

**STUDENTS' EXPERIENCES IN PARTICIPATING IN BOOKTALK PROGRAM
OF EXTENSIVE READING CLASS**

A PAPER

Submitted to the English Language Education Study Program, Faculty of Teachers
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By

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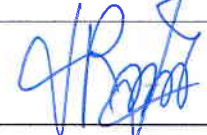

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I hereby declare that the paper entitled "Students' Experiences in Participating in Booktalk Program of Extensive Reading Class" is completely my own work. I am fully aware that I have quoted some statements, and ideas from many resources. All quotations are properly acknowledged in the text. Should there be any claim on the original claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, July 2024



Megasari Sakti

PREFACE

All the greatest and gratitude are dedicated to Allah who has given His mercies, and blessing to the writer. Therefore, the paper entitled, “Students’ Experiences in Participating in Booktalk Program of Extensive Reading Class” is practically capable to be completed.

This paper is written to fulfil one of the the requirements for the *Sarjana Pendidikan* examination in English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

In completing this paper, the writer realizes that this paper has not been perfect yet. Therefore, critics, comments, and suggestions will be appreciated. Hopefully, this paper will be useful and valuable for the writer, and the readers.

Bogor, July 2024

Megasari Sakti

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ABSTRACT

Booktalk is one of the tools to engage students to read more. This research is aimed to explore about the students' experiences in participating in Booktalk program. The research was conducted in English Language Education Study Program of Faculty of Teacher Training and Educational Science of Pakuan University. There were fifty eight students of the fifth semester as participants of this research. To gain the research data, the researcher used triangulation; questionnaire, students' interview, and documentation. According to the data analysis, it was found that students have various experiences while participating in Booktalk program in Extensive Reading class. As the result of students have experienced of Booktalk program, there are four indicators that were pointed out the result of this research; Booktalk changes how students think and understand of something, upgrades students' reading comprehension, acknowledges students nobler of the books, and the book types impacts students' reading process.

Keywords: *Booktalk Program, Reading Comprehension, Students Experinces.*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is a language skill that is needed by the students to gain information which is delivered through written text. There are two kinds of reading: intensive reading and extensive reading. Extensive reading is practicing of gaining information from reading that students are provided with a passage by the teacher and the questions follow that they must to read and answer. Besides, extensive reading (ER) draws attention from English teachers as an effective form to use in reading instruction (Yamashita, 2008). Moreover, the students do self-selective of texts that they desire to read. It is also becoming a subject in English Language Education Study Program in the sixth semester. Writing books reports, book reviews, and making a short presentation are the extensive reading activities and those things are included in a Booktalk program.

Booktalk program requires the students to conduct a review of the book and present it. The book that they review is the book that they have selected by themselves. The teachers also allow the students to decide the theme of the book. Moreover, the reviews or reports of the books are conducted is persuasive to make the students express their feeling of books and engage others to read them too.

Booktalk program is an activity where students are required to review of a book that they have chosen by themselves. In Booktalk, teachers can decide the theme of the book. The students review the books that they read to engage others to read them too. Therefore, it is believed that Booktalk program can develop the students' oral language skill.

B. Reason for Choosing the Topic

Reading is the main aid to help the students to gain information from the written texts. The students are provided passages that they have to read and answer the following questions of the passages. Moreover, extensive reading draws the attention of English educators since in this approach the students are allowed to do self-selective of the books they intend to read (Yamashita, 2008). The students are required to write the report of the review of the books. It is also expected that the Booktalk program can increase the students' speaking skill and motivation. There are two main reasons which lead the researcher to investigate the topic; the students' experiences and the students' challenges in participating BookTalk program in Extensive reading class.

Students might face different experiences during Booktalk program. Booktalk can increase students' interest in writing or reading (Irawati, 2019). Since Booktalk is acknowledged the students to find the books that they desire to read, and the students are only required to write the book review then present it. It is also expected that the Booktalk can increase their speaking skill. However, the students also might face challenges during the Booktalk program.

The students might encounter challenges when they participate in Booktalk program. English language books have a higher cost than the mother tongue books, this might be the challenge that the students face since they have to cost more. Besides, unfamiliar words are also expected to be an obstacle when they read books.

The students experience different things during Booktalk program. They might find it interesting since they are allowed to decide their books. They also uncover that unfamiliar words might be the obstacle they face. Therefore, this topic is worth to investigate.

C. Research Question

In conducting a research, research questions are necessary. Thus, the researcher has one main research question: “What were the experiences that the students faced in Booktalk program of extensive reading class?”

D. The Aim of the Research

This research is aimed to explore about the students’ experiences in participating Booktalk program.

E. Research Focus

The research will be focused on the students’ experiences in participating Booktalk program extensive reading class. The final product of Booktalk program is a review of book that they choose. For the reason that the experiences that the students face might be varied, it could be enjoyable.

F. Operational Definitions

1. Students Reading Experiences

Students reading experiences are the impacts that students feel during and after reading something or in a reading class physically and mentally (Nielsen, C., 2011)

2. Booktalk Program

Booktalk program is a program of the reading book where students can do self-selective of book that they desire to read (Cleaver, 2018).

3. Extensive Reading

Extensive reading is one of the reading approaches where students read extensively (Harmer, 2004).

G. Research Significance

The findings of this study will be redounded to the benefit of society considering that literacy plays important role today. The development of information and technology occurs as same as the growth of misleading information or even false news demand students’ literacy to read more to lessen the spreading rumors.

CHAPTER II

THEORETICAL FOUNDATION

A. Reading

1. Definition of Reading

Reading is one the important activity of students' life to upgrade their knowledge. Reading is categorized as receptive skill with active process. It means that students should involve their participation on reading, they do not only read, but also find the meaning. Therefore, reading process is not simple thing to be understood and reading activity is not only reading the words.

Reading is not simple thing to be understood by students. Students might think when they are reading, they only have to read the printed words loudly or silently. However, Patel and Jain (2008) stated that reading activity is an active process that students should involve their recognition to comprehend the texts. By comprehending the texts, students are expected to gain noble knowledge.

Reading activity is not only reading the words, but it has to comprehend the information of the words. Students are able to read the whole passage fluently, but not all of them are able to answer of the inference's questions. Therefore, Callahan and Clark (1998) stated that reading is an active process that should bring students' ideas, concept, to set their understanding.

2. Types of Reading

There are to two types of reading (Harmer, 2004):

a. Intensive Reading

Intensive reading is the activity where students find the information of what they are asked to. Students retort teachers'

questions in order to gain the information. It is common to ask the students by using their coursebook. Comprehension task is popular way to do intensive reading.

According to Harmer (2004) comprehension task is popular way to do intensive reading. In this task, students are given several questions based on the passage. The teachers are able to modify this way by giving them the related questions based on the passage, if the passage is about people, teachers are able to give them the similar questions. Basically, the books do not give them the answer, but they contribute their ideas. Therefore, this activity allows the students create their own comprehensions.

Intensive reading is able to be done by comprehension task. Teachers provide questions relate to passage or their coursebook. By doing comprehension task, students are allowed to contribute their understanding. Therefore, intensive reading is expected to reinforce students to gain noble reading comprehension.

b. Extensive Reading

The students need to be involved in intensive reading and extensive reading to acquire advantages from their reading. The teachers permit the students to decide their own books. Extensive reading is designed to enable the students to increase their general ability in reading for gist, specific purposes, and reading for inference (Harmer, 2004).

Based on Harmer (2004) extensive reading is proposed to enable the students to develop their ability in reading. In this activity, the students are permitted to own up their books. The

teachers are also able to provide the books for the students to reduce students struggling to understand unfamiliar words.

The researcher concludes that extensive reading is an important activity to develop students' ability in general: reading for gist, reading for specific purposed and reading for inference. The students are allowed to choose their own books. The teachers also enable to provide the books for the students to read. Therefore, extensive reading is an approach to engage the students to read more.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading Comprehension is the process of generating meaning from the text (Hasanah, 2018). The aim of reading comprehension is to understand the information from passage or described story. Besides, reading comprehension is believed as the important thing that students have to learn.

Reading comprehension is the important thing for students. In order to answer the questions, students do not only have to read, but they also have to understand the text. Thus, reading comprehension plays its role. Reading comprehension includes another aspect; vocabulary building. When students read the passage, they are believed that they acquire new vocabularies.

Reading comprehension is the process of making meaning from the passage. The goal of reading comprehension itself is to comprehend the information from the texts. Reading comprehension is also involved vocabulary building. Therefore, reading comprehension is essential part to be learned by students.

2. Level of Comprehension

There are four level of reading comprehension (Burns, 2010):

a. Literal Comprehension

Literal comprehension is the level where students recognize the detailed sequences of the passage. It is higher-level comprehension. Besides, the essential part of this level is understanding sentence vocabulary, sentences meanings, and paragraph meanings.

b. Interpretative Comprehension

Interpretative comprehension is the level where students develop implied ideas. In this level, students are able to infer implicit main ideas of passage. Besides, they are able to infer the relationship of the cause-effect. They are also able to detect author's purposes and conclusion.

c. Critical Comprehension

Critical comprehension is the level where students evaluating the ideas that they discover from the texts. In this level, students are expected to be the active readers since they have to ask, research, and evaluate of the passages.

d. Creative Comprehension

Creative comprehension is the level where students involving themselves into author's material. In this level, students are expected to think when they read. They are also required to work with their imaginations. Besides, though creative comprehension, students are able to create new ideas, the solution of the problems, and new mind of something from it.

C. Booktalk Program

Booktalk is one of the tools to engage students to read more. The teachers provide different approaches, methods and techniques to involve the students on reading more. The students read provided passages, in engaging students' interest, it is nobler to allow them to read books that they intend to read. In Booktalk program the students do self-selective to read, which is a tool that can engage them to read more.

Booktalk program is a short presentation of the books that the teachers have read in order to convince other students to read and they choose the books by themselves (Cleaver, 2018). Speaking, writing, and reading are integrated into this activity. The students do not only read the books but also write the review and present the review (Irawati, 2019). Thus, Booktalk is expected to develop the students' oral language skill and increase students' motivation to read (Hudson, 2016).

Table 2.1
Booktalk Program Activities

No.	Activity	Description
1.	Choosing the book	Students are asked to choose the book that they would like to read, they are given a week to choose the book.
2.	Checking process of reading	Students are given activity journal where they write how many pages that they have read, the main ideas of their current passage, favorite quotes, and their mood while reading it. In this section, they are also allowed to change their books, if they desire to.
3.	Presenting the book	In this section there are two technique to do: First, the students sit shaping circle, and they present their book to their class while show the books' cover. In the presentation, they include the synopsis of the book, their favorites characters, setting place, setting times if its fiction books, what they love most of the book, and what they unlike most of it.

In addition, to engage the students to read more they need to find books that they intend to read. By choosing their own books, they could read them with pleasure. It is also expected, that they could write the review and present of the books nobler.

Booktalk Program is believed as engaging way for students to read more since this program allows the students to present and promote the books that they have read. Besides, all skills are collaborated in this program as they read the book, write the book report, and present the report. Meanwhile, in extensive reading class, students are allowed to choose their own books. Therefore, it is expected that Booktalk program will give some positive impact toward students in extensive reading class.

D. Students' Experience in Reading Class

Literacy becomes the part of human's daily; it is needed in both education and society. People rely on literacy since people read and write for self-development and pleasure. Besides, the abilities of literacy itself is necessary. Thus, reading should be given much attention (Nielsen, 2011). Husserl (1970) stated that experience is pre-predictive and spontaneous things as he called it "natural attitude". By facing various experience in unfamiliar situations, people do not only learn about the world but also learn to live in. Moreover, authentic learning by reading is when pupils do not only write and read to fulfill the requirement, but they are able to change how they think and understand.

Genuine learning by reading is giving the students to upgrade their mind to comprehend their surroundings. Students expand their knowledge by reading. Therefore, books are the tools for it (Nielsen, 2011). Choosing the right books help the students to acknowledge themselves nobler.

According to Nielsen (2011), the books that suit their interest could grant improvement of their reading if a student attracts on handicraft, the pupils should be provided or allowed to choose the books of handicraft in order to improve their reading. Moreover, students' experiences in reading are vary based on its type of book; physical book and e-book and their senses are contrast. Students who tend to read physical books complain of the headache and eyestrain by reading e-book, meanwhile the students that prefer e-book they complain about the inflexible physical books (Evans, 2017).

Students' reading experiences impacts the role of their mind to grow. Therefore, students should read to grow in order to upgrade themselves. The choosing section of types and genre of books leaves impact of students' reading behaviors. The books that attract the students' interest might grant positive impacts.

