
PROMOTING EFL STUDENTS ENTREPRENEURSHIP ENTHUSIASM: USING PROJECT-BASED LEARNING IN EXTENSIVE READING ACTIVITIES

Zulfariati

Universitas Mahaputra Muhammad Yamin

Email: zulfariatijun@gmail.com

ABSTRACT

This article discusses how Extensive Reading (ER) activities promote English as a Foreign Language (EFL) college students' entrepreneurship enthusiasm by giving the chance to the individual student to select the topic to be read based on the most interesting one in his/her life. As ER is defined as pleasure reading, most of the previous research reports promoting ER activities for EFL students deal mostly with reading literary texts. For EFL college students, however, ER should not focus on reading literary texts, but also on the academic and popular ones. They need to be able to read a wide range of academic and popular texts for school task demands and for their prospective work purpose. They should be encouraged to read other types of texts other than literary one—which can improve their entrepreneurship enthusiasm. The method used in this study is classroom action research by implementing Project Based Learning (PBL) in two cycles. The results of this study showed that in the first cycle the students were able to read everything about the most interesting thing in their life guided by the mind map usage, made papers of reading reports based on both printed and digital resources, made the slides of oral report contained project plan of entrepreneurship products or services. In the second cycle the students were able to complete the project in form of portfolio contained the complete plan of entrepreneurship products and/or services. It is concluded that the implementing of PBL can promote EFL students' entrepreneurship enthusiasm.

Keywords: *Extensive reading, Entrepreneurship, Mind mapping, Portfolio, Oral reading report*

INTRODUCTION

In the recent years reading plays important role in students' life, both in schools and outside of schools. The students need to read more to improve their knowledge. The English Foreign Language (EFL) college students are also the group of students who should be encouraged to be active in reading activity. One of the kinds of reading activity should be done by the students is Extensive Reading (ER).

Previously there are many researchers have been conducted on ER teaching and learning activities. Most of the researches' findings show that ER teaching and learning

activities ended mostly on the improvement of students' language and linguistic abilities, such as the improvement of reading comprehension, speaking, writing, or vocabulary abilities. None of the research shows that there is the ending of ER activities on the projects in form of entrepreneurship products or services based on the students' most interesting topics in real life. Those previous research findings motivated the researcher to conduct this research on ER activities which promoted the students to have the enthusiasms of being the entrepreneurs based on everything they have read extensively in their ER activities. It means that at the end of the ER activities the students do not just had the understanding of what they have read, but also had autonomous learning process as promoted by Jacobs & Renandya (2015) and Kurniati (2019), and had the project results in form of entrepreneurship products or services. The ending of the ER activities promote students' entrepreneurship enthusiasm based on the thing the students like most in life.

ER should be conducted based on some of its top ten principles which have been proposed by Day & Bamford (2002). The top ten principles that should be implemented in ER activity are: 1) The reading material is easy, 2) A variety of reading material on a wide range of topics must be available, 3) Learners choose what they want to read, 4) Learners read as much as possible, 5) The purpose of reading is usually related to pleasure, information and general understanding, 6) Reading is its own reward, 7) Reading speed is usually faster rather than slower, 8) Reading is individual and silent, 9) Teachers orient and guide their students, and 10) The teacher is a role model of a reader Day & Bamford (2002).

In relating to the top ten principles in ER, there are several studies on ER which have been conducted by implementing one, two or three principles in each study. In their study Chen et al. (2013) implementing the third principle—in which learners choose what they want to read, and found that providing the students to self-select material of e-book suitable to their interest in the ER class increased students' reading comprehension & vocabulary, and made the students had good reading attitude. In other study, Hromova and Pavlova (2022) implemented the principle in which the purpose of ER is usually related to pleasure, information and general understanding. Research results show that ER as a casual reading performed for pleasure or gaining general understanding on a topic when the students are reading a book, a magazine or a newspaper. It is also found that the students read long texts only to enjoy the reading and gaining a better understanding of the concept.

In other study Hartiwi et al. (2019) conducted the ER activity by implementing principles of ER through the experimental research by applying the Project Based Learning

(PBL). It is found that ER through PBL can improve the students' reading comprehension achievement better than conventional teaching technique. ER through PBL technique can be used to promote the students' activity such as participation, leadership, listening to the discussion, cooperation, and time. Meanwhile, in her study about EFL learners' perception of the project-based learning method in ER course, Harini (2021) found that during the ER activities in the class, the students are provided by the projects that aim to support their understanding on the reading materials given. She found that PBL helps students comprehend better in the English ER class. It makes the students understand the content of the text easily, because in the project they are trained to get used to read and capture the points from the English texts. It is found that PBL promote students be able to manage the time and making the plans.

