

**Nama Rumpun Ilmu: Sosial Humaniora**

**LAPORAN  
PENELITIAN KEMITRAAN**



**READING DATE: THE IMPLEMENTATION OF EXTENSIVE READING  
IN AN EFL CONTEXT**

**TIM PENGUSUL**

Evi Puspitasari, S.Pd., M.Hum

**PENDIDIKAN BAHASA INGGRIS  
FAKULTAS PENDIDIKAN BAHASA  
UNIVERSITAS MUHAMMADIYAH YOGYAKARTA**

**September 2018**

**HALAMAN PENGESAHAN  
PENELITIAN KEMITRAAN**

<b>Judul Penelitian</b>	:	Reading Date: The Implementation of Extensive Reading in an EFL Context	
<b>Nama Rumpun Ilmu</b>	:	Ilmu Sosial Humaniora	
<b>Ketua Peneliti</b>			
a. Nama Lengkap	:	Evi Puspitasari, S.Pd., M.Hum	
b. NIDN/ NIK	:	0506108901/ 19870331201604 193 035	
c. Jabatan Fungsional	:	Asisten Ahli	
d. Program Studi	:	Pendidikan Bahasa Inggris	
e. Nomor HP	:	08121598089	
f. Alamat surel (e-mail)	:	<a href="mailto:evipuspitasari@fpb.umy.ac.id">evipuspitasari@fpb.umy.ac.id</a>	
<b>Anggota Peneliti Mahasiswa (Mitra 1)</b>			
a. Nama Lengkap	:	Marlinda Ristya Budi	
b. NIM	:	20150810095	
c. Program Studi	:	Pendidikan Bahasa Inggris	
<b>Anggota Peneliti Mahasiswa (Mitra 2)</b>			
a. Nama Lengkap	:	Atta Rilysia Azis	
b. NIM	:	20150810155	
c. Program Studi	:	Pendidikan Bahasa Inggris	
<b>Anggota Peneliti Mahasiswa (Mitra 3)</b>			
a. Nama Lengkap	:	Fera Dania Damayanti	
b. NIM	:	20150810156	
c. Program Studi	:	Pendidikan Bahasa Inggris	
<b>Biaya Penelitian</b>	:	- diusulkan ke UMY	Rp 10.000.000
		- dana internal Prodi	-
		- dana institusi lain	-
		- <i>inkind</i> sebutkan ....	-



Mengetahui  
Kaprodi PBI UMY

(Sri Rejeki Murtiningsih, S.Pd., M.A. Ph.D)  
NIK. 19770418201010193007

Yogyakarta, 5 September 2018

Ketua Peneliti

(Evi Puspitasari, S.Pd., M.Hum)  
NIK. 19870331201604193035



Menyetujui  
Dekan FPB UMY

(Dr. Suryanto, M.H.Sc)  
NIK. 1970629201010193002

## CHAPTER I INTRODUCTION

This chapter aims to introduce this research which is presented into sub-chapters. First, background of the study is presented. Second, statement of the problem is elaborated to describe in what problem areas this research focuses on. Next, based on the main problem, the research questions are formulated followed by research benefits for several parties.

### **Background of the Study**

At present, extensive reading has been a head-turning issue in contexts of English as a Foreign Language. Besides being considered as a revolutionary alternative to improve students' language ability without stressing them out, extensive reading is also believed as a strategy to build up students' motivation in learning a new language (Extensive Reading Foundation, 2011). In addition, extensive reading provides authentic English materials that can boost students' overall knowledge and skills of the language (Guo, 2012). For those promising benefits, several experts from different countries are interested in implementing that strategy.

