EXPLORING EXTENSIVE READING COMPREHENSION CLASS THROUGH PROJECT BASED-LEARNING

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Abstract: The development of information in digital era has shifted the students' attitude and interest in reading novel. There are some courses that demand the skill of extensively reading particularly in English Language Teaching Department. In this paper, the writers highlight an alternative approach which can be done by the teacher to stimulate and enhance students' understanding about novel through a project-based learning. The literary review used in this paper are focusing the intrinsic elements of a novel which is well-known as a part of literary work especially in prose that is character, plot, setting and conflict. The first step that must be taken is choosing the novel to read as a basic of project-based learning. Then the writers focus on intrinsic elements within. The writers simply discuss about four intrinsic elements of the story. They are character, setting, plot and conflict. After the writers have discussed one by one of intrinsic elements theory of the novel, the writers put in the result of the study which is hoped suitable with the level or academic competence. So it seems like reading a novel with various language practices. The result of this idea, although there is no survey yet to measure how effective this product is, that this learning approach need to be applicated to enhance the students' understand about literary. Practically, language competence can be explored by the writer to be more creative in making useful learning product which can be used for learning English when the writer is graduated from English Department.

Keywords: reading, novel, project-based learning

INTRODUCTION

Literature is a kind of art, usually in written form (Kennedy, 1983: 5). Furthermore, Meyer says, literature is a fiction consisting of carefully arranged

words designed to stir the imagination (1990: 3). It can be concluded that literature is human's expression and imagination that is described through language and it provides the readers with a symbolic written form of words which is designed to manipulate their imagination.

Reading literary work gives many advantages to its readers. According to Mayer (1990: 4), reading literary work offers pleasure, entertainment, and usually conveys a perspective, mood feeling, or experience to its reader. Besides, it allows us to move beyond the boundaries of our own customary lives and culture because it introduces us to new things, people different from ourselves, place which remotes from our neighborhoods, and times other than ours. In short, reading literary work not only merely gives the readers such a pleasure, but also experience, feeling, culture and gives a new perspective about live.

Literary work can be classified into short stories, poem, play, and novel. They all are the documents of life which present series event of life. Here the writer is interested only in novel as subject of the study because of some reasons. First, novel presents a story which is most represented our daily life rather than another literary work. According to Macmillan, Novel is a part of literature and the most useful example of daily life, especially about its content (1984: 579). Another reason is the story of novel gives such a particular vision of life to the readers. Moreover, Macmillan (1984: 579) states Novel is an extended of fictional prose narrative, a novelist creates an imaginary world in order to present readers with a particular vision of life. The last, novel gives the writer a complex description about the problems among the characters; thus he could get a better understanding while analyzing the problem than another literary work.

Considering the reasons above, the writers are interested in analyzing novel entitled Pride and Prejudice by Jane Austen, first published in 1813. The story follows the main character Elizabeth Bennet as she deals with issues of manners, upbringing, morality, education, and marriage in the society of the landed gentry of early 19th-century England. Elizabeth is the second of five daughters of a country gentleman living near the fictional town of Meryton in Hertfordshire, near London.

Based on the information above, the writer is interested to conduct the study entitled "Various Product of Reading Novel: An Alternative of Project-Based Learning". After giving the explanation about background of the study, the writers arrange the statement problems of this paper as : what is Project-Based Learning on the ELT learning process, what kind of language skill that

can be develop by reading novel and how to use Various Product of Reading Novel as teaching materials and media in ELT classroom.

This study has been intended to: describe what Product-Based Approach on the ELT learning process, describe what kind of language skill that can be develop by reading novel and describe how to use Various Product of Reading Novel as teaching materials and media in ELT classroom. The writer hopes this paper united both theoretically and practically. Theoretically, the result of this study is expected could give a contribution to enrich the knowledge of the students about literature. Practically, the study of literature, however, also gives the practical significance because it engages us in the kind of problem solving important in a variety of field, from philosophy, to science and technology (Mayer, 1990: 6). Here the writers would like to provide information deals with motivation for the students at English Departement who are interested in literary work, especially some ways that might be applied in using Pride and Prejudice novel for the teaching of English skill and components in ELT classroom.To facilitate and specify the detail of this paper, hence the writer gives a scope and limitation. The scope of this research is the theory of literature, especially in novel. The limitation of this research is focused on how to use to use Various Product of Reading Novel as teaching materials and media in ELT classroom.