E. Related Research

Booktalk has been conducted in various research. Yet, there are two newest related types of research that the researcher has found of Booktalk program. The research was conducted in different countries; USA and Indonesia. Moreover, the titles of researches are "Creating and Implementing a Booktalk series to Promote Hospital Library Awareness among Hospital Associates", "The Lost Art of the Booktalk: What Students Want", and "Students' Experience in Building Literacy through Booktalks Program".

The first research is entitled "Creating and Implementing a Book Talk series to Promote Hospital Library Awareness among Hospital Associates" it is conducted by Gerth. The researcher conducted this

research in 2016. This research is purposed to introduce an up-to-date hospital library managing project and renewing the service in library managing. The research consisted of new hospital librarian managers and it is done in Covenant Medical Center, Wheaton Franciscan Health Care, Waterloo, Iowa, USA. The result of this research showed that Booktalk has increased hospital librarian awareness of the value of a hospital library and the participants were faced with the pressure of it.

The second research is entitled “The Lost Art of Booktalk: What Students Want” this research is conducted by Katherine in 2019. This research is aimed to share the Booktalk activity which was participated by fifth-grade and sixth-grade through Flipgrid. The result of this research shows that Booktalk help the development of lifelong readers.

“Students’ Experience in Building Literacy through Booktalks Program” is the title of the third research that is performed by Erna Irawati in 2019. This research is aimed to explore students’ perspective of advantages and disadvantages in participating in Booktalk program that utilizing electronic book application. This research has 27 participants which are two classes. The result of this research demonstrates that Booktalk increases the students’ interest in reading and writing.

As the result there are three related research which are conducted by three different researchers. The research entitled “Creating and Implementing a Book Talk series to Promote Hospital Library Awareness among Hospital Associates”, “The Lost Art of the Booktalk: What Students Want”, and “Students’ Experience in Building Literacy through Booktalks Program”. The research is inspired to explore students’ experience in participating in Booktalk program in extensive reading class. Based on the first research, Sue Greth (2016) demonstrate that the

participants of the research not only experienced the development of their awareness. However, they also faced the pressure to promote the awareness of the value of the hospital library. Further, the second result of the research found that the students are sensed the advantages of Booktalk. Therefore, these results support further researches to conduct the research.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

In order to have knowledge of students' experience in participating in Booktalk program during extensive reading class, the qualitative approach will be used to conduct this research. Since this research is purposed to explore more about the students' challenge and perspective toward Booktalk program, the researcher decided to use qualitative approach. Besides, case study design also will be used during this research for the reason that case study is purposed to expand deeper analysis of the individuals or groups (Creswell, 2014). The writer draws the simplify of research design as follow:

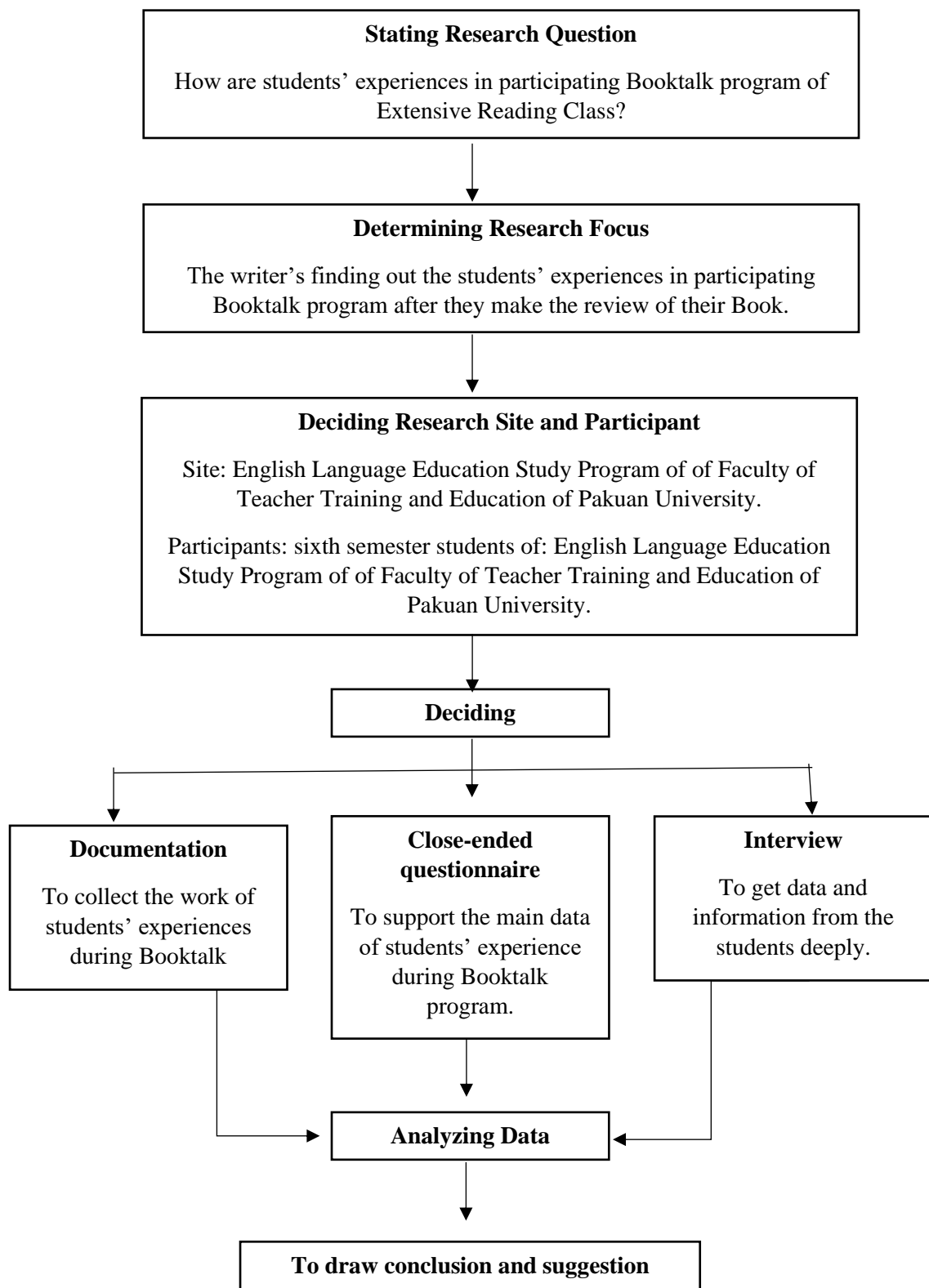


Figure 3.1 Research Method

B. Research Site and Participants

1. Research Site

The site that will be used to conduct this research is English Language Education Study Program of Faculty of Teacher Training and Educational Science of Pakuan University. In English Language Education Study Program of Faculty of Teacher Training and Education of Pakuan University.

2. Research Participants

The participants of this research are students of sixth semester 2019/2020 who are joining Booktalk program in extensive reading class. There are approximately 58 students in this academic year.

C. Research Instruments

To collect the data of the study, the research will demand instruments. Thus, non-test instruments will be used to collect the data. The non-tests are observation, closed-ended questionnaire and interview.

1. Close-ended questionnaire

The first instrument is close-ended questionnaire. The likert scale is used in this questionnaire. The questionnaire consisted of four indicators, and each indicator has two to five statements. There are fourteen statements, and the indicators are referring to the impacts of Booktalk that students face.

2. Interview

The interview is the second instrument that is used to gather the data. The interview is based on four indicators with eight questions, and each indicator has one to three statements. The questions are referred to detail of students' responses of the questionnaire. The participants for the interview are the students that have filled the questionnaire.

The interview is performed through voice note. The interviewees are contacted by their phone number.

3. Documentation

The students are required to submit their works as the research's documentation. The works are included the written review of the books that the students read in Booktalk program, and the link of the Booktalk video that the students created in Booktalk program.

D. Data Collection Technique

To collect the data the researcher will use non-test instruments. Non-test instruments will be used to gather data in conducting this research. To answer the research questions "How was the students' perspective toward Booktalk program in extensive reading class" non-test is the appropriate one. The non-tests are close-ended questionnaire and interview.

E. Data Analysis

The data analysis for the experiences that the students face during BookTalk program research involves several key steps. Firstly, all collected data from participant documentation, interviews, and closed-ended questionnaire are compiled and organized. Next, questionnaire's responses are analyzed using statistical methods to identify trends and patterns in participant feedback regarding the program. The data from interviews and closed-ended questions are analyzed using thematic analysis to uncover common themes and insights into participants' experiences of the BookTalk program. Finally, findings from the data were synthesized to draw conclusions about the program's success and to inform recommendations for potential improvements or future directions

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

The research was conducted during eighth semester, which was started from July 2nd to November 3rd 2021. The participants were students of sixth semester consisting 21 students from English Language Education Study Program, Faculty of Teachers Training and Educational Sciences in Pakuan University. Instruments employed in this research were documentation, closed-ended questionnaire, and interview, in order to collect the data. Therefore, the writer chose triangulation for analyzing the data result.

1. Data from Documentation

The researcher has asked for the permission from the lecturer of Extensive Reading to conduct this research beforehand. After the researcher has been allowed, the researcher asked for the students to hand their assignments during Booktalk section, which are written review, and Booktalk video. The assignments are gathered from interviewed-students. Due the outbreak, the students handed their assignments are formed in links of video, and the softcopy files. Based on the result from documentation, the results were divided into two parts which are the written review and video presentation.

a. The Written Review

The students are assigned to make a written review about the book that they read in extensive reading of Booktalk section, there are nine points which they have to write down on their works, the list of the is shown in table 4.1 below.

Table 4.1
List of Booktalk Review “Book Report/Book Reflection”

Format	Detail
Title of the Book	
Genre	
Author	
Publisher	
Publication Date	
Number of Pages	
Link to access the Book	
Cover of the Book	

Depending on the result of Booktalk product from five respondents, the data showed in table 4.1 define the format of students’ final product during Booktalk program in Extensive Reading class.

1) Title of the Book

From the data, in this part the students mention of title of the book that they read in Booktalk program.

e.g 1 “Bridging the Gap Between Theory and Practice in Educational Research”

e.g 2 “Time Managements”

2) Genre

The students mention the genre of the book that they read whether it is non-fiction or fiction. However, the reading section are divided into two sections, the first section is academic book and the second section is fiction book, and for this research, it was held during the second

section, therefore the genre of the book that they students are non-fiction books.

3) Author

In this section, the students write the author of the books that they read during Booktalk program. The author is mentioned by their full name.

e.g 1 “Palgrave Macmillan”

e.g 2 “Brain Tracy”

4) Publisher

The students also are asked to write down the publisher of the books that they read in this section.

5) Publication Date

In this part, the students write the publication date for the books that they read.

6) Number of Pages

The students mention the total number of pages in this segment.

7) Reflection of the Book

The reflection of book is contented with brief summary of the book that they read, and their experience while reading the book.

8) Link of Book

The students attached the link to access the books that they read here.

9) Cover of the Book

The students also display the cover of the books that they read in this part.

These are the works of students that have submitted

4. Name: YN

NPM: 0

Book Reflection

Title of the book : Steps to Writing Well
Genre : Academic Book
Author : Jean Wyrick
Publisher : Cengage Learning; 13th edition
Publication date : January 1, 2016
Number of pages : 626 pages

Reflection

Outline :

- The book tell about steps to writing well, thirteenth edition. This book is very practical and friendly way to compose a variety of essay with discussion on everything from choosing a topic to developing an essay. The book is suitable for students who are writing a thesis and also the book can increase students writing skills. Such a comprehensive textbook that covers all aspects of writing well. It will take through the writing step by step with many example and definition.
- I learned how to write an essay , what I know to write an essay is to start from introduction, body, conclusion but after I was read the book I got new knowledge for how to make great essay.
- For example how to writing effective academic essay.
- In my opinion the book is great to students learn about writing, because the book tell about step by step to make great essay. I have new knowledge from this book namely the ultimate step by step guide to writing effective academic an essays. The book is suitable for me who are write the thesis.
- Other book to support my book reflection: Great writing 1 until 5 edition, Crack the essay, From inquiry to academic writing second edition for Pikes Peak Comm Coll English COMP 1 and 2, Steps to writing well with additional readings.
- I like this book because the book tell about steps to writing well to writing effective academic essay. This book provides a brief summary of the steps for completing each major task in the text. Many sample essays, offering a useful model for academic writing and also this book have a lot of practice, group activities, and longer assignments provide essay topic ideas. There are also things that I do not like this book namely so many words that I do not understand and should translate first, the sentences was difficult to make me understand, and I think I feel bored to read this book.

- I recommend this book to all people, especially for students to increase their writing skills.

