

# LATERALISASI

JURNAL BAHASA DAN SASTRA INDONESIA

Vol. IV, Nomor 01, Maret 2016

Terbit dua kali setahun, Maret dan Oktober

<b>Suhardianto</b>	<b>Batam Teenagers' Slang Language: Shaping, Using, And Perspective</b>
<b>Mahdijaya</b>	<b>Ragam Bahasa Indonesia</b>
<b>Reni Kusmiarti</b>	<b>Bahasa Kiasan (Majas) dalam Pantun Seni Dendang Serawai di Kabupaten Bengkulu Selatan</b>
<b>Indah Sumarni</b>	<b>Meningkatkan Kemampuan Membaca Awal melalui Bermain Kartu Huruf pada Anak Kelompok BI TK Kemala Bhayangkari 27 Curup</b>
<b>Eli Rustinar</b>	<b>Diglosia pada Pergeseran Bahasa</b>
<b>Juwita</b>	<b>Evaluasi Buku Teks (Bahan Ajar) Bahasa Indonesia Paket B Bahasa Indonesia Balai Pengembangan Pendidikan Non Formal Informal (BPPNFI) Provinsi Bengkulu</b>
<b>Yanti Paulina dan Dewi Indini</b>	<b>Nilai – Nilai Pendidikan dalam Novel Edensor Karya Andrea Hirata</b>
<b>Loliek Kanita Atmaja dan Jelita Zakaria</b>	<b>Meningkatkan Kemampuan Membaca Puisi dengan Model Pembelajaran Langsung pada Siswa Kelas XB SMAN 6 Kota Bengkulu (<i>Classroom Action Research</i>)</b>
<b>Sinarman Jaya</b>	<b>Students' Preferences of Extensive Reading Topics and Activities</b>
<b>Dian Susyla</b>	<b>Language Learning Evaluation</b>



PROGRAM STUDI  
PENDIDIKAN BAHASA DAN SASTRA INDONESIA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH BENGKULU



# LATERALISASI

**Jurnal Bahasa dan Sastra Indonesia**  
**Vol. IV, Nomor 01, Maret 2016**

**Pelindung**  
Dr. Bahrin, M.Si.  
(Dekan FKIP UMB)

**Penanggung Jawab**  
Dra. Yanti Paulina, M.Pd.  
(Ka. Program Studi Pend. Bahasa dan Sastra Indonesia)

**Ketua**  
Dr. Mardan, M.Pd.

**Wakil Ketua**  
Man Hakim, M.Pd.

**Redaksi Pelaksana**  
Dr. Elyusra, M.Pd.  
Dra. St. Asiyah, M.A.

**Dewan Penyunting**

**Penyunting Ahli**

Prof. Dr. H. Suyatno, M.Pd. (UHAMKA Jakarta)  
Dr. Agus Trianto, M.Pd. (Universitas Bengkulu)  
Dr. Dian Eka Chandra, M.Pd. (Universitas Bengkulu)  
Dr. Hasmi Suyuthie, M.Pd (Univ. Muh. Bengkulu)  
Drs. Mahdijaya, M.Pd. (Univ. Muh. Bengkulu)  
Dra. Reni Kusmiarti, M.Pd.  
Dra. Jelita Zakaria, M.Pd.  
Dra. Yanti Paulina, M.Pd.  
Eli Rustinar, S.Pd., M.Hum.  
Drs. Ismail Ghani

