

Proceedings

icon Lite

The 1st
International Conference
on Education, Language,
and Literature

*“Learning Language and Literature
Teaches Us to be More Humane”*

Surabaya, 18 July 2018

Organized by:
Postgraduate Program of

TABLE OF CONTENT

<i>Welcoming Remark From The Chair Of The Organizing Committee</i>	<i>i</i>
Ahmad Munir, Ph.D	
<i>Foreword From Director Of Pascasarjana Unesa</i>	<i>iii</i>
Prof. Dr. Ismet Basuki, M. Pd.	
<i>Foreword From Rector Of State University Of Surabaya</i>	<i>v</i>
Prof. Dr. Warsono, M.S	
PLENARY SESSION	
<i>Literature: Human Reality</i>	<i>1</i>
Budi Darma	
<i>Building Character Through The Act Of Adaptation: The Cases of Reading Rainbow And Wishbone</i>	<i>15</i>
Christopher A. Woodrich	
PARALLEL SESSION	
<i>Teachers' Perceptions Towards Metacognitive Strategy Use in Efl Class</i>	<i>22</i>
Hujjatul Islamiyah, Aswandi, Ahmad Munir	
<i>Character Education Values In Folklores Of Ponorogo And Their Relevance In Teaching Literature</i>	<i>27</i>
Edy Suprayitno, Syamsudin Rois, Bambang Harmanto, Nurul Iman	
<i>The Implementation Of Reciprocal Teaching As a Means of Reading Strategy in a Senior High School</i>	<i>38</i>
Fery Seftiawan, Susanto, Aswandi	
<i>The Acceptance of Multiple Inteligence Learning Model Based on Student's Participation in Scientific Writing</i>	<i>44</i>
Khabib Sholeh, Sriyono	
<i>Indonesian Literature As National Character Builders</i>	<i>53</i>
Krisna Aji Kusuma, Herman J. Waluyo, Nugraheni Eko Wardani	
<i>"Los": Sebuah Kajian Linguistik Kognitif</i>	<i>61</i>
Febriansyah Ignas Pradana	
<i>Nilai Estetis Humor Ludruk: Perspektif Dewitt Parker</i>	<i>72</i>
Moses Glorino Rumambo Pandin	
<i>Euphemism In Donald Trump's Inauguration Speech Seen From Pragmatic Study</i>	<i>83</i>
Trisnayanti, Slamet Setiawan, Budinuryanta Yohanes	

<i>Traditional Javanese Idioms As the Representatives of the Society's Character</i>	89
Kasnadi, Sutejo	
<i>The Influence of Linguistic Intelligence on the Ability to Write Biographical Text of X-Class Students in Sma Negeri 1 Cisaat</i>	97
Alan Novendra Junaedi, Yunus Abidin	
<i>Cultivating Efl Students' Character Building through Analyzing Drama Script</i>	105
Ani Sukma Sari	
<i>The Roles of Critical Thinking in the Student's Academic Writing Process</i>	110
Anam Fadlillah, Oikurema Purwati, Slamet Setiawan	
<i>Analisis Delesi Dalam Subtitle Film American Pie 1-7</i>	119
Atina Afwah, Mangatur Rudolf Nababan, Djatmika	
<i>Analisis Respon Terhadap Tindak Tutur Komisif Pada Novel Dark Matter Karya Blake Crouch</i>	127
Dewi Santika, M.R Nababan, Djatmika	
<i>Function and Role of Sintaksis in Manduro Society Speech Publication as Effort to Maintan Local Language in Manduro Village</i>	135
Diana Mayasari, Nanda Rizki Ardhana	
<i>Teachers' Strategies to Improve Accuracy and Fluency in Speaking</i>	144
Fikriya Fahmi Roosdianna, Ahmad Munir, Syafiul Anam	
<i>Pemetaan Bahasa Walikan Masyarakat Malangdi Kota Malang</i>	149
Fitria Nur Hidayah	
<i>Lesson from Animal: Comparative Studies on Human-Animal Interaction in Folktales of Bali Aga and Ainu Japan</i>	159
Ida Ayu Laksmi Sari, I Nyoman Darma Putra, I Nyoman Weda Kusuma, I Wayan Suardiana	
<i>Kahoot As The Alternative Media In Teaching Reading</i>	167
Ima Chusnul Chotimah, Muhammad Farhan Rafi	
<i>Esensi Kelayakan Isi Buku Teks Bahasa Indonesia Ditinjau Dari Implikasi Pendekatan Saintifik Pada Kurikulum 2013 Revisi</i>	175
Indah Sari, Fatehatun Nikmah, Titi Indah Rahayu	
<i>The Implementation of Authentic Assessment in English Speaking Skill at A Senior High School</i>	186
Istianatul Khusniyah, Susanto, Oikurema P.	
<i>Reader's Theater in the Speaking Class</i>	193
Muhammad Farhan Rafi	
<i>The Value of Character Education in Gurindam Dua Belas By Raja Ali Haji</i>	200
Muhammad Zulfadhli, Sumiyadi, Andoyo Sastromiharjo	
<i>The Portrayal of Remedial Teaching Process</i>	209

