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RESEARCH REPORT

STUDENTS' PERCEPTIONS ON ENTREPRENEURSHIP PLAN AS FINAL PROJECT ON EXTENSIVE READING SUBJECT

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In the recent years reading plays important role in students' life, both in schools and outside of schools. They need to read more and more to improve their knowledge. One of the kinds of reading activities done by the students is extensive reading.

Extensive Reading (ER) according to Carrell and Carson (1997: 49-50), is generally involves rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language'. While this definition provides an overview of extensive reading, Davis (1995: 329) offers a more useful definition of extensive reading from a classroom implementation perspective. An extensive reading program is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleasurably, at their own level, as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves, and it is up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available. The watchwords are quantity and variety, rather than quality, so that books are selected for their attractiveness and relevance to the pupils' lives, rather than for literary merit.

Extensive Reading (ER), sometimes for pleasure reading (Day & Bamford, 1997; Dungworth, Grimshaw, McKnight, & Morris, 2004). Sometimes called by alternative terms such as *pleasure reading*, *sustained silent reading*, *free voluntary reading* or *book flood*, ER "means reading in quantity and in order to gain a general understanding of what is read. It is

intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading" (Richards & Schmidt, 2002).

Extensive reading is relaxing, informal, and allows students to choose materials based on their English proficiency level and their interests. Also, it involves reading large quantities of text for general understanding of content with the purpose of having pleasure, and includes individualized and independent reading, which gives students the chance to select the materials based on their own interest without the discussion of texts in class (Bamford & Day, 2004; Brown, 2009; Chun, Choi, & Kim, 2012; Green, 2005; Hashimoto, & Okazaki, 2012; Lituanas, Jacobs, & Renandya, 2001; Safaeia, & Bulca, 2013;Yamashita, 2008).

In extensive reading, students silently read large quantities of materials. These materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help (Jacobs & Gallo, 2002). These large quantities of reading materials provide large amounts of comprehensible input in students' new language in order to make progress toward overall command of that language (Krashen, 1982).

Since extensive reading is reading for enjoyment, so far, most of the materials and sources of the reading are in form of literary texts. Loh (2016), for example, engage students in extensive reading in English as a Foreign Language (EFL) classroom by using literary text. She suggests encouraging students to read through contemporary Young Adult (YA) literature, multicultural literature and canonical western literature. Based on my experience in teaching extensive reading, not all of the students are interested on literary texts. Some of them are interested on the text about commodities, goods, products, and services.

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So far, most of the extensive reading activities of EFL university level learners are ended with the improvement of reading attitude, reading comprehension, and vocabulary growth. As Breeden (2016) states that extensive reading can lead to better reading comprehension, a larger vocabulary and a higher level of motivation. However, the researcher plan to develop that besides the improvement of the students' reading attitude, reading comprehension, vocabulary growth, and motivation. At the end of the extensive reading activities, it is hoped that the students can learn and plan to be the entrepreneurs of the subject or topic they read extensively. They can read the thing—other than the literary work, that is very interesting for them, then at the end of their reading extensive activity they can produce the blue print of the thing in which they are most interested in to be their entrepreneurship program or project. It can be in form of the innovation of new commodities, techniques, goods, or services which can be developed and applied in their real life. So, at the end of the ER activities and program the students can be promoting to entrepreneurship project.

The idea above is supported by Singkum & Chinwonno (2021) who state that EFL Extensive Reading consisted of several tasks to promote reading extensively in each unit. There was a large quantity of reading materials, which were at different levels of language proficiency. Students were able to choose reading materials based on their interests and levels of language proficiency. These selected materials engaged students to read extensively in English, and read individually with comprehension, both in class and out of class. After they were exposed to reading materials, students were required to do EFL Extensive Reading tasks in order to encourage their participation and motivate reading. The tasks were diverse,

including such things as reading questionnaires, reading logs, one-minute reading, shared reading, and reading rewards (Singkum & Chinwonno, 2021).

Although some of the ER activities and task have referred to non-literature materials (Singkum & Chinwonno, 2021), it is still do not found that there are activities which leads the students to be encourage to be the entrepreneurs of what they are interested to read.

B. Identification of the Problem

Based on the background of the problem above it can be identified that there are some problems in extensive reading teaching and learning process as well as in giving the assignment as the final activities in extensive reading. The first problem found is that the lecturers still focus the text can be read extensively only on literary text only, while in fact there are many types of text can be read by the students extensively. The second problem is that most of the ending activities of extensive reading that can be done by the students are still on language skills and components improvement such as the improvement on reading, writing and vocabulary, while it is possible for the students to have the improvement more than the improvement on language skills and language components. Students can get more chance to improve their ability in entrepreneurship.

C. Formulation of the Problem

Based on the identification of the problem above the researchers want to know the students' perception on the assignment given. So, in this research the problem is formulated as: How is the students' perception on the entrepreneurship plan as final project on extensive reading subject?

D. Purpose of the Research

The purpose of this research is to know the students' perception on the entrepreneurship plan as final project on extensive reading subject.

E. Significance of the Research

Significantly this research is for getting the information about the students' perception on the task given by the lecturer in form of entrepreneurship plan as final project on extensive reading subject. It is significantly to know whether the final project can be meaningful for the students' real life after having the entrepreneurship plan.

F. Operational Definition of Key Terms

To make the term used in this research were understandable, it need to define well according to this research.

1. Entrepreneurship plan. Entrepreneurship plan is the students' plan in making the products or services after they read the interesting topic they have chosen.

2. Final project. Final project is the assignment the students should do after they have extensive reading activities. In this research final project is in form of portfolio made by the students on the whole information about the topic the students have selected.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories

1. The Nature of Extensive Reading

a. The Concept of Extensive Reading

There are many different terms for extensive reading (ER), including pleasure reading, self-selected reading, free voluntary reading, and wide reading. Over the years, a plethora of studies has revealed that ER enables students to reap numerous linguistic benefits, including improved reading fluency (Huffman, 2014; McLean & Rouault, 2017, Nakanishi, 2015), vocabulary acquisition (Suk, 2016; Webb & Chang, 2015), and better writing skills (Mermelstein, 2015; Park, 2016). Besides linguistic benefits, students also develop wider and deeper knowledge about the world, which is essential in relating and connecting with the text and other people (Renandya, 2016). According to Day and Bamford (1998), ER provides students with a lot of easily comprehensible English books of various genres, allowing them to enjoy the learning process while improving their reading proficiency at the same time (in **Rong, Renandya, and Chong: 2019).**

In simple terms Extensive Reading (ER) is reading as many easy books as possible for pleasure, and can be contrasted with intensive reading as slow—careful reading of a short, difficult text. Day and Bamford (1998), Day (2002), Prowse (2002), and Maley (2008 and 2009) have identified a number of key characteristics of Extensive Reading in language learning. Here is a digest of what Donaghy (2016) thinks are the seven most important principles for successful Extensive Reading:

1. Students read a great deal, quite quickly (at least 150-200 words a minute) and often.

2. The reading material is relatively easy for the level of the students. Too much unknown language prevents students from reading quickly and fluently.

