Students' Perception on the Implementation of Extensive Reading at Elementary School

Zelvia Dina Octavianti[1], Pratiwi Retnaningdyah[2], Ahmad Munir[3]

[1] Universitas Negeri Surabaya, Indonesia; zelvia.19008.19003@mhs.unesa.ac.id
[2] Universitas Negeri Surabaya, Indonesia; pratiwiretnaningdyah@unesa.ac.id
[3] Universitas Negeri Surabaya, Indonesia; ahmadmunir@unesa.ac.id

ARTICLE INFO

ABSTRACT

This research aims to determine students' perceptions of implementing extensive reading. The focus of this research is on the benefits and obstacles in implementing extensive reading activities. Twenty elementary school students in one of the schools in Sidoarjo were the subjects of this research. The method used in this research is a qualitative method and data collection using interview techniques. The results showed that extensive reading affects students' interest in reading because it makes students feel happy, can imagine, and increases students' knowledge and English language skills. Besides that, other findings regarding students' perceptions of obstacles in carrying out extensive reading were also revealed in this research. Some of them are students' reading motivation which is classified as low which is caused by language skills and students' lack of perseverance, as well as about the style of language used in reading texts.

Corresponding Author:
Zelvia Dina Octavianti
Universitas Negeri Surabaya, Indonesia; zelvia.19008.19003@mhs.unesa.ac.id

1. INTRODUCTION

In the era of digitalization which requires all students to be literate in technology like this, students must improve their reading skills. All students are expected to have high reading skills with the aim that they can easily obtain and understand new information. It aims to increase insight into their knowledge. In addition, students' writing skills will also develop with reading activities because they get more vocabulary and also without realizing it, they will automatically understand the grammar of sentence construction by reading a lot (Stephen Krashen, 2005). In line with that, Richards & Renadya (2002) revealed about several reading components such as phonics and phonemics, vocabulary acquisition, as well as fluency and comprehension. Reading also has a positive impact on students who are happy and diligent in doing it. Apart from that, reading is also one of the most important skills for EFL students who are learning a language.

Basically, reading is divided into two types, namely intensive and extensive reading (Brown, 2015; Rob Waring, 1997). Intensive reading is a reading activity that is really focused on linguistics or that is directly related to texts such as reading journals. Meanwhile, extensive reading is the activity of reading a lot of texts for pleasure. Extensive reading is an effective method of improving students' skills and teaching because in learning students will be directed to read when they are happy (Nuttall, 2005).

Implementation of extensive reading is done by giving students the freedom to choose books according to what they like (Day & Bamford, 1998). This is done with the aim that students get used to reading books because if students feel happy and comfortable with the choice of books they read, they will make reading a habit that is no longer difficult to do and enjoy these activities. Students who are already able to enjoy reading activities, they will easily understand the contents of the text they read and do not need the help of a dictionary to interpret. In short, reading activities like this have a big influence on students in learning foreign languages, they will be motivated to read because they feel comfortable.

Students' Perception

Perception is a person's mindset and perspective regarding what opinions will be obtained when interacting with the surrounding environment, which begins with receiving and processing information from their sensory organs (Gibson, 1950). Perception is also divided into two types, namely bottom-up and top-down. Bottom-up perception can be illustrated when someone sees something and immediately interprets it. Meanwhile, top-down perception occurs when a person must first integrate what they see and then interpret it. The technique of filling out questionnaires and interviews is an example of implementing top-down perception because students' opinions will be related to prior knowledge. So, it can be concluded that perception is obtained through information obtained by students which will then be observed through phenomena and that allows students to provide positive or negative responses about the information they have obtained.

Extensive Reading

Implementation of extensive reading is where a person can read books or other reading freely. This method is carried out as a way for students to practice reading books as much as possible with the aim of becoming accustomed to them to read the book as a whole (Rob Waring, 1997). In implementing extensive reading students are expected to be able to read as much and as quickly as possible, then proceed to find the crucial points of each title they read. These activities can also increase student independence through the availability of many choices of reading books so that students can easily choose independently according to their interests (Brown, 2015).

Extensive reading activities also can increase student motivation because they feel happy and comfortable when reading (Stephen Krashen, 2005). In implementing extensive reading students can not only do reading activities alone, but they can also invite other friends to do reading activities together. It can increase their motivation to read because students can discuss together about the reading material, they have read which also helps students strengthen their ability to communicate and express their ideas when discussing.