THEORETICAL REVIEW
Literature

Sumardjo and Saini (1997: 3) said that literature is individual's human expression in form of experience, thinking, feeling, idea, enthusiasm, and belief in certain shape of concrete illustration that arouse enchantment through the medium of language. That is to say, literature is a real reflection of human's expressions that applied in form of language whether it's written or oral form.

Sumardjo and Sain (1997: 17) also mentioned two kinds of literature, there are imaginative literature and non-imaginative literature. In practice, imaginative literature consistsof prose, including novel, play, short story, and poetry, whereas non-imaginative consists of essay, biography, history and authobiography.

Novel

Webster (1952) (in Kennedy, 1983: 2) said that novel is a fiction prose narrative of considerable length, portraying characters, action and scene representative of real life in a plot of more and less intricacy. In brief, it is clear that novel is a long work of narrative prose fiction which describes more

complex about the description of real life through the author's imagination so that while the readers read, they will experience such a real life.

Novel is generally different from novelette and short story. The clear distinction is from its length. Tarigan has stated that one novel commonly consists of 35.000 words or more. The total of words in one page of novel is around 350 words (1984: 165).

Elements of Novel

There are some elements of novel which are going to be discussed in this study; those are :

1.Character and Characterization

Meyer (1990: 61) has stated that a character is usually but not always a person. Perhaps the only possible qualification to be placed on character is that whatever it is, whether an animal or even an inanimate object, such as robot, it must have some recognizable human qualities. The methods by which a writer creates people in a story so that they seem actually to exist are called characterization (Mayer, 1990: 61). Characterization be presented either directly or indirectly. According to Macmillan (1987: 613) characterization can be direct-revealed through clear statements by the author-or indirect-revealed through the character's words and action.

2.Plot

According to Mayer, plot is the author's arrangement of incidents in a story. It is the organizing principle that controls the order of events (1990: 38). Generally, plot is composed of five distinct stages. It is divided into three big parts, beginning, middle, and ending. They are: a.) *Exposition* is the author provides the necessary background of information. He sets scene and establishes situation and also introduces the option and some of the conflict. b.) *Complication* is the main character begins to face a problem which estranges him from his purpose in the story. This is where the events in the story become complicated and the conflict in the story is revealed (events between exposition and climax). c.) *Climax* is the moment of the story reaches its highest point of emotional intensity as well as its highest intensity of conflict. d.) *Falling Action* is showing the result of the climax and ends with conclusion. In this part the author's problem start to decrease and the problem solving from all conflicts in the story are getting clear. e.) *Ending/Resolution/denouement* is the end of the story. Here, the author gives such a solution of the problem from the whole events that happen in the story.

3.Conflict

Conflict is something or someone opposes against something or someone. According to Murni (1995: 61) conflict is an important element in the plot, conflict is the incompatibility of ideas or opinions, deed, or desire.

4.Setting

The main elements of setting are the time, place and situation that frame the characters' act.

5.Point of View

Mayer (1990: 128) has stated that point of view refers to who tell us a story and how it is told. Mayer (1990: 128) has classified the kinds of point of view into two categories. They are as follows:

1. The third-person narator. The third-person narrator uses he, she, or they to tell the story and does not participate in the action.
2. The first-person narrator. The first-person narrator uses I and is a major or minor participant in the action. "I" here is not always the author, but can be one of the characters.

6.Theme

Macmillan (1987: 686)has stated that theme is a generalization about life that the author wants to communicate by writing a specific piece of literature.

Project Based Approach on ELT Learning Process

From the primary-grade teacher who engages students in studying spiders for a month to the high school physics teacher who has students build a bridge from balsa wood, nearly all teachers say that they include "projects" in their teaching repertoire. Upon closer examination, however, the distinctions between units, exercises, activities, performance assessments, problems, and projects are not particularly clear. While educators differ in their use of these terms, the definition here pulls together ideas from best practices, research, and curriculum experts.