3. It is the student, not the teacher, who chooses what to read.

4. Students have a wide variety of genres and topics to choose from.

5. Students read for pleasure, information or general understanding.

6. Reading is individual and silent.

7. The teacher asks as a guide, monitor and role model.

Nuttall (1996, p.128) states, "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it." Day and Bamford (1998, p.34) present a summary of the results of research into twelve extensive reading programmes. These represent both ESL and EFL situations, are from a range of countries and are across all levels from primary to university, adolescent to adult. They are overwhelmingly positive about extensive reading and report gains in all language skills but particularly reading and writing proficiency, gains in vocabulary, although these were not statistically significant in all cases, and also gains in positive affect.

Other more recent findings, Hayashi (1999), Renandya et al (1999) and Lao and Krashen (2000) confirm this view. Hayashi and Renandya both found a strong correlation between the amount of reading done and student gains. Lao and Krashen report significant gains in both vocabulary and reading rate made by students on a popular literature course compared with others enrolled in a traditional academic skills class. Their research also showed that students in the popular literature course had a much more positive view of the value of their course for learning English than the other group did.

Extensive reading programs encourage the reading of a wide variety of texts from a range of genre in the target language. It is important that the material read is well within the student's level of comprehension and that s/he can choose what is read. The primary focus of extensive reading programs is on reading, so that while there may be follow-up activities or monitoring by the teacher these do not deter the student from wanting to read. (**Jeanette Grundy).**

2. Models of Teaching Extensive Reading

a. Collaborative

Boyd, F. A., & Collins, C. (2016). Extensive Reading : A Collaborative Approach, *46*(3), 1-2.

A Collaborative Approach

In combining out-of-class ER with in-class collaborative learning, procedure and follow-up are what make it work. The essence of our approach is to combine out-of-class ER with in-class collaborative learning. In other words, students do the reading alone, but come together in class to report and discuss from different perspectives each week. In the set-up phase, teachers usually elicit reading behavior of students in L1 and L2, share their own reading habits as a model, create a list of books for students to choose from, finalize the groups, obtain the books, and get students to create a reading and role-rotation schedule. In our program, students are generally expected to read each week, fill in a Role Sheet, and come to class ready to present their notes and discuss the book in weekly meetings (30 to 45 minutes). The Role Sheets vary, but they tend to include note-taking from such perspectives as Discussion Director, Character Educator, Conflict Identifier, Language Looker

(vocabulary, grammar), and sometimes Beyond-the-Book Investigator (author biography, socio-historical context, feature film).

In the second phase, students are in control of the project. Over the next four to five weeks, teachers observe and listen as students run their weekly meetings, sharing observations from their role rotation of the week, issues with comprehension and vocabulary, or other reactions. Students are accountable for turning in their weekly Role Sheets and for attending to teacher feedback. In the post-project phase, teachers find opportunities to exploit the ER activity for related assignments. For example, some assign a speaking task, such as an individual book interview or a collaborative book presentation. Others may assign a writing task: a summary, a book review, or an academic essay. Recently, an advanced learner and future EFL teacher in China remarked that "repetition in different forms" had been very beneficial. She noticed that the activities— at-home reading, in-class discussion with classmates, being interviewed by a teacher, essay writing, and delivering an illustrated presentation with classmates—all built upon one another to solidify her language skills and increase her enjoyment.

a. The Characteristics of an Extensive Reading Approach

Day & Bamford (1998, p. 7-8) states the characteristics of an Extensive Reading approach in detail as the followings:

1. ***Students read as much as possible,*** perhaps in and definitely out of the classroom.

2. ***A variety of materials on a wide range of topics is available*** so as to encourage reading for different reasons and in different ways.

3. ***Students select what they want to read*** and have the freedom to stop reading material that fails to interest them.

4. ***The purposes of reading are usually related to pleasure, information and general understanding.*** The purposes are determined by the nature of the material and the interests of the student.

5. ***Reading is its own reward.*** There are few or no follow-up exercises after reading.

6. ***Reading materials are well within the linguistic competence of the students*** in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.

7. ***Reading is individual and silent***, at the student's own pace, and, outside class, done when and where the student chooses.

8. ***Reading speed is usually faster rather than slower*** as students read books and other material they find easily understandable.

9. ***Teachers orient students to the goals of the program, explain*** the methodology, ***keep track*** of what each student reads, and ***guide*** students in getting the most out of the program.

10. ***The teacher is a role model of a reader for the students --*** an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

b. Characteristics of Extensive Reading

Extensive Reading is often referred to but it is worth checking on what it actually involves. Richard Day has provided a list of key characteristics of ER (Day 2002). This is

complemented by Philip Prowse (2002). Maley (2008) cares with ER comprehensively. The following is a digest of the two lists of factors or principles for successful ER:

1. Students read a lot and read often.

2. There is a wide variety of text types and topics to choose from.

3. The texts are not just interesting: they are engaging/compelling.

4. Students choose what to read.

5. Reading purposes focus on: pleasure, information and general understanding.

6. Reading is its own reward.

7. There are notes, no exercises, no questions and no dictionaries.

8. Materials are within the language competence of the students.

9. Reading is individual, and silent.

10. Speed is faster, not deliberate and slow.

11. The teacher explains the goals and procedures clearly, then monitors and guides the students.

12. The teacher is a role model…a reader, who participates along with the students.

c. Benefits of Extensive Reading

Both common sense observation and copious research evidence bear out the many benefits which come from ER (Waring 2000, 2006). There are useful summaries of the evidence in Day and Bamford (1998: 32-39) and The Special Issue of The Language Teacher (1997) including articles by Paul Nation and others, and passionate advocacy in Krashen's The Power of Reading (2004). The journals Reading in a Foreign Language and the

International Journal of Foreign Language Learning are also good sources of research studies supporting ER. The followings are the summaries of the benefits of Extensive Reading (ER)

1) ER develops learner autonomy

There is no cheaper or more effective way to develop learner autonomy. Reading is, by its very nature, a private, individual activity. It can be done anywhere, at any time of day. Readers can start and stop at will, and read at the speed they are comfortable with. They can visualize and interpret what they read in their own way. They can ask themselves questions (explicit or implicit), notice things about the language, or simply let the story carry them along.