Purposes of Extensive Reading

Extensive reading activities can be interpreted that students can enjoy the books they have chosen themselves. Students can get a lot of information through the main topics they read. That means students do not read every reading word by word. This is in line with Murtiningsih, et.al. (2016) who explained that extensive reading is a reading activity that makes the reading focus on the meaning of the text. These activities make it easier for students so they don't have to read the entire text in detail. Supports the statement that reading is an activity of searching for meaning and understanding something (Rankin, 2005). There are several goals that are carried out by readers such

as obtaining a sense of pleasure and comfort as well as acquiring extensive knowledge. In addition, readers will also focus on the text they read as a whole without thinking about its meaning (R Waring, 2011).

Benefit of Extensive Reading
Reading Fluency
     Reading is one of the most important activities in the world of education. Students who like to read will easily get broad benefits from the activities they do. Students will get extensive knowledge, diverse information, and increase their vocabulary (Singh, 2014). In line with this thought, Hann (2012) stated that reading activities which are used as a habituation activity for EFL students include important points in developing grammatical skills, fluency in spelling and reading.

Grammar Building
     One of the advantages and goals of carrying out reading activities is one of them is in linguistic practice activities. Students will unconsciously learn grammar or grammatical when they make reading a habitual activity. Through these activities there is also an increase in their understanding, besides that by reading students' vocabulary acquisition will also increase without them realizing it (Day & Hitosugi, 2004; Leung, 2002; Ratnawati Mohd Asraf, 2003; E Taguchi, Gorsuch, & Sasamoto, 2006; Etsuo Taguchi, Takayasu-Maass, & Gorsuch, 2004; Tanaka & Stapleton, 2007).

Vocabulary Building
     Vocabulary acquisition and improvement can be developed through this extensive reading activity (Leung, 2002). In line with this thought (S Krashen, 2004) explains that when students are given the freedom to read what they want in extensive reading activities, their vocabulary will also increase because they feel comfortable with the activity they are doing. (R Waring, 2011). In addition, they will learn grammar and sentence structure when they do extensive reading activities.

Difficulty in Extensive Reading Activities
Lack of Vocabulary
     Extensive reading activities really have a big influence on the world of learning. Besides that, intensive reading also has problems when it is implemented in the wrong learning activities. These difficulties arise when students find it difficult when they read English textbooks where the language becomes their second language. The minimal vocabulary they have will greatly affect their motivation to take part in this extensive reading activity (Shehu, 2015). Although on the other hand, when students make extensive reading as a habit for them, their vocabulary will increase, but not for those who are lazy and have minimal vocabulary when reading English texts. That happens because students will find it difficult and easily give up and don't want to continue reading activities.

Delay in Working Memory
     In extensive reading activities students should be asked to think fast. They can easily Retell and explain the stories they have read. Therefore, students are expected to have a strong memory so that they can easily receive and store the information they have obtained so that the information they obtain can be accounted for and accurate (Shehu, 2015). Integration between the language they have previously learned and the language they have just acquired, students also get when they do extensive reading (Rob Waring, 2006). So, it can be concluded that in this way it can make it easier for students to remember the vocabulary and language they just acquired.

Teacher is a Role Model
     In learning in the classroom, students are not sure if they have to research independently in this intensive reading activity. Therefore, the teacher's role in this activity is also considered important to

foster students' self-confidence. It is also in line with the thinking of (Etsuo Taguchi et al., 2004) which explains that students are used to a teacher-centered learning model. This approach makes students depend on their teacher for learning and wait for what book their teacher asks them to read without any effort arising from within them to independently look for reading material they want to read. Classroom learning which also requires students to interact with other friends in their social life makes them put aside reading activities as their priority (de Burgh-Hirabe, 2011). On the other hand, this is in stark contrast to intensive reading activities where students are given the freedom to choose the books they like to read and the teacher is only used as a role model who gives examples, not selecting and forcing students to read certain reading books.

2. METHOD

The purpose of this research is to investigate students' perceptions in implementing intensive reading activities. This research focuses on the benefits and obstacles in implementing extensive reading. In processing the data that has been obtained in this research, the researcher will present it in a description of words and phrases without requiring numbering, therefore the approach used in this research is qualitative. The data processing that has been obtained in this research is also processed in depth in order to obtain accurate information results (Creswell, 2014). A qualitative approach is also used to analyze the many and varied perspectives and opinions in order to draw conclusions and find good results (Hancock, Ockleford, & Windridge, 2007). The technique used in this research was open and unstructured interviews in order to obtain unique and non-standard information (Cohen, Manion, & Morrison, 2011). In this research, interview data were also presented in sentences that were flexible and easy to understand.

3. FINDING AND DISCUSSION

This research found findings about the benefits and obstacles when implementing extensive reading activities in learning. The data collected in this research was conducted through interview techniques which provide presentations on the benefits and constraints of implementing extensive reading. The findings in this research state that some of the benefits of implementing extensive reading are that students get satisfaction and enjoy reading, with implementing extensive reading there is an increase in students' English skills and knowledge, besides that students' imaginations also grow by doing extensive reading.