5. Name: RSH

NPM: 0

Book Reflection

Title of the book : Educated
Genre : Non-fiction
Author : Tara Westover
Publisher : Random House
Publication date : February 18, 2018
Number of pages : 325 pages

Reflection

Outline :

"Educated" by Tara Westover traces the author's extraordinary journey from a rural Idaho childhood without formal education to eventually earning a PhD from Cambridge University. The book is divided into several compelling parts: it begins with Tara's stark upbringing under the sway of her survivalist father, navigating a life of isolation and physical labor. The narrative then shifts to her determination to educate herself against all odds, overcoming profound familial and societal obstacles. Central to the story is Tara's evolving sense of identity and belonging as she confronts the conflicting loyalties between her family's beliefs and her pursuit of knowledge. Ultimately, "Educated" is a poignant exploration of resilience, the power of education, and the complexities of family ties in shaping one's path to self-discovery and fulfillment.

6. Name: NIK

NPM: 0

Book Reflection

Title of the book : The Power of Habits
Genre : Non-fiction
Author : Charles Duhigg
Publisher : Random House
Publication date : 2012

Number of pages : 371 pages

Reflection

Outline :

This book explores how they shape our lives and how we can transform them. The book is structured to first introduce the concept of habits and their neurological underpinnings, explaining the three-step habit loop—cue, routine, reward—that governs much of our behavior. Duhigg then examines the power of keystone habits, which have the potential to trigger widespread changes in our lives, whether personal, organizational, or societal. Drawing on extensive research and engaging anecdotes, he illustrates how habits influence everything from individual productivity and health to organizational effectiveness and societal movements. The narrative continues with compelling case studies, including successful habit transformations in companies like Procter & Gamble and Target, highlighting the practical application of habit theory in real-world scenarios. Furthermore, Duhigg explores the psychology of change, offering insights into how individuals and organizations can harness the science of habits to achieve lasting personal and professional transformation. By the conclusion, "The Power of Habit" presents a persuasive argument for the significance of habits in shaping our destinies and provides actionable strategies for readers to cultivate positive habits and break free from negative ones, ultimately empowering them to take control of their lives and achieve their fullest potential.

b. Video Presentation

In this part, the students present the book that they read in Booktalk section of extensive reading class, the videos are put in social media which is YouTube, there is serial allure of the ways they present the book. Firstly, the students greeted the viewers by saying “Assalamualaikum” or “Hello”, then the students introduced themselves, they only mention their full name, and it was followed by the purpose of their video that is presenting their book. Secondly, after the introduction, the students started to present their book, however in this part, they did not simply mention their books’ titles immediately. They begin this part by giving the audience the hook of their books,

the hook is formed in quotes or questions. Furthermore, they showed the book on the screen, then giving the audience a brief information of the book. Afterward, they started talking about their experiences after read the book, they recommended the book to the audience and gave the reason why they recommended it. Below the transcript of the video presentation.

1st participant

Hello everyone my name is I am from 6th semester class english education study program faculty of teacher training and education University of Pakuan Bogor. Here I would like to tell you about a book that I have read the title of the book is Educated; a memorial the author of this book is Tara Westover the genre is non-fiction this book was published by random house on february 18 2018 and it has 352 pages. This book tells about the past of its author Tara Westover; Tara was born as the youngest of seven children two parents whom she refers to as fae and jin the rest of her family lived on a farm in ruler Idaho where Jin made leaving salvaging scrap medal while Faye worked as an unlicensed midwife and herbal healer. Jin suffered from paranoid fears about interference from the federal government and as a result he refused to allow his children to attend a school received with certificates or receive medical attention jin was also a devout hormone who believe in radical self-sufficiency and an impending day of judgment Tara and her family were completely self-sufficient therefore they isolated themselves from reality and this installation leads to an inaccurate view of the world. However, Tara still wished to succeed in this world Tara began to study and was eventually accepted at Brigham Young University. Helping pass herself off as

homeschooled in January 2004 when Tara was 17 years old, she moved to Utah to begin her college education. She found the adjustment very difficult at first but eventually began to excel in her studies. Tara's finances were precarious and she had to hold multiple jobs and maintain very high grades to retain her scholarship. Tara eventually confided to a bishop about her life and he helped her to secure funding to finance her education. Tara eventually changed her major to studying history and is encouraged to apply for a study abroad program at Cambridge University in England. Tara's experience at Cambridge broadened her horizons even further and she was encouraged to consider graduate studies. She was eventually awarded a prestigious Cambridge fellowship and moved to England to pursue a master's degree. She remains in close contact with her family with the exception of her brother named Shaun who has abused her physically and mentally since childhood. Tara never did to report what Shaun had done to her however, in the end, Tara reported this to her parents by then Tara had built a happy life for herself in England and was working on a PhD in history at Cambridge. However the attempt to speak the truth quickly became a source of conflict in the family Tara became more and more estranged within her family eventually culminating in her learning that she had been telling their parents about the abuse she suffered realizing her family would never trust her claims. Tara became estranged from most of them the arrangement from her family prompted grief and depression for Tara but she was finally able to heal and successfully completed her Ph.D. By the end of her memoir Tara has accepted that she may never have a relationship with her family again but she takes pride in the independence she had

established and the life she has built for herself all right that's all for me. Thank you for your attention assalamu alaikum marmadullahi bye-bye

2nd participant

Hello everyone! Today, I'm excited to talk about a mesmerizing novel called "The Night Circus" by Erin Morgenstern. This book takes us into a magical world where two young illusionists, Celia and Marco, are bound in a lifelong competition set in a mysterious circus that only opens at night. Set in the late 19th and early 20th centuries, "The Night Circus" tells the story of Celia and Marco, who have been trained since childhood by their mentors for a magical duel. Their arena is a unique circus, known as Le Cirque des Rêves, or the Circus of Dreams, which travels the world without warning and opens only at night. As Celia and Marco's rivalry unfolds, their illusions and enchantments become more elaborate, blurring the line between reality and fantasy. Their contest, however, turns into something unexpected as they find themselves drawn to each other despite the rules of the game. "The Night Circus" is a beautifully crafted novel that transports readers into a world of wonder and enchantment. With its lyrical prose and intricate plot, it challenges us to reconsider the boundaries of reality and invites us to embrace the magic within our own lives. Whether you're drawn to the allure of the circus or intrigued by the complexities of human emotions, this book is sure to leave a lasting impression. Thank you for your attention, wassalamualaikum.

2. Data from Questionnaire

The following procedure after classifying of students' works in documentation session was analyzing the data from questionnaire

distribution. This session occupied in 24 June 2021 to 6 July 2021. The questionnaire is distributed through link. The students who participated in this research were students of sixth semester class C and class D of English Language Education Study Program of Faculty of Teacher Training and Educational Sciences of Pakuan University. This data was collected by survey through online questionnaire. The questionnaire is distributed through Google Form's link. The amount of time that is given to fill the questionnaire was two weeks.

Table 4.2
The Total of Gathered Samples

The Total of Gathered Sample		
Detail	Total	Percentage
The questionnaire that is distributed	39	100%
The questionnaire that is filled	21	80%

Based on the result above, the questionnaire that is distributed to respondents is 39 questionnaires, while the respondents who filled the questionnaire are 21. Therefore, the data that is can be analyzed was 21 of the totals of filled questionnaire.

- a) The Students' Respond of Booktalk changes how students think and understand of something

The total of respondents of Booktalk changes how students understand of something were of these 3 statement items. The description is shown:

Table 4.3
The Respond of Booktalk Changes How Students Think and Understand of Something

	The Total of Respondents of Booktalk Changes How Students Think and Understand of Something				
	SS	S	N	TS	STS

7. Saya memahami buku yang saya baca pada saat mengikuti Booktalk. (I understand of the book that I read while participating Booktalk)	4	14	3	-	-
8. Saya membaca bacaan yang sesuai dengan minat saya untuk menambah wawasan. (I read the book that match my interest to increase my knowledge)	7	12	2	-	-
9. Membaca bacaan yang sesuai dengan minat meningkatkan motivasi saya (I read the book that match my interest to motivate me)	5	16	-	-	-

The responds for this section show that 18 students in the Booktalk program read the books that they choose by themselves. They also decide the books based on their own interest.

b) The responds of Booktalk upgrades students reading comprehension

The respondents for the second indicator were 21 For the result of the questionnaire, it shows:

Table 4.4
The Responds of Booktalk upgrade students reading comprehension

	The Responds of Booktalk upgrade students reading comprehension				
	SS	S	N	TS	STS
1. Saya memahami apa yang saya baca (contohnya, saya dapat menjawab pertanyaan mengenai bacaan saya, dan saya dapat mendiskusikannya menggunakan kalimat saya sendiri) (I understand what I read (for instance, I can answer the questions related to the book, and I can discuss it with my own words)	1	14	5	1	-
2. Saya dapat merangkat apa yang saya baca dengan kalimat saya sendiri.	1	17	3	-	-

(I can resume what I read using my own words)					
2. Saya memahami tujuan penulis (I understand the author's purpose)	2	12	6	1	-
3. Saya memahami perasaan penulis (I understand the author's feelings)	1	11	8	1	-

The next indicator draws that 14 students understand of they read include: the writer's idea, the writer's feeling, the writer's purpose, and the sentences in the book,

- c) The Responds of Booktalk acknowledges students nobler of book

The respondents for the third indicator were 21 For the result of the questionnaire, as it:

Table 4.5
The Responds of Booktalk acknowledges students nobler of book

	The Responds of Booktalk acknowledges students nobler of book				
	SS	S	N	TS	STS
1. Saya dapat mencari bagian rinci informasi dari bacaan saya. (I can look for the detail information of my readings)	1	13	6	1	-
2. Saya mendapatkan bermacam-macam informasi dari buku bacaan saya. (I can get various information from the book I read	9	9	3	-	-

There are thirteen students that agree if Booktalk program acknowledge them better of the books.

- d) The Responds of the physical and mental impacts of reading books for students

The respondents for the third indicator were 21 For the result of the questionnaire, as the table below:

Table 4.6
The Responds of the physical and mental impacts of reading books for students

	The Responds of the physical and mental impacts of reading books for students				
	SS	S	N	TS	STS
10. Saya lebih menyukai buku fisik daripada e-book. (I prefer the physical book than e-book)	9	3	9	-	-
11. Saya lebih menyukai e-book daripada buku fisik. (I prefer e-book than physical book)	-	3	10	8	-
12. Saya menikmati membaca buku fisik. (I enjoy reading physical books)	1	3	13	4	-
13. Saya menikmati membaca buku e-book. (I enjoy reading e-book)	4	9	8	-	-

The responds for the books' type are various, there are nine students who prefer physical books than electronic book (E-Book).

1. Data from Interview

In order to accomplish the data, interview is considered necessary as a crosscheck from preceding questionnaire result. Interview turned to be the last triangulation data finding for this research. The interview session was held on 01 September 2021 to 11 September 2021. The interview conducted through voice notes on social media which is WhatsApp due the COVID-19 outbreak. There are nine questions in total for the interview.

On the first question, the writer asks the impact that they received after they participated of Booktalk Program. The students elaborate that after they participated Booktalk program they could understand more of

what they read. Not only they could understand of what they read, they also could reflect the book. Even though Booktalk itself is a final task for middle exam, the students also feel motivated to read more by it.

Excerpt 1

Interviewee	Detail
1 st Interviewee	I understand more about the book I read, and I can reflect it.
2 nd Interviewee	Booktalk encourage me to read even if it's a must of the final task of the subject.
3 rd Interviewee	At first, I get confused what Booktalk was, but when I participated, I finally acknowledge what Booktalk is.
4 th Interviewee	I understand more about the book I read.

In the second question, the writer was questioning whether the Booktalk program improve their reading comprehension. The students state that the booktalk improve their reading comprehension. While participating booktalk program, they read their books several times, reflect the books, and share their books to others, therefore they say booktalk improve their reading comprehension.

Excerpt 2

Interviewee	Detail
1 st Interviewee	Booktalk can improve my reading comprehension because after I read a book, I reread it, I explain what I read again, and I also provide information to many people
2 nd Interviewee	(Booktalk) very helpful because there are three things, I understand from Booktalk. The first is reading, the second is understanding the contents of the reading, the third is sharing the reading experience
3 rd Interviewee	I think it improves reading comprehension because before Booktalk, we must first understand the contents of the reading book, the context of the book, then we can Booktalk, so it can indirectly improve understanding because if we don't understand the context of the book, it will be difficult for us to do Booktalk.
4 th Interviewee	booktalk can improve my reading comprehension, because after I read a book, I

	reflect back, I re-explain what I have read, and I provide information to many people.
--	--

The third question was expecting the students' difficulties while participating Booktalk program. The unfamiliar words are the difficulties that the students face while they participated Booktalk program in extensive reading class. The students' first language or L1 is not English, therefore they encounter the struggle while they read the English books.