This study has the same point with the studies which have been conducted previously by Chen et al. (2013), Hartiwi (2019), Harini (2021), and Hromova and Pavlova (2022) in which ER is implemented through PBL method and consider the implementation of ER principles. However, it is quite different from the studies above. The differences are first on the number of the ER principles implementation. In this study the ER principles implemented are: 1) A variety of reading material on a wide range of topics must be available, 2) Learners choose what they want to read, 3) Learners read as much as possible, 4) The purpose of reading is usually related to pleasure, information, and general understanding, and 5) Reading is individual and silent. There are five ER principles are applied during the ER activities.

The second difference is on the ending of the activity in form of the project results. In the previous study the project result just in improving some language skills. In this study there is the new innovation in which the ER activity is conducted in classroom action research design by applying the PBL technique. Besides this technique can be used to improve the students' reading comprehension, listening, speaking, and writing skills through the oral and written reading report activities, it is also promoted students eager to plan and make the entrepreneurship product and service. It is promoting students' entrepreneurship enthusiasm, the enthusiasm to plan and make the new thing as Mellor (2009) states that entrepreneurship gives birth to new commodities, techniques and goods, booting human progress forward and rendering the old obsolete, leading to the extinction of whole branches of industry and the creation of new ones. It is the use of innovation that makes many of goods today not only better, but also cheaper, than they were even a decade ago.

By reading extensively the students are encouraged to read everything about the topic of reading they have selected based on their interest. It also improve students' learner autonomy. It makes them eager not just to improve their listening, speaking, reading, and writing skills, but also to plan and making the entrepreneurship products and services. The implementing of the ER principles which is designed in classroom action research and by incorporating the PBL on the implementation became a new innovation in ER teaching technique, especially in the place where this research is conducted.

METHOD

Research Design

This research was conducted by using classroom action research design with two cycles of application. The reasons of having this design in two cycles is, first, at the first cycle—first-half semester meetings is conducted for giving chance to the students to read extensively the sources and related materials about the interesting topic that has been chosen individually. Second reason is to make it easier for checking the individual student's improvement on reading the related sources and materials each student has chosen. The last reason is to give chance for the students individually to make their written reading reports and present it orally in the classroom to show what their interest, what they have read, what would be their individual project, and what would be the critics or suggestions for the completeness of their projects, both in form of entrepreneurship product or service.

The first cycle started from the third until the ninth meeting at the first-half semester. The researcher who acted as the lecturer implemented the learning process of ER through PBL. The steps applied were started by asking the essential question to the individual student on what the most interesting thing and/or what the individual student like very much in his/her life, then asked each student to read the topic and sub-topic about the things related to the interesting thing he/she has chosen guided by the use of mind mapping procedures, and then asking them doing the reading activities extensively and autonomously, both on the digital and printed reading sources. The reading materials that the students worked with were chosen based on their interest. The students were given a chance to do reading outside of the classroom for any kinds of reading materials, both printed and digital materials independently in their leisure time.

In the first cycle during the weeks of reading activities outside of the classroom, the students were making the summary of what they have read, slides of presentation, completing

the mind map they have created as the guidance of choosing the next sources and materials to be read, and finding or creating the photos or video for supporting their slides of presentation. At the end of the first cycle the students were asked to report how much they have done in their reading activities, both in oral and written reports. The measurement on students' improvement on ER activities were doing by checking their written report in form of portfolio and their oral reading report presentation. Both their skills on listening, speaking, reading, and writing, and the plan of their entrepreneurship project were measured by using structured interview and observation table on their written reports in form of portfolio and their oral report presentation.

Based on the results and findings on the first cycle, since there were still incomplete project of the entrepreneurship product or services in form of portfolio, the second cycle was conducted. In the second cycle—starting from the tenth until the fifteenth meeting, the students were guided in reading more about the designing planning for their project in form of entrepreneurship products or services. This second cycle was conducted to make students read more and extensively about their interesting choosing topic to improve their enthusiasms to complete their planning on the entrepreneurship project and making the entrepreneurship product or services are ready for marketing. In this second cycle the observation and monitoring on the continuation of students' reading activities and projects progress through the students' written and oral reading reports were still conducted. The evaluation was conducted by using observation table and structured interview on the outcome of the students' final projects through the presentation of slides and the portfolio on the student's entrepreneurship products/services.