On the other hand, implementing extensive reading does not only provide benefits for learning English but there are also some obstacles when implementing extensive reading. Some of them are like the style of language in reading texts, low student motivation to read, the lack of language skills in students, and also the low persistence of students which hinders reading activities from becoming a habitual activity.

4. CONCLUSION

The purpose of this research is as a means to investigate students' perceptions of implementing extensive reading in elementary schools. The investigation revealed two different results, including the benefits and constraints in implementing extensive reading activities. This research uses interview techniques as an instrument in data collection.The findings in this research are divided into two, namely the first about the benefits of implementing extensive reading and the second about the obstacles in extensive reading activities. The first result which reveals the benefits of implementing extensive reading explains that there are four benefits, namely with extensive reading students get pleasure, when students are happy to read their English skills and knowledge will increase without them realizing it, and lastly students' imagination will increase with extensive reading. The second finding reveals the obstacles faced by students when they read extensively. This finding also revealed four findings of obstacles in implementing extensive reading, namely as follows the style of language

in the reading they read, low student motivation which causes a decrease in reading development which is used as a habit, and the lack of students' reading skills.

REFERENCES

Brown, H. D. (2015). Techniques, Textbooks, and Materials. *Teaching By Principles: An Interactive Approach to Language Pedagogy*, 223.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education*. London: Routledge.

Creswell, J., W. (2014). Research Design Qualitative, Quantitative, and Mixed Methods Approaches. In アジア経済 (4 ed.). london.

Day, R. R. & Bamford, J. (1998). Extensive Reading in the Second Language Classroom. *RELC Journal*, *29*(2), 187–191.

Day, R., & Hitosugi, C. (2004). Extensive reading in Japanese. *Reading in a Foreign Language*, *16*.

Hancock, B., Ockleford, E., & Windridge, K. (2007). *An Introduction to Qualitative Research*. Nottingham: National Institute for Health Research.

Krashen, S. (2004). *The power of reading: Insights from the Research*. Westport: CT. Libraries Unlimited.

Krashen, Stephen. (2005). Free voluntary reading: New Research, Applications, and Controversies. *Anthology Series-Seameo Regional Language Centre*, *46*(1993), 1.

Leung, C. (2002). Extensive Reading and Language Learning: A Diary Study of a Beginning Learner of Japanese. *Reading in a foreign language*, *14*(1), 16. Diambil dari http://nflrc.hawaii.edu/RFL/April2002/leung/leung.html

Nuttall, C. (2005). *Teaching Reading Skills in a Foreign Language*. Inggris: Oxford, UK: Macmillan Education.

Rankin, J. (2005). Easy Reader: A Case Study of Embedded Extensive Reading in Intermediate German L2. *Die Unterrichtspraxis/Teaching German*, *38*(2), 125–134.

Ratnawati Mohd Asraf, I. S. A. (2003). Promoting English language Development and the Reading Habit Among Students in Rural Schools Through the Guided Extensive Reading program. *Reading in a Foreign Language*, *15*(2), 83–102.

Richards, J. C., & Renadya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice* (hal. 1–432). hal. 1–432.

Shehu, I. (2015). Reading Comprehension Problems Encountered. *Academic Journal of Interdisciplinary Studies*, *4*(1), 91–96.

Singh, I. (2014). Reading Trends and Improving Reading Skills among Students in Malaysia. *International Journal of Research in Social Sciences*, *3*, 70–81.

Taguchi, E, Gorsuch, & Sasamoto. (2006). Developing Second and Foreign Language Reading Fluency and Its Effect on Comprehension: a Missing Link. *Taguchi, E., Gorsuch & Sasamoto*, *6*(2), 1–18. Diambil dari http://www.readingmatrix.com/articles/taguchi_gorsuch_sasamoto/article.pdf

Taguchi, Etsuo, Takayasu-Maass, M., & Gorsuch, G. J. (2004). Developing Reading Fluency in EFL : How Assisted Repeated Reading and Extensive Reading Affect Fluency Development. *Reading in a Foreign Language*, *16*(2), 70–96.

Tanaka, H., & Stapleton, P. (2007). Increasing Reading Input in Japanese High School Efl Classrooms: an Empirical Study Exploring the Efficacy of Extensive Reading. *The Reading Matrix*, *7*(1), 115–131.

Waring, R. (2011). Extensive Reading in English Teaching. *Teaching Extensive Reading in Another Language*, 3.

Waring, Rob. (1997). *Why Extensive Reading Should be an Indispensable Part of*. (January 2006).

Waring, Rob. (2006). Why Extensive Reading should be an Indispensable Part of All Language Programs. *Forthcoming in The Language Teacher*.