Niken Larasati, Oikurema Purwati, Ahmad Munir	
<i>The Practicalities of Learning Device Based Inquiry in The Course of Planning the Indonesia Teaching</i>	215
Rahayu Fitri, Rina Sartika	
<i>Turn Taking Strategies By Efl Learners in an English Conversation Class</i>	221
Rohmatul Fitriyah Dewi, Suharsono, Ahmad Munir	
<i>Penerapan Model Project-Based Learning Dalam Pembelajaran Menulis Puisi Berbasis Konteks</i>	227
Roky Yogi Gumilar, Dadang Anshori, Sumiyadi	
<i>Building Positive Attitudes of English Students department through Extensive Reading</i>	237
Siti Maria Ulfa	
<i>The Practicalities of Learning Device in the Syntax Based Problem Based Learning (Pbl)</i>	243
Trisna Helda, Diyan Permata Yanda	
<i>Problematika Pembelajaran Bahasa Indonesia Pada Kelas Inklusif Di Kabupaten Jombang</i>	251
Yulianah Prihatin, Indah Mei Diastuti	
<i>The Effect of Extensive Listening with “Ted Ed Video” to Promote Students’ Proficiency in Listening</i>	261
Yulis Setyowati, Deny Kuswahono	
<i>Reading Han Kang’s Human Acts: The Process of Remembering and Forgetting the Memory of the Past South Korea</i>	265
Erika Citra Sari Hartanto	
<i>Suitability of ESP Teaching And Learning for Indonesian Efl Learners: Current Issues and Future Prospect</i>	271
Miftah Nur Jannah, Oikurema Purwati, Suharsono	
<i>Investigating Students’ Identity Status through Short Memoirs</i>	281
Zuhyati A. Tlonaen, Budi Darma, Ali Mustofa	
<i>Development Ofinteractive Learning Multimedia Computer Based Instruction Use ispring Presenter Formaterial Of Accounting Service Company</i>	287
Hamim Tohari, Mustaji, Bachtiar S Bachri	
<i>Pengaruh Pendidikan Karakter Berbasis Leasson Study Terhadap Keterampilan Menulis</i>	294
Iqbal Moh Shahid, Andoyo Sastromiharjo, Dadang S. Anshori	
<i>Senior High School Teachers’ Improvisation Based on Their English Lesson Plans</i>	303
Lilik Tri Mulyani, Lies Amin Lestari, Ahmad Munir	

