4	4	4	5	2	5	4	5	5	
Mega sartika hafid	4	5	4	3	4	2	4	4	4	4	4	5	4	4	3	4	5	4	4	2	5	4	4	4	5	
Miftah saurah Al Fatirah	4	4	3	4	3	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	4	3	3	5	
Aqila azwa	4	5	3	4	5	2	4	5	5	4	5	5	5	4	4	5	4	3	5	5	4	5	4	4	5	
Muhammad Satya	4	4	4	3	4	2	4	4	4	4	4	5	4	4	4	4	4	4	5	3	4	4	4	3	5	
Muh Nabeel Ramadhan	4	4	3	3	4	5	4	4	4	4	5	4	4	4	4	5	5	4	5	3	4	5	4	3	5	
Yuspita Syawaliah	4	4	5	3	5	2	4	4	4	5	4	4	4	4	3	4	5	4	3	3	4	3	4	3	5	

Appendix 03: Administration Letter

**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 1390 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBİYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;

b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperthatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor. 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.

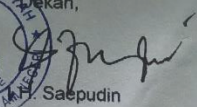
MEMUTUSKAN


Menetapkan : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
b. Menunjuk saudara; 1. Hj. Nurhamdah, S.Ag., M.Pd.
2. Humaeroah, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Riska Vivinengsi
NIM : 16.1300.131
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Students' Perception Toward Extensive Reading to Improve Reading Skill at The Second Grade of SMAN 1 Parepare

c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
e. Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 25 Agustus 2020

Dekan,

Saepudin





KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PAREPARE
 FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 Telp. (0421) 21307 Fax. 24404
 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2786/In.39/FTAR.01/PP.00.9/06/2023
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

22 Juni 2023

Yth. Kepala Dinas Penanaman Modal dan PTSP
 Provinsi Sulawesi Selatan
 di-

Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Riska Vivinengsi
 Tempat/Tgl. Lahir : Parepare, 4 Mei 1998
 NIM : 16.1300.131
 Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
 Semester : XIV (Empat Belas)
 Alamat : Jl. Drs. H.M. Yusuf Majid, Kec. Soreang, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "**The Students' Perception Toward Extensive Reading To Improve Reading Skill At The Second Grade Of SMA Negeri 1 Parepare**". Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2023. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Dr. Zulfah, M.Pd.
 NIP. 19680420 200801 2 010

Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

SRN IP0000658



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 655/IP/DPM-PTSP/7/2023

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
NAMA : **RISKA VIVINENGSI**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **JL. PERINTIS NO. 23, SOREANG, KOTA PAREPARE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE STUDENT'S PERCEPTION TOWARD EXTENSIVE READING IMPROVE READING SKILL AT THE SECOND GRADE OF SMA NEGERI 1 PAREPARE**

LOKASI PENELITIAN : **KANTOR CABANG DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN WILAYAH VIII PAREPARE (UPT SMA NEGERI 1 PAREPARE)**

LAMA PENELITIAN : **26 Juni 2023 s.d 20 Juli 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **11 Juli 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : Pembina Tk. 1 (IV/b)
NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)





**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 1 PAREPARE**

Alamat : Jl. Matahari No. 3 Telp. 21369 Parepare 91111
Website : www.sman1parepare.sch.id email : sma1parepare@yahoo.co.id

KETERANGAN PENELITIAN

Nomor : 422/0269-UPT SMA. 1/Parepare/Disdik

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 1 Parepare menerangkan bahwa :

Nama : RISKA VIVINENGI
NIM : 16.1300.131
Program Studi : Pendidikan Bahasa Inggris
Lembaga : Institut Agama Islam Negeri (IAIN) Parepare.
Alamat : JL. Perintis No. 23 Soreang, Kota Parepare

Benar telah melakukan penelitian di SMA Negeri 1 Parepare pada tgl. 26 Juni s.d. 20 Juli 2023 dalam rangka penyusunan skripsi yang berjudul :

**” THE STUDENT’S PERCEPTION TOWARD EXTENSIVE READING TO
IMPROVE READING SKILL AT THE SECOND GRADE OF SMA NEGERI 1
PAREPARE ”**

Demikian surat keterangan penelitian ini diberikan untuk dipergunakan seperlunya.