2) ER offers comprehensible input

Reading is the most readily available form of comprehensible input, especially in places where there is hardly any contact with the target language. If carefully chosen to suit learners' level, it offers them repeated encounters with language items they have already met. This helps them to consolidate what they already know and to extend it. There is no way any learner will meet new language enough times to learn it in the limited number of hours in class. The only reliable way to learn a language is through massive and repeated exposure to it in context: precisely what ER provides.

3) ER enhances general language competence.

In ways we so far do not fully understand, the benefits of ER extend beyond reading. There is 'a spread of effect from reading competence to other language skills ~ writing, speaking and control over syntax.' (Elley 1991) The same phenomenon is noted by Day and

Bamford (1998: 32-39) but they even note evidence of improvements in the spoken language. So reading copiously seems to benefit all language skills, not just reading.

4) ER helps develop general, world knowledge.

Many, if not most, students have a rather limited experience and knowledge of the world they inhabit both cognitively and affectively. ER opens windows on the world seen through different eyes. This educational function of ER cannot be emphasised enough.

5) ER extends, consolidates and sustains vocabulary growth.

Vocabulary is not learned by a single exposure. ER allows for multiple encounters with words and phrases in context thus making possible the progressive accretion of meanings to them. By presenting items in context, it also makes the deduction of meaning of unknown items easier. There have been many studies of vocabulary acquisition from ER (Day et al 1991, Nation and Wang 1999, Pigada and Schmitt, 2006). Michael Hoey's theory of 'lexical priming' (Hoey 1991, 2005) also gives powerful support to the effect of multiple exposure to language items in context.

6) ER helps improve writing

There is a well-established link between reading and writing. Basically, the more we read, the better we write. Exactly how this happens is still not understood (Kroll 2003) but the fact that it happens is well-documented (Hafiz and Tudor 1989) Commonsense would indicate that as we meet more language, more often, through reading, our language acquisition mechanism is primed to produce it in writing or speech when it is needed. (Hoey 2005).

7) ER creates and sustains motivation to read more

The virtuous circle - success leading to success - ensures that, as we read successfully in the foreign language, so we are encouraged to read more. The effect on self-esteem and motivation of reading one's first book in the foreign language is undeniable. It is what Krashen (2004) calls a 'home run' book: 'my first'! This relates back to the point at the beginning of the need to find 'compelling', not merely interesting, reading material. It is this that fuels the compulsion to read the next Harry Potter. It also explains the relatively new trend in graded readers toward original and more compelling subject matter. (Moses, 2004).

8) Extensive Reading for Teachers

Reading extensively, promiscuously and associatively is good for teacher, and for personal development. 'The idea of the teacher having to be someone who is constantly developing and growing as a whole human being as a prerequisite for being able to truly help his or her pupils to be able to do the same, is such a core truth of teaching, yet it is typically ignored in foreign Language Teaching (FLT).

ER helps teachers to be better informed, both about their profession and about the world. This makes them more interesting to be around – and students generally like their teachers to be interesting people. For our own sanity we need to read outside the language teaching ghetto. For the sake of our students too.

It also helps teachers to keep their own use of English fresh. As we saw, the research on language learner reading shows how extensive reading feeds into improvements in all areas of language competence (Krashen 2004). If this is true for learners, how much more true for teachers, who risk infection by exposure to so much restrict and error - laden English

or who only read professional literature? Regular wide reading can add zest and pleasure to our own use of the language.

Teachers who show that they read widely are models for their students. We often tell students to 'read more' but why should they read if we do not? Teachers who are readers are more likely to have students who read too. Furthermore, the books we read outside our narrow professional field can have an unpredictable effect on our practice within it. So much of what we learn is learned sub-consciously. Its effects spread more by infection than by direct injection. And it is highly individual. Individuals form associative networks among the books they read. This results in a kind of personal intertextuality, where the patterns form and re-form as we read more different books. This gives us a rich mental yeast which we can use to interact with others, while still retaining our individual take on the texts and the world. So Extensive Reading has a lot to offer - both for our students and ourselves.

Moreover, Donaghy (2016) adds that there is a wealth of research into the benefits of Extensive Reading for language learners. Here is a digest of what he considers to be the seven most important benefits:

9) Students become better reader

It is widely accepted that people become good readers through reading, and that learning how to read should mean a primary focus of attention on the meaning rather than the language of the text. It is pretty obvious that extensive reading helps students become better readers. Research by Day amongst many others shows that we learn to read by reading. The more language students read, the better readers they become. An integral part of this is learning new vocabulary.

10)   Students learn more vocabulary

Probably the most cited benefit of Extensive Reading is that it can extend and sustain students' vocabulary growth. We know that vocabulary is not learned by a single exposure. Experts in language and literacy development such as Harvard University Education Professor Snow believe that you need to encounter a word or phrase in different contexts between 15 and 20 times to have a high possibility of learning the word or phrase. Students are highly unlikely to encounter vocabulary sufficient times within the classroom to learn it. However, if they read extensively they are much more likely to get multiple encounters with words and phrases in a variety of contexts.

11)   Students improve writing

Students who read extensively also make gains in writing proficiency (Elley and Mangubhai 1981, and Hafiz and Tudor 1989). This is probably because as students encounter more language, more frequently, through extensive reading, their language acquisition mechanism is primed to produce it in writing.

12)   Students improve overall language competence

In addition to gains in reading and writing proficiency, research demonstrates that students who read extensively also make gains in overall language competence. For example, Cho and Krashen (1994) reported that their four adult ESL learners increased competence in both listening and speaking abilities through reading extensively. So Extensive Reading would seem to benefit all language skills, not just reading and writing.

13)   Students become more motivated to read

It is highly motivating for students to discover that they can read in English and that they enjoy it. For this reason it is essential that the books are interesting to students and at a level appropriate to their reading ability. If students find the books compelling and interesting, and can understand them, they may become more eager readers. This can also help to boost their confidence and self-esteem as language learners.

14)   Students develop learner autonomy.

Students can read anywhere, at any time, and reading extensively helps them become more autonomous learners. To promote learner autonomy extensive reading should be a student-managed activity. That is to say that students should decide what, when, where and how often they read.

15)   Students become more empathic

Neuro-scientific and social science studies have shown that people who read literary fiction extensively are more empathic. People who read novels about other people who are very different from themselves and their backgrounds are particularly empathic.