<i>Sosiologi Novel Religi Novel Mini Habiburrahman El-Shirazy (Pudarnya Pesona Cleopatra Dan Setetes Embun Niyala) Dan Asmarah Di Atas Haram Karya Zulkifli L. Muchdi</i>	310
Friska Zumrotun Muzayyanah	
<i>Investigating EFL Teachers' Awareness to Promote Vocabulary Learning Opportunities</i>	321
Kuni Hikmah Hidayati, Susanto, Aswandi	
<i>The Implementation of Grammatical Corrective Feedback on Junior High School Students' Writing</i>	327
Diana Ika Firdhaus, Susanto, Slamet Setiawan	
<i>Exploring EFL Primary School Teacher in Integrating Multiple Intelligences to the Classroom</i>	332
Dias Tiara Putri Utomo, Aswandi, Slamet Setiawan	
<i>Critical Thinking in Writing: What Do Teachers Actually Teach?</i>	341
Fahmy Imaniar, Lies Amin Lestari, Ahmad Munir	
<i>Implementation of Problem Based Learning Model Oriented Multicultural Education on Learning Indonesian Language and Literature in SmK</i>	348
Ira Rachmayanti Sukanda, Isah Cahyani, Yunus Abidin	
<i>The Integration of Learning Japanese Writing and Character Education of Students at Japan Language Department of Language and Art Faculty of Manado State University</i>	357
Jourike Jeane Runtuwarouw	
<i>Investigating the Quasi Solidarity in a Hybrid Political Discourse through Off Record Politeness Strategy: A Case in President Obama's Speech tt The University Of Indonesia</i>	366
Muh. Fajar, Fabiola Kurnia, Suharsono	
<i>Transformation of Babad Sumedang By R.A.A Martanagara into Novel Harisbaya Bersuami Dua Raja by E. Rokajat Asura</i>	373
Ratna Dewi, Sumiyadi, Nuny Sulistiany Idris	
<i>Manuskrip Kebudayaan Lisan Kabupaten Wonogiri</i>	383
Riyadi Widhiyanto, Tiara Dwi Syania, Arsifi Amanah, Asep Purwo Yudi Utomo	
<i>Citra Perempuan Dalam Tanakh Dan Sajak-Sajak Rendra (Sebuah Studi Intertekstualitas Menurut Gerald Genette Dan Michael Riffaterre)</i>	392
Wadji, Budi Darma, Setya Yuwana	
<i>Womens' Identity Expression in Indonesia Contemporary Novels</i>	403
Zakiyatul Mufidah	

<i>Perwujudan Etika Interaksi Sosial Dalam Puisi-Puisi Iman Budhi Santosa: Pendekatan Psikofilosofi Berdasarkan Perspektif Ki Ageng Suryomentaram</i>	410
Dian Lufia Rahmawati	
<i>Content, Language, and Implementation on the English Textbook Based on the 2013 Curriculum for Junior High School</i>	422
Muhammad Roda'i, Oikurema Purwati, Slamet Setiawan	
<i>Biopoetics in Poetry of the Winner Contest Making a Biology Poetry Faculty of Science and General Agricultural Institute of Bogor (IPB) in 2012</i>	434
Nensy Megawati Simanjuntak	
<i>Campur Kode Bahasa Batak Toba Dalam Interaksi Kelas Di Smk Multi Karya Medan</i>	442
Ruth Remilani Simatupang, Muhammad Rohmadi, Kundharu Saddhono	
<i>Ideology Representation of 'Us' and 'Them' through Material Processes of Transitivity in Yudhoyono's Presidential Speech Texts</i>	449
Rosyida Ekawati, Fabiola D. Kurnia	
<i>Pengembangan Instrumen Penilaian Berpikir Tingkat Tinggi Pada Mata Pelajaran Bahasa Indonesia, Semester I, Kelas Xi</i>	457
Maria Yuneri Elviyanti	
<i>Spatial Symbolic Meaning of Jazz and Perfume Representation in Novel Jazz, Perfume, and Incident by Seno Gumira Adjidarma</i>	467
Arumtyas Puspitaning Padmasari	
<i>The Use of Student Learning Module (Student Team Achievement Divisions) in Learning Writing Curriculum Text 2013</i>	474
Indriani Nisja, Lira Hayu Afdetis Mana, Titiek Fujita Yusandra	
<i>Improving English through Internet</i>	483
Nur Fauzia	
<i>Building EFL Learners' Confidence And Creativity In Speaking Through The English Class Performance (ECP) Program</i>	491
Willy Anugrah Gumilang	
<i>Membangkitkan Rasa Nasionalisme Melalui Pembelajaran Apresiasi Puisi Dengan Strategi Semangka Cin!</i>	497
Cholis Mawanti	
<i>Clash of Fundamentalism and Secularism in Orhan Pamuk's Snow and Anthony Trollope's The Way We Live Now</i>	506
Supriyatno, Budi Darma, Fabiola D Kurnia	
<i>Ekspresi Etnik Dalam Kapata Masyarakat Alifuru Di Maluku Tengah (Kajian Etnopuitika)</i>	518
Lisse Pattipeiluhu, Setya Yuwana Sudikan, Muhsyanur	

