

**INVESTIGATING THE EFFECT OF EXTENSIVE READING  
ON STUDENTS' WRITING DEVELOPMENT**

**A THESIS**

by

**Widad Mapandre Ridho Bakhtiar**

**NIM: 06011381823065**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

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KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
UNIVERSITAS SRIWIJAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Raya Palembang-Prabumulih, Indralaya, Oganllir, 30662,  
Telp. 580058, 580085 — Fax. (0711) 353265  
Laman: [www.fkip.unsri.ac.id](http://www.fkip.unsri.ac.id), Pos-el: [support@fkip.unsri.ac.id](mailto:support@fkip.unsri.ac.id)

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### THESIS EXAMINATION

Title : Investigating the Effect of Extensive Reading on Students'  
Writing Development  
Name : Widad Mapandre Ridho Bakhtiar  
Student Number : 06011381823065  
Study Program : English Education  
Department : Languages and Arts  
Academic Year : 2021 / 2022

Approved to participate in Final Exam on July, 2022

Advisor,

Sary Silvhiany, M.Pd., M.A., Ph.D  
NIP 197708112002122003

Certified by

Coordinator of English Education Study Program

Hariswan Putra Jaya, S.Pd., M.Pd.  
NIP 197408022002121003

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Advisor



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**NIP. 197708112002122003**

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**Hariswan Putera Jaya, S.Pd., M.Pd.**

**NIP. 197408022002121003**

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**Widad Mapandre Ridho Bakhtiar**



**06011381823065**

**This thesis was defended by the writer in the final program examination and  
was approved the examination committee on:**

**Day : Monday**

**Date: August 5<sup>th</sup>, 2022**

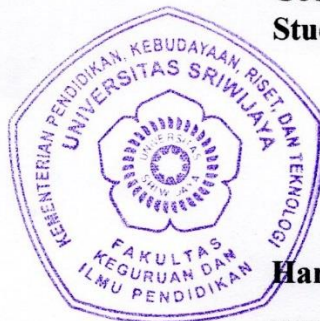
## **EXAMINATION COMMITTEE APPROVAL:**

1. Chairperson : Sary Silvhianny, M.Pd., M.A., Ph.D (  )
2. Member : Alhenri Wijaya, S.Pd., M.Pd (  )

**Palembang, August 2022**

**Certified by,**

**Coordinator of English Education  
Study Program,**



  
**Hariswan Putera Jaya, S.Pd., M.Pd.**

**NIP. 197408022002121003**

## DECLARATION OF PLAGIARISM

I, the undersigned,

Name : Widad Mapandre Ridho Bakhtiar

Student's Number : 06011381823065

Study Program : English Education

Certify that thesis entitled "Investigating the Effect of Extensive Reading on Students' Writing Development", is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work

Palembang, 20 July 2022



Widad Mapandre Ridho Bakhtiar

NIM 06011381823065

## **DEDICATION**

**This thesis is dedicated to:**

**My family and my friends**

## **MOTTOS**

**“When a language dies, a way of understanding the world dies with it, a way  
of looking at the world.”**

**— Steiner G**

**“An entire mythology is stored within our language.”**

**— Ludwig Wittgenstein**

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# INVESTIGATING THE EFFECT OF EXTENSIVE READING ON STUDENTS' WRITING DEVELOPMENT

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## ABSTRACT

Extensive reading is one of the ways students can learn a language. It is believed that giving students access to books that they can read extensively out of their own volition can improve their language skills. This thesis aims to explore the effects of exposure to extensive reading on students' writing skills. The participants in this study are marginal students in Sungai Rengas. Tutored by preservice teachers from Sriwijaya Students. The methods used in this study was observation, semi structured open-ended interview, and document collection. The results of this study were that there is a positive effect on students' writing proficiency after exposure to extensive reading. The aspects of writing affected by extensive reading were notably the vocabulary, coherence, quantity, and to a certain extent, bilingual writing. In addition, the way how students' reading habit may improve is related to their motivation to read, their interest in certain genres, and the availability of reading materials.

**Keywords:** *Extensive reading, Writing proficiency, Marginalized students*

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# CHAPTER I

## INTRODUCTION

### 1.1. Background

Reading is one of the best activities in which a person can learn a language. For example, a student can be exposed to reading materials that are written in English to supplement what they are learning from school, as supported by Rini (2013). Not only that, reading is also one of the basic ways we learn in the educational system in general (Whitten et al. 2016). So naturally, it is the default method of learning that is used extensively by teachers.

Reading ability, particularly reading multimodal texts, requires critical evaluation of texts. Students at all level of education and reading ability have to deal with information available through various channels and media (Sary Silvhiany, 2019; Sary Silvhiany et al., 2021a, 2021b). Students will be able to critically read information when they have the chance to be exposed to various genres of reading. Therefore, extensive reading is a necessity.

While there are various types of extensive reading, the one that will be heavily focused on in this study will be the one about pleasure reading. The writer decided to focus on pleasure reading specifically because it should be the easiest to follow by the age range of the participants, in addition to being the most interesting to them.

