

## ABSTRACT

Sinom, Patrick A. P. (2021). *Reviewing English Extensive Reading Research Studies in Asia from 2017 – 2021*. Yogyakarta: English Language Education Program, Sanata Dharma University.

Extensive Reading (ER) is a technique used by English teachers to teach English by reading books or any other materials based on their interest. Furthermore, the ten principles of Extensive Reading provide students with the nature of reading and large number of words. However, in the implementation of ER, the ten principles might not be running one hundred percent due to some factors, teachers and students need be able to adapt to the situation. Some benefits can actually be found toward the implementation of ER, but there are also some problems or obstacles faced by teachers.

Referring to the implementation of the ten principles of Extensive Reading, the researcher was interested to study the following questions: (1). What are the challenges of implementing English Extensive Reading as reported by research studies? (2). What are the benefits of Extensive Reading as reported by research studies? Furthermore, the researcher also wanted to contribute to the implementation of ER: (3). What are the evaluations of the implementation of Extensive Reading based on the researcher's analysis? The researcher used qualitative research by employing a library study or document analysis method. In data analysis, the researcher used the technique by Miles and Huberman (1994).

The results of the research show that time preparation, reading materials, and time allocation are problems that are mostly faced by teachers in the implementation. However, the research also indicates that vocabulary acquisition and reading speed, word structure, and reading comprehension are also improved by the implementation of Extensive Reading. In addition, the researcher reviewed some evaluations toward the pre-implementation and during the implementation of extensive reading. The researcher evaluated that the ten principles should be well understood by teachers, graded reading is a must, ER needs to be considered as a part of curriculum, teachers should have known their roles, and students' motivation need to be well maintained. Recommendations for further research studies include a profound investigation on benefits of ER and the challenges, especially for designing graded reading material, time preparation, and time allocation so that the ER implementation can be more comprehensively undertaken. As for the implementation of ER, the researcher suggests that future research direction should also focus on students' motivation, especially when extensive reading is a part of the school curriculum.

Key words: extensive reading (ER), teaching method, challenges, evaluations.

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*Extensive Reading* (ER) adalah teknik yang digunakan oleh guru bahasa Inggris untuk mengajar bahasa Inggris dengan membaca buku atau materi lain berdasarkan minat mereka. Selanjutnya, sepuluh prinsip *Extensive Reading* memberikan siswa sifat alami dari membaca dan banyak kosa-kata. Namun dalam pelaksanaan ER, kesepuluh prinsip tersebut mungkin tidak berjalan seratus persen karena beberapa faktor, guru dan siswa harus mampu beradaptasi dengan situasi tersebut. Beberapa manfaat sebenarnya dapat ditemukan terhadap penerapan ER, tetapi ada juga beberapa masalah atau kendala yang dihadapi oleh guru.

Merujuk pada penerapan sepuluh prinsip *Extensive Reading*, peneliti tertarik pada: (1). Apa saja tantangan penerapan *English Extensive Reading* seperti yang dilaporkan oleh studi penelitian? (2). Apa manfaat *Extensive Reading* seperti yang dilaporkan oleh studi penelitian? Selanjutnya, peneliti juga ingin berkontribusi dalam penerapan ER: (3). Apa evaluasi dalam penerapan *Extensive Reading* berdasarkan analisis peneliti? Peneliti menggunakan penelitian kualitatif dengan menggunakan metode studi Pustaka atau analysis dokumen, dalam analisis datanya menggunakan teknik Miles dan Huberman (1994).

Lebih lanjut, hasil penelitian menunjukkan bahwa persiapan waktu, bahan bacaan, dan alokasi waktu merupakan kendala yang paling banyak dihadapi guru dalam pelaksanaannya. Namun, penelitian juga menunjukkan bahwa penguasaan kosakata dan kecepatan membaca, struktur kata, dan pemahaman bacaan juga ditingkatkan dengan penerapan *Extensive Reading*. Oleh karena itu, peneliti memberikan beberapa evaluasi terhadap pra-implementasi dan selama implementasi dari *Extensive Reading*. Peneliti menilai sepuluh prinsip tersebut harus dipahami dengan baik oleh guru, membaca berjenjang adalah suatu keharusan, ER perlu dipertimbangkan sebagai bagian dari kurikulum, guru harus mengetahui perannya, dan motivasi siswa perlu dijaga dengan baik. Rekomendasi studi penelitian selanjutnya antara lain adalah melakukan penelitian terkait mendalam tentang manfaat ER dan tantangannya, terutama untuk merancang bahan bacaan yang berjenjang sesuai level siswa, persiapan waktu, dan alokasi waktu agar pelaksanaan ER dapat dilakukan secara lebih komprehensif. Sedangkan untuk implementasi ER, peneliti menyarankan agar arah penelitian ke depan juga harus fokus pada motivasi siswa, terutama ketika ER menjadi bagian dari kurikulum sekolah.

Kata Kunci: membaca ekstensif (ER), metode pengajaran, tantangan, evaluasi.