<i>Custom Hegemony in Kenanga and Tempurung Novel Written By Oka Rusmini: Thinking and Expression Study of The Author</i>	525
Eko Hardianto	
<i>Authorial Presence In Indonesian Doctorate Students' Dissertations</i>	542
Yunik Susanti, Fabiola D Kurnia, Suharsono	
<i>Nilai Budaya Etnik Dayak Ngaju Dalam Lagu Yang Dinyanyikan Lan Tejul Di Kabupaten Katingan Provinsi Kalimantan Tengah</i>	554
Diplan	
<i>Signifying The Signs In The Wedding Solemnization Of Prince Harry And Meghan Markle</i>	566
Pininta Veronika Silalahi	
<i>Media Pembelajaran Berbasis Blended Learning Pada Apresiasi Sastra</i>	572
Eko Cahyo Prawoto, Pana Pramulia	
<i>Dramatic Irony In Two Plays, George Bernard Shaw's Comedy, Pygmalion And Samuel Beckett's Tragicomedy, Waiting For Godot</i>	579
Siti Hanifa	
<i>Modifying Sholawat Songs For Teaching Irregular Verbs</i>	586
Maisarah	

BUILDING POSITIVE ATTITUDES OF ENGLISH STUDENTS DEPARTMENT THROUGH EXTENSIVE READING

Siti Maria Ulfa

STKIP PGRI Bangkalan

sitimariaulfa@stkip PGRI-bkl.ac.id

Abstract

This study focuses on the role of Extensive Reading lesson to develop students' positive attitudes. The positive attitudes may develop through the experiences of reading novels or short stories. Since they acquire a good comprehension of various reading texts, reading novels or short stories containing moral values may contribute mostly to shape their attitudes. A qualitative study was done which some interviews were done to the students and lecturer and interestingly, in fact it is found that it is highly motivating their critical thinking to come up with some considerations to take into account because they have more spaces to exploit reading to the fullest to be more confidence and internalize what they have read.

Keywords: Extensive Reading, Positive Attitudes, Short Stories

Abstrak

Penelitian ini berfokus pada peranan mata kuliah Extensive Reading untuk membantu mahasiswa dalam hal pengembangan sikap positif mahasiswa. Hal ini dapat dikembangkan melalui pengalaman mahasiswa dalam membaca novel atau cerita pendek. Adanya pemahaman yang baik yg mereka dapatkan ketika membaca cerita pendek yang mengandung pesan moral sebagai materi perkuliahan, berkontribusi dalam pembentukan tingkah laku yang positif. Penelitian ini merupakan penelitian kualitatif dimana pengambilan data dilakukan melalui wawancara dengan mahasiswa dan dosen pengampu, dan menariknya bahwa aktivitas membaca tersebut sangat memotivasi berfikir kritis mereka dengan beberapa pertimbangan tentunya untuk mengambil sisi positif dari cerita yang dibaca karena mahasiswa mempunyai akses ruang yang lebih untuk memanfaatkan aktivitas membaca tersebut untuk lebih percaya diri and dapat menginternalisasi apa yang mereka baca.

Kata Kunci: Extensive Reading, Tingkah Laku Positif, Cerita Pendek

A. INTRODUCTION

Literatures are required to teach English skills especially Reading. It has several advantages such as contributing to a better linguistic understanding, a development of creative skills, and a higher language proficiency, it also makes an important contribution to literary appreciation (Ramsaran, 1983). Means, reading several literatures especially short stories, students are exposed to understand the words, the plot, the characters, and the deepest meaning what actually the stories talk about. Those

things sometimes affect students tend to explore more related literatures they want to.

In relation to Reading class, to avoid boredom in case of the activity, the lectures used short stories for several meetings of fifteen meetings. Students were given short stories such irony, exposition, climax, narration and so on. Those literatures may develop readers' language and literary awareness (Okumu, 2016: 312). The literary awareness involves the way how they grasp the content of works and how they interpret the works by themselves. It becomes clear for this research that the main problem was how the students can internalize the result of their

reading into their way in doing and behaving something positively since it is short, and aims at giving a 'single-effect', there is usually one plot, a few characters; there is no detailed description of setting and some moral values inserted. As a fact, most of the students had low motivation to read. They just read texts if the lecturers asked them (Ulfa, 2015) It is actually in line with what has already stated in the lesson plan of Extensive Reading that This course focuses on an interactive approach to reading that engages the students to critical and extensive reading activities for developing critical thinking skills. This approach includes aspects of both intensive and extensive reading, which enables the students to develop their independent reading ability by means of authentic and full-scale texts of various disciplines while exercising particular aspects of critical reading strategies. In so doing, the students are encouraged to freely contribute in the selection of reading texts and to actively participate in classroom activities to develop their critical reading requiring critical thinking skills as it is cited from the lesson plan made by the lecturer.