Participants

This study included 15 students, majoring in English study program at Mahaputra Muhammad Yamin University during the first semester of the 2018 academic year. All the students were second year students who had taken basic and intermediate reading subjects at the previous academic year. They were young adults with an average age of 20.

An overview of the ER subject is a 40-hour course designed for English study program students. The main objective of the course is to have students practice the four English skills (i.e. listening, speaking, reading and writing) for understanding everything about the topic the students like very much in the life. The materials read were from various sources such as newspaper, books, journal articles, magazine and such, both printed and digital. The lessons focused on integrated skills and authentic materials used and the students could use supported

different types of media in form of pictures and videos. Grading of the course relied on four scores: attendance and in-class participation (10%), midterm examination in form of individual presentation—oral and written individual report on ER activities during the first cycle (30%), final examination—in form of oral and written individual report on the completion of ER activities during the second cycle (30%), and individual final project—in form of student's portfolio and oral reading reports of the whole topics read during the semester which informed everything about the entrepreneurship products or services (30%).

Instrumentation

There were two instruments used in this study. The first is observation sheets. This observation sheet was used to make notes on students' development on language skills—speaking and writing skills, reading materials and sources, improvement of ideas, and innovation of entrepreneurship products or services, and their enthusiasms in having entrepreneurship plan activities, products, or services. To fill in the observation sheet, portfolio as well as the individual presentation on oral reading reports were used to check and measure the completeness of students' reading reports, reading materials, media used, and the completeness of final project on the components of entrepreneurship products or services.

Procedures of ER through PBL

As a requirement of the course, project based was planned to be used to allow the students to apply both knowledge of information about the most interesting thing they have read and their language skills in completing the project. The lecturer asked the students to work individually to create a unique presentation on the theme his/her entrepreneurship product or service. The presentation of the project had been performed in a number of ways—a video presentation, or a power point presentation as long as their work demonstrated the use of information or knowledge they have read on the most interesting topic they have chosen and language skills (i.e., listening, speaking, reading, and writing) they had learned from the English class.

One of the presentation example is the presentation of the student who love rabbit very much. He developed power point presenting about rabbit. Based on his reading activity extensively there are some entrepreneurship products which can be made of rabbit meat, such as Rabbit Soup, Rabbit Sausage, “Rabbit Dendeng”, and “Rabbit Sate”. He planned to make all of those products of culinary from rabbit meat. Another student who loves potatoes very much created “Kentang Panggang Brokoli Keju” and “Pergedel Kentang Isi Daging”. Another student who likes catfish created and presented “Catfish Abon” as his entrepreneurship

product. The other student who loves and has the ability in producing “Baju Kurung” planned to have “Baju Kurung” boutique and ready for making “Baju Kurung” service. All the projects were scheduled to be presented. Evaluation criteria were based on three areas: content of the presentation, language, and creativity.

Since PBL required students to work, as stated by Bell (2010) that PBL engages the literacy skills of students, from reading, writing, speaking and synthesis of information, the students are giving ownership over their learning and let them choosing a way to demonstrate their understanding. They are more motivated to complete a given task. In this case PBL allows students to choose and create projects to give them freedom and ownership of their learning. In line with these concepts, in this research the students were asked to read everything related to the most interesting topic they like very much. Then based on their reading information they plan and design their projects. There were 15 students representing 15 projects in this ER course. After introducing the theme of the project, every student was asked to interpret the theme and decide how they would present his/her ideas on the materials related to the most interesting topic he/she has chosen and what the entrepreneurship product or service he/she planned. Each student had two weeks to work on his/her presentation before performing or presenting his/her project in class.

Data Collection

During the student’s presentation, observation sheets were used to note student’s improvement and development on the students’ language skills, both written and oral languages, and the systematic process of creating their projects. After his/her presentation, each student was interviewed about his/her project using the guided questions which were related to project title, presentation style, and students’ satisfaction with the presentation, benefits and obstacles in doing the project. Interview data were recorded, fully transcribed, and translated into English. For reliability purposes, the translated data were double checked and corrected by the researcher.