**Penyunting Pelaksana**

**Pelaksana Tata Usaha**  
Syafri Affandi, S.Ag.

**Layout/Setting**  
Mukhlizar

**Alamat Redaksi**  
Jl. Bali PO Box 118 Bengkulu  
Telp. (0736) 22765, Fax (0736) 26161  
Email: umb\_press@yahoo.co.id

**Frekuensi Terbit**  
2 (dua) kali setahun

## **STUDENTS' PREFERENCES OF EXTENSIVE READING TOPICS AND ACTIVITIES**

**Sinarman Jaya**

**Universitas Muhammadiyah Bengkulu**

**jayasinarman@gmail.com**

**Abstract:** This study investigated the preferences of fourth semester students of English Language Education Program of Muhammadiyah University of Bengkulu. There were two classes of students. The topics were education, science, science fiction, health, information and technology, and short story as the main reading text, while activities were writing a summary, independence reading, question-answer, presentation, and classroom discussion. The data were collected by using questionnaire, interview and observation. The study attempted to find out the students' choice of topics and activities during the whole semester. Data analysis revealed that there was tendency of the topics that chosen by most of the students. The topics were health and information and technology and education, while the activities preferred by the most of the students were oral presentation, question-answer and classroom discussion.

*Key words: Preferences, topics, activities, extensive reading.*

### **BACKGROUND**

Extensive reading is a compulsory subject for foreign learners. It emphasizes on developing good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading" (Richard & Schmidt, 2002: 193-194). To become good readers, learners need to read as much as possible, and they need to read books that interest them and are at their own level of difficulty. According to Susser and Robb (1990), the key features of extensive reading are reading (a) of large quantities of material or long texts; (b) for global or general understanding; (c) with the intention of obtaining pleasure from the text. Further, because (d) reading is individualized, with students choosing the book they want to read, (e) the books are not discussed in class. Moreover, the immediate aims of this method tend to be directly related to reading: increased fluency and speed. This is not to say that comprehension is not important, since research indicates that reading speed and comprehension are linked; the overall message may be lost if the rate of processing information is too slow (Brown and Hirst, 1983). Thus, comprehension as well as fluency benefit from extensive reading practice.

A considerable amount of research investigating the benefits of extensive reading

L1/L2 context has shown that learners benefit in a range of language uses and language knowledge. Extensive reading has been shown to be effective in increasing reading speed and comprehension (Bell, 2001).

Little attention has been paid to EFL learners' concerns and attitude pertaining to their own learning. As an educator in an EFL learning context, it is a need to take care of the adequate amount of reading for an extensive program and how to administer an effective reading program for students. This study was thus motivated by such a failure experience and aimed to investigate the learners' perspectives about reading extensively.

The most important feature of the study is that it focused on the experience of those students who have actually engaged in extensive reading for a semester period. The present study took a different approach by investigating EFL learners' perspective and then accordingly providing classroom applications for teaching while the previous studies on extensive reading mainly were focused on its effects on learners' development. Specifically, the research questions were addressed as follows: 1. What were the students' preferences of topics in extensive reading class? 2. What were the students' preferences activities in extensive reading class?



## LITERATURE REVIEW

### The Nature of Extensive Reading

Extensive reading means reading a large amount. This is the very essence of the procedure, and all benefits are based on it (Day & Bamford, 1998, p. 84). Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading. Intensive reading is generally at a slower speed, and requires a higher degree of understanding than extensive reading. (Richards & Schmidt, 2002, pp. 193–194).

From these definitions, four common features to characterize extensive reading emerge: a large amount of reading, easy materials, faster reading rate, and pleasure. Among them, it is probably reasonable to take "a large amount of reading" as the essence of extensive reading, as Day and Bamford (1998) state, and see the other three features as a set of interacting factors that contribute to this essence; for example, if the reading material is easy and interesting, appealing to the reader's pleasure, s/he can usually read faster, all of which is conducive to reading a large amount within a given timeframe.

Although research strongly suggests that extensive reading can boost second language acquisition, few second language learners engage in voluntary reading at their own initiative, ( i.e. reluctant readers) and require guidance in the form of Extensive Reading programs.