Excerpt 3

Interviewee	Detail
1 st Interviewee	maybe because I read books in English, the difficulty is understanding the meaning of the vocab, when I read nonfiction books such as academic books,
2 nd Interviewee	The first is when you find a word or sentence that is difficult to understand, when you are enjoying the reading and then you find a word you don't understand "what does this mean?" so lose the enthusiasm to read again.
3 rd Interviewee	Not all reading books in English I know the meaning or sentence, there are still many unfamiliar vocabularies.
4 th Interviewee	A common problem that I face is that it is difficult to understand English vocabs and their meanings

The further question, the writer was asking the students if Booktalk help them to overcome the struggles they meet in Booktalk program. The students mention that Booktalk is able to help the students overcome their problems. Further, the students elaborate as in Booktalk they share their readings to others, if they encounter unfamiliar words or sentences, they asked their friends to help them.

Excerpt 4

Interviewee	Detail
1 st Interviewee	Booktalk can help me in overcoming the difficulties I face because I share in Booktalk.

2 nd Interviewee	Yes, Booktalk can help, when we find a word, we don't understand, we look for the answer from someone else's Booktalk
3 rd Interviewee	It helps, when we don't know the vocabulary, like it or not, we have to push and understand because we will booktalk
4 th Interviewee	Booktalk can handle the problem I'm having. Because, the booktalk I do is share related books I read.

The fifth question was about students' book preferences on Booktalk program, the writer asked the students if the books that they chose in Booktalk relate to their interest. The students mention that the books they chose suit their interest because in Booktalk program they have the freedom to choose the books they desire.

Excerpt 5

Interviewee	Detail
1 st Interviewee	The book is according to my interest because my lecturer also asked to choose a book according to my interest.
2 nd Interviewee	The books relate to my interest.
3 rd Interviewee	I choose the books based on my interest that relate to my to-be-research
4 th Interviewee	when I choose to booktalk the book according to what I want.

The next question the writer was expecting if the Booktalk program gives the students new insights. The students state that Booktalk program was insightful as they share their books to others, they are motivated to read others' books, and also, they found that the books they read were helpful for them.

Excerpt 6

Interviewee	Detail
1 st Interviewee	Booktalk gave me new insight because my friends also do Booktalk.
2 nd Interviewee	(Booktalk) very useful, because in essence the book is a storehouse of knowledge, meaning that

	from each book there is a moral message conveyed.
3 rd Interviewee	Very insightful.
4 th Interviewee	(Booktalk) gave me new insight. Because, my friends do booktalk, then we share with the books they read

In the seventh to eighth question, the writer asked the students their books preferences, the preferences itself include the books form (physical or digital), and the like and dislike on them. Most of the students answered they prefer to physical books. Their eyes often get tired while reading digitally, and they argued the digital books also are hard to be highlighted or marked. They claimed the physical books are easy to be marked.

Excerpt 7

Interviewee	Detail
1 st Interviewee	I prefer physical books because they are easy to mark, such as if there is a sentence I like or an interesting topic, because digitally it is quite difficult to get a marking application like that.
2 nd Interviewee	I prefer physical books, because when the second Booktalk uses digital books, I feel less focused and less comfortable.
3 rd Interviewee	Physical books even though I have to spend money or fees, I think physical books make it easy for me to understand the contents of the book, I can mark it.
4 th Interviewee	Saya lebih suka buku fisik, karena lebih gampang untuk ditandai, seperti kalimat yang saya suka ataupun topik yang menarik untuk saya

In the seventh section, the interviewees are asked about the type of the book they prefer to. From four interviewees they all agree that they prefer to read from physical books than the electronic book (E-Book) as they stated that physical books were convenient to mark. They stated that they marked the parts of the books if they find an interesting topic or quotes, therefore the

physicals books are more convenient for them as the electronic books are required an application for them to do that.

B. Data Analysis

After completing the data using triangulation, started from documentation, followed by questionnaire then interview session, the valid data turned to be gained. Reflecting to the data of this research, students are considered to various experiences during participating Booktalk program. The output of Booktalk to their reading comprehension is the indicator of this research.

Based on the data that had been analyzed, it was presented that students have different experiences during participating in Booktalk Program in Extensive Class. The Booktalk program is aimed to engage the students of enjoyable reading experiences (Clever, 2018). Therefore, there are three main activities to-dos in a Booktalk Program; choosing the books, checking the process of reading, and presenting the books.

Table 4.4 and excerpt 1 Booktalk changes or enlighten how think of something, it described that all of students agreed with those statements. They were agree that they understand of what they read. the decide the books based on their own interest, and they also were motivated to read more in reading. It supports Clever. S (2018) and Irawati (2019). Clever stated that Booktalk program is a tool to engage students to read more, while Irawati expressed that Booktalk help the students to be interested in reading and writing.

Table 4.5 and excerpt 2 Booktalk program acknowledge the students nobler about the book, it described that all of the students agreed with this statement. They corresponded with Booktalk improve their reading comprehension as they reread the books in order to explain the books they read to their peers; it supports Nielsen (2011). Nielsen states that reading

should be given much attention, therefore the students not only read for obligation but also for self-development.

Table 4.6 and excerpt 7 The impacts of the types of books for students, it explained that the type of the books they read impacted them, the students agreed that they prefer to physical books than the electronic books as they were convenient to mark when they found an important thing on the books. It opposed the statement of Evan (2017). Evan stated that physical book and e-book and their senses are contrast. Pupils who tend to read physical books complain of the headache and eyestrain by reading e-book, the pupils that prefer e-book they complain about the inflexible physical books.

Excerpt 3 The Difficulty they find in Booktalk program, the students find that they face various difficulties in the Booktalk program. The students find that unfamiliar words are the struggle they face when they participated in the Booktalk program. The Booktalk section are divided into two sections firstly they read fiction book, and secondly, they read non-fiction book. Moreover, the unfamiliar words were found in non-fiction books. Meanwhile, in the excerpt 4 Booktalk overcome their difficulties, it described that they agreed Booktalk program assisted them to overcome their struggles. In Booktalk the students were assigned to present their books in front of their classmates, furthermore the students reread the books in order to catch the gist of their books, it supports Hudson (2016). Hudson stated that developing the students' oral language skill increase students' motivation to read.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research investigated students' experiences on participating in Booktalk program in extensive reading class. Based on a qualitative analysis of students' responses while participated on the program, it can be concluded students face different experiences when they were the participants of the program. The responses indicate that Booktalk program help students to understand the texts and help students to gain interest in reading. There are four indicators that point out the result of this research.

The first indicator is Booktalk changes how students think and understand of something. The result of this indicator shows that Booktalk enlightens students' reading comprehension as the Booktalk motivated the students to read actively.

The second indicator is Booktalk help students to understand the texts. According to the students' responses that participated in the program; their reading improved as in the Booktalk they reread the book in order to understand the contexts.

The third indicator is Booktalk acknowledges students nobler of the books. The result of indicator presents that while the students participated in the program, they gained improvement of understanding the books. As in the Booktalk, they tend to reread the books to grasp the meaning of them.

The fourth indicator is the impacts of type of the books for students during participating in Booktalk program. There are two types of books which were questioned: the electric book (E-Book), and the physical book. The result demonstrated that physical type of books is more convenient for

students to read in the program. Corresponding of students' responses, the physical type books is convenience when they want to highlight certain parts of the books.

Moreover, students also faced the difficulties when they participated in Booktalk program, from the gathered data, the difficulty that they faced was unfamiliar words. However, in Booktalk program there are a section where students shared their readings to their peers, in this section, the students also allowed to share their difficulty. When they shared their obstacles which are unfamiliar words. Their peers will help them. Therefore, the Booktalk help the students overcome their difficulty.

In addition, the experiences that the students faced while participating in Booktalk program are various. The activities provided were interesting, and enjoyable. Some of students stated that Booktalk help them in understanding the books. However, the difficulty they faced was unfamiliar words.

B. Suggestion

After completing the research and drawing conclusion from whole data, several suggestions are offered for English teachers and the future researcher who are interested in conducting the research about students' experiences while Booktalk program.

For English teachers, it is hoped that this research can provide them useful information related to assist them comprehend the books that they read. By creating a new atmosphere and relaxing activities, it can increase students' interest on reading more. It cannot be denied that some students might also face difficulties while participating in this program, therefore it is hoped that the teachers might guide them.

For the future researchers, according to the result of this research, almost of students have various experiences while being participants of this program. This research is expected to inspire to the future researcher to conduct the same field about Booktalk program. The future research can conduct a study on Booktalk program in investigating the effectiveness of BookTalk.

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APPENDICES

Appendix 1: Research Instruments

QUESTIONNAIRE FORM

Nama : _____
 NIM/NPM : _____
 Nomor Ponsel : _____

No.	Indicator	Statements	SS	S	N	TS	STS
1	Booktalk changes how students think and understand of something	Saya memahami buku yang saya baca pada saat mengikuti Booktalk					
		Saya membaca bacaan yang sesuai dengan minat saya untuk menambah wawasan.					
		Membaca bacaan yang sesuai dengan minat meningkatkan motivasi saya					
2	Booktalk upgrades students reading comprehension	Saya memahami apa yang saya baca (contohnya, saya dapat menjawab pertanyaan mengenai bacaan saya, dan saya dapat mendiskusikannya menggunakan kalimat saya sendiri)					
		Saya dapat merangkai apa yang saya baca dengan kalimat saya sendiri.					
		Saya memahami tujuan penulis					
		Saya memahami perasaan penulis					
3	Booktalk acknowledges students nobler of book	Saya dapat mencari bagian rinci informasi dari bacaan saya.					
		Saya mendapatkan bermacam-macam informasi dari buku bacaan saya.					
4	The physical and mental impacts of reading books for students	Saya lebih menyukai buku fisik daripada e-book.					
		Saya lebih menyukai e-book daripada buku fisik.					
		Membaca buku fisik membuat mata saya lelah.					
		Saya menikmati membaca buku fisik.					
		Saya menikmati membaca buku e-book.					

Detail:

SS: Sangat Setuju, **S:** Setuju, **N:** Netral. **TS:** Tidak Setuju, **STS:** Sangat Tidak Setuju

INTERVIEW

Nama : _____
 NIM/NPM : _____

No.	Indicator	Statement	Answer
-----	-----------	-----------	--------

1	Booktalk changes how students think and understand of something	Apa pengaruh yang Anda rasakan saat mengikuti Booktalk?	
2	Booktalk upgrades students reading comprehension	Menurut Anda apakah Booktalk meningkatkan pemahaman membaca Anda? Mengapa?	
		Apa masalah umum yang Anda hadapi saat membaca?	
		Apakah Booktalk membantu Anda dalam menangani permasalahan yang Anda hadapi? Mengapa?	
3	Booktalk acknowledges students nobler of book	Do you think that the book you read on Booktalk program give you any new insight? Why? Menurut Anda, apakah buku yang Anda baca pada saat Booktalk memberikan wawasan baru kepada Anda? Mengapa?	
4	The physical and mental impacts of reading books for students	Apa Anda lebih memilih buku fisik atau buku digital? Mengapa?	
		Apa dampak yang Anda biasa rasakan saat membaca buku fisik?	
		Apa dampak yang Anda rasakan saat membaca buku digital?	

Appendix 2 : Interview Data Transcript

1st Interviewee

Interviewer: Sebelumnya saya ucapkan terima kasih karena telah bersedia untuk diwawancara. Saya akan langsung kepada pertanyaan pertama, apa yang Anda rasakan saat mengikuti program Booktalk di kelas Extensive Reading?

Interviewee: Pengaruh yang saya rasakan saat mengikuti program Booktalk ini adalah saya semakin tahu dan lebih mendalam tentang buku yang saya baca seperti apa, dan mengetahui secara menyeluruh tidak hanya saat itu saja saat memahaminya, saya dapat merefleksikan buku itu seperti apa.

Interviewer: Lalu menurut Anda, apakah Booktalk dapat meningkatkan pemahaman membaca Anda? Mengapa?

Interviewee: Menurut saya, Booktalk dapat membantu pemahaman membaca saya karena setelah saya membaca buku, saya merefleksikan kembali, saya menjelaskan kembali bacaan apa yang saya baca, dan saya juga memberikan informasi kepada banyak orang, tidak hanya saya yang memahami tetapi juga saya memberikan informasi kepada banyak orang.

Interviewer: Lalu saat mengikuti program Booktalk, apa masalah umum atau masalah yang Anda biasa hadapi saat mengikuti program Booktalk?

Interviewee: Masalah umum yang saya hadapi adalah mungkin karena saya membaca buku yang berbahasa Inggris, kesulitannya yaitu memahami arti vocab-nya, ketika saya membaca buku nonfiction seperti buku akademik, Bahasa yang digunakan formal maka dari itu saya kesulitan untuk memahami arti dalam buku tersebut.

Interviewer: Lalu dari permasalahan tersebut, apakah Booktalk membantu Anda dalam mengatasi kesulitan tersebut? Mengapa?