Parepare, 20 Juli 2023

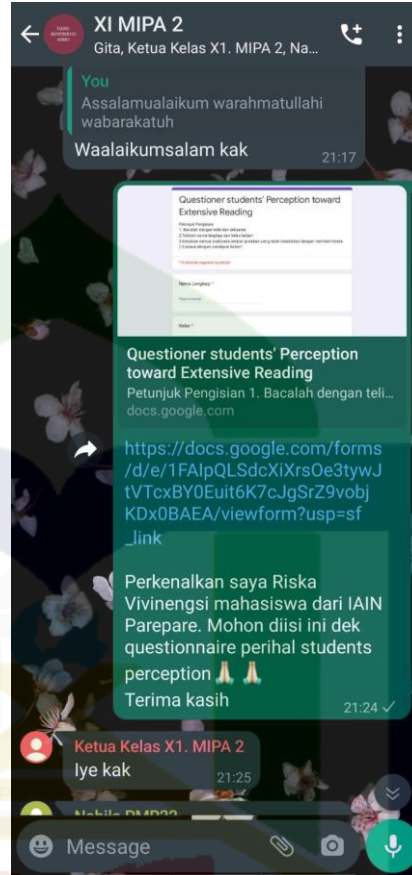
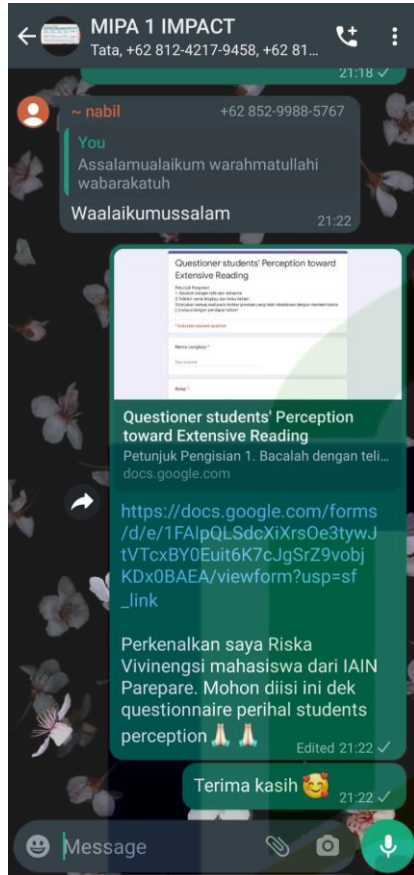


Abdullah Muhammad Anshar Rahim, M.Pd.

Pangkat : Pembina Tk. I

NIP : 19660716 199103 1 010

Appendices 04: Documentation



Appendix 05:**CURRICULUM VITAE**

RISKA VIVINENCSI, the writer is a daughter of the couple, Alm. Asruddin and Madaria. She was born on May 04th, 1998 in a small city, Jl. M Yusuf Majid no. 23 Parepare, Soreang, South Sulawesi, Indonesia. She is the last of six in her family. She has 3 brothers and 2 sisters. She registered at SD Negeri 22 Parepare and graduated in 2010. After graduating from Elementary school, she continued her study at SMP Negeri 1 Parepare, then graduated in 2013. After graduating from Junior High School, she continued her study at SMA Negeri 1 Parepare and graduated in 2016. In 2016, she accepted in English major at Tarbiyah Faculty of IAIN Parepare. The title of her thesis is The Students' Perception toward Extensive Reading to Improve Reading Skill at the Second Grade of SMA Negeri 1 Parepare.