Project-based learning strategies thrive within classrooms that are learning-cantered environments. The classroom, school, and community conditions described here – many of which are precursors to powerful instruction of any type – help teachers and students alike in their PBL work. Conditions within the classroom itself have the greatest impact on successful project design and implementation. Key factors include:

1.Safe, respectful learning environments.

The physical and intellectual safety of all learners must be protected so that students can take the learning risks demanded by complex project

situations. Teachers must set clear behavioural boundaries and encourage an atmosphere where competing ideas can coexist respectfully.

2.Personalized teacher-student relationships.

Skilful teachers get to know their students well enough to be able to customize (or "differentiate") project instruction to the needs and interests of individual learners. This requires intentional relationship-building with students; active, respectful listening on the part of teachers; and real opportunities for students to co-create their learning environment.

3.Productive peer relationships.

The advanced teamwork skills that most projects require of students call for a classroom environment where students know, trust, and value each other and are ready to engage in intense collaborative situations. Skilful PBL practitioners also know how to limit and redirect standard competitive urges students may exhibit and instead build a true community of learners.

4.Transformed teacher roles.

PBL transforms the role of the teacher from content provider to learning coordinator. As a result, teachers spend less time lecturing and leading and more time planning, observing, listening, coaching, and facilitating.

5.Intensified teacher engagement and commitment.

In a PBL environment where teachers ask students to engage fully in their own learning and exhibit their work beyond the classroom, teachers must reciprocate and model an elevated level of commitment in return. This means going the extra mile for students, responding to individual needs, maintaining expectations of success for all, and refusing to let students "hide" or get by with half-hearted efforts. Teaching in this way is not for the faint of heart, but it is deeply rewarding. Ultimately, students do not care how much teachers know until they know that they care.

METHODOLOGY

There are two classifications and kinds of research based on process and analysis data. They are qualitative and quantitative research. Qualitative is a research which use qualitative data, then processes it qualitatively (did not use statistic method) and generally the collecting data technique and the kind of data are quantitatively. (Arifin, 2008:22).

Based on the statement of the problems and objectives of the study mentioned in the previous chapter, the purpose of this research was to describe what Product-Based Approach on the ELT learning process, describe what kind of Various Product of Reading Novel, describe how to use Various Product of Reading Novel as teaching materials and media in ELT classroom.

Sources of data are the novel "Pride and Prejudice" for special edition. The original novel is written by Jane Austen at 1962. In this study, the novel "Pride and Prejudice" for copyright reasons this edition is not for sale outside Indonesia. It is one of "ELT –Stories to Remember" which is published by PT Gramedia Pustaka Utama at 2005 retold by Joan Macintosh.

The data being analyzed are the print of novel Pride and Prejudice. Then, she analyzed the data based on the research procedures which aimed to answer the statement problems. The procedures are as follows:

1. Make 4 part of intrinsic element of the novel, they are character, plot, conflict and setting.
2. Develop product of each elements character, plot, conflict and setting.
3. Plan the wall magazine layout.
4. Stick the product of reading novel on the wall magazine.

RESULT AND DISCUSSION
Language Skill of Reading Novel

In the book The Literature in English Teaching Syllabus 2013 parse about the learning outcomes of the learning literature, especially in the aspect of language learning. Listing results of this study are expected to be owned by the student as a result of classroom interaction. The learning outcomes in divided into knowledge, skills and attitudes. Students will need three types of learning outcomes to understand, appreciate and use literary texts.

As a prospective teacher, the writer can also use the same way to develop lesson plans and best judgment to include interest, needs and abilities of students. At the initial level, could be used to strengthen students' language skills, while at the advanced level, this material can be used for the following things:

1. Interpret and comprehend prose texts.

At this stage the reader is expected to interpret and understand the plot, characters, and settings. The conflict is a part of the plot. Expected learning outcomes:

- Demonstrate an understanding of how the role of a character in the text
- Demonstrate an understanding of how the role of setting and atmosphere in text
- Demonstrate an understanding of how the role of plot in the text
- Demonstrate an understanding of how the role of a character in the text
- Demonstrate an understanding of how the role of theme in the text
- Demonstrate an understanding of how the whole relations in text
- Demonstrate an understanding of writing and reading in a particular context.

- Creating a relevant relationship between the text and its contents, text and other texts and other texts and the world (historical, cultural, economic, political and social).
- Read and give criticism to the text independently.