Interviewee: Iya, Booktalk dapat membantu saya dalam mengatasi kesulitan yang saya hadapi karena saya melakukan sharing di dalam Booktalk, dalam sharing tersebut jika saya menghadapi masalah, teman saya akan membantu, misalnya ketika saya tidak tahu salah satu vocab, teman saya akan memberitahu.

Interviewer: Lalu menurut Anda, apakah buku yang Anda baca saat mengikuti Booktalk memberi wawasan baru untuk Anda? Mengapa?

Interviewee: Iya, memberikan wawasan baru kepada saya karena teman-teman saya juga melakukan Booktalk. Lalu, kita saling sharing tentang buku bacaan yang kita baca dan buku bacaan mereka juga menarik, sehingga saya juga tertarik untuk membacanya, terlebih buku non-fiction yang relate dengan research saya.

Interviewer: Lalu, saat proses pemilihan buku di program Booktalk, apakah buku yang Anda pilih sesuai dengan minat Anda?

Interviewee: Iya, bukunya sesuai dengan minat saya karena dosen saya juga meminta untuk memilih buku sesuai minat.

Interviewer: Lalu, untuk jenis buku, apakah Anda lebih memilih buku fisik atau buku digital? Mengapa?

Interviewee: Saya lebih suka buku fisik karena mudah ditandai seperti jika ada kalimat yang saya suka ataupun topik yang menarik, karena untuk digital agak sulit ya untuk mendapatkan aplikasi menandai seperti itu.

Interviewer: Lalu apa dampak yang Anda rasakan saat membaca buku fisik tersebut?

Interviewee: Dampak fisik buku adalah saya lebih memahami buku tersebut, karena saat membaca buku digital tersebut lebih banyak distractionnya ya, jadi menurut saya dampak yang saya sangat rasakan adalah saya lebih mudah memahami buku tersebut.

Interviewer: Lalu apa dampak yang Anda rasakan saat membaca buku digital tersebut?

Interviewee: Banyaknya distraction yang tadi saya sebutkan lalu hambatan untuk highlight kalimat atau topik yang penting.

2nd Interviewee

Interviewee: Sebetulnya tidak banyak ya pengaruh yang saya rasakan saat mengikuti program Booktalk, saya mungkin adanya Booktalk ini membuat lebih semangat membaca, walaupun tuntutan karena diakhir kita dituntut untuk membuat video Booktalk. Pengaruhnya untuk aku yaitu lebih semangat.

Interviewee: Menurut saya sangat membantu karena ada tiga hal yang saya pahami dari Booktalk. Yang pertama yaitu membaca, yang kedua memahami isi bacaan, yang ketiga membagikan pengalaman membaca. Dari pengalaman membacanya saja, pastinya sudah mendapatkan pemahaman apalagi memahami dan membagikannya, lebih-lebih paham, karena biasanya jika membaca yaudah membaca begitu selesai, tetapi misalkan kita melakukan Booktalk itu lebih membantu memahami makna dan pesan didalamnya.

Interviewee: Jika untuk masalah umum yang dihadapi saat membaca yaitu yang pertama yaitu saat menemukan kata atau kalimat yang susah dimengerti, saat sudah menikmati bacaan lalu nemu kata yang tidak dimengerti “ini tuh apa sih maksudnya?” sehingga kehilangan semangat membaca lagi.

Interviewee: Jika untuk pertanyaan ini, menurut aku bisa membantu Kak dengan cara misalkan kita menemukan kata yang tidak mengerti, kita mencari jawabannya dari Booktalk orang lain.

Interviewee: Iya sangat bermanfaat, karena pada hakikatnya buku itu gudang ilmu artinya dari setiap buku itu ada pesan moral yang disampaikan, lalu untuk aku pada saat itu, aku jadi tahu asal-usul manusia karena aku baca “Sapiens” tentang asal mula manusia tentang perubahan-perubahan zaman.

Interviewer: Saat semester lalu, saat non-fiction dosennya memberikan kebebasan untuk memilih, untuk buku aku, aku direkomendasikan oleh teman, lalu aku juga memilih buku yang bisa membantu aku untuk skripsi yang terkait dengan skripsi aku.

Interviewee: Saya lebih memilih buku fisik, karena saat Booktalk kedua menggunakan buku digital, aku rasa kurang fokus dan kurang nyaman.

Interviewee: Lebih mudah, ketika saat kita menemukan kata yang susah dimengerti, bisa diberi tanda dengan notes atau menemukan quotes bisa dinotes.

Interviewee: Dampaknya yang pertama, mudah mengantuk, yang kedua susah diberi tanda, yang ketiga kurang fokus.

3rd Interviewee

Interviewee: Saat pertama saya mengikuti program Booktalk, saya sempat bingung apa itu Booktalk kok baca buku ada Booktalk, ternyata Booktalk itu seperti trailer film tapi ini buku, nah sehingga memacu semangat saya untuk terus membaca buku yang saya baca, dan hal itu juga cukup menarik karena memberikan sedikit cerita tentang buku yang saya baca, jadi menurut saya Booktalk ini sesuatu yang baik dan berguna saat kita mengikuti Extensive Reading, tidak hanya skill reading yang ditekankan tetapi juga speaking dan listening,

Interviewee: Menurut saya iya meningkatkan pemahaman membaca karena sebelum Booktalk, kita pasti memahami dulu isi buku bacaan, konteks buku, baru kita bisa Booktalk, jadi secara gak langsung dapat meningkatkan pemahaman karena jika kita tidak paham konteks buku, kita akan sulit melakukan Booktalk.

Interviewee: Buku bacaan yang berbahasa Inggris tidak semua tahu arti atau kalimat, masih banyak unfamiliar vocab, namun saat itu buku itu bebas pilih, jadi sedikit membantu karena saat proses pemilihan bisa mengukur kemampuan membaca kita.

Interviewee: Membantu, saat kita tidak mengetahui kosakata, mau tidak mau, kita harus push dan pahami karena kita akan Booktalk.

Interviewee: Sangat memberikan wawasan, kebetulan buku yang saya baca yaitu “The Power of Habits” yang mana setelah saya memahami konteks yang saya baca, jika kita memiliki kebiasaan bagus akan membantu di masa depan.

Interviewee: Buku fisik walaupun saya harus mengeluarkan uang ataupun biaya, sedangkan buku digital dapat dicari diinternet atau lebih praktis, menurut saya buku fisik membuat saya gampang memahami isi buku, bisa menandai.

Interviewee: Kita melihat buku fisik itu tersebut, kita dapat mengaplikasi walaupun bukunya sedikit tebal, tetapi banyak foto ataupun cover didalamnya, bisa lebih memotivasi dalam membaca. Yang kedua, mudah untuk ditandai, seperti bisa dilipat. Ketiga, mata sedikit tidak cepat lelah seperti e-book.

Interviewee: Sulit menandai, memang bisa diblok, tetapi ada beberapa buku digital yang diprotect sehingga tidak bisa ditandai, dan mata cepat lelah. Tetapi buku digital mudah dibawa kemana-mana.

4th Interviewee

Interviewee: Kegiatan tersebut dapat membantu saya memahami bacaan lebih mendalam tentang buku yang sudah saya baca seperti apa, dan mengetahui secara menyeluruh, tidak hanya saat itu saja saya memahaminya, tetapi saya bisa merefleksikan isi buku tersebut seperti apa.

Interviewee: Menurut saya booktalk dapat meningkatkan pemahaman membaca saya, karena setelah saya membaca buku, saya merefleksikan kembali, saya menjelaskan

kembali bacaan yang telah dibaca, dan saya memberikan informasi kepada banyak orang. Jadi, tidak hanya saya yang dapat memahaminya, tapi saya bisa memberikan informasi terkait ilmu yang saya baca kepada orang.

Interviewee: Masalah umum yang saya hadapi adalah kesulitan untuk memahami vocab Bahasa Inggris dan artinya, karena ketika saya membaca buku yang non fiksi seperti membaca buku akademik yang tidak selalu santai dan formal, sehingga saya sedikit kesulitan untuk mengetahui arti tersebut.

Interviewee: Iya, booktalk dapat menangani masalah yang saya hadapi. Karena, booktalk yang saya lakukan ialah sharing terkait buku yang saya baca. Jadi, ketika saya sharing terkait masalah yang saya hadapi, teman saya membantu. Misalnya, saya tidak tahu vocab booktalk ini, teman saya bisa memberi tahu artinya.

Interviewee: Iya, memberikan wawasan baru kepada saya. Karena, teman-teman saya melakukan booktalk, lalu kita sharing dengan buku yang mereka baca. Jadi, buku yang mereka baca itu menarik, dan saya tertarik untuk membaca buku tersebut, seperti buku nonfiksi, buku akademik yang relate dengan research saya.

Interviewee: Iya, saat memilih untuk melakukan booktalk bukunya sesuai apa yang saya mau. Karena, dosen saya membebaskan ketika kita ingin memilih bukunya.

Interviewee: Saya lebih suka buku fisik, karena lebih gampang untuk ditandai, seperti kalimat yang saya suka ataupun topik yang menarik untuk saya. Sedangkan, jika digital lebih sulit untuk mendapatkan aplikasi yang untuk menandai kalimat yang saya suka.

Interviewee: Dampak yang saya rasakan ketika membaca buku fisik adalah saya lebih memahami isi buku tersebut. Karena, ketika membaca buku digital lebih banyak distractionnya dari faktor-faktor yang lain. Jadi, menurut saya dampak yang sangat saya rasakan ketika membaca buku fisik ialah lebih mudah dipahami.

Interviewee: Dampak yang saya rasakan ketika saya membaca buku digital adalah banyaknya distraction yang telah saya sebutkan sebelumnya, seperti hambatan untuk highlight kata-kata yang mungkin penting ataupun topik yang menarik untuk saya.

Appendix 3 : Data from the Written Review

1. Booktalk Form

Name: Yunia Dwirahmawati

NPM: 031118056

Book Reflection

Title of the book	: Steps to Writing Well
Genre	: Academic Book
Author	: Jean Wyrick
Publisher	: Cengage Learning; 13 th edition
Publication date	: January 1, 2016

Number of pages : 626 pages

Reflection

Outline :

- The book tell about steps to writing well, thirteenth edition. This book is very practical and friendly way to compose a variety of essay with discussion on everything from choosing a topic to developing an essay. The book is suitable for students who are writing a thesis and also the book can increase students writing skills. Such a comprehensive textbook that covers all aspects of writing well. It will take through the writing step by step with many example and definition.
- I learned how to write an essay , what I know to write an essay is to start from introduction, body, conclusion but after I was read the book I got new knowledge for how to make great essay.
- For example how to writing effective academic essay.
- In my opinion the book is great to students learn about writing, because the book tell about step by step to make great essay. I have new knowledge from this book namely the ultimate step by step guide to writing effective academic an essays. The book is suitable for me who are write the thesis.
- Other book to support my book reflection: Great writing 1 until 5 edition, Crack the essay, From inquiry to academic writing second edition for Pikes Peak Comm Coll English COMP 1 and 2, Steps to writing well with additional readings.
- I like this book because the book tell about steps to writing well to writing effective academic essay. This book provides a brief summary of the steps for completing each major task in the text. Many sample essays, offering a useful model for academic writing and also this book have a lot of practice, group activities, and longer assignments provide essay topic ideas. There are also things that I do not like this book namely so many words that I do not understand and should translate first, the sentences was difficult to make me understand, and I think I feel bored to read this book.
- I recommendation this book to all people, especially for students to increase their writing skills.

a. Name: Rosa Siti Hajar

NPM: 031118062

Book Reflection

Title of the book	: Educated
Genre	: Non-fiction
Author	: Tara Westover
Publisher	: Random House
Publication date	: February 18, 2018
Number of pages	: 325 pages

Reflection

Outline :

"Educated" by Tara Westover traces the author's extraordinary journey from a rural Idaho childhood without formal education to eventually earning a PhD from Cambridge University. The book is divided into several compelling parts: it begins with Tara's stark upbringing under the sway of her survivalist father, navigating a life of isolation and physical labor. The narrative then shifts to her determination to educate herself against all odds, overcoming profound familial and societal obstacles. Central to the story is Tara's evolving sense of identity and belonging as she confronts the conflicting loyalties between her family's beliefs and her pursuit of knowledge. Ultimately, "Educated" is a poignant exploration of resilience, the power of education, and the complexities of family ties in shaping one's path to self-discovery and fulfillment.