It can be concluded that there are many benefits of Extensive Reading in language learning. These include gains in reading and writing competence, oral and aural skills, vocabulary growth, and increases in motivation, self-esteem and empathy. Students who read extensively also become more autonomous learners.

Extensive Reading Activities

Englishteacherswhoareinterestedinhavingtheirstudentsreadingextensivelyarefaced with a challenge. What do they, as teachers, actually do in the classroom? Simply having the studentsreadforanentireclassperiodstrikesmanyteachersasinappropriate. This fourth and final article on extensive reading discusses activities your students can do after they have finished reading their books Day, 2004). ER activities contribute to students' motivation and make student reading are source for language practice and use in reading, vocabulary learning, listening, speaking and writing. That is, you can use ER activities to help your students improve their oral fluency, writing, and vocabulary, in addition to reading. And equally important, ER activities can also help you monitor and evaluate the reading your students do.

What about Comprehension Questions?

Avoid asking your students comprehension questions! Remember that one of the goals of extensive reading is enjoyment. Comprehension question skill enjoyment. Students hate to answer them. They see such questions as a kind of testing. So, beware of death by comprehension questions.

Project Based Learning

Simply put, project-based learning is a model that organizes learning around projects (Thomas, 2000). According to Jones, Rasmussen and Moffitt (1997), Thomas, Mergendoller and Michaelson (1999) and Ngeow and Kong (2001), projects are complex tasks, based on challenging questions or problems that involve students in design, problem-solving, decision-making, or investigative activities, and giving students the opportunity to work relatively

autonomously over extended periods of time, and culminating in realistic products or presentations.

Project-based learning, sometimes referred to as project work, can then be seen as an extensive problem-based learning activity in which students need to find ways to verify a phenomenon or solve a problem. As such, the skills set as well as the appropriate attitudes and abilities required of students include abilities like critical thinking, creative thinking, the ability to manage time and the ability to work cooperatively with others (Ngeow & Kong in Tan and Chapman, 2016: 1)

Project-Based Learning is the current technique of the teacher may implement for the students to create something creatively. The technique used is Project-based learning. This technique in the teaching-learning process should make the students take action and have leadership in the classroom. Moreover, Barak & Raz and Barak & Doppelt suggested that Project-based learning may explore the new knowledge, discover the scientific issues, and integrate subjects from different knowledge. Therefore, Project-based learning means the students who design, plan, and carry out an extended project that produces a product, publication, or presentation that develops the students to participate more actively in the project process within the group or individual work. In this research, the students must produce project-based learning as a video recorder about extensive English speaking performance.

a. **Why Project Base Learning?**

Project based learning (PBL) provides opportunities for students to build these qualities, as well as more deeply learn traditional academic content and understand how it applies to the real world. We do have to be wary of excessive hype in today's education

landscape. Some advocates for PBL make it sound like a cure-all for what ails schools: PBL will inspire and motivate passive students, restore the joy of teaching, rebuild communities, help solve world problems, and dramatically raise test scores! Although PBL is not a panacea, there is some truth behind (most of) these claims. We can confidently state that project based learning is a powerful teaching method that does the following:

1. Motivates students.

2. Prepares students for college, careers, and citizenship.

3. Helps students meet standards and do well on tests that ask students to demonstrate in-depth knowledge and thinking skills.

4. Allows teachers to teach in a more satisfying way.

5. Provides schools and districts with new ways to communicate and to connect with parents, communities, and the wider world (Larmer, Mergendoller, and Boss, 2015: 1)

Figure 1.1 How PBL Applies to Common Core State Standards for English/Language Arts

CCSS for ELA	Application to PBL
Writing 6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	Many projects feature a written product created with word-processing tools and self-publishing websites. Student project teams can use online tools for sharing documents, conducting meetings, and keeping track of tasks and deadlines.
Writing 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Most projects include research of some sort, whether it's reading a variety of sources to develop and support an answer to a driving question, conducting a scientific study, or interviewing experts, community members, or end users to inform the creation of a product. Student-generated questions that guide investigations are a hallmark of PBL.
Speaking and Listening 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	In a project, when students work in teams, they have regular and multiple opportunities to discuss plans, ideas, and products. They may also talk with outside experts, mentors, and family and community members.
Speaking and Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Projects culminate when students present their work to a particular public audience, depending on the nature of the project. In addition to showing their final product or explaining their answer to a driving question, students defend their reasoning and describe their process.
Speaking and Listening 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	When students present project work to a public audience, they must be clear and persuasive, choosing the most appropriate digital media and creating effective visual displays.
Speaking and Listening 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Many projects require students to interact with other adults, not just teachers, and make presentations to audiences beyond their classmates and teacher, creating a variety of opportunities to practice formal speech.

(Larmer, Mergendoller, and Boss, 2015: 13)

b. What is Project Based Language Teaching?

Learner-centeredness

Learner-centeredness has long been extolled as a virtue in the LT literature. While serious work on individual differences, including affective factors, has been published over the years (see, e.g., Dornyei 2005; Robinson 2002a), their treatment at the level of pedagogy has usually been at a rather superficial level. Teachers are typically encouraged to employ pedagogic procedures likely to create a positive classroom climate. They should praise learners' achievements, for example, respond to errors with sympathy rather than face-threatening negative feedback, and employ games and other activities that make students feel good about themselves and their teacher and vice versa. In other words, the focus has been firmly on the affective domain: "Love your students and they will learn." Few would oppose making the learning experience as pleasant as possible for all concerned, but even such an apparently innocuous statement may deserve qualification.

There is some evidence, after all, that a certain degree of tension, or classroom anxiety, can have a positive effect on learning (Scovel 1978), probably because it activates a process known to be critical for language learning: attention. In TBLT, real learner-centeredness, as distinct from rhetorical hand-waving and everyone just getting along, is addressed first and foremost in the cognitive domain.

To begin with, course content is not determined by a multimillionaire textbook writer sipping martinis a thousand miles away on a beach in the Cayman Islands but by a locally conducted analysis of learner needs. Second, attention to language form is reactive, in harmony with the learner's internal syllabus. Third, teach ability is recognized as being constrained by learnability. Fourth, to the extent logistical constraints allow (time, money,

student and teacher numbers, access to technology, etc.), individual differences are catered to through the individualization of instruction.

The relevance of course content to students' communicative needs and respect for individual differences and underlying psycholinguistic processes is more important for language learning than everyone feeling good about themselves. Students can still be treated with as much delicacy and charm as typically overworked, underpaid teachers can muster, but superficial affective considerations pale in importance for students compared with the self-respect that comes from being treated as rational human beings, associating voluntarily and playing an active role in their own progress in a learner-centered, egalitarian classroom (Long, 2015: 13).