Regarding to the passages above, the writer constructed several research questions to be taken into account such as, first, does reading short stories broaden students' perspectives for the events they never experienced before? Second, does reading short stories provide students with a better understanding for different behavior? Next, does reading short stories make students may develop empathy with the people in different situation? Then, does reading short stories show the students different life styles? Does reading short stories provide students with a comparison between your own culture and other cultures? Does reading short stories teach students ethical and moral values of other cultures? And the last was, does reading short stories make students more tolerant?

In order to find out the answers, it is needed to go deeper firstly to the related literatures to come up with some considerations.

B. THEORETICAL FRAMEWORK

1. Extensive Reading

From the four skills in English, reading seems to be the hardest activity to be conquered by students. They need to be focus on many things actually, the difficult words, sentences, complex sentences and so on. They really need to be on the right track to understand the content otherwise what they have read just 'Gone with the Wind'. One of the terms of Reading activity in English Department of STKIP PGRI Bangkalan is Extensive Reading. It is the highest level of Reading level to be given to the students. Furthermore, the Extensive Reading (ER) is widely accepted as an effective assignment in many university English curricula (Kano, 2015:211) means ER is suitable to be used as an activity of reading for university students. There are a lot of things can be done through this ER, but mostly, the activity goes around the way how students can be actively involving their knowledge and imagination to exploit reading materials. Besides, students on the assumption that students; attitudes and motivations might be important factors in the success of any reading program (Özönder, 2015: 723).

2. Teaching Extensive Reading through Short Stories

Choosing short stories as the materials in teaching Extensive Reading may become a better consideration since students of sixth semester need to be exploited to different types of reading text. It is important for them also to give them alternatives in responding to the texts of their own way. Ariogul (2001) points out the benefits of using short fiction as in his study: (p. 11-18) as cited in (Okumu, 2016): it

- Makes the students' reading task easier due to being simple and short when compared with the other literary genres,
- Enlarge the advanced level readers' worldviews about different cultures and different groups of people,
- Provide more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers,
- Motivates earners to read due to being an authentic material,
- Offers a world wonders and a world of mystery,
- Gives students the chance to use their creativity,
- Promotes critical thinking skills,
- Facilitates teaching a foreign culture _i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community),
- Makes students feel themselves comfortable and free,
- Helps students coming from various backgrounds to communicate with each other because of its universal language,
- Acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring this gained knowledge to their own world.

Those benefits may become good reason why in Extensive Reading an activity of reading short stories should be included. The examples of the short stories used in the classroom were taken from <http://www.ezsoftech.com/ebooks/100moralsstories.pdf>. There are a lot of good stories and students are free to read them by themselves. Yet the limited meetings, the lecturer only ask the students to be focus on selected stories.

C. RESEARCH METHOD

1. *Participants and Settings*

This study was conducted in an EFL setting, at English Department of STKIP PGRI

Bangkalan. This study also was carried out with 24 intermediate level students who participated in the study.

2. *Instruments*

In answering the research questions, the researcher used qualitative approach. The in-depth students interview was used to obtain some answers related to the research questions. The interview was given to both the students and the lecturer. The interview questions were divided into two parts. The first part was aimed to gain any information about the number of short stories they have read also the genres; the second interview was focused on the idea of how extensive reading gives impact to their attitude. It also involved five different categories as cited from (Kulaç and Walters, 2016) such as importance of reading, personal investment and vocabulary in reading.

3. *Data Collection Procedure*

For this research, 24 students and one lecturer were interviewed. All the interview was done personally in English Department office. The interviewa were recorded and also the researcher jotted down some important information while doing the interviews. Besides, researcher also got some data regarding to their attitudes from other lecturers. When we were having some small talks in the office, all the lecturers also gave some comments related to students' attitudes when they received some lessons.