2. **Developing and Expressing Response to Text**

The second focus of using the material of literature is to develop and propose responses to literature or literary criticism. It can guide the students to respond to other people's views about the text, such as the opinion of friends, teachers, or others with a different viewpoint. Expected learning outcomes are:

- Develop individual and critical response to the text
- Construct and communicate effectively opinion
- Respond with different viewpoints

3. **Reading and Appreciating Different Types of Text**

This section focuses the students to develop a love of literature, expanding their exploration of the types of literary works and make students ready to enter the type of text and the issues addressed in it. In this case need metalanguage ability to analyse literary works and critical responses.

Using Various Product of Reading Novel as Teaching Material

As the stage above, after reading the novel, the writer make character description in the novel Pride and Prejudice as follow:

1. **Character**

There is a vast difference in Pride and Prejudice. Elizabeth and Darcy, in particular, are described as a whole and their characterizations developed in accordance with the development of the plot. But other figures depicted only in moderation and tend to be stereotypical characters. Here is a depiction of the characters that play a role in Pride and Prejudice Darcy besides of course that summarized from An Introduction to the English Novel written by Arnold Keele.

a. *Elizabeth Bennet*

Readers can immediately recognize the character through his spirit, she created excitement, humor and readiness, as well as a feeling and taste that are always true insolence acceptable because this is one of the attractions. Elizabeth is the one who always said what was on her mind.

Touched feeling, easy to act without thought first, hasty in making decisions, speaking thoughtlessly first is characteristic possessed by Elizabeth and her mother. What distinguishes them is Elizabeth has a high taste and

intelligence, in addition to its expertise in assessing any critical. Elizabeth is also honest to herself.

b. Mr. Bennet

He was described as a quiet, indifferent, pretty and enough of income. Despite the humor is not really good, looks are not interested in the lives of his wife and daughters and always discuss her speech with: " You should know that I was thinking if the man wants to marry one of our daughters", but he is not a stupid. He always acted with common sense and mature judgment. He is also a very honest and loves his daughter, especially Elizabeth.

c. Mrs. Bennet

Jane Austen seems want the reader entertained with Mrs. Bennet character. She is portrayed as an inexperienced person to relate with others. She often embarrasses her daughter as less her knowledge in understanding the situation. She has always been a mockery of her husband. Her effort to marry her daughter seems ridiculous because it is done carelessly.

d. Jane Bannet

Is older sister of Elizabeth. She is so sweet because she never hurt another person. Everyone love Jane, but it is easy to lied to her because she always trusts others. Miss Bingley trick Jane when Bingley away from Netherfield for a while and extinguish Bingley's love to Jane. Her search for Bingley in London look a bit naive, but when Bingley returned to Netherfield, Jane profound love towards Bingley was not waste away and they got engaged at the end of the story.

e. Lydia Bennet

At the beginning and middle of this story is described as a foolish girl, has no principles, which works only attract the attention of men. Her activity of ogling at Meryton direct her to get elope with Wickham.

f. Mr. . Collins

He is one of the characters in the comedy and is a cousin of Mr. . Bennet . He is also the next heir of Longbourn estate. This is not averse to making his nephews but instead he intended to marry one of them is Elizabeth. But Elizabeth rejects his love, he turned to Charlotte Lucas and marry her. He has not changed because of marriage, but considers himself important, witty and funny as he used to be.

g. Lady Catherine de Bourgh

Readers often made upset by her appearance, because flown and often underestimated. She seems annoying when he tries to separate Darcy and Elizabeth. Always dominate and expect to be obeyed continuously is her

character. But there are good qualities in her that is her love and attention to Darcy and her protective attitude towards her sick daughter .

h. *Wickham*

The first impression gained by Elizabeth is a young military solder, handsome and charming. Reader sympathy fell on him since first he was deceived by Darcy. But the longer the reader does not know who he is actually with the first signs are there, both with his words, the third with existing events. He turned his attention from Elizabeth does not has much money. An accusation against Darcy proves to be incorrect. He was a gambler and a lot of debt. Eventually he managed to get Lydia eloped.

