

Investigating the Implementation of Extensive Reading “MembacaMu”

Program: Junior High School Students’ Perspective

A Skripsi

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Statement of Authenticity

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Certify that this *skripsi* entitled “Investigating the Implementation of Extensive Reading “MembacaMu” Program: Junior High School Students’ Perspective” is purely my own writing and idea. This paper does not include the work of other people, except the theory that is cited in the quotations and references with the ethical standard. I am absolutely responsible with the entire content of this research.

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Abstract

“MembacaMu” Program is a program that supports the implementation of extensive reading in the classroom. This program was held by students and lecturers of ELED to improve students’ reading motivation and create reading habit through extensive reading. This study aimed to investigate the implementation of extensive reading through “MembacaMu” and to discuss the students’ responses toward benefits of joining the extensive reading through “MembacaMu.” This study applied a qualitative research approach with descriptive research design. The study involved three private junior high schools in Yogyakarta where the Extensive Reading “MembacaMu” Program was conducted. There were four junior high school students that were interviewed as the participants of this study. The data were analyzed by using coding analysis. The study revealed that some extensive reading activities implemented in “MembacaMu” Program were pre-reading activity, reading the book, and follow-up activity. The study also found that all participants give positive responses on the Extensive Reading through “MembacaMu” Program. This positive response then turns out into some benefits that students received. These benefits are motivating students to read, enriching students’ English knowledge, increasing students’ language ability, enriching English reading recommendation, and developing students’ creativity.

Keywords: implementation, extensive reading, “MembacaMu” Program

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