D. RESULT AND DISCUSSION

There a lot of stories that students have read. In reading the stories, there are some aspects like character of the story, setting, genre, plot, style, symbol, point of view and moral values. From the stories they have read, seemingly gave new atmosphere for the students in experiencing new things. One of the example was when they read short stories, they react differently. Several examples of short stories that were given such

as *Parable of the Pencil*, *The Devoted Mother*, *Don't Judge a Book by Its Cover*, *The Thirsty Cow*, *The Boy and The Apple Tree*, *Mentally Retarded*, *A Hole in the Fence* and *Just P.U.S.H! Pray Until Something Happens!*

The lecturer was intentionally choosing the titles due to some reasons. The stories were appropriate with students' level of reading and also easily grasped. Each story has its own implication for its reader and sometimes even often affect its reader to behave well to others. When the researcher asked the students of how the stories affect them in behaving positively, they answered it enthusiastically that what they have read really touching and merely appear to their life. Such as a story entitled *Don't Judge a Book by Its Cover* taught them how to be tolerant and not to judge friends only from their appearance. And interestingly found that they just apply what the stories has said. This is what actually something can affect someone randomly.

Other positive attitudes that can be seen through eyes opened are appreciating other cultures and different lifestyle. For the term of R.S.V.P which they never know before means when someone invites people to come to an occasion, they need to give response whether they might come or not. On the other hand, in Indonesia has different style when someone invites others to come to her or his party or house, they tend to not to give any message whether they could come or not. It again gives students new experience of how other cultures of other nations. They have their own point of view for the stories. University students are actually people who learn something from different situations, and reading short stories may the best way to teach them to have good and positive attitudes in their life especially in their campus. Furthermore, it helps students to develop empathy with and a better understanding for the people in different

situation and behaviors (Okumu, 2016) Extensive reading may have helped the to exploit texts fully since Extensive Reading can be defined as reading a large quantity of text, where reading confidence and reading fluency are prioritized (Ghanbari and Marzban, 2014). There are actually so many good strategies can be used as choice but for Extensive Reading, giving students short stories may contribute much to them and their environment. Using internet and other valid resources may extract different reading strategies which seemed matched for the level of the students and introduce those strategies to them in order to improve their reading ability (Raissi and Roustaei, 2013).

While doing the reading activity, the lecturer did some discussion towards the content of the stories. Besides the interaction between the reader and the text, the lecturer also helped them in asking some questions to emerge students' comprehension toward the text. The assumptions proposed by McNeil (1992:16-18) may contribute much to the process of students' reading. First, what students already know affects what they will learn from reading. Means, students have their own prior knowledge while interacting with the texts. Their background of knowledge determines their own interpretations and inferences. Second, both concept-driven and data-driven processes are necessary in comprehending text, these two concepts are playing important roles in how readers find out the gap of information of the texts. A reader may use top-down or bottom-up strategy. Third, the deeper a person processes text, the more he or she will remember. Indeed, focusing on reading particular texts, need concentration. And it can be something difficult to achieve many things without having the ability to read fluently and with good comprehension (Conference, English and Language, 2015), Making elaborations is such a good idea, students while reading a text use

their prior knowledge, making inferences, paraphrasing the text into their own language and relating the text into their own purposes yet Extensive Reading means reading in quantity and in order to gain general understanding of what is read (Yamashita, 2013). The last is the context in which reading occurs influences what will be recalled. It is dealing with process of reading involve constructing meaning among the parts of the text and between the text and personal experiences. From those discussion, it is absolutely agreed that reading may affect its readers differently.

1. The Function of Extensive Reading in Language Learning

Besides discussing the implication of short stories to students' positive attitudes, remaining the objectives of the study of Extensive Reading in English Department of STKIP PGRI Bangkalan.

- a. It enhances students' general language competence. Texts in short stories may a complex and complicated words to be grasped. It again teaches students to be more aware and improve their language competence to understand the text well.
- b. It helps students master vocabularies. Yet many vocabularies stated, students are more exposed to new vocabularies that they never know before. An important issue to be held is about the a consideration the arrangement the level of the extensive material (Amir and Bulca, 2013).
- c. It motivates the students to read more. If they like the texts or the stories, they will go further to find out what is next.
- d. It can help students to play with their imaginations. Since the stories consist of many unpredictable things, it sometimes attracts students to guess themselves and imagining what would it be if I they were that woman or man. Such a good scenario

of life if they can apply what actually stories talk about.

E. CLOSING

1. Conclusion

For the conclusion, Extensive Reading is quite helpful in shaping and affecting the readers (the students) to have positive attitudes such as more appreciating their colleagues, cultures, life styles and be more focus in doing particular things. It cannot be separated actually from the process they have made while reading the texts. The processes may different from one to others. Moreover, the choices of the stories given also determined the results. Choosing the suitable texts and really "touching" a life of university students may become one of good alternatives to be used in Extensive Reading class since it has been recognized as the most successfull approach in second and foreign language education (Abedelqader and Salameh, 2017).