Name: Nurul Intan Khumairoh

NPM: 031118051

Book Reflection

Title of the book : The Power of Habits

Genre : Non-fiction

Author : Charles Duhigg

Publisher : Random House

Publication date : 2012

Number of pages : 371 pages

Reflection

Outline :

This book explores how they shape our lives and how we can transform them. The book is structured to first introduce the concept of habits and their neurological underpinnings, explaining the three-step habit loop—cue, routine, reward—that governs much of our behavior. Duhigg then examines the power of keystone habits, which have the potential to trigger widespread changes in our lives, whether personal, organizational, or societal. Drawing on extensive research and engaging anecdotes, he illustrates how habits influence everything from individual productivity and health to organizational effectiveness and societal movements. The narrative continues with compelling case studies, including successful habit transformations in companies like Procter & Gamble and Target, highlighting the practical application of habit theory in real-world scenarios. Furthermore, Duhigg explores the psychology of change, offering insights into how individuals and organizations can harness the science of habits to achieve lasting personal and professional transformation. By the conclusion, "The Power of Habit" presents a persuasive argument for the significance of habits in

shaping our destinies and provides actionable strategies for readers to cultivate positive habits and break free from negative ones, ultimately empowering them to take control of their lives and achieve their fullest potential.

Appendix 4 : Video Presentation Transcript

1st participant

Hello everyone, I am from 6th semester class English education study program faculty of teacher training and education University of Pakuan Bogor. Here I would like to tell you about a book that I have read the title of the book is Educated; a memoir the author of this book is Tara Westover the genre is non-fiction this book was published by random house on february 18 2018 and it has 352 pages. This book tells about the past of its author Tara Westover; Tara was born as the youngest of seven children two parents whom she refers to as fae and jin the rest of her family lived on a farm in ruler Idaho where Jin made leaving salvaging scrap metal while Faye worked as an unlicensed midwife and herbal healer. Jin suffered from paranoid fears about interference from the federal government and as a result he refused to allow his children to attend a school received with certificates or receive medical attention jin was also a devout hormone who believe in radical self-sufficiency and an impending day of judgment Tara and her family were completely self-sufficient therefore they isolated themselves from reality and this installation leads to an inaccurate view of the world. However, Tara still wished to succeed in this world Tara began to study and was eventually accepted at Brigham Young University. Helping pass herself off as homeschooled in january 2004 when Tara was 17 years old, she moved to Utah to begin her college education. She found the adjustment very difficult at first but eventually began to excel in her Tara's finances were precarious and she had to hold multiple jobs and maintain very high grades to retain her scholarship. Tara eventually confided to a bishop about her life and he helped her to secure funding to finance her education. Tara eventually changed her major to studying history and is encouraged to apply for a study abroad program at Cambridge University in England. Tara's experience at Cambridge branded her horizons even further and she was encouraged to consider graduate studies. She was eventually awarded a prestigious Cambridge gets fellowship and moved to England to pursue a master's degree she reminds in close contact with her family with the exception of his brother named shaun who has abused her physically and mentally since childhood. Tara never did to report what Shawn had done to her however, in the end, tala reported this to her parents by then tara had built a happy life for herself in England and was working on a PhD in history at Cambridge. However the attempt to speak the third quickly became a surge of conflict in the family tara became more and more exercised within her family eventually culminating in sound learning that she had been telling their parents about the abuse she suffered realizing her family would never trust her clients. Tara became estranged from most of them the arrangement from her family prompted grief and depression for tara but she was finally able to heal and successfully completed her Ph.D. By the end of her memoir tara has accepted that she may never have a relationship with her family again but she takes pride in the independence she had established and the life

she has built for herself all right that's all for me. Thank you for your attention
assalamu alaikum marmadullahi bye-bye

2nd participant

Hello everyone! Today, I'm excited to talk about a mesmerizing novel called "The Night Circus" by Erin Morgenstern. This book takes us into a magical world where two young illusionists, Celia and Marco, are bound in a lifelong competition set in a mysterious circus that only opens at night. Set in the late 19th and early 20th centuries, "The Night Circus" tells the story of Celia and Marco, who have been trained since childhood by their mentors for a magical duel. Their arena is a unique circus, known as Le Cirque des Rêves, or the Circus of Dreams, which travels the world without warning and opens only at night. As Celia and Marco's rivalry unfolds, their illusions and enchantments become more elaborate, blurring the line between reality and fantasy. Their contest, however, turns into something unexpected as they find themselves drawn to each other despite the rules of the game. "The Night Circus" is a beautifully crafted novel that transports readers into a world of wonder and enchantment. With its lyrical prose and intricate plot, it challenges us to reconsider the boundaries of reality and invites us to embrace the magic within our own lives. Whether you're drawn to the allure of the circus or intrigued by the complexities of human emotions, this book is sure to leave a lasting impression. Thank you for your attention, *wassalamualaikum*

Appendix 5: The Questionnaire Responses

Saya memahami buku yang saya baca pada saat mengikuti Booktalk

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya memahami buku yang saya baca pada saat mengikuti Booktalk
6/27/2021 15.18.57	mileniavinkaputri@gmail.com	Vinka Putri Milenia	031118063	6C	082298712829	Setuju
6/27/2021 16.57.20	snurhelfa@gmail.com	Sulistiawati Nurhelfa	031118053	6-C	085692754907	Netral
6/27/2021 19.37.09	ntnnurul.ik@gmail.com	Nurul Intan Khumairoh	031118051	6C	081213042886	Setuju
6/27/2021 19.37.31	rosasitihajar96@gmail.com	Rosa Siti Hajar	031118062	6c	081291713235	Setuju
6/27/2021 19.40.00	nrmrty.n@gmail.com	Nurmartya Ning Trias	031118071	6-C	081291144288	Setuju
6/27/2021 19.40.27	icha1002sabila@gmail.com	Neilan Sabila A	031118055	6C	083812874857	Setuju
6/27/2021 19.41.54	anandanurulsalma@gmail.com	Ananda Nurul Salma	031118052	6C	085659404675	Sangat Setuju
6/27/2021 19.44.06	syahraniayusabila@gmail.com	Syahrani Ayu Sabila	031118066	6C	081213344032	Setuju
6/27/2021 19.48.38	andanti.9b@gmail.com	Andanti Nur Fahira	031118059	6C	083807478672	Setuju
6/27/2021 19.49.13	yuniadwirahmawati@gmail.com	Yunia Dwirahmawati	031118056	6C	081298958932	Sangat Setuju

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya memahami buku yang saya baca pada saat mengikuti Booktalk
6/27/2021 19.55.43	khairunisarahana25@gmail.com	Raihana Khairunisa Nurahman	031118067	6C	0895397592111	Sangat Setuju
6/27/2021 20.12.24	radityozu@gmail.com	Radityo Ahmad D	031118075	6C	089612777472	Setuju
6/27/2021 20.15.43	rafliahadiwijaya86@gmail.com	Muhammad Rafli Hadiwijaya	031118068	6C	0895602872034	Setuju
6/27/2021 22.07.13	melanidwy@gmail.com	Melani Dwy Punjani	031118058	6c	087869177635	Netral
6/28/2021 17.55.27	nabilahmarwa19@gmail.com	Nabilah marwa	031118072	6D	081331561570	Setuju
6/28/2021 17.58.05	hasnakhoirns@gmail.com	Hasna Khoirunisaa	031118074	6-D	08980559996	Netral
6/28/2021 18.32.18	syifafauziahramadhani@gmail.com	Syifa Fauziah Ramadhani	031118082	6D	085882738974	Setuju
6/28/2021 18.46.27	evanrld6@gmail.com	Evan Rinaldi	031118093	6D	089686041852	Sangat Setuju
7/4/2021 9.17.37	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Setuju
7/4/2021 11.32.08	oktaviarista7@gmail.com	oktaviarista nurul hilmi	031118079	6D	085156091827	Setuju
7/4/2021 17.32.13	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Setuju

Saya membaca bacaan yang sesuai dengan minat saya untuk menambah wawasan.

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya membaca bacaan yang sesuai dengan minat saya untuk menambah wawasan.
6/27/2021 15.18.57	mileniavinkaputri@gmail.com	Vinka Putri Milenia	031118063	6C	082298712829	Setuju
6/27/2021 16.57.20	snurhelfa@gmail.com	Sulistiawati Nurhelfa	031118053	6-C	085692754907	Netral
6/27/2021 19.37.09	ntnnurul.ik@gmail.com	Nurul Intan Khumairoh	031118051	6C	081213042886	Sangat Setuju
6/27/2021 19.37.31	rosasitihajar96@gmail.com	Rosa Siti Hajar	031118062	6c	081291713235	Sangat Setuju
6/27/2021 19.40.00	nrmrty.n@gmail.com	Nurmartya Ning Trias	031118071	6-C	081291144288	Setuju
6/27/2021 19.40.27	icha1002sabila@gmail.com	Neilan Sabila A	031118055	6C	083812874857	Setuju
6/27/2021 19.41.54	anandanurulsalma@gmail.com	Ananda Nurul Salma	031118052	6C	085659404675	Sangat Setuju
6/27/2021 19.44.06	syahraniayusabila@gmail.com	Syahrani Ayu Sabila	031118066	6C	081213344032	Setuju
6/27/2021 19.48.38	andanti.9b@gmail.com	Andanti Nur Fahira	031118059	6C	083807478672	Setuju
6/27/2021 19.49.13	yuniadwirahmawati@gmail.com	Yunia Dwirahmawati	031118056	6C	081298958932	Sangat Setuju
6/27/2021 19.55.43	khairunisarahana25@gmail.com	Raihana Khairunisa Nurahman	031118067	6C	0895397592111	Sangat Setuju

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya membaca bacaan yang sesuai dengan minat saya untuk menambah wawasan.
6/27/2021 20.12.24	radityozu@gmail.com	Radityo Ahmad D	031118075	6C	089612777472	Setuju
6/27/2021 20.15.43	rafliahadiwijaya86@gmail.com	Muhammad Rafli Hadiwijaya	031118068	6C	0895602872034	Sangat Setuju
6/27/2021 22.07.13	melanidwy@gmail.com	Melani Dwy Punjani	031118058	6c	087869177635	Netral
6/28/2021 17.55.27	nabilahmarwa19@gmail.com	Nabilah marwa	031118072	6D	081331561570	Setuju
6/28/2021 17.58.05	hasnakhoirns@gmail.com	Hasna Khoirunisaa	031118074	6-D	08980559996	Setuju
6/28/2021 18.32.18	syifafauziahramadhani@gmail.com	Syifa Fauziah Ramadhani	031118082	6D	085882738974	Sangat Setuju
6/28/2021 18.46.27	evanrld6@gmail.com	Evan Rinaldi	031118093	6D	089686041852	Setuju
7/4/2021 9.17.37	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Setuju
7/4/2021 11.32.08	oktaviarista7@gmail.com	oktafiarista nurul hilmi	031118079	6D	085156091827	Setuju
7/4/2021 17.32.13	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Setuju

Membaca bacaan yang sesuai dengan minat meningkatkan motivasi saya

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Membaca bacaan yang sesuai dengan minat meningkatkan motivasi saya
6/27/2021 15.18.57	mileniavinkaputri@gmail.com	Vinka Putri Milenia	031118063	6C	082298712829	Setuju
6/27/2021 16.57.20	snurhelfa@gmail.com	Sulistiawati Nurhelfa	031118053	6-C	085692754907	Setuju
6/27/2021 19.37.09	ntnnurul.ik@gmail.com	Nurul Intan Khumairoh	031118051	6C	081213042886	Setuju
6/27/2021 19.37.31	rosasitihajar96@gmail.com	Rosa Siti Hajar	031118062	6c	081291713235	Sangat Setuju
6/27/2021 19.40.00	nrmrty.n@gmail.com	Nurmartya Ning Trias	031118071	6-C	081291144288	Setuju
6/27/2021 19.40.27	icha1002sabila@gmail.com	Neilan Sabila A	031118055	6C	083812874857	Setuju
6/27/2021 19.41.54	anandanurulsalma@gmail.com	Ananda Nurul Salma	031118052	6C	085659404675	Sangat Setuju
6/27/2021 19.44.06	syahraniayusabila@gmail.com	Syahrani Ayu Sabila	031118066	6C	081213344032	Setuju
6/27/2021 19.48.38	andanti.9b@gmail.com	Andanti Nur Fahira	031118059	6C	083807478672	Setuju
6/27/2021 19.49.13	yuniadwirahmawati@gmail.com	Yunia Dwirahmawati	031118056	6C	081298958932	Sangat Setuju
6/27/2021 19.55.43	khairunisarahana25@gmail.com	Raihana Khairunisa Nurahman	031118067	6C	0895397592111	Sangat Setuju