Pleasure reading is different from regular reading in that it is done by the readers' willingness, not because they are told to read by, for example, their teachers. Of course, what students read for pleasure and what they read when told to read differ. For example, normally students would read their textbooks about their lessons. When reading for pleasure, however, school textbooks might be a bit unappealing. So instead, they opt for storybooks or novels.

These additional reading contents will be different from what they learn in school, especially for certain subjects such as mathematics or science. After all, most pleasure reading materials are written for recreational purposes, not exactly to teach the readers about equations or physics formulas. As such, pleasure reading, in general, does not affect students' performance in those subjects by a lot. This is not to say that it does not have any effect at all however, as found by Whitten et al. Whitten et al. (2016) and Sullivan & Brown (2015), pleasure reading does indeed positively impact a lot of subjects.

Aside from that, I do believe that extensive reading has a much bigger impact on language subjects. It is well known that reading in any form, has positive impact in multiple language proficiency skills. Notably, vocabulary, grammar, reading rate, etc (Abdullah et al., 2012; Attiyat, 2019; Beglar & Hunt, 2014; Cahya & Artini, 2020; Cho & Krashen, 2019; Foncha, 2014; Hadiyanto, 2019; Javid & Al-Khairi, 2011).

I also believe that extensive reading has a rather bigger impact on students' linguistic skills due to the motivation factor. This is because when students read for pleasure, they do it. After all, they want to, meaning they already have the motivation to do the reading. This, in turn, will help supplement the reading that they are already doing at school. This will not be the same for every student of course. Some students prefer reading, while others might not be so keen to read. Then there is the matter of authenticity. Certain extensive reading materials are usually authentic (Berardo, 2006), meaning the language used is written just like how it is supposed to be used in real life context. This will help students learn aspects of language better, especially if it is a foreign or second language. This is not to say that all non-pleasure reading materials are inauthentic.

In my experience, a lot of reading materials prepared for formal education usually have been adapted, especially for beginners. There is also something called leveled reading or reading level, which is essentially the measure of how good one's reading ability is, and what kind of reading materials would be appropriate for the level. For example, one of such reading levels that is used is the Fountas & Pinnell

reading level which measures the reading ability using the alphabet, with A being the most basic, to Z which is more complex. Understanding these levels of reading is necessary to provide students with suitable reading materials (Sari et al., 2020).

When it comes to the participants of this research, I believe it is a good opportunity to implement the use of extensive reading. The children of Sungai Rengas usually have little interest in reading the school books provided by their school if they are not working on their homework. The reading habits of these children are rather poor. But we think the biggest reason as to why is the lack of reading materials in the first place.

In Sungai Rengas, the state of education is a bit different than one would expect. The small town is somewhat remote and the nearest school is too far to reach by foot. The people themselves can also be considered to be inside the low socioeconomic spectrum. As such, students there usually have little time to do any educational activities outside of school hours, because more often than not, they also have to support their parents.

There have been efforts by a charity organization to help alleviate the low literacy rate of students in Sungai Rengas. Namely, the organization called ‘Sahabat Juang Indonesia’. Various activities are done by this charity group including teaching the children to read. Reading materials are also planned to be included in their efforts. We hope that these reading materials can help nurture the students’ interest in reading, including reading for fun.

The reason why this study is especially important is that we aimed to help provide reading materials to the children in Sungai Rengas. The availability of reading materials is crucial in order to develop their literacy and reading interest. This is supported by Anandari & Iswandari (2019) and Solihin et al. (2020) who stated that the availability or scarcity of reading materials is one of the deciding factors in students’ literacy development, especially in their reading interest. Research conducted by (Putri & Silvhiany, 2022; Savira & Silvhiany, 2022) with the children in Sungai Rengas, has shown the improvement in students’ reading



ability after they were engaged in a literacy mentoring process. The literacy mentoring was an after school program aimed at helping marginal children developed their reading after the pandemic learning loss.

In line with (Putri & Silvhiany, 2022; Savira & Silvhiany, 2022; Sihotang & Silvhiany, 2022), I did this research with the children in Sungai Rengas. My research focused on the use of various reading materials to support the students' access to high quality reading texts. By providing the access, students could do guided as well as independent reading at home and at the after school literacy mentoring program. The extensive reading was introduced to the students as part of the literacy mentoring program. Based on what was mentioned above, the writer has come up with the following research questions.

## **1.2. Identification of Research Problems**

Based on the background, the researcher identified several research problems including:

1. How does pleasure reading affect students' writing proficiency?
2. What writing aspects are affected by pleasure reading?
3. How can students develop a long-term pleasure reading habit?

## **1.3. Objectives of Research**

The objectives of this research are:

1. Find out the way pleasure reading affects students' writing proficiency.
2. Find out what writing aspects are affected by pleasure reading.
3. Determine how students can develop long-term pleasure reading habit.

#### **1.4. Benefits of Research**

This research is expected to have both academic and practical benefits.

Academically, this research is hoped to help educators find out the effectiveness of pleasure reading to help students with their writing proficiency, Contribute to the body of knowledge related to extensive reading and writing, and improve the literacy of marginalized children.

Practically, this research hoped to expand the writer's knowledge on pleasure reading theories that can be used in education in general, help provide students in Sungai Rengas with a fair amount of reading materials, and in turn, help the students in Sungai Rengas develop a long-term pleasure reading habit.

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