2. Suggestion

The suggestions may go for the students and for the lecturer. The students should be really focus on their own reading purposes in order to have good comprehension well. They need to activate their schemata well when reading short stories, jotting down some difficult words are quite possible to be done in order to make them easy in recalling similar stories. In contrast to the lecturer, choosing appropriate stories for students may quite difficult, but maybe by asking students' preferences may help the lecturer easy to determine what kind of stories should be given to them, but again it should be fulfilling lecturer's goal in teaching Extensive Reading.

REFERENCES

- Abedelqader, L. and Salameh, M. (2017) 'Investigating the Effect of Extensive Reading on EFL Learners ' Reading

- Attitudes at Hail University in KSA', 8(8), pp. 7–15.
- Amir, L. and Bulca, M. (2013) 'Extensive reading and creative practices', *Procedia - Social and Behavioral Sciences*. Elsevier B.V., 70, pp. 592–597. doi: 10.1016/j.sbspro.2013.01.097.
- Conference, A. I., English, L. and Language, A. (2015) 'EFL Turkish university students ' attitudes and motivation towards reading in English', 199, pp. 704–712. doi: 10.1016/j.sbspro.2015.07.601.
- Ghanbari, M. and Marzban, A. (2014) 'Effect of Extensive Reading on Incidental Vocabulary Retention', *Procedia - Social and Behavioral Sciences*. Elsevier B.V., 116, pp. 3854–3858. doi: 10.1016/j.sbspro.2014.01.854.
- Kano, M. (2015) 'Revealing factors affecting learners ' sense of " difficulty " in extensive reading through reader corpora'. Elsevier B.V., 198(Cilc), pp. 211–217. doi: 10.1016/j.sbspro.2015.07.438.
- Kulaç, D. and Walters, J. (2016) 'The Effect of Contextual Inferencing Strategies on EFL Learners ' Attitudes towards Reading', *Procedia - Social and Behavioral Sciences*. Elsevier B.V., 232(April), pp. 486–493. doi: 10.1016/j.sbspro.2016.10.066.
- Okumu, N. (2016) 'Using short Stories in Reading Skills Class', 232(April), pp. 311–315. doi: 10.1016/j.sbspro.2016.10.027.
- Özönder, Ö. (2015) 'Prospective ELT students ' foreign language reading attitudes and motivation', *Procedia - Social and Behavioral Sciences*. Elsevier B.V., 199, pp. 722–729. doi: 10.1016/j.sbspro.2015.07.603.
- Raissi, R. and Roustaei, M. (2013) 'On the relationship of reading strategies , extensive reading and', *Procedia - Social and Behavioral Sciences*. Elsevier B.V., 90(InCULT 2012), pp. 634–640. doi: 10.1016/j.sbspro.2013.07.135.
- Yamashita, J. (2013) 'Effects of extensive reading on reading attitudes in a foreign language', 25(2), pp. 248–263.
- Ramsaran, S. 1983. "Poetry in the language classroom. *ELT Journal* 37, 1: 36-43
- Ulfa, S. M. (2015). Question–answer relationship (qar) strategy used in teaching reading comprehension ii for university students. *Jurnal Pendidikan*, 7(2), 179-191.
- Yamashita, J. (2013) 'Effects of extensive reading on reading attitudes in a foreign language', 25(2), pp. 248–263.

ACKNOWLEDGMENTS

I thank to the lecturer who teaches Extensive Reading and all students in 6A for your time and feedback. I would also like to express my gratitude to my friends in English Department for the constructive comments and likely to give related literatures I need mostly for Reading Comprehension cases.

Certificate of Appreciation

No.: 10/Icon-ELite/UNESAVII/2018

This Certificate is awarded to

Siti Maria Ulfa

as

Presenter

in the 1st International Conference on Education, Language, and Literature
(Icon-ELite) organized by Postgraduate Program of
Language and Literature Education State University of Surabaya

Surabaya, 18 July 2018



Prof. Dr. Warsono, M.S.

Rector

State University of Surabaya

icon ELite
INTERNATIONAL CONFERENCE
ON EDUCATION, LANGUAGE, AND LITERATURE

Ahmad Munir, Ph.D.

Chair of the Organizing Committee

Icon-ELite UNESA 2018