Moreover, Long adds that educators in the philosophical tradition underlying TBLT were among the first to focus attention on the latent potential inside every child, often likening it to a flower that will develop from within if allowed to do so. Anticipating Piaget and Erikson, as Avrich (1980, p. 15) notes, they also recognized that there are universal, biologically determined, natural stages of development, including cognitive stages, from simple to complex, largely beyond external control, through which all children pass, and must be allowed to pass. Echoes of these ideas are to be found nearly 200 years later, where the child's innate learning capacity is a foundational explanatory concept in work in linguistics, first language acquisition, and cognitive science: Acquisition of language is something that happens to you; it's not something that you do. Language learning is something like undergoing puberty; you don't do it because you see other people doing it; you are designed to do it at a certain time. (Chomsky 1988, pp. 173–174)

Reading should not be forced on children too early. Timing was crucial. Schools and teachers should respond to children's needs and interests when they emerged, not try to impose their own: According to the received modes of education, the master goes first, and the pupil follows. According to the method here recommended, it is probable that the pupil should go first, and the master follow. (Godwin 1793, 1986)

Direct instruction was to be de-emphasized, and more attention paid to providing feedback on intrinsically motivated, student-initiated learning (Goodman 1966; Smith 1983). Learner-centeredness in LT has a rather disappointing track record, often having meant little more than a focus on the affective dimension, as reflected in the title of a popular book on the subject 30 years ago, Caring and Sharing in the Foreign Language Classroom (Moskowitz 1978, 1991). Teachers should be nice to students, empathize with them, and maintain a relaxed, friendly atmosphere, and students should be nice to one another: "through sharing which leads to caring, students communicate on a personally meaningful level, breaking through shyness and cliques as they truly get to know each other while learning another language." Unfortunately, "love your students and they will learn" won't stand up in court.

Delivering the same irrelevant, preset, psycho linguistically insensitive, synthetic syllabus to all students, in however "caring and sharing" an atmosphere, is learner-centered in only the most superficial sense. Moreover, too relaxed a classroom climate may not even be beneficial. A review of research findings by Scovel (1978) found that neither too much, nor too little, anxiety was conducive to language learning. In fact, a moment's thought would lead one to expect that a certain tension in lessons would help maintain student attention better than the dull predictability (and often, outright monotony) of much traditional LT –

and attention, as we saw in Chapter 3, is a critical requirement (necessary, but not sufficient) for language learning (for an overview of the role of ID variables in SLA, see Dornyei 2005).

Functionality

College students and adults are often attempting to learn a language for the second, third, or fourth time, the results of their earlier efforts having been unsuccessful. They are more likely to recognize the "same, again" when it is served up lightly reheated, and to be more quickly disenchanted this time around. Many college students and most adults, whether voluntary or involuntary learners, require functional language abilities, be they for academic, occupational, vocational, or social survival purposes, that theylacked when they were younger, and in general terms, at least, they are more likely to be aware of those needs. They are quicker to spot the irrelevance of generic, structurally based courses in which culturally distant cardboard characters exchange mindless pleasantries about each other's clothing or things they see during a walk in the park. Conversely, in my own experience and that of teachers in other TBLT programs (see Chapter11), the same students respond immediately and positively to materials and teaching that treat them like adults and have clearly been designed to cater specifically to their communicative needs.

TBLT, like any approach that hopes to be successful, must be perceived by students to be enjoyable, intellectually stimulating (even at low proficiency levels), and as LT that works for them. As will become clear, TBLT meets all the above criteria. This does not mean that it is the best approach to LT, or even a good one. That is a judgment call, based on the plausibility of its theoretical underpinnings and on the research to back it up, including evaluations of its effectiveness. Moreover, other approaches may meet the criteria, too, in

which case the judgment will be one of TBLT's and other approaches' relative effectiveness. Finally, the criteria themselves may be unsatisfactory or incomplete (Long 2015: 13).

Entrepreneurship

Entrepreneurship gives birth to new commodities, techniques and goods, booting human progress forward and rendering the old obsolete, leading to the extinction of whole branches of industry and the creation of new ones. It's the use of innovation that makes many of our goods today not only better, but also cheaper, than they were even a decade ago. This process is so powerful that many large corporations are beginning to ask how they can use their employees' talents for innovation (Mellor, 2009). Those who use innovation to introduce something new are often called entrepreneurs.

However, introducing new products is a risky business; experience shows that less than 10 per cent of all inventions will result in a product and indeed only 0.5 per cent will return a significant profit. Clearly this is not an area that interests a manager of any traditional company, where stability, smooth adjustments and uninterrupted production are of the utmost priority. Most organizations or individuals do not want to change unless forced to – and logical, rational reasons alone are certainly insufficient to generate and sustain change. It is mostly the entrepreneurs, following their visions, who are ready to tackle such odds.

If entrepreneurs–using innovation–take this step, then the question maybe 'How can we get more of them?' That is the aim of this book–to teach and inform about entrepreneurship both those who wish to start a business, large or small, and those who wish to work in innovative companies. Fortunately, however, learning entrepreneurship goes further than that; entrepreneurship training teaches you how to be more enterprising, more creative, more innovative, more commercially aware and more self-motivated. These are

skills that can have approved found positive effect on your employability, as well as on your private life.

Some years ago there was a debate among academics about whether entrepreneurs are 'born or made'. Obviously, if entrepreneurs became so by virtue of their genes, then there would be little point in trying to teach it – one cannot teach blue-eyed people to have brown eyes! However, as discussed in one book (Mellor, 2005), entrepreneurial behavior does not follow Mendelian inheritance patterns and it is believe that the data in question (for review, see Bridge et al., 2002: Chapter 3) can best be explained by social imprinting – similar to a Pavlovian reflex–from entrepreneurial role models during childhood.

Entrepreneurship during one's early twenties is also relatively popular; 'nothing ventured, nothing gained' is an attractive philosophy when you have little to lose. However, there is a dip in numbers of new entrepreneurs in their thirties and forties; risking everything is less attractive when your house and family are part of the stakes. A relatively recent noted phenomenon is later-life entrepreneurship among the 45+ age group ('senior entrepreneurship'). Such mature people often have some financial resources, but more importantly, they master their subject with massive competence and expertise, are psychologically very stable and have realistic expectations. Companies started by entrepreneurs in this category show a higher average success rate and above-normal growth rates.