In conducting studies about extensive reading, experts have different models and aims of that activity. Iwahori (2008) applied extensive reading for senior high school students in Japan that aims to develop students' reading fluency. Hence, students were required to finish thirteen book in seven weeks. Iwahori did not give any kind of tests nor quizzes to check students' commitment in reading. Meanwhile, in the program implemented by Stoeckel, Reagan & Hann's (2012) study, besides assigning ten graded readers to be read by the students, multiple choice quizzes, short written and oral responses were given as post reading activities to know whether or not the students did reading. In a study conducted by Mermelstein (2014), extensive reading was manifested as an activity where the students were given 15 until 20 minutes in each meeting for a semester to do silent reading which the graded readers were individually chosen by themselves. During reading, they not allowed neither to talk to their friends nor to open up a dictionary for unfamiliar vocabulary. They needed to use inferring skill to guess the meaning of new words. After that, they shared what they had read to their friends.

In an Indonesia context, extensive reading is necessarily needed not only to develop students' linguistic competence, but also to enhance students' love of reading. It is a smart

alternative to give a step of changing Indonesian's dissatisfying predicate on reading. Based on Most Littered Nation in the World (Central Connecticut State University, 2016), Indonesia ranks sixty out of sixty countries. It is in line with the data of Program for International Student Assessment in 2015 which shows Indonesians' reading habit is on sixty-ninth rank from seventy-six countries (Ribka, 2016). In conclusion, to step up on the world rank for reading habit, a fun reading program for students is of a great way.

That fact drives an Indonesian teacher who is interested in reading to establish an extensive reading program named Reading Date. In this program, the teacher encourage the students to voluntarily join. In taking a part in that program, the students have ten weeks of group reading. In ten weeks, every weekend, they have to arrange a date with their group to share what they have read during a week. At the end of the program, the students make a book review of what they have read and do an open mic in the gathering held for all groups joining the program. To dig out further what the teacher does to hold the program, a study needs to be done. From the study, a detailed procedure and a comprehensive set of activities in the program will be revealed.

### **Statement of the Problem**

Extensive reading approach has been known and implemented by experts around the world. Interestingly, every expert has different styles in running the program. The variations or modifications can be seen from the reading materials used, activities, procedures, and goals. Because of that background, this research focuses on scrutinizing one frame of those differences by seeing an extensive reading program applied in an EFL context named Reading Date. Since the teacher set the program to fulfill what the students want so that they can enjoy joining the program, students' responses toward the program also become the focus of this research. To limit the scope of the research, this study put the center on the students' responses about the main activities done in the program such as book picking, having dates with friends for reading, and making a book review after reading.

## **Research Focus**

This study aims at discussing how the extensive reading program for freshmen runs and what responses that the students give about the program.

## **Significances of the Study**

This research may give benefits for several parties such as teachers, universities, and other researchers

### **1. Teachers in EFL contexts**

This research is going to find out one of extensive reading implementation model in an EFL context. It can be beneficial for teachers in countries where the position of English is as a foreign language. The teachers could get a picture and a reference of how to implement extensive reading in their context and what to prepare for it. Besides that, they can get what the students say about the program so that when they are going to run the same program, they can make the reading activities meet what the students want and need.

### **2. Universities**

This research is revealing the students' voices about the implementation of extensive reading. Universities in Indonesia then can take some advantages in terms of what students say about it. If they perceive that the program provides more values and benefits for them, the universities may adopt the model and put extensive reading goals in curriculum they apply. They can also encourage the teachers to establish an extensive reading program and support it with facilities like books and a representative library.

### **3. Other researchers**

Other researchers who are interested in extensive reading will take benefits in terms of making this research as a reference. They can find holes of this research either the weaknesses or strengths of the implementation. They then can do further research to study the holes.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews literatures related to the research. The literatures fall into three subtopics such as principles of extensive reading as the foundation of the implementation, the implementation of extensive reading in EFL contexts, benefits of extensive reading for EFL learners, and challenges of implementing an extensive reading approach.