Portfolio was used to check and measure the completeness of students’ reading reports on reading materials, media used, and final project on the components of entrepreneurship products or services, including the benefits, advantages, marketing strategy and media.

Data Analysis

Observation sheets were analyzed to find out each student’s improvement on the numbers of materials and various sources read in the first cycle. In the second cycle the observation sheets were analyzed to find out what would be the student’s entrepreneurship

product or service, and how each student planned his/her marketing strategies for their product or service.

Data from the observation sheets were analyzed to find out the students' enthusiasms in creating entrepreneurship plan activities on the variation and innovation of products or services. Portfolios were analyzed by checking the completeness of the reading report materials, reading sources, entrepreneurship plans, and entrepreneurship products or services.

FINDINGS AND DISCUSSION

Findings

The data of this study was collected by using observation sheets which were taken in two cycles. It can be seen in the following table:

Table 1: Observation Sheet Data on the Implementation of Project-Based Learning in Extensive Reading Course Based on the Students' Written Portfolio and Oral Presentation

Student's Number	The most Interesting Topic the Students Chosen	Cycle 1		Cycle 2	Language Skills Improvement
		Student's Written Reading Report (Portfolio Components)	Student's Oral Reading Report & Presentation Components	Student's Project in form of Entrepreneurship Product/Service	
1.	Potatoes	This student was able to use the mind map, made reading summaries and slides of presentation, use and select media photos and videos to show the product's making process on potatoes.	This student was able to present the mind map used, reading summaries and slides of presentation. Be able to select and use media photos and videos to show the product's making process on potatoes.	This student was able to complete her written portfolio and oral presentation, mind map, reading summaries, slides of presentation, photos and videos of the product making process, and the form of the entrepreneurship products: 1). "Kentang Panggang Brokoli Keju", and 2) "Pergedel Kentang Isi Daging."	Based on the observation on the student's written portfolio and oral presentation, her speaking, listening, reading, and writing in English skills were improved from the first (1) cycle to the second one.
2.	Rabbit	This student was able to use the mind map, made reading summaries and slides of presentation, use and select media photos and videos to	This student was able to present the mind map used, reading summaries and slides of presentation, use media photos and	This student was able to complete his written portfolio and oral presentation, mind map, reading summaries, slides of presentation, photos	Based on the student's written portfolio and oral presentation, his speaking, listening, reading, and

		show the product's making process on rabbit meat.	videos to show the product's making process on rabbit meat.	and videos of the product making process, and the form of the entrepreneurship products made of rabbit meat: 1) "Sate kelinci", 2) "dendeng kelinci", 3) "soup kelinci", and 4) "sosis kelinci."	writing English skills were improved from the first (1) cycle to the second one.
3.	Spinach	This student was able to use the mind map, made reading summaries and slides of presentation, use and select media photos and videos to show the product's making process on spinach.	This student was able to present the mind map used, reading summaries and slides of presentation, use media photos and videos to show the product's making process of spinach.	This student was able to complete her written portfolio and oral presentation, mind map, reading summaries, slides of presentation, photos and videos of the product making process, and the form of the entrepreneurship products in form of spinach hydroponic cultivation.	Based on the student's written portfolio and oral presentation, her speaking, listening, reading, and writing English skills were improved from the first (1) cycle to the second one.
4.	Coffee	This student was able to use the mind map, made reading summaries and slides of presentation, use and select media photos and videos to show the product's making process on coffee.	This student was able to present the mind map used, reading summaries and slides of presentation, use and select media photos and videos to show the product's making process on various entrepreneurship products made of coffee.	This student was able to complete her written portfolio and oral presentation, mind map, reading summaries, slides of presentation, photos and videos of the product making process, and the form of the entrepreneurship products in form of: 1) Bulk coffee 2) Pillow pack coffee 3) Filter pack coffee 4) Single serve coffee	Based on the student's written portfolio and oral presentation, her speaking, listening, reading, and writing English skills were improved from the first (1) cycle to the second one.