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Membaca bacaan yang sesuai dengan minat meningkatkan motivasi saya
6/27/2021 20.12.24	radityozu@gmail.com	Radityo Ahmad D	031118075	6C	089612777472	Setuju
6/27/2021 20.15.43	rafliahadiwijaya86@gmail.com	Muhammad Rafli Hadiwijaya	031118068	6C	0895602872034	Setuju
6/27/2021 22.07.13	melanidwy@gmail.com	Melani Dwy Punjani	031118058	6c	087869177635	Setuju
6/28/2021 17.55.27	nabilahmarwa19@gmail.com	Nabilah marwa	031118072	6D	081331561570	Sangat Setuju
6/28/2021 17.58.05	hasnakhoirns@gmail.com	Hasna Khoirunisaa	031118074	6-D	08980559996	Setuju
6/28/2021 18.32.18	syifafauziahramadhani@gmail.com	Syifa Fauziah Ramadhani	031118082	6D	085882738974	Setuju
6/28/2021 18.46.27	evanrld6@gmail.com	Evan Rinaldi	031118093	6D	089686041852	Setuju
7/4/2021 9.17.37	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Setuju
7/4/2021 11.32.08	oktaviarista7@gmail.com	oktafiarista nurul hilmi	031118079	6D	085156091827	Setuju
7/4/2021 17.32.13	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Setuju

Saya memahami apa yang saya baca (contohnya, saya dapat menjawab pertanyaan mengenai bacaan saya, dan saya dapat mendiskusikannya menggunakan kalimat saya sendiri)

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya memahami apa yang saya baca (contohnya, saya dapat menjawab pertanyaan mengenai bacaan saya, dan saya dapat mendiskusikannya menggunakan kalimat saya sendiri)
6/27/2021 15.18.57	mileniavinkaputri@gmail.com	Vinka Putri Milenia	031118063	6C	082298712829	Netral
6/27/2021 16.57.20	snurhelfa@gmail.com	Sulistiawati Nurhelfa	031118053	6-C	085692754907	Setuju
6/27/2021 19.37.09	ntnnurul.ik@gmail.com	Nurul Intan Khumairoh	031118051	6C	081213042886	Setuju
6/27/2021 19.37.31	rosasitihajar96@gmail.com	Rosa Siti Hajar	031118062	6c	081291713235	Setuju
6/27/2021 19.40.00	nrmrty.n@gmail.com	Nurmartya Ning Trias	031118071	6-C	081291144288	Setuju
6/27/2021 19.40.27	icha1002sabila@gmail.com	Neilan Sabila A	031118055	6C	083812874857	Setuju
6/27/2021 19.41.54	anandanurulsalma@gmail.com	Ananda Nurul Salma	031118052	6C	085659404675	Netral
6/27/2021 19.44.06	syahraniayusabila@gmail.com	Syahrani Ayu Sabila	031118066	6C	081213344032	Setuju
6/27/2021 19.48.38	andanti.9b@gmail.com	Andanti Nur Fahira	031118059	6C	083807478672	Setuju
6/27/2021 19.49.13	yuniadwirahmawati@gmail.com	Yunia Dwirahmawati	031118056	6C	081298958932	Sangat Setuju

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya memahami apa yang saya baca (contohnya, saya dapat menjawab pertanyaan mengenai bacaan saya, dan saya dapat mendiskusikannya menggunakan kalimat saya sendiri)
6/27/2021 19.55.43	khairunisarahana25@gmail.com	Raihana Khairunisa Nurahman	031118067	6C	0895397592111	Setuju
6/27/2021 20.12.24	radityozu@gmail.com	Radityo Ahmad D	031118075	6C	089612777472	Setuju
6/27/2021 20.15.43	raflihadiwijaya86@gmail.com	Muhammad Rafli Hadiwijaya	031118068	6C	0895602872034	Setuju
6/27/2021 22.07.13	melanidwy@gmail.com	Melani Dwy Punjani	031118058	6c	087869177635	Netral
6/28/2021 17.55.27	nabilahmarwa19@gmail.com	Nabilah marwa	031118072	6D	081331561570	Setuju
6/28/2021 17.58.05	hasnakhoirns@gmail.com	Hasna Khoirunisaa	031118074	6-D	08980559996	Netral
6/28/2021 18.32.18	syifafauziahramadhani@gmail.com	Syifa Fauziah Ramadhani	031118082	6D	085882738974	Netral
6/28/2021 18.46.27	evanrld6@gmail.com	Evan Rinaldi	031118093	6D	089686041852	Setuju
7/4/2021 9.17.37	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Setuju
7/4/2021 11.32.08	oktaviarista7@gmail.com	oktafiarista nurul hilmi	031118079	6D	085156091827	Tidak Setuju
7/4/2021 17.32.13	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Setuju

Saya dapat merangkap/menyimpulkan apa yang saya baca dengan kalimat saya sendiri.

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya dapat merangkap/menyimpulkan apa yang saya baca dengan kalimat saya sendiri.
6/27/2021 15.18.57	mileniavinkaputri@gmail.com	Vinka Putri Milenia	031118063	6C	082298712829	Setuju
6/27/2021 16.57.20	snurhelfa@gmail.com	Sulistiawati Nurhelfa	031118053	6-C	085692754907	Netral
6/27/2021 19.37.09	ntnnurul.ik@gmail.com	Nurul Intan Khumairoh	031118051	6C	081213042886	Setuju
6/27/2021 19.37.31	rosasitihajar96@gmail.com	Rosa Siti Hajar	031118062	6c	081291713235	Setuju
6/27/2021 19.40.00	nrmrty.n@gmail.com	Nurmartya Ning Trias	031118071	6-C	081291144288	Setuju
6/27/2021 19.40.27	icha1002sabila@gmail.com	Neilan Sabila A	031118055	6C	083812874857	Setuju
6/27/2021 19.41.54	anandanurulsalma@gmail.com	Ananda Nurul Salma	031118052	6C	085659404675	Setuju
6/27/2021 19.44.06	syahraniayusabila@gmail.com	Syahrani Ayu Sabila	031118066	6C	081213344032	Setuju
6/27/2021 19.48.38	andanti.9b@gmail.com	Andanti Nur Fahira	031118059	6C	083807478672	Setuju
6/27/2021 19.49.13	yuniadwirahmawati@gmail.com	Yunia Dwirahmawati	031118056	6C	081298958932	Sangat Setuju

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya dapat merangkap/menyimpulkan apa yang saya baca dengan kalimat saya sendiri.
6/27/2021 19.55.43	khairunisarahana25@gmail.com	Raihana Khairunisa Nurahman	031118067	6C	0895397592111	Setuju
6/27/2021 20.12.24	radityozu@gmail.com	Radityo Ahmad D	031118075	6C	089612777472	Setuju
6/27/2021 20.15.43	raflihadiwijaya86@gmail.com	Muhammad Rafli Hadiwijaya	031118068	6C	0895602872034	Netral
6/27/2021 22.07.13	melanidwy@gmail.com	Melani Dwy Punjani	031118058	6c	087869177635	Netral
6/28/2021 17.55.27	nabilahmarwa19@gmail.com	Nabilah marwa	031118072	6D	081331561570	Setuju
6/28/2021 17.58.05	hasnakhoirns@gmail.com	Hasna Khoirunisaa	031118074	6-D	08980559996	Setuju
6/28/2021 18.32.18	syifafauziahramadhani@gmail.com	Syifa Fauziah Ramadhani	031118082	6D	085882738974	Setuju
6/28/2021 18.46.27	evanrld6@gmail.com	Evan Rinaldi	031118093	6D	089686041852	Setuju
7/4/2021 9.17.37	firnausuwandi@gmail.com	Firawati Suwandi	031118092	6D	085759672045	Setuju
7/4/2021 11.32.08	oktaviarista7@gmail.com	oktafiaria nurul hilmi	031118079	6D	085156091827	Setuju
7/4/2021 17.32.13	firnausuwandi@gmail.com	Firawati Suwandi	031118092	6D	085759672045	Setuju

Saya memahami tujuan penulis

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya memahami tujuan penulis
6/27/2021 15.18.57	mileniavinkaputri@gmail.com	Vinka Putri Milenia	031118063	6C	082298712829	Setuju
6/27/2021 16.57.20	snurhelfa@gmail.com	Sulistiawati Nurhelfa	031118053	6-C	085692754907	Netral
6/27/2021 19.37.09	ntnnurul.ik@gmail.com	Nurul Intan Khumairoh	031118051	6C	081213042886	Netral
6/27/2021 19.37.31	rosasitihajar96@gmail.com	Rosa Siti Hajar	031118062	6c	081291713235	Netral
6/27/2021 19.40.00	nrmrty.n@gmail.com	Nurmartya Ning Trias	031118071	6-C	081291144288	Netral
6/27/2021 19.40.27	icha1002sabila@gmail.com	Neilan Sabila A	031118055	6C	083812874857	Setuju
6/27/2021 19.41.54	anandanurulsalma@gmail.com	Ananda Nurul Salma	031118052	6C	085659404675	Setuju
6/27/2021 19.44.06	syahraniayusabila@gmail.com	Syahrani Ayu Sabila	031118066	6C	081213344032	Tidak Setuju
6/27/2021 19.48.38	andanti.9b@gmail.com	Andanti Nur Fahira	031118059	6C	083807478672	Setuju
6/27/2021 19.49.13	yuniadwirahmawati@gmail.com	Yunia Dwirahmawati	031118056	6C	081298958932	Sangat Setuju
6/27/2021 19.55.43	khairunisarahana25@gmail.com	Raihana Khairunisa Nurahman	031118067	6C	0895397592111	Setuju

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya memahami tujuan penulis
6/27/2021 20.12.24	radityozu@gmail.com	Radityo Ahmad D	031118075	6C	089612777472	Setuju
6/27/2021 20.15.43	rafliahadiwijaya86@gmail.com	Muhammad Rafli Hadiwijaya	031118068	6C	0895602872034	Netral
6/27/2021 22.07.13	melanidwy@gmail.com	Melani Dwy Punjani	031118058	6c	087869177635	Setuju
6/28/2021 17.55.27	nabilahmarwa19@gmail.com	Nabilah marwa	031118072	6D	081331561570	Setuju
6/28/2021 17.58.05	hasnakhoirns@gmail.com	Hasna Khoirunisaa	031118074	6-D	08980559996	Setuju
6/28/2021 18.32.18	syifafauziahramadhani@gmail.com	Syifa Fauziah Ramadhani	031118082	6D	085882738974	Sangat Setuju
6/28/2021 18.46.27	evanrld6@gmail.com	Evan Rinaldi	031118093	6D	089686041852	Netral
7/4/2021 9.17.37	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Setuju
7/4/2021 11.32.08	oktaviarista7@gmail.com	oktafiarista nurul hilmi	031118079	6D	085156091827	Setuju
7/4/2021 17.32.13	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Setuju

Saya dapat mencari bagian rinci informasi dari bacaan saya.

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya dapat mencari bagian rinci informasi dari bacaan saya.
6/27/2021 15.18.57	mileniavinkaputri@gmail.com	Vinka Putri Milenia	031118063	6C	082298712829	Setuju
6/27/2021 16.57.20	snurhelfa@gmail.com	Sulistiawati Nurhelfa	031118053	6-C	085692754907	Setuju
6/27/2021 19.37.09	ntnnurul.ik@gmail.com	Nurul Intan Khumairoh	031118051	6C	081213042886	Netral
6/27/2021 19.37.31	rosasitihajar96@gmail.com	Rosa Siti Hajar	031118062	6c	081291713235	Setuju
6/27/2021 19.40.00	nrmrty.n@gmail.com	Nurmartya Ning Trias	031118071	6-C	081291144288	Setuju
6/27/2021 19.40.27	icha1002sabila@gmail.com	Neilan Sabila A	031118055	6C	083812874857	Setuju
6/27/2021 19.41.54	anandanurulsalma@gmail.com	Ananda Nurul Salma	031118052	6C	085659404675	Setuju
6/27/2021 19.44.06	syahraniayusabila@gmail.com	Syahrani Ayu Sabila	031118066	6C	081213344032	Setuju
6/27/2021 19.48.38	andanti.9b@gmail.com	Andanti Nur Fahira	031118059	6C	083807478672	Setuju
6/27/2021 19.49.13	yuniadwirahmawati@gmail.com	Yunia Dwirahmawati	031118056	6C	081298958932	Sangat Setuju
6/27/2021 19.55.43	khairunisarahana25@gmail.com	Raihana Khairunisa Nurahman	031118067	6C	0895397592111	Setuju

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya dapat mencari bagian rinci informasi dari bacaan saya.
6/27/2021 20.12.24	radityozu@gmail.com	Radityo Ahmad D	031118075	6C	089612777472	Setuju
6/27/2021 20.15.43	rafliahadiwijaya86@gmail.com	Muhammad Rafli Hadiwijaya	031118068	6C	0895602872034	Tidak Setuju
6/27/2021 22.07.13	melanidwy@gmail.com	Melani Dwy Punjani	031118058	6c	087869177635	Netral
6/28/2021 17.55.27	nabilahmarwa19@gmail.com	Nabilah marwa	031118072	6D	081331561570	Setuju
6/28/2021 17.58.05	hasnakhoirns@gmail.com	Hasna Khoirunisaa	031118074	6-D	08980559996	Netral
6/28/2021 18.32.18	syifafauziahramadhani@gmail.com	Syifa Fauziah Ramadhani	031118082	6D	085882738974	Netral
6/28/2021 18.46.27	evanrld6@gmail.com	Evan Rinaldi	031118093	6D	089686041852	Netral
7/4/2021 9.17.37	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Setuju
7/4/2021 11.32.08	oktaviarista7@gmail.com	oktafiarista nurul hilmi	031118079	6D	085156091827	Netral
7/4/2021 17.32.13	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Setuju

Saya mendapatkan bermacam-macam informasi dari buku bacaan saya.