#### **Principles for Teaching Extensive Reading**

Extensive Reading is an approach to teach reading that assist students to learn a new language unconsciously. Experts agree to say this approach brings promising benefits for students in learning a new language. That is why they are interested in applying the approach to their own classroom. However each of them has different style and improvisation to implement that. No matter how different the style that they use is, whoever wants to bring the approach into their teaching need to take into account principles for teaching extensive reading by Day and Bamford (2002).

The first principle is that the reading material is easy. Easy materials means that the materials should make the students at ease in understanding the content in terms of the language and the content. Nation (2006) is in the same side with that by stating that the requirement of reading materials for EFL learners is containing familiar words as much as 95% - 98% of all running words. In the same side, Tomlinson (2011) highlights that easy materials both from the content and the language aspects can build up students' confidence in learning. The following result is by making the students confident in reading the material which is pleasure and enjoyment.

The second principle is dealing with availability of various topics for the reading materials. This principle is in line with the fourth principle which states that learners choose what they want to read. In applying extensive reading, wide ranges of topic for the reading materials are needed. It aims to ease students to choose certain books to read based on their individual preference. Reading things they are fond of makes the activity more fun for them.

The fourth principles is that learners read as much as possible. Because of that principle, an extensive reading class sounds devastating for some students remembering that they, consider

reading as a boring activity. However, this is one of extensive reading principles that need to apply to reach good reading fluency. The students' anxiety can be decreased by asking them reading things they love and suitable with their English proficiency.

The fifth principle is relating the activities to pleasure, general information and understanding. Based on this principle, the purpose of the extensive itself is making the students not feel pressured for reading. They learn both the language and common knowledge from books unconsciously. Because of that, the focus of their reading is not finding details but general understanding. This point differs extensive from intensive reading that puts the center on main idea and detailed information. That is supported by Day and Bamford (2002) who stated that in extensive reading, comprehension quiz is not recommended. The questions of the quiz are more about their opinion about the book.

The sixth principle is that extensive reading makes reading its own reward. In practice, students are asked to read certain amount of books. The reading itself is usually followed by various activities. When the students do the activities and ask what they will get by doing those things, the answer is their experience of reading itself. In other words, it can be said that benefits they may get and experiences of reading are things that make the activity paid off.

The seventh principle is related to reading speed. This principles encourage students to read fast. In reading texts students tend to stop when they come across with unfamiliar vocabulary then they look up the dictionary or ask for other people's help. In applying this core of concept, dictionary and others' help are distraction for speed. Hence, the students need to put aside that habit in reading. Day and Bamford (2002) suggest the students to ignore words that they consider difficult or guess the meaning of them from the contexts preceded. In other ways, to bring this concept into real implementation, reading materials with sufficient familiar words for students are recommended to facilitate their reading speed.

The eighth principle is that reading should be done individually and silently. Another name to call extensive reading is Sustained Silent Reading (SSR). Extensive Reading Foundation (2011) clarifies that it means students select books from library and they read themselves in their own time. They can read during the class break or after school at home. Therefore, the key for this principle is reading as a self-processed and individual activity where they can adjust the process based on their preference.



The ninth principle links to the teacher's role in conducting an extensive reading class. This approach is dominated with students' autonomy where they do themselves and fashion the rules such as deciding on the book, the time, and the place to read. However, they need guidance and direction. Introduction of what extensive reading is and what benefits of applying that approach are need to be informed in prior to set the fire of their motivation and love of reading. Again, a figure who shows and recommends them reading materials to choose is essential and according to Extensive Reading Guideline (2011), all of that responsibility is in the teachers' hand.

The last principle put the center on a teacher as the best role model of reading. To apply this principle, teachers need to optimize their role as a avid reader. Looking at the teachers who commit to reading will turn on the students' motivation in reading and vice versa. It is echoed by Loh (2009) who confirms that teachers' modelling is a real and alive example as an active reader which is essentially required to push them up to read.

The ten basic principles that have been discussed can be considered as the soul of extensive reading. Surely, teachers have right to run the program as they want. However, they have to stick the rules to achieve the goal of reading extensively. In addition, the set of the principles is also a guideline to identify what teachers and students need to do in that program.