Day and Bamford (2002) proposed ten principles of teaching extensive reading:

1. *The reading material is easy.* This is the most important principle of extensive reading for language learning because students are unlikely to succeed in reading extensively if they have to struggle with difficult material. Learners read material that contains few or no unfamiliar items of vocabulary and grammar. (There should be no more than one or two unknown vocabulary items per page for beginners and no more than four or five for intermediate learners.)
2. *A variety of reading material on a wide range of topics is available.* Variety means that learners can find things they want to

read, whatever their interests. Different kinds of reading material also encourage a flexible approach to reading. Learners are led to read for different reasons (e.g., entertainment, information, passing the time) and in different ways (e.g., skimming, scanning, more careful reading).

3. *Learners choose what they want to read.* Self-selection of reading material is the basis of extensive reading, and it puts students in a different role from that in a traditional classroom, where the teacher chooses or the textbook supplies reading material. One reason that many students enjoy extensive reading is that *they* choose what they want to read. This choice extends beyond selection of reading material. Learners are also free, indeed encouraged, to stop reading anything that is not interesting or that they find too difficult.
4. *Learners read as much as possible.* The language learning benefits of extensive reading come from quantity of reading. For the benefits of extensive reading to take effect, a book a week is an appropriate goal. Books written for beginning language learners are very short, so this is normally a realistic target for learners of any ability level.
5. *Reading speed is usually faster rather than slower.* Because learners read material that they can easily understand, it encourages fluent reading. Dictionary use is normally discouraged because it interrupts reading, making fluent reading impossible. Instead, learners are encouraged to ignore or guess at the few unknown language items they may meet.
6. *The purpose of reading is usually related to pleasure, information, and general understanding.* In contrast to academic reading and intensive reading, and the detailed understanding they require, extensive reading encourages reading for pleasure and information. Rather than 100 percent comprehension, learners aim only for sufficient understanding to achieve their reading purpose.
7. *Reading is individual and silent.* Learners read at their own pace. In some schools, there are silent reading periods when students read their self-selected books in the classroom. Most extensive reading, however, is homework. It is done out of the



classroom in the student's own time, when and where the student chooses.

8. *Reading is its own reward.* Because a learner's own experience is the goal, extensive reading is not usually followed by comprehension questions. At the same time, teachers may ask students to complete some kind of follow-up activity after reading. There are a variety of reasons for this: to discover what the students understood and experienced from the reading; to keep track of what students read; to check student attitude toward reading; and to link reading with other parts of the curriculum. What is important is that any follow-up activity respect the integrity of the reading experience and that it encourage rather than discourage further reading.
9. *The teacher orients and guides the students.* Extensive reading is different in many ways from traditional classroom practice, and teachers need to explain to students what it is, why they are doing it, and how to go about it. The teacher will also want to keep track of what and how much students read and their reactions to what was read in order to guide them in getting the most out of their reading.
10. *The teacher is a role model of a reader.* Example is the most powerful instructor. If the teacher reads some of the same material that the students are reading and talks to them about it, this gives the students a model of what it is to be a reader. It also makes it possible for the teacher to recommend reading material to individual students. In this way, teacher and students can become an informal reading community, experiencing together the value and pleasure to be found in the written word.

### **The Teaching of Extensive Reading**

In extensive reading perspective students are allowed to choose the books they read depending on their interests, and there is not always a follow-up discussion or work in class. In this way students are encouraged to read for pleasure and should become better readers. The principal objective of undertaking an extensive reading approach is to get students reading in English and like it. An increase in reading fluency should be another objective.

Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language (Day and Bamford 2002). They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. They are encouraged to stop reading if the material is not interesting or if it is too difficult. They are also encouraged to expand their reading comfort zone – the range of material that can be read easily and with confidence. The only necessity is that the students already have a basic knowledge of, and are literate in, the foreign or second language.

### **The characteristics of an extensive reading approach**

Day and Bamford (2002) proposed some characteristics of extensive reading approach:

- **Reading Material**

Reading for pleasure requires a large selection of books be available for students to choose from at their level. Here, teachers can make good use of graded readers (books which have been written specifically for EFL/ESL students or which have been adapted from authentic texts).