5.	Turmeric	This student was able to use the mind map, make reading summaries and slides of presentation, select and use media photos to show the product's making process on turmeric powder.	This student was able to present the mind map used, reading summaries and slides of presentation, use media photos to show the product's making process on various entrepreneurship products on turmeric powder.	This student was able to complete her written portfolio and oral presentation, mind map, reading summaries, slides of presentation, photos of the product making process, and the form of the entrepreneurship products in form of turmeric powder.	Based on the student's written portfolio and oral presentation, her speaking, listening, reading, and writing English skills were improved from the first (1) cycle to the second one.
6.	Catfish	This student was able to use the mind map, make reading summaries and slides of presentation, use and select media photos and videos to show the product's making process on catfish.	This student was able to present the mind map used, reading summaries and slides of presentation, use media photos to show the product's making process on various entrepreneurship products on catfish.	This student was able to complete his written portfolio and oral presentation, mind map, reading summaries, slides of presentation, photos of the product making process, and the form of the entrepreneurship products in form of Catfish "Abon".	Based on the student's written portfolio and oral presentation, his speaking, listening, reading, and writing English skills were improved from the first (1) cycle to the second one.
7.	"Baju Kurung"	This student was able to use the mind map, make reading summaries and slides of presentation, use media photos and videos to show the product's making process on "Baju Kurung"	This student was able to present the mind map used, reading summaries and slides of presentation, use media photos and video to show the product's making process on various entrepreneurship products on "Baju Kurung".	This student was able to complete her written portfolio and oral presentation mind map, reading summaries, slides of presentation, photos and video of the product making process, and the form of the entrepreneurship products in form of: 1) producing modern and traditional "Baju Kurung", and 2) having the boutiques of "Baju Kurung"	Based on the student's written portfolio and oral presentation, her speaking, listening, reading, and writing English skills were improved from the first (1) cycle to the second one.
8.	Cat	This student was able to use the mind map, make reading summaries and slides of presentation, use and select media photos and videos to show the process of	This student was able to present the mind map used, reading summaries and slides of presentation, use media photos and video to show the	This student was able to complete her written portfolio and oral presentation, mind map, reading summaries, slides of presentation, photo and video of the	Based on the student's written portfolio and oral presentation, her speaking, listening, reading, and writing English

		the service's process on cat.	various entrepreneurship service process on cat.	service process, and the form of the entrepreneurship service on Cat business.	skills were improved from the first (1) cycle to the second one although there were code switching and code mixing.
9.	Roses	This student was able to use the mind map, make reading summaries and slides of presentation, use and select media photos and videos to show the process of making the product	This student was able to present the mind map used, reading summaries and slides of presentation, use media photos and video to show the product's making process on various entrepreneurship products on Roses	This student was able to complete her written portfolio and oral presentation, mind map, reading summaries, slides of presentation, photos and video of the product making process, and the form of the entrepreneurship products in form of Roses garden and shop.	Based on the student's written portfolio and oral presentation, her speaking, listening, reading, and writing English skills were improved from the first (1) cycle to the second one.
10.	Padang Cuisin	This student was able to use the mind map, make reading summaries and slides of presentation, use and select media photos to show the process of making the product	This student was able to present the mind map used, reading summaries and slides of presentation, use media photos and video to show the product's making process on various entrepreneurship products on Minang original cuisine.	This student was able to complete her written portfolio and oral presentation, mind map, reading summaries, slides of presentation, photos and video of the product making process, and the form of the entrepreneurship products in form of Culiners Padang cuisine (Minang original cuisine) presented in "Rumah Makan Padang"	Based on the student's written portfolio and oral presentation, her speaking, listening, reading, and writing English skills were improved from the first (1) cycle to the second one, although there were code switching and code mixing
11.	Dragon Fruit	This student was able to use the mind map, make reading summaries and slides of presentation, use and select media photos and videos to show the process of making the product	This student was able to present the mind map used, reading summaries and slides of presentation, use media photos and video to show the product's making process on various entrepreneurship products on Dragon	This student was able to complete her written portfolio and oral presentation, mind map, reading summaries, slides of presentation, photos and video of the product making process, and the form of the entrepreneurship	Based on the student's written portfolio and oral presentation, her speaking, listening, reading, and writing English skills were improved from the first (1) cycle to the second