### **Benefits of Joining Extensive Reading**

Extensive reading can be beneficial for both linguistic and non-linguistic development. For the linguistic development, extensive reading can lead students' English skill such as writing, vocabulary, structure or grammar, reading fluency, and reading speed. Those benefits are justified by several experts through their research findings.

Writing is one of linguistic benefits that extensive readers can take. Savas (2009) states in his study that when students can transfer skills acquired in extensive reading then it can affect their language skills such as writing. The more students read the more input that they can get. That result is supported by Day and Bamford (2002) who highlight that transferred skill that students get from extensive reading can build their writing skills and vocabulary development.

Reading fluency is the next aspect of linguistic development that can be obtained by reading extensively. Day and Bamford (2002) stated that students can increase their reading fluency and reading speed through extensive reading. Reutzel (2006) wrote that the common

features of fluency are reading speed, accuracy, and expressions. As students often read the amount of text extensively, reading speed is needed and thus what makes students' reading fluency increase. When students face the same words in a time, those words gain the opportunity to enrich their sight vocabulary. Hence, sight vocabulary is the common feature in improving reading fluency.

Extensive reading also takes place in gaining vocabulary of learners. Richard and Schmidt (2002) stated that extensive reading means reading in order to improve a general understanding in what is read. It is intended that extensive reading develops knowledge of vocabulary and structure. Banno and Kuroe (2016) claimed the result of their study which concerns extensive reading is that students show the interest in reading then they can learn new words and practice grammar.

As for the term in non-linguistic, students get many advantages through extensive reading. A study by Mede, Incecay, and Incecay (2013) shows that extensive reading can increase students' autonomy in learning. Similarly, Castillo and Bonilla (2014) also defined an action research on their study shows the effectiveness of reading extensively were to increase students' reading fluency and comprehension. By using the instruments of extensive reading, students' learning autonomy was developed within the process. Arnold (2009) found through extensive reading, the awareness of students in their daily and love of reading improve their confidence and self-efficacy and motivation in learning. Therefore, they read often they increase their confidence in reading and resulting the goal in learning. Improvement in learners' reading habit is the result of extensive reading (Boakye, 2017). Her study results that extensive reading engaged learners who would love to read and enjoy their reading would develop positive reading habit. Safaia and Bulca (2012) said that extensive reading is the effective instrument to improve students' creativity in using second language. The component of extensive reading in their research approach the notion of increasing students' creativity in learning.

### **Extensive Reading in Indonesia Context**

Extensive Reading become a hot issue in Indonesia. Moreover, the approach is considered as a good solution to overcome a big problem dealing with students' reading habit in Indonesia. According to Iftanti (2012), Indonesian students have positive belief about reading yet it does not sufficiently drive them to have a good habit of reading in practice. Generally, they

read to fulfill the requirement of school assignments and their teachers' demands. Trying to overcome that problem, some literacy education practitioners considered bringing extensive reading into practice can be a good solution.

In practicing extensive reading, teachers in Indonesia still mix the concept with intensive reading. It is done on purpose to meet the curriculum demands which still focus on detailed information and the strategies to get it in teaching of reading. It is in line with Rahayu and Februariyanti (2015). They elaborates that in practicing extensive reading, the teachers ask the students to choose their favorite book to read. After the selection, the students have to find out detailed information from their selected texts which aims to build up their specific receptive skill. It shows that the curriculum affects how the teacher bring the concept of extensive reading into practice.

Besides mixing intensive and extensive reading, another style to run the activity comes out in an Indonesia context. Umam (2015) implements extensive reading using informal texts that the students find in the internet because graded readers are not provided in the school. The result shows that informal texts can alternatively replace graded readers which many experts recommend to use to apply extensive reading. In result, the informal text can successfully facilitate the process. The students can take paramount benefits from the texts which are real life information from content of the texts that is positively useful for their own life and innumerable grammatical structure from the language models shown in the texts.