Setting up a class library is a good way to provide material for students, and because the books are kept in the actual classroom, there is a greater chance that they will be borrowed, and teachers also have more opportunities to refer to them during class.

- **Student Choice**

Students choose what they want to read based on their interests. If a student finds a book is too difficult or they don't enjoy it, they can change it for another one.

- **Reading for pleasure and information**

Often students are put off reading when it is tied to class assignments. In an extensive reading program, the students are reading principally for the content of the texts. Teachers can ask students about the books they are reading informally, and encourage occasional mini-presentations of the books or book reviews, but these should not seem like obligations to the students.



- **Extensive reading out of class**  
Teachers can do a lot to help students pursue extensive reading outside of the classroom. Having a classroom library and regularly encouraging students to borrow books to take home are some things which can help. If books are shelved in the classroom, students can also be given class time to browse and select books.
- **Silent reading in class**  
Extensive reading should not be incompatible with classroom practice and methodology. There are teachers who set aside a regular fifteen-minute period of silent reading in class. This silent reading has been said to help structural awareness develop, build vocabulary, and to promote confidence in the language.
- **Language level**  
The vocabulary and grammar of the books that students read should not pose a difficulty. The objective of an extensive reading program is to encourage reading fluency, so students should not be stopping frequently because they do not understand a passage. However, the books should not be too easy as this may well demotivate students, who feel they are getting nothing out of the books.
- **Use of dictionaries**  
Reading becomes a chore if students think they have to stop and look up every word they do not understand in a dictionary. For this reason, dictionaries should be avoided. Instead of interrupting their flow, students should be encouraged to jot down the words they come across in a vocabulary notebook, and they can look them up after they have finished reading.
- **Record keeping**  
If the teacher takes an interest in and keeps record of what students are reading, then this can in itself encourage students. If a note is also made of which books the students like, then the teacher can also recommend other books to the students. The teacher should also be careful to explain the reasons behind the program, and to highlight the benefits of extensive reading to them so that they know why they are doing it.

- **The teacher as role model**

If the teacher is also seen to be a reader by the students, then they will be encouraged to read. The teacher can talk in class about books that she or he has been reading, and if they are knowledgeable about the books in the class library, having read them, then they can make genuine recommendations to students about what to read. The teacher can also read aloud to students, as a way of introducing students to different genres or individual books.

### Extensive Reading Activities

The activities are laid out in easy-to-use format, as follows:

**Level:** This indicates the approximate level of proficiency that students need to have in the foreign or second language in order to do the activity. These levels are best regarded as guides. If you think an activity marked *Intermediate to Advanced* might work with your high beginner class, by all means go ahead and try the activity.

**Aim(s):** This indicates the primary goal(s) or purpose(s) of the activity.

**Preparation:** This lists what you as the teacher needs to do so you can model (i.e., demonstrate) or introduce the activity to students. There is also mention of any necessary or useful material or equipment, for example, a handout, a stopwatch, or an OHP (overhead projector).

**Procedure:** This is a step-by-step guide for how to use the activity. It is often suggested that part of an activity be done by individual students or pairs of students or small groups (i.e., three or four students), or as a whole class.

**Tip(s):** These are ideas to make the activity easier to use. For example, "Ask colleagues and neighbors to help you collect materials."

**Extension(s):** These are ways of expanding the activity beyond the basic procedure. For example, "Display the posters in the library or classroom."

**Variation(s):** These are alternative ways of doing the activity. For example, "Instead of



having students work individually, have pairs or small groups of students select an item and fill out the analysis sheet."

**Contributed by:** This indicates the name of the teacher who contributed the activity, with affiliation and country. Some contributors whose family names would generally be written first in their home countries have asked that their names be written in that order. (In the Index, the names of all contributors are arranged alphabetically by family name.)

**Contributor writes:** This is the contributor's voice, speaking directly to other teachers about the activity.

**Box:** Photocopiable material for an activity is offered in a box with a copyright line at the bottom. There are also boxes with example material. Some examples of student writing in these boxes and elsewhere in the book are uncorrected and may contain errors of usage.