			Fruit.	products in form of Business of Dragon Fruit Crackers.	one.
12.	Orchid	This student was able to use the mind map, make reading summaries and slides of presentation, use and select media photos to show the process of making the product	This student was able to present the mind map used, reading summaries and slides of presentation, and use media photos	This student was not able to complete her written portfolio and oral presentation, mind map, reading summaries, slides of presentation, photos and video of the product making process. There was no entrepreneurship product/service planned	Based on the student's written portfolio and oral presentation, her speaking, listening, reading, and writing English skills were not improved from the first (1) cycle to the second one, there were code switching and code mixing.
13.	Hijab	This student was able to use the mind map, make reading summaries and slides of presentation, use and select media photos to show the process of making the product.	This student was able to present the mind map used, reading summaries and slides of presentation, use media photos and video to show the product's making process on various entrepreneurship products on hijab.	This student was able to complete her written portfolio and oral presentation, mind map, reading summaries, slides of presentation, photos of the product making process, and the form of the entrepreneurship products in form of Hijab Business and Store.	Based on the student's written portfolio and oral presentation, her speaking, listening, reading, and writing English skills were not improved from the first (1) cycle to the second one, there were code switching and code mixing.
14.	Rice	This student was able to use the mind map, make reading summaries and slides of presentation, use and select media photos to show the process of making the product.	This student was able to present the mind map used, reading summaries and slides of presentation, use media photos and video to show the product's making process on various entrepreneurship products on hijab.	This student was able to complete her written portfolio and oral presentation, mind map, reading summaries, slides of presentation, photos of the product making process, and the form of the entrepreneurship products in form of "Jipang" Cake.	Based on the student's written portfolio and oral presentation, her speaking, listening, reading, and writing English skills were not improved from the first (1) cycle to the second one, there were code switching and code mixing.
15.	Flowers Bouquet	This student was able to use the mind map, make reading summaries and slides	This student was able to present the mind map used, reading summaries	This student was not able to complete her written portfolio and oral presentation,	Based on the student's written portfolio and oral presentation, her

		of presentation, use and select media photos to show the process of making the product.	and slides of presentation, use media photos and video to show the product's making process on various bouquet as entrepreneurship products	mind map, reading summaries, slides of presentation, photos and video of the entrepreneurship product making process in form of Kinds of Flowers Bouquet: 1) fresh flower, 2) artificial flowers, 3) paper flowers, and 4) felt flower.	speaking, listening, reading, and writing English skills were not improved from the first (1) cycle to the second one, there were code switching and code mixing.
--	--	---	---	---	---

The research findings from the observation sheets which are summarized in Table above showed that the 15 students had chosen their individual topic—the topic about the most interesting thing in his/her life. All of the students had followed the first cycle and had been able to have the written and oral reading reports on every things related to the most interesting topic they had chosen. They completed their reports with the mind map as the guidance of the sub topic to be read, reading materials summaries, slides presentations, photos, and videos as the media used to make their presentation more understood. Most of the students had come to the second cycle—the stage of the plan and design the entrepreneurship products/services as the results of extensive reading activities to complete the projects they did during the course.

The entrepreneurship products/services plans were presented in slides presentation, and are completely presented in form of portfolio. The portfolios contained: 1) mind map—the map which shows the main points and subtopics read by the students, 2) the summaries of reading materials, 3) the slides of presentation, and 4) the media in form of photos and videos which show the procedures of making the entrepreneurship products/doing the services, as well as the photos and videos of ready selling product.

Among the 15 students only one student who did not come to the second cycle. She could not complete the second cycle. Consequently, she had no entrepreneurship plan or product as the final project. There were 14 students had completed the project, one of them had the project on entrepreneurship service form.

From the data description on Table above it is found that most of the students were enthusiast to be the entrepreneurs. Their enthusiasms were improved by reading extensively the most interested thing in their lives and everything related to it, then to make it to be the entrepreneurship products or services.

Discussion

In this research, the researcher applied ER activities through PBL technique. There was the incorporation of the project work based on the implementation of ER activities. This research found that ER activity through PBL technique improved students' language skills, including vocabulary, speaking, reading, and writing skills.

Related to the finding on the improvement of vocabulary through ER activity this research is in accordance with Liu & Zhang (2018) and Chen et al. (2013) who find that ER performs better in helping students memorizing vocabulary. Related to the finding on the improvement of speaking ability through ER activity this research finding is in the manner of Wojtowicz (2017) who finds that how ER work can be successfully augmented to increase oral fluency of L2 learner at a private university in Hyogo Japan. The finding on the improvement of reading ability is related to the finding of the researches conducted by Endris (2018), Anggraini (2020), and Maipoka & Soontornwipast (2021) who find that ER instruction in English instruction for developing and improving English reading ability. Moreover, relating to the finding on the improvement of writing ability through ER this research is in keeping with the researches' finding conducted by Sangar & Abbasian (2018), Azizi et al. (2020), and Rahmani & Hamidi (2021) who found that ER improved students' writing quality. ER approach can also be employed in writing classes; integrating reading and writing in writing classes enhances the interrelationship between reading and writing.