### **Theoretical Framework**

The underlying theory of this research is Krashen's (2004) Comprehensible Input. The theory says in acquiring a new language, some conditions need to be set dealing with language input. First of all, rich input needs to be provided. This theory also suggests that abundant inputs would be meaningless if those are not comprehensible. That is why, besides rich the language inputs should be intense and coherent one to another. The last but not least one, the inputs have to one level above students' current level of language competence.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter covers details of how this research is going to be done. Research design used to answer the research question is elaborated. That is followed by research setting, participants, instruments and data collection procedure. Then data analysis is explained last.

#### **Research Design**

The research carried out is to explore students' responses on Reading Date as the manifestation of extensive reading approach implemented in an EFL context. Based on the objectives, this research belongs to descriptive qualitative research. That is in parallel with Creswell (2009) who stated that qualitative research aims to investigate people's perception on a phenomenon. The phenomenon in this research is the extensive reading program that the students joined.

#### **Research Setting**

The settings cover two points, place and time. For the place, this study was conducted in English Language Education Department of a private university in Indonesia. The main reason behind that is in that department, there is an on-going extensive reading program that is interesting to dig out. For the setting of time, this research is going to be conducted in 2018. Specifically, it is on the even semester of academic year 2017/2018.

#### **Instruments**

In order to answer the research questions, the data collection method used is interview and the main instrument needed are interview protocol. That is to guide the researcher and ensure that no important question to get the data is missed. Other instruments needed are recorder, a pen and a book note.

#### **Research Participants**

This research involved 15 participants. Ten of them were students who have full attendance while five others are students with non-perfect attendance. Nine of them liked reading and six of them were not so into reading. By choosing participants with different background and

reversed criteria, the data were rich and the analysis could be done by seeing the phenomena from different angles. Besides that, they were also chosen because they were articulate so that the data given were rich and resourceful.

### **Data Collection Procedure**

In collecting the data, some steps were gone through. First, the researcher prepared a list of participants who met the criteria. Second, the researcher contacted the participants and asked permission to do an interview. After they agreed to be interviewed, the participants arranged interview schedule based on their available time. Then interviews were conducted and each of the interview took twenty until thirty minutes. The language used in the interview was Indonesian as the first language of both the participants so that misunderstanding and misinterpreting could be avoided.

### **Data Analysis**

After the data collected, those were analyzed. The data were transcribed and member-checked to make sure that the transcription and the audio were the same. It also aims to ensure that what the researchers interpret is also mutual with what the participants mean. After that, the data were coded to get themes to answer the research questions.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### **The Implementation of Extensive Reading Program**

The extensive reading program established named Reading Date was addressed for freshmen in English Language Education Department of one private university in Indonesia which aims to familiarize students with books and reading. To reach the goal, three values in the program to make it in accordance with Indonesian cultural context those are community spirit, oral interaction culture, and three of ten extensive reading principles by Day and Bamford (2002). Indonesians are recognized as communal individuals were embedded. They like being involved in social activities and interaction such as *arisan* or gathering and meeting up with friends (Geertz, 1962), *kerja bakti* or community service done together in a group before a special occasion in Indonesia (Beard, 2005) and *gotong royong* or doing things together to build or take care of a public facility (Bowen, 1986). Community spirit that they have can even drive them to do things out of their interest and capability. Another spirit embedded in the program is oral communication. Instead of written typed society, Indonesians are more likely oral society. Most of Indonesian people would rather listen to other people to get information than to read written news or announcement. Survey data done by Indonesia Central Statistics Agency in 2015 even shows that Indonesian people tend to be more interested in watching television than reading newspaper to get information. Last but not least, three of ten extensive reading principles which are choosing own books, reading for pleasure, and with teacher's guidance and orients were adopted. So, over all, by making reading more communal with a flavor of oral discussion and student friendly, it was hoped that they could enjoy the program and their mood in reading was boosted.