Thus it can be seen that anybody can be an entrepreneur at any stage in their life and indeed it could be argued that learning the tools of business creation is a skill that, if learnt now, may come in useful if not in the immediate future, then perhaps in 20 year time. Indeed, one factor this book expressly covers is entrepreneurial management; the overlap between

entrepreneurship and management, in the realization that individuals can shift from one to the other. It can be seen that while the students improve their linguistic competence and reading ability, they can also hunting their knowledge about the things they are interest most. The use of on line resources of reading in form of magazines, books, journal articles as well as pictures and video can support the information they needed to plan their entrepreneurship program.

Portfolio Assessment

According to (Gómez, 1999: 4), Depending on school or district requirements, portfolios can include performance based assessments, such as writing samples that illustrate different genres; solutions to math problems that show problem-solving ability; lab reports demonstrating an understanding of a scientific approach; or social studies research reports demonstrating the ability to use multiple sources. In some cases, multiple drafts of student work showing improvements are included.

Portfolios can also contain information about students' educational backgrounds. In addition, portfolios might include scores on commercially-developed, nationally norm-referenced tests, such as the Iowa Test of Basic Skills (ITBS) and the California Test of Basic Skills (CTBS). Portfolios may also include results of criterion-referenced measures such as the Maryland School Performance Assessment Program (MSPAP). This information can be collected for each student in folders or boxes, or electronically on a computer diskette or CD-ROM (National Center for Research on Evaluation, Standards, and Student Testing, 1992).

Portfolios provide a broader picture of student achievement than do tests alone and can include a great deal of information that shows what students know and can do on a variety

of measures. Assessment portfolios can include not only the results of commercially-developed, norm referenced tests or single-occasion, criterion-referenced tests, but also additional measures of student achievement such as writing samples or lab reports.

In contrast, all students, including English language learners, can be included in assessment portfolios, since this involves collecting samples of student work and scoring them according to predetermined criteria. In addition, an assessment portfolio system is one of the few assessment approaches that accommodate a wide range of learner abilities (Ancess & Darling-Hammond in Gómez, 1999: 7).

The fact that portfolios can demonstrate growth is particularly important for English language learners. Because portfolios are designed to be inclusive and contain authentic descriptions of what students can do, even English language learners at the beginning levels of English proficiency can participate. For example, these students can write a story or perform a math or science activity and then be judged according to scoring criteria. Portfolios can result in improved students learning.

The following is the example of how to use the portfolio (Gómez, 1999: 42) as the instrument of this research:

Prince William County Public Schools, VA
ESL Program
High School Reading/Writing Portfolio

Student _____   Grade _____

Teacher _____   School _____

Level _____   School Year _____

Date of Entry _____

Required Contents	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
1. Reading text with comprehension questions				
2. Cloze test				
3. Writing sample				
4. Written response to oral stimulus				
5. Written response to prompt/literature				
6. Self-rating strategies checklist				
7. Student choice				
Optional Contents				
1. Content area samples				
2. Oral language samples (including native language)				
3. List readings with short synopsis				
4. Oral response IPT				
5.				

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Test scores LPT _____ _____ Signature	 _____ Signature	Test scores LPT _____ _____ Signature	 _____ Signature

To make the process of scoring the port folio made by the students in their assignment on the final project on entrepreneurship plan, the following rubric can be used.

PORTFOLIO RUBRIC

	4	3	2	1
CONTENTS	Portfolio contains all of the required material.	Portfolio contains most of the required material.	Portfolio contains some of the required material.	Portfolio contains little of the required material.
CHOICE OF DOCUMENTATION	Samples show student progress and knowledge of INTASC Principles	Samples show student progress and some knowledge of INTASC Principles.	Samples show some student progress and some knowledge of INTASC Principles	Random Selection of Sample Documents. No knowledge of INTASC Principles displayed.
ORGANIZATION	Portfolio is completely and neatly organized. A Reader can easily find things.	Portfolio is well organized. A Reader has little difficulty finding things.	Portfolio is fairly well organized. A Reader may have a little difficulty finding things.	Portfolio shows some attempt at organization. A Reader has difficulty finding things
MECHANICS	There are no errors in spelling, punctuation or grammar.	There are few errors in spelling, punctuation or grammar.	Errors in spelling, punctuation or grammar are evident.	Errors in spelling, punctuation or grammar are numerous.
PERSONAL REFLECTION	All Reflections include personal reactions that are descriptive and insightful and relate to the stated principle	Most of the Reflections include personal reactions that are descriptive and insightful and relate to the stated principle.	Some of the Reflections include personal reactions that are descriptive and insightful and relate to the stated principle.	Few of the Reflections include personal reactions that are descriptive and insightful and relate to the stated principle.
PORTFOLIO PRESENTATION	Student spoke clearly, made appropriate eye contact with audience and confidently answered questions.	Student spoke clearly, made appropriate eye contact with audience and confidently answered questions.	Student spoke relatively clearly most of the time, made eye contact with audience and was able to answer some questions.	Student spoke unclearly, seldom made appropriate eye contact with audience and had difficulty answering questions.
OVERALL PORTFOLIO IMPACT	The portfolio demonstrates well the student's skills, abilities, and knowledge of the subject.	The portfolio helps to demonstrate the student's skills, abilities, and knowledge .	The portfolio does little to demonstrate the student's skills, abilities, and knowledge.	The portfolio does not demonstrate the student's skills, abilities, and knowledge.

Rubric Scoring of Portfolio

CHAPTER III

RESERCH METHOD

A. Kind of the Research

The design of this research is descriptive research. It is describe the students'
perception on the final assignment should do by the students in extensive reading subject.
Descriptive research is better used for describing the phenomena happened.

B. Instrumentations of Data Collections

The data of this research will be collected by using structured interview.

C. Techniques of Data Analysis

The data was analyzed by checking the students' responds and grouped them in table
of interview answers.

CHAPTER IV

FINDINGS AND DISCUSSIONSS

There are

Table 1: Students' Responses on Semi-Structured Interview on Extensive Reading Subject Activities

No	Students	Questions	Students' Responses
1	**Afdal Fikri**	1	Yes I think it is very different, because extensive reading lessons are deeper than reading 1 and 2.
		2	Yes, of course.
		3	Pinterest is one of the articles (a kind of application) that I often read.
		4	Because I see a business opportunity from these readings
		5	Yes, after I chose the right topic I continued to dig up all the information from my topic, my topic was CABE and I found out what chili was, how to cultivate it and to how the chili itself could be used as a high-value selling product and for the source of all that I get from articles on the internet.
		6	Yes of course
		7	Initially I found it difficult to report the results of my reading in front of the class because I was very nervous to stand in front of the class and thank God after the time I felt confident and it really helped me in learning English.
		8	Yes of course, I get a lot of profit from it, one example is that I feel more understanding of all the topics of the report I have made.
		9	Yes of course, because I have started the business and has become my family's business.
		10	Yes, I really enjoyed all the processes from extensive reading.
2	**Nindy**	1	Yes, I did.
		2	Yes, my lecturer did.
		3	I prefer literary works in the form of short stories, because short stories take less time to read. In contrast to novels, it takes more time.