**Materials:** With demands for both *simplicity* and *authenticity*, the teacher must choose from the following:

**Texts on the same topic :** Reading more than one text on the same topic allows students to bring more background knowledge to each new text read.

**Authentic materials** such as newspapers, magazines, that are related to the second language culture

**Web resources:** These should be chosen from suggestions by the teacher so that students do not choose those that are too overwhelming

**Stories and articles chosen by the teacher,** with the following guidelines:

1. The style should include repetition, without being monotonous.
2. New vocabulary should not occur at the same place as difficulties of structure.
3. The text should break in sections that are not too long. This is to give the reader a feeling of accomplishment when completed.
4. Authors should be chosen with less complex structure and less extensive vocabulary range.

5. The subject matter should be of *real* interest to the students and suitable for their age level.

## METHOD PARTICIPANTS

The participants were 57 students who took extensive reading class (30 from A class, 27 from B class). They were fourth semester students academic year 2015/2016. At the beginning of the semester a lecturer set some topics: education, science, science fiction, health, information and technology, literary work (short stories). They were assigned to select one of the topics of the resources by their own as a weekly assignment. The topics were taken from internet. They had to collect one assignment for each week. During the semester they had collected 14 topics. The activities were Independence reading, summary writing, question and answer, personal reflection, oral presentation, and classroom discussion.

### Instruments and Data collection Procedures

Instruments used in this study consisted of three parts. Part one asks about the learners preferences for the topics. It includes education, science, science fiction, health, information and technology, literary work (short stories).

Part two asks about the learners' preference for the classroom activities. This section contains items of classroom activities the students practiced in class, Independence reading, summary writing, question and answer, personal reflection, oral presentation, and classroom discussion. For part one and two, the students were asked to rank the list of factors and activities from the most influential/ like to least / like.

Part three contains three open-ended questions in which the students described their difficulties (if any) when reading extensively and elaborated more on why they ranked certain item as the top three choices. The data were analyzed by looking into the tendency of responses on each item.

### Results

#### Q1: Students' Responses on topics preferences

The finding shows that there were no single most favorite topics being chosen by the students. However, there were three topics that



## REFERENCES

- Bell Timothy. *Extensive Reading: Why? And How?* The Internet TESL Journal, Vol. IV, No. 12, December 1998. <http://iteslj.org/>
- Bell, Timothy. 2001. Extensive reading: speed and comprehension. The Reading Matrix, 1(1). <http://www.readingmatrix.com/articles/bell/index.html>
- Day Richard and Bamford Julian. 2004. *Extensive Reading Activities for Teaching Language*. Cambridge University Press.
- Day Richard and Bamford Julian. *Top Ten Principles for Teaching Extensive Reading*. Reading in Foreign Language. Vol. 14, Number 2, October 2002
- Prather, D. 2004. Character by the letter. In Bamford, J. and Day, R. R. (Eds.) 2004. *Extensive reading activities for teaching language*. Cambridge: Cambridge University Press.
- Renandya, W. 2004. 4, 3, 2 technique. In Bamford, J. and Day, R. R. (Eds.). *Extensive reading activities for teaching language*. Cambridge: Cambridge University Press.
- Richard, J.C. & Schmidt, R. (Eds.). 2002. *Longman dictionary of language teaching and applied linguistics* (3rd ed.). London: Longman.
- Rusciolelli, J. 1995. Student responses to reading strategies instruction. *Foreign Language Annals*, 28(2), 263-273.
- Susser, B. 1986. Extensive reading v.s. skills building in and EFL context. *Reading in a Foreign Language*, 5(2), 239-251.
- Yamashita, J. 2004. Reading attitudes in L1 and L2, and their influence on L2 extensive reading [Electronic version]. *Reading in Foreign Language*, 16(1). <http://nflrc.hawaii.edu/rfl/April2004/yamashita/yamashita.html>