As the spirit of extensive reading is not in line with the university curriculum, which focuses more on the reversed concept, intensive reading where the students are exposed with texts to apply reading techniques (scanning, skimming, predicting, and inferring) with a full of comprehension tests, the program was set as an additional activity. Two benefits by doing one action was possibly obtained. One side, curriculum based reading in the classroom could be succeeded and building up their willingness to read in a fun way was also accomplished. In

running, the program was implemented through a number of sequences; socialization, dating, open mic, and closing. Each of the steps are described as follows.

Before starting this brand new program, they were invited to attend an initiation of Reading Date. In this occasion, information about the program, activities to do, and the goals were explained thoroughly. It was started by telling them that the program was set as a supplementary activity so they could freely decide to join or not. However, if they were committed and active in joining the program, as a reward, we would give a bonus score for their reading and writing class. In result, from 115 students who enrolled the main subject, 94 students joined the program. After getting the students, they were asked to make a group of four or five. They freely chose the members based upon their own consideration such as similar interest in book genre, similar course schedules, or best friend relationship. It was done as help for them to create a comfortable environment for the dates. Taking as an example, they would be able to have a deep discussion with buddies who had the same interest of books. They could possibly get easier to arrange the meeting schedule with people or best friends who had matching available time. Having done with the process of making group, a group leader input the list of their members into Google and we had twenty reading groups in the program.

After the socialization, we told them that they had a week to choose a book to read during the program. They were allowed to choose books based upon their interest. For genre, they could prefer romance, sci-fi, horror, drama, comedy, or classic. They also could decide books either in their first language or second language. The freedom in book choosing is an attempt to develop their reading enjoyment and build their personal attachment to the book. If they felt attached, a chance to make them fall in love with the book was greater. When it happened, they would enjoy reading more. Then right after having chosen the book, each of the student filled the book information in Google Form which they could update when they went to the next book or even change it. We also told that reading is a long journey and finding a book that interests them is a long process. If in the middle of the process, they found the book was not as interesting as they expected, they could change it and update the Google Form.

The next process is having dates with the book and the buddies which comprised in ten weeks. In each date, they had a timed reading and sharing. For the time, in the first week, they have fifteen minutes and it went five minutes longer in each week and in the tenth week, they had sixty minutes of reading without a pause. After accomplishing the timed reading, they

exchanged information about pages they read. They also took a pic of them and the book then uploaded it in Schoology, one of learning management systems. The uploaded pic was completed with information of where and when they did the date and a caption of a favorite quote taken from the book read. Last but not least, they were provided with a reading log to fill after the date as a record of their individual reading performance. Information in the reading log was such as page numbers they finished in a week, their consistency of reading, and whether or not they have stealing time for reading excluding the dates with friends.



Picture 1. Students with their groups having a date to read their chosen book

In the mid of program, they had an open-mic performance. In this occasion, they shared what favorite book in their group was about. To do it, they discussed with other members to decide whose book was going to be told in the open mic. After getting the best one, the member who read the book shared information about the book. Then they prepare things like content and aids such as dolls, pictures, and music instrument for the performance. When they were in the stage, they shared others information about the book including the content, parts or book elements they liked most and things they liked least. Some of them did a presentation and some others did a role play to present the book. At the end, before they stepped down from the stage they rated the book they shared with stars in a range of one until five.





Picture 2. Students did an open-mic to share their chosen book



Picture 3. Students presented the book through a song



Picture 4. Students presented the book using role play

Last but not least, the program was closed by sharing session from an invited guest, a young poet. It aimed to give a real example of what reading could give to the readers uttered by the doer. In that occasion, the guest shared his insightful reading experiences and how the activity empowered him to be what he is now. After listening to the guest's sharing, hopefully students' motivation to read would grow up and got bigger.