		4	I chose the topic because I wanted to find out more about what I liked and wanted to develop it. As in previous extensive reading lessons, I chose coffee. Thanks to that, I can find out more about the coffee that I like and can design coffee products that I want to make.
		5	I read more articles from the internet. Because articles are easier to obtain than books.
		6	Yes, I really enjoyed it, because I did what I liked. My writing skills have also improved because the information I have obtained can be easily developed.
		7	Yes, I enjoyed it. My speaking skills have also improved.
		8	I benefited greatly from the lesson. For example, how to become a good entrepreneur, such as, the steps that must be done before starting a business, what things should be considered, what things should be prepared, how to do it, and others. In this study I was given input first before starting my entrepreneurship plan. So when I want to start a business, I have prepared it carefully.
		9	Yes, I did. All things around us can be the entrepreneurship thing, if we smart in changing and processing it became a benefit thing and interest thing. We can be an entrepreneur.
		10	Yes, I did.
3	**Riri Afrisma**	1	Yes, I did. For me Reading I only discuss about definition of reading, and process of reading. In other hand, Reading II discuss about kind of read a book or articles.
		2	Yes, my lecturer did.
		3	I like reading literary works in the form of short story and romance, because it is very interesting for me.
		4	My reason is give many benefits in my life. Extensive reading gives knowledge about to be a good entrepreneur.
		5	I found three articles related with my topic every day. Such as the turmeric, the benefits of turmeric in life.
		6	Yes, I like it, because I did what I liked. My writing skills have improved because the information I have some vocabulary to make good writing.

		7	Yes, I like it. I feel my performed it in spoken form has improved to deliver the oral report in the classroom.
		8	The activity in reading I and reading II is very useful for me. Since that I became more interested in business because I have learned how to be a good entrepreneur and knew some steps to begin it.
		9	Yes, I did. If we really learned about thing, we can got many benefits in our life to be a good entrepreneur.
		10	Yes, I did enjoy it during the Extensive reading subject.
4	**Mitri Yani**	1	Berbeda karena pada Extensive reading ini kami tidak cuman diajarkan membaca tetapi kami juga bisa berkarya dengan apa yang kami baca tersebut dan di extensive reading inilah pengetahuan saya tentang berbagai hal bertambah
		2	yes, dosen saya menanyai saya apasih hal yang paling saya suka dan barulah kami membaca apa saja yang berkaitan dengan minat kami
		3	saya sendiri lebih tertarik membaca buku tentang kucing.
		4	saya pada waktu extensive reading kemarin membahas tentang kucing, kenapa? Karena menurut saya jenis kucing yg ada di Indonesia ber macam-macam dan saya ingin mengetahui tentang jenis-jenis kucing yg ada di Indonesia dan saya juga ingin memliki suatu pengetahui tentang kucing, dengan pengetahui yang saya dapatkan bisa membukak suatu usaha
		5	Ya, saya membaca semua buku tentang kucing. Mulai dari sejarah kucing itu sendiri sampai pada jenis-jenis kucing, cara perawatan kucing, dan makanan kucing.
		6	saya sangat menikmatinya, karena pada extensive reading ini saya membaca dan menulis tentang apa yang saya suka dan yang saya gemari.
		7	ya, kalau di bilang menikmati tidak juga, karena saya sendiri tidak punya keberanian buat tampil di depan kelas dan juga pronounciation saya tidak begitu bagus. tetapi di extensive reading ini saya merasa terlatih untuk terampil berbicara dan saya

			merasakan bahwa skill reading saya itu ada improve nya.
		8	Keuntungan yang saya dapat setelah belajar extensive reading 1. Saya jadi tahu banyak tentang topik yang saya pilih. 2. Skill membaca saya mengalamin improvisasi. 3. Saya jadi tahu apasih peluang usaha yang bagus buat saat ini.
		9	ya, setelah belajar extensive reading saya menjadi punya semangat buat jadi entrepreneurship karna saya berpikir akan banyak sekali keuntungan yang saya dapat. Dan di tambah lagi setelah saya belajar mata kuliah tentang enterprenership menambah pengetahui untuk menjadi seorang wirausaha yg sukses kedepan nya.
		10	Ya, saya sangat senang sekali bealajar extensive reading karena di extensive reading ini kita bisa menentukan sendiri topik yg kita sukai.
5	**Novela Fernanda**	1	Yes, in my opinion the extensive reading subject is very different from Reading I and Reading II. Even though they are different, they are related to each other
		2	Yes I did, when I studied extensive reading, my lecturer asked me about what topics I liked the most and make me interested in reading them
		3	I like books or articles related to plants, especially flowers, and also arts, especially crafts.
		4	The reason I like books about flowers, the first is because I really love flowers and are interested in them. Second, flowers have history and myths about their names and origins. Third, flowers also have many varieties and types. Next, apart from being an ornamental plant flower also has many other benefits. Lastly, interest can also be a business
		5	Yes, I did. I read 1 article per day. The topic I chose was Rose. Below are links to some of the articles I've read. https://www.faunadanflora.com/sejarah-awal-ditemukannya-mawar-dan-macam-spesiesnya/ http://ethaalerben.blogspot.com/2016/06/asal-usul-bunga-mawar.html?m=1 http://m.erabaru.net/2017/02/03/legenda-bunga-mawar/https://id.m.wikipedia.org/wiki/Mawarhttp://bunga-mawar.com/2015/02/sejarah-bunga-mawar-