This research finding also in line with what has been found by Bell (2010) who found that PBL aid the students becoming productive members of a global society. Many of these skills are not measureable through standardized tests. This research findings became a new innovation in ER teaching technique, especially in the project results in which it is found that the application of PBL technique in ER activities in which the students were freely chosen the topic to be read based on the most interesting thing in life, then they read everything related to the topic chosen, improved the students' reading comprehension, speaking, listening, and writing usage.

This research findings differ definitely from the research conducted by Loh (2016) which apply the ER activity dominantly on the literary works. She engaged students in ER in English as a Foreign Language (EFL) classroom dominantly by using literary text. She suggests encouraging students to read through contemporary Young Adult (YA) literature, multicultural literature and canonical western literature. However, based on one of the ten principles of ER learners choose what they want to read. It is found in this research that not all

of the students are interested on literary texts. Some of them are interested on the text about commodities, goods, products, and services.

This research findings also show that the ER activities through the application of PBL technique not just improved students' language ability, but also promoted students' entrepreneurship enthusiasm. The innovation of this research results, in form of promoting students' entrepreneurship enthusiasm, has not been found in the previous researches which also applied PBL in ER activities, such as in the previous research which had been conducted by Poonpon (2018) who just found that the PBL in the form of the interdisciplinary-based project implemented in a language classroom can encourage learners to apply their language skills and knowledge of their specific field of study to complete a task.

Hartiwi et al. (2019) and Harini (2021) studies which also apply PBL technique in ER course just found that there is the improvement in language skills. In their research, Hartiwi et al. (2019) just found that by applying the PBL technique in ER course just can promote students' reading comprehension ability. In other research which also applied PBL technique in ER activities which has been conducted by Harini (2021) also just found that PBL helps students comprehend better in the English ER class. In this sense, students can easily understand the content of the text because from this project students are trained to get used to reading English texts and capture points from the text. It can be stated that none of the previous researches which applied PBL in ER course found the innovation that ER through PBL promoted students' entrepreneurship enthusiasm as found from this study.

CONCLUSION AND SUGGESTION

The result of the research reveals that by implementing the PBL technique in ER course or activity improved students' language skills—speaking, listening, reading, and writing skills. This study explored how the implementation of PBL in a language classroom to encourage learners to apply their language skills and knowledge of their specific field of study to complete a task. It also can be concluded that ER activity through PBL technique also promoted the students' enthusiasm in planning and making the entrepreneurship products or services. Generalizability of the study is thus limited. So, it is suggested that future studies may focus on using a variety of project-based learning activities in the classroom and using other design to implement PBL in order to enhance learners' language skills and entrepreneurship enthusiasm.