### **STUDENTS' RESPONSES TOWARD THE INTERVENTION**

To know the students' responses toward the program, we interviewed 15 students from different groups consisting of thirteen females and two males. The result shows things that work and things that do not work in this program. After examining analyzing the whole data qualitatively, we found six themes as the findings. Those are picking own book, reading in group, sharing their reading in open mic, and getting an input session from a real extensive reader. We also obtained a valuable suggestion dealing with teacher's monitor.

### **1. Choosing own book**

First, they gave a good response to choosing own book. Student 1 said that the idea of choosing books by themselves made her free and unpreassured. She could enjoy the reading more than before. In addition, Student 4 even stated that she was not not afraid of getting an unpalatable book for her since the program let the students change the book when they lost interest in it in the middle of reading. It made her more confident since she could stop reading whenever she found the book uninteresting anymore.

### **2. Reading in group**

Second, it deals with reading in group. Some students agreed that the concept was brilliant while some others think it was not. Students 1, 3, 4, 9, 11, 12, and 14 agreed that reading in group boosted their mood in reading. Students 9 said that when she felt down and planned to skip the date, then her buddies would act like an alarm to wake her up and it motivated her a lot. Students 11 stated that reading in group liked a competition. She did not want to go behind the group. Finding that some members were about finishing the book while she was still going behind them is a kind of dissapointment for her and she did not let that happen. Because of that, she tried to keep up. Meanwhile three others, Students 2, 13 and 15, said that reading in group was not efficient. Student 1 admitted that she enjoyed reading on her own more than reading in group because it could be more focused. Student 13 said that reading in group was an interesting idea when he met cooperative members. Unluckily, he did not. In his group, he had a dominant member who was self-centered. She did not consider other members' available time when deciding the schedule. It resulted him of missing some meetings and became an issue that he was disapointed about. Student 15 also said that reading with group was challenging because she did not get used to reading with other people.

### **3. Open mic**

All of the participants agreed that this activity is fun. The benefits of this activity are seen from two different side, the students who performed and those who watched the performers. Students 1 and 8 said that she got a list of book to read after watching her friends' open mic

while Student 14 added that he was happy because after the open mic, some friends came to him and borrow the book he shared about.

#### **4. Input session from the guest speaker**

Thirteen students stated they like this part and agreed that this session was eyed-opening. Student 2 who said that she liked writing and she was motivated to read more after knowing that the guest star became a writer and had published several books because of his reading.

#### **5. Suggestions from the students**

Regardless good responses given, the students also suggested of what points the program needs improvement. From the data, we found four points to be followed up. First, it is about the way the teachers monitored the program. The rules applied such as choosing the book, the place, and the time by their own are good on some points. However, it became a boomerang if the teacher did not take what the students did seriously. Some groups were cheating. They were not reading. They just took a picture on several meetings then uploaded it in schoology as an evidence that they had the date. They thought that the teacher should visit the groups one by one when dating and make sure that they read. Second, the students thought that the teachers need to bring Reading Date into the next level. They said that they were English Department students and it would be better if the program challenged the students to read English books only. They wanted us to make Reading Date batch 2 where all students should read English books to support them learning the language. Third, they wanted off-campus gathering. They felt bored for having the reading gathering and open mic in the campus so they needed fresh air, new atmosphere and environment by conducting the open mic outside the campus. Last but not least, they wanted games as reading activities. They suggested to put reading games on the list of activities applied in the program.