			merah.htmlhttps://www.indozone.id/fakta-dan-mitos/kJsLkL/asal-usul-lahirnya
		6	Yes, I did. With the Extensive Reading my writing skills have improved.
		7	Yes, I did. With the Extensive Reading my speaking skills have improved.
		8	Yes, I did. The benefits of Extensive Reading are that, first, my knowledge has increased about the things I like. Second, the ability to write, speak and also hear in English also increases. Furthermore, I also have a outlook on life for the future about business.
		9	Yes, I did. With extensive reading make me as a student have a good view for business. And apparently even with small things can be developed into a big business with the knowledge and willingness to do it.
		10	Yes, I did. I felt enjoyed during the lesson.
6	**Fikri Hadi**	1	Yes, because when studied reading 1 and reading 2 we only focus on how to good reading every structure of the word and to knowing meaning of the text.
		2	Yes. My lecture ask me to found what the topic that I want and her hope the topic can improve me to create the money in someday
		3	All about rabbit, from rabbit can create much money
		4	I choose the topic about rabbit because I love rabbit, many type of food at my village, the climate is suitable easy to sales. I interested with ER because my lecture learn with the good process every step
		5	Yes, I have read three books
		6	Yes, I fell really enjoy. And writing skill really improve
		7	Yes I enjoy it. I thought my writing skill improved after report on front of the class
		8	In final projects my lecture ask to present in front of the class. I got a list of benefit from the book I read before. and after that I got many benefit about rabbit, all condition that can rabbit health
		9	After I read all about rabbit and suggestion that lecture have I can try cultivation rabbit at my home.
		10	After I studied ER I really enjoy and respect to my lecture because now I can cultivation many type rabbit at my home

CHAPTER V

CONCLUSIONS AND SUGGESIONS

A. Conclusions

Based on the research findings it can be concluded that most of the students have the respond that they are like to have the final assignment on Extensive Reading subject. They like to have the final project in form of making the planning of the entrepreneurship plan on services or products. They are freely to choose the topic they read on what they are interested more. They read the sources about the selecting topic on various types—printed and digital books, articles or magazines. They stated that they got some of benefits on the assignment given in form of the plan on the entrepreneurship plan as the final project of extensive reading subject.

B. Suggestions

Since the finding of the research show that the students are like to have the assignment in form of making the planning on the entrepreneurship plan on product or services, it is suggested to the lecturers to improve students' extensive reading ability by giving the assignment in form of making the planning on the entrepreneurship plan on product or services. This assignment make the students read extensively about the topic the like most and make them learned to be the entrepreneur besides being skilled readers.

SCHEDULE OF THE RESEARCH

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Making the research proposal					v							
2	Making the research instrument							v					
3	Running down the interview as the research instrument to collect the data								v				
4	Analyzing the data									v			
5	Completing the research report										v		

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Appendix 1: Research Instruments

SEMI-STRUCTURED INTERVIEW ON STUDENTS WHO HAVE TAKEN EXTENSIVE READING SUBJECT

Dear my students….

It's a grateful thing you can answer the following questions completely. Your answers will be useful for the next Extensive Reading subject activities.

1. You have taken the Extensive Reading Subject at the third semester. Did you find it different from Reading I and Reading II?
2. Did your lecturer asked you about what is the most interesting topic for you to read?
3. What kind of books or articles are the most interesting for you to read? Is it about literary works (for example novel, romance, or short story) or other academic and non-academic texts in form of authentic materials?
4. Give the reasons why did you choose the topic and then why you were interested in it as your extensive reading project?
5. After the selection of the interesting topic of your Extensive Reading activity, did you go on to finding and reading the book or articles related to your topic? How many books or articles did you read a day? Show here the selected topic and the books or articles you have read.
6. After reading the books or articles outside of the class (both from digital and printed sources), you were given chances to report your reading results in written form in form of portfolio. How did you find that activities? Did you enjoy it? Was your writing skill improved?
7. You were also given chances to report your reading results in spoken form in front of the class room. How did you find that activities? Did you enjoy it? Was your speaking skill improved?
8. At the end of the semester you were asked to hand out your final project in form of portfolio and the presentation of the whole things you have read during the semester. How did you find that final project? Did you get the benefits of that final project? What are the benefits? Explain it here completely.
9. Did you find that the whole reading materials that you have read in Extensive Reading activities and its final project promote you to be a young entrepreneur? Did you find that the whole things that you have read can be the entrepreneurship thing?
10. At last, did you enjoy your Extensive Reading activities during the Extensive reading subject?

THANK YOU VERY MUCH FOR YOUR ANSWER

Appendix 2: Student's Response on the Semi Structured Interview
(One of the Responds)

SEMI-STRUCTURED INTERVIEW ON STUDENTS WHO HAVE TAKEN EXTENSIVE READING SUBJECT

(AFDAL)

AFDAL FIKRI

171000488203003

It's a grateful thing you can answer the following questions completely. Your answers will be useful for the next Extensive Reading subject activities.

11. You have taken the Extensive Reading Subject at the third semester. Did you find it different from Reading I and Reading II?
   "Yes I think it is very different, because extensive reading lessons are deeper than reading 1 and 2"

12. Did your lecturer asked you about what is the most interesting topic for you to read?
   "Yes, of course"

13. What kind of books or articles are the most interesting for you to read? Is it about literary works (for example novel, romance, or short story) or other academic and non-academic texts in form of authentic materials?
   "Pinteres, is one of the articles (a kind of application) that I often read"

14. Give the reasons why did you choose the topic and then why you were interested in it as your extensive reading project?
   "Because I see a business opportunity from these readings"

15. After the selection of the interesting topic of your Extensive Reading activity, did you go on to finding and reading the book or articles related to your topic? How many books or articles did you read a day? Show here the selected topic and the books or articles you have read.
   "Yes, after I chose the right topic I continued to dig up all the information from my topic, my topic was CABE and I found out what chilli was, how to cultivate it and to how the chili itself could be used as a high-value selling product. and for the source of all that I get from articles on the internet"

16. After reading the books or articles outside of the class (both from digital and printed sources), you were given chances to report your reading results in written form in form of portfolio. How did you find that activities? Did you enjoy it? Was your writing skill improved?

"Yes of course"

17. You were also given chances to report your reading results in spoken form in front of the class room. How did you find that activities? Did you enjoy it? Was your speaking skill improved?

"Initially I found it difficult to report the results of my reading in front of the class because I was very nervous to stand in front. and thank God after the time I felt confident and it really helped me in learning English"

18. At the end of the semester you were asked to hand out your final project in form of portfolio and the presentation of the whole things you have read during the semester. How did you find that final project? Did you get the benefits of that final project? What are the benefits? Explain it here completely.

"yes of course, I get a lot of profit from it, one example is that I feel more understanding of all the topics of the report I have made"

19. Did you find that the whole reading materials that you have read in Extensive Reading activities and its final project promote you to be a young entrepreneur? Did you find that the whole things that you have read can be the entrepreneurship thing?

"Yes of course, because I have started the business. and has become my family's business"

20. At last, did you enjoy your Extensive Reading activities during the Extensive reading subject?

"yes, I really enjoyed all the processes from extensive reading"

THANK YOU VERY MUCH FOR YOUR ANSWER