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya mendapatkan bermacam-macam informasi dari buku bacaan saya.
6/27/2021 15.18.57	mileniavinkaputri@gmail.com	Vinka Putri Milenia	031118063	6C	082298712829	Netral
6/27/2021 16.57.20	snurhelfa@gmail.com	Sulistiawati Nurhelfa	031118053	6-C	085692754907	Setuju
6/27/2021 19.37.09	ntnnurul.ik@gmail.com	Nurul Intan Khumairoh	031118051	6C	081213042886	Setuju
6/27/2021 19.37.31	rosasitihajar96@gmail.com	Rosa Siti Hajar	031118062	6c	081291713235	Sangat Setuju
6/27/2021 19.40.00	nrmrty.n@gmail.com	Nurmartya Ning Trias	031118071	6-C	081291144288	Sangat Setuju
6/27/2021 19.40.27	icha1002sabila@gmail.com	Neilan Sabila A	031118055	6C	083812874857	Setuju
6/27/2021 19.41.54	anandanurulsalma@gmail.com	Ananda Nurul Salma	031118052	6C	085659404675	Sangat Setuju
6/27/2021 19.44.06	syahraniayusabila@gmail.com	Syahrani Ayu Sabila	031118066	6C	081213344032	Setuju
6/27/2021 19.48.38	andanti.9b@gmail.com	Andanti Nur Fahira	031118059	6C	083807478672	Setuju
6/27/2021 19.49.13	yuniadwirahmawati@gmail.com	Yunia Dwirahmawati	031118056	6C	081298958932	Sangat Setuju
6/27/2021 19.55.43	khairunisarahana25@gmail.com	Raihana Khairunisa Nurahman	031118067	6C	0895397592111	Sangat Setuju

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya mendapatkan bermacam-macam informasi dari buku bacaan saya.
6/27/2021 20.12.24	radityozu@gmail.com	Radityo Ahmad D	031118075	6C	089612777472	Setuju
6/27/2021 20.15.43	rafliahadiwijaya86@gmail.com	Muhammad Rafli Hadiwijaya	031118068	6C	0895602872034	Setuju
6/27/2021 22.07.13	melanidwy@gmail.com	Melani Dwy Punjani	031118058	6c	087869177635	Setuju
6/28/2021 17.55.27	nabilahmarwa19@gmail.com	Nabilah marwa	031118072	6D	081331561570	Setuju
6/28/2021 17.58.05	hasnakhoirns@gmail.com	Hasna Khoirunisaa	031118074	6-D	08980559996	Sangat Setuju
6/28/2021 18.32.18	syifafauziahramadhani@gmail.com	Syifa Fauziah Ramadhani	031118082	6D	085882738974	Sangat Setuju
6/28/2021 18.46.27	evanrld6@gmail.com	Evan Rinaldi	031118093	6D	089686041852	Netral
7/4/2021 9.17.37	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Sangat Setuju
7/4/2021 11.32.08	oktaviarista7@gmail.com	oktafiarista nurul hilmi	031118079	6D	085156091827	Netral
7/4/2021 17.32.13	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Sangat Setuju

Saya lebih menyukai buku fisik daripada e-book.

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya lebih menyukai buku fisik daripada e-book.
6/27/2021 15.18.57	mileniavinkaputri@gmail.com	Vinka Putri Milenia	031118063	6C	082298712829	Sangat Setuju
6/27/2021 16.57.20	snurhelfa@gmail.com	Sulistiawati Nurhelfa	031118053	6-C	085692754907	Setuju
6/27/2021 19.37.09	ntnnurul.ik@gmail.com	Nurul Intan Khumairoh	031118051	6C	081213042886	Netral
6/27/2021 19.37.31	rosasitihajar96@gmail.com	Rosa Siti Hajar	031118062	6c	081291713235	Netral
6/27/2021 19.40.00	nrmrty.n@gmail.com	Nurmartya Ning Trias	031118071	6-C	081291144288	Netral
6/27/2021 19.40.27	icha1002sabila@gmail.com	Neilan Sabila A	031118055	6C	083812874857	Sangat Setuju
6/27/2021 19.41.54	anandanurulsalma@gmail.com	Ananda Nurul Salma	031118052	6C	085659404675	Netral
6/27/2021 19.44.06	syahraniayusabila@gmail.com	Syahrani Ayu Sabila	031118066	6C	081213344032	Sangat Setuju
6/27/2021 19.48.38	andanti.9b@gmail.com	Andanti Nur Fahira	031118059	6C	083807478672	Netral
6/27/2021 19.49.13	yuniadwirahmawati@gmail.com	Yunia Dwirahmawati	031118056	6C	081298958932	Sangat Setuju
6/27/2021 19.55.43	khairunisarahana25@gmail.com	Raihana Khairunisa Nurahman	031118067	6C	0895397592111	Netral

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Saya lebih menyukai buku fisik daripada e-book.
6/27/2021 20.12.24	radityozu@gmail.com	Radityo Ahmad D	031118075	6C	089612777472	Setuju
6/27/2021 20.15.43	rafliahadiwijaya86@gmail.com	Muhammad Rafli Hadiwijaya	031118068	6C	0895602872034	Netral
6/27/2021 22.07.13	melanidwy@gmail.com	Melani Dwy Punjani	031118058	6c	087869177635	Sangat Setuju
6/28/2021 17.55.27	nabilahmarwa19@gmail.com	Nabilah marwa	031118072	6D	081331561570	Netral
6/28/2021 17.58.05	hasnakhoirns@gmail.com	Hasna Khoirunisaa	031118074	6-D	08980559996	Sangat Setuju
6/28/2021 18.32.18	syifafauziahramadhani@gmail.com	Syifa Fauziah Ramadhani	031118082	6D	085882738974	Netral
6/28/2021 18.46.27	evanrld6@gmail.com	Evan Rinaldi	031118093	6D	089686041852	Setuju
7/4/2021 9.17.37	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Sangat Setuju
7/4/2021 11.32.08	oktaviarista7@gmail.com	oktafiarista nurul hilmi	031118079	6D	085156091827	Sangat Setuju
7/4/2021 17.32.13	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Sangat Setuju

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6/27/2021 15.18.57	mileniavinkaputri@gmail.com	Vinka Putri Milenia	031118063	6C	082298712829	Setuju
6/27/2021 16.57.20	snurhelfa@gmail.com	Sulistiawati Nurhelfa	031118053	6-C	085692754907	Tidak Setuju
6/27/2021 19.37.09	ntnnurul.ik@gmail.com	Nurul Intan Khumairoh	031118051	6C	081213042886	Netral
6/27/2021 19.37.31	rosasitihajar96@gmail.com	Rosa Siti Hajar	031118062	6c	081291713235	Netral
6/27/2021 19.40.00	nrmrty.n@gmail.com	Nurmartya Ning Trias	031118071	6-C	081291144288	Netral
6/27/2021 19.40.27	icha1002sabila@gmail.com	Neilan Sabila A	031118055	6C	083812874857	Tidak Setuju
6/27/2021 19.41.54	anandanurulsalma@gmail.com	Ananda Nurul Salma	031118052	6C	085659404675	Netral
6/27/2021 19.44.06	syahraniayusabila@gmail.com	Syahrani Ayu Sabila	031118066	6C	081213344032	Tidak Setuju
6/27/2021 19.48.38	andanti.9b@gmail.com	Andanti Nur Fahira	031118059	6C	083807478672	Netral
6/27/2021 19.49.13	yuniadwirahmawati@gmail.com	Yunia Dwirahmawati	031118056	6C	081298958932	Tidak Setuju
6/27/2021 19.55.43	khairunisarahana25@gmail.com	Raihana Khairunisa Nurahman	031118067	6C	0895397592111	Netral

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6/27/2021 22.07.13	melanidwy@gmail.com	Melani Dwy Punjani	031118058	6c	087869177635	Tidak Setuju
6/28/2021 17.55.27	nabilahmarwa19@gmail.com	Nabilah marwa	031118072	6D	081331561570	Netral
6/28/2021 17.58.05	hasnakhoirns@gmail.com	Hasna Khoirunisaa	031118074	6-D	08980559996	Tidak Setuju
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6/28/2021 18.46.27	evanrld6@gmail.com	Evan Rinaldi	031118093	6D	089686041852	Setuju
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7/4/2021 17.32.13	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Tidak Setuju

Membaca buku fisik membuat mata saya lelah.

Timestamp	Email address	Nama	NIM/NPM	Kelas	Nomor Ponsel	Membaca buku fisik membuat mata saya lelah.
6/27/2021 15.18.57	mileniavinkaputri@gmail.com	Vinka Putri Milenia	031118063	6C	082298712829	Netral
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6/27/2021 19.37.09	ntnnurul.ik@gmail.com	Nurul Intan Khumairoh	031118051	6C	081213042886	Netral
6/27/2021 19.37.31	rosasitihajar96@gmail.com	Rosa Siti Hajar	031118062	6c	081291713235	Netral
6/27/2021 19.40.00	nrmrty.n@gmail.com	Nurmartya Ning Trias	031118071	6-C	081291144288	Netral
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6/27/2021 19.49.13	yuniadwirahmawati@gmail.com	Yunia Dwirahmawati	031118056	6C	081298958932	Netral
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6/28/2021 17.55.27	nabilahmarwa19@gmail.com	Nabilah marwa	031118072	6D	081331561570	Netral
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6/28/2021 18.32.18	syifafauziahramadhani@gmail.com	Syifa Fauziah Ramadhani	031118082	6D	085882738974	Netral
6/28/2021 18.46.27	evanrld6@gmail.com	Evan Rinaldi	031118093	6D	089686041852	Setuju
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Saya menikmati membaca buku fisik.

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6/27/2021 15.18.57	mileniavinkaputri@gmail.com	Vinka Putri Milenia	031118063	6C	082298712829	Setuju
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6/27/2021 20.15.43	rafliahadiwijaya86@gmail.com	Muhammad Rafli Hadiwijaya	031118068	6C	0895602872034	Netral
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6/27/2021 22.07.13	melanidwy@gmail.com	Melani Dwy Punjani	031118058	6c	087869177635	Netral
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6/28/2021 18.32.18	syifafauziahramadhani@gmail.com	Syifa Fauziah Ramadhani	031118082	6D	085882738974	Netral
6/28/2021 18.46.27	evanrld6@gmail.com	Evan Rinaldi	031118093	6D	089686041852	Netral
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7/4/2021 11.32.08	oktaviarista7@gmail.com	oktafiarista nurul hilmi	031118079	6D	085156091827	Setuju
7/4/2021 17.32.13	firnawsuwandi@gmail.com	Firnawati Suwandi	031118092	6D	085759672045	Netral

Appendix 6 : Surat Keputusan



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@umpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 551/SK/D/FKIP/XII/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 35/KEP/REK/VIII/2020, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.

Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan :
Pertama : Mengangkat Saudara
1. Istiqialah Nurul H, M.Pd.
2. Gusnadi, S.Pd., M.M.


Sebagai pembimbing dari:

Nama : Megasari Sakti
NPM : 031117038
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Skripsi : STUDENTS' EXPERIENCE IN PARTICIPATING BOOKTALK PROGRAM IN EXTENSIVE READING CLASS

Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 06 Desember 2021


Dr. Eka Suherdi, M.Si.
NIK. 17 0604 021 205

Tembusan :
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

Appendix 7 : Surat Izin Penelitian dari FKIP



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 3232/WADEK I/FKIP/V/2021

31 Mei 2021

Perihal : Izin Penelitian

Yth. Dekan FKIP
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama	: Megasari Sakti
NPM	: 031117038
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Semester	: Delepan

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 07 Juni s.d. 19 Juni 2021 mengenai: STUDENTS' EXPERIENCES IN PARTICIPATING IN BOOKTALK PROGRAM OF EXTENSIVE READING CLASS

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,

Sandi Budiana, M.Pd.
NIK : 1.1101 033 404