## **CHAPTER V CONCLUSION AND SUGGESTION**

### **Conclusion**

This paper reports how extensive reading is implemented in Indonesia, an EFL country, where reading classes are dominated with intensive reading activities and where reading does not become a favorite thing to do for people. Mixing the principles with the Indonesian social culture where oral communication is placed in a more preferable level than written communication and where communal culture is thickly seen in the society, Reading Date came to boost students' willingness to read. Both the principles and the two Indonesian cultural characteristics are manifested to make the students get reading for pleasure through choosing own book, not testing after reading, doing group reading, sharing the reading, and listening to an extensive reader's story about how reading could empower himself to be what he is not. The students responded the program positively. Mostly, they liked this form of reading intervention and admitted that the program could boost their motivation to read. It happened since this intervention is student-centered where all voices from the students were counted and well accommodated. We did that by letting them choose what, where, when, and with whom they read. In addition, the program also adopted Indonesian characteristics to make extensive reading suit their nature and culture. It made the process less pressured and enjoyable. If they felt happy when reading, they could do it regularly and it became a habit. When it was shaped as a habit, they would be familiar with reading. Familiarity with reading would help them strive to read conceptual and theoretical books they met in the following semesters.

### **Suggestion**

A notion of reading is a power to fight the world is irrefutably true. However, to internalize the notion in this nation, determination and efforts are needed. One step ahead to reach that objective is by supporting students to shape their love of reading. This program is one of supports that teachers can give to the students. Offering reading in group in the place and time that students could decide means giving them opportunity to taste reading in a different flavor. This program is potentially able to motivate the students to read and change their belief of reading as a boring activity into reading as a beneficial and fun thing to do. Considering that

point, great support from the university to provide facilities such as various reading materials both fiction and non-fiction and convenient and student-friendly place are greatly expected.

## REFERENCES

- Arnold, N. (2009). Online extensive reading for advanced foreign language learners: an evaluation study. *Foreign Language Annals*, 42(2), 340 – 366.
- Banno, E. & Kuroe, R. Effects of extensive reading on Japanese language learning. In M. Gobert (Ed.), *Proceedings of the Third World Congress o Extensive Reading*. Extensive Reading Foundation
- Beard, V. (2005). Individual determinants of participation in community development in Indonesia. *Environment and Planning C: Government and Policy*, 23(1), 21-39.
- Boakye, N. A. Y. (2017). Exploring students' reading profiles to guide a reading intervention programme. *Canadian Center of Science and Education*, 10(7).
- Bowen, J. (1986). On the political construction of tradition: gotong royong in Indonesia. *The Journal of Asian Studies*, 45(3), 545-561.
- Castillo, A. I. & Bonilla, S. J. (2014). Building up autonomy through reading strategies. *Issues in Teachers' Professional Development*, 16(2), 67-85.
- Central Connecticut State University. (2016, March 27). *The world's most literate nations*. Retrieved from <https://webcapp.ccsu.edu/>
- Creswell, J. W. (2009). *Designing and Conducting Mixed Methods Research*. Sage Publication: Thousand Oaks.
- Day, R. & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2).
- Day, R. R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14, 136–141.
- Extensive Reading Foundation. (2011). *The Extensive Reading Foundation's Guide to Extensive Reading*. Extensive Reading Foundation.
- Geerts, C. (1962). The rotating credit association: a “middle rung” in development. *Economic Development and Cultural Change*, 10 (3), 241-263.

- Guo, S.C. (2012). Using authentic materials for extensive reading to promote English proficiency. *Canadian Center of Science and Education*, 5(8).
- Iftanti, E. (2012). A survey of the English reading habits of EFL students in Indonesia. *TEFLIN Journal*, 23 (2).
- Iwahori, Y. (2008). Developing reading fluency: a study of extensive reading in EFL. *Reading in a Foreign Language*, 20(1).
- Kalangi, T. (2017, January 4 ). The case of reading and preserving Indonesia literature. *The Jakarta Post*. Retrieved from <http://www.thejakartapost.com/life/2017/01/04/the-case-of-reading-and-preserving-indonesian-literature.html>
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Harlow: Longman
- Krashen, S. D. (2004). *Free Voluntary reading: New Research, Applications, and Controversies*. Paper presented at the RELC conference, Singapore, April, 2004.
- Mede, E., Incecay, G. & Incecay, V. Fostering