The analysis of product of reading novel for character is describes as follow:

a. Stick the character's picture on stereo form wall magazine

b. In the every picture is given a line as sign of each character's relationship

Then, the writer applies it to analyze using language skill of character's picture:

a. Recognize adjective of characters

b. Describe character psychic matter

c. Describe character's appearance

CHARACTER	ADJECTIVES
	Arrogant Cool Mature
	Beautiful Introvert Mysterious
	Young Passionate Prudish
	Silent Endure Skilled full
	Conceited Rich Glamour

2. Setting

Setting used in this novel is well established that people who have not been touched by the changes that are sweeping Europe at the time. The analysis of product of reading novel for setting is describes as follow:

a. Illustrations used in the novel affixed to wall magazine: ballroom, park, and palace.

b. In each image were briefed about the location.

Then, the writer applies it to analyze using language skill of setting:

a. Understanding location and its function of picture entitled "What is the place for?"

(a-p-a-l-e-c)	The place is for the rich and noble family.
(l-o-b-a-o-r-l-m)	The place is for dancing party.
(a-k-p-r)	The place is for picnic or hang out.

b. Giving a list of new vocabulary in the " Adding Vocabulary ". Add your vocabulary!

Scar	Compete	Reassuringly	Conceited	Razor
destiny	Gusts	Distress	Deserted	Sparkling

1. Since it was a cold, rainy evening, the streets were almost ………………..
2. The threat of rain and strong ………………….. of wind kept most people indoors.
3. "It's all right, officer", the man said ……………………………..
4. There was a little ………………….. near the man's right eyebrow.

5. They believed that after twenty years each man would have his …………Worked out.
6. In the center of the gold pin was a large ……………… diamond.
7. He did well, though he had to …………………….. with some very smart people.
8. In the West, Bob learned how to be "as sharp as a ……………….
9. He was extremely pleased with his success and was very …………………
10. "You're not Jimmy Wells!", he exclaimed in ………………

c. Giving instruction of matching in column "Match Them" between location and character.

3.Plot

The novel is called a novel of character because the characters have an important role, because they move the plot, but they do not build the plot itself. As was noted earlier that in the novel there is a possibility consists of several plots . Likewise with Pride and prejudice . The main plot (main plot) is a novel development of the love story between Elizabeth Bennet and Darcy, while a sub - plot is a love story between Charlotte and Mr.Collin , Jane and Bingley , Lydia and Wickham.

The analysis of product of reading novel for plot is describes as follow:
a. Illustrations used in the sequel novels of plot pinned on wall magazine .
b. In each image was given an explanation of the events of the story.

Then, the writer applies it to analyze using language skill of plot:

a. Giving instructions in the " Understanding the Sequel of the Plot "

4.Conflict

   Conflict is an important element in the plot . Conflict is a mismatch of ideas or opinions, deed, or desire. These disputes may arise between two people , between a person and the world around them or between two situation of one of the character. In the novel Pride and Prejudice conflict from the beginning of the story between the situation of the economy and the Bennets family, social conflict between the rich and the educated conversely. The analysis of product of reading novel for conflict is describes as follow:

a. Giving illustration of various conflict.

Then, the writer applies it to analyze using language skill of conflict:

b. Create a column about dialogue quotations about words of wisdom

CONCLUSION

   An English teacher should be able to adopt an approach that emphasizes student-centered activities . As a prospective English teacher, the author argues that the application of the system as a result of reading a novel product. This could develop into another product of learning as well . With this approach it is not just reading the novel ends with a discussion or review of literature . When

developed in advanced, this product could be developed in the form of software .

In the reading comprehension of learning, typically ranging discussion with questions relating to the setting, characters, plot and characters that can be answered directly by the student. But with this product-based approach, the students got a new way to test their reading comprehension of the novel .

In the end, the use of the novel as a foreign language learning materials considered very necessary to apply the approaches are more varied . Although the authors recognize that this paper does not escape from the shortage due to limited knowledge of the author in many ways .Therefore, I always expect criticism and constructive feedback to better results in the future .

Based on the result of the study, the researcher addressed some suggestions For the reader, it is hoped that this study can increase reader's interests in reading and learning more about literary works such as novel. Specifically, the researcher suggested to the reader to make knowledge and lesson from this study especially about how to make a various product of reading novel as an alternative of project based learning.

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