REFERENCES

- Anggraini, W. A. (2020). Exploring Students' Perception and Belief of Extensive Reading Program in Improving Reading Ability and Language Competences. *NOTION: Journal of Linguistics, Literature, and Culture*, 2(1), 42. <https://doi.org/10.12928/notion.v2i1.1063>
- Azizi, M., Tkáčová, H., Pavliková, M., & Jenisová, Z. (2020). Extensive Reading and the Writing Ability of EFL Learners: the Effect of Group Work. *European Journal of Contemporary Education*, 9(4), 726–739. <https://doi.org/10.13187/ejced.2020.4.726>
- Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(2), 39–43. <https://doi.org/10.1080/00098650903505415>
- Chen, C. N., Chen, S. C., Chen, S. H. E., & Wey, S. C. (2013). The effects of extensive reading via e-books on tertiary level EFL students' reading attitude, reading comprehension and vocabulary. *Turkish Online Journal of Educational Technology*, 12(2), 303–312. <https://eric.ed.gov/?id=EJ1015469>
- Day, Richard and Bamford, J. (2002). Top Ten Principles for Teaching Extensive Reading1. *Reading in a Foreign Language*, 14(2), 1–6. <http://nflrc.hawaii.edu/rf>
- Duong, V. T. T., & Trang, N. H. (2021). Effects of Extensive Reading on EFL Learners' Writing Performance. *European Journal of English Language Teaching*, 6(5), 96–112. <https://doi.org/10.46827/ejel.v6i5.3878>
- Endris, A. A. (2018). Effects of Extensive Reading on EFL Learners' Reading Comprehension and Attitudes. *International Journal of Research in English Education*, 3(4), 1–11. <https://doi.org/10.29252/ijree.3.4.1>
- Harini, H. (2021). EFL learners' perception of the project-based learning method in extensive reading course. *Erudita: Journal of English Language Teaching*, 1(1), 87–99. <https://doi.org/10.28918/erudita.v1i1.4527>
- Hartiwi, J., Bambang, S., & Yufriзал, H. (2019). Developing Extensive Reading Project Based Learning to Improve Students' Reading Comprehension in EFL Class. *U-JET: Unila Journal of English Teaching*, Vol. 8, No (1), 1–9 <http://jurnal.fkip.unila.ac.id/index.php/123/article/download/17724/pdf>
- Hromova, A., & Pavlova, E. (2022). Individual Work-Extensive Reading Outside the Classroom. *Instrumentul Bibliometric National*, 3, 225–232. https://ibn.idsi.md/vizualizare_articol/153960
- Jacobs, G. M., & Renandya, W. A. (2015). Making extensive reading even more student centered. *Indonesian Journal of Applied Linguistics*, 4(2), 102–112. <https://doi.org/10.17509/ijal.v4i2.691>
- Kurniati, V. S. D., & Suthum, K. (2019). Promoting Autonomous Learning Using Self-Discovery Technique with Self-Prepared Worksheets in Extensive Reading Class. In *Tamansiswa International Journal in Education and Science* (Vol. 1, Issue 1). <https://doi.org/10.30738/tijes.v1i1.5447> LK - <https://doi.org/10.30738/tijes.v1i1.5447>

- Lindawati, R. (2021). Students' Perceptions Towards Extensive Reading In Efl Contexts. *International Journal of English and Applied Linguistics (IJEAL)*, 1(2), 99–104. <https://doi.org/10.47709/ijeal.v1i2.1044>
- Liu, J., & Zhang, J. (2018). The Effects of Extensive Reading on English Vocabulary Learning: A Meta-analysis. *English Language Teaching*, 11(6), 1. <https://doi.org/10.5539/elt.v11n6p1>
- Loh Chin Ee. (2016). "Engaging Students in Extensive Reading through Literary Texts in the EFL Classroom, Igniting the Brighter Future of EFL Teaching and Learning in Multilingual Societies." *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)*. 11 May 2016. <http://ejournal.unp.ac.id/index.php/selt/article/view/6908> Vol 4, No 1 (2016) Copyright (c) 2017 Proceedings of ISELT FBS Universitas Negeri Padang.
- Maipoka, S. A., & Soontornwipast, K. (2021). Effects of intensive and extensive reading instruction on thai primary students' english reading ability. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 146–175. <https://so04.tci-thaijo.org/index.php/LEARN/index%0AEffects>
- Mellor, Robert et al. 2009. *Entrepreneurship for Everyone: A Student Textbook*. London: Sage Publication, Ltd.
- Poonpon, K. (2018). Enhancing English Skills through Project-Based Learning. *The English Teacher*, XL (May), 1–10. <https://www.researchgate.net/publication/324972858>
- Rahmani, H., & Hamidi, B. (2021). *Impact of the Extensive Reading Texts on the Writing Performance at English Department , Faculty of Education , Balkh / Herat Universities Senior Teaching Assistant (Pohanmal) Halima Rahmani Lecturer in English Department of Education Faculty at Herat U. 21(July), 340–351. www.languageinindia.com*
- Sangar S. Hamad, & Abbasian, M. (2018). The Effect of Extensive Reading Program on Kurdish EFL Learners' Writing Performance. *9th International Visible Conference on Educational Studies & Applied Linguistics 2018*, 94–107. <https://doi.org/10.23918/vesal2018.a7>
- Wojtowicz, B. (2017). Using Extensive Reading Oral Reports to Enhance Spoken Fluency. *Language Education in Asia*, 8(1), 101–121. <https://doi.org/10.5746/leia/17/v8/i1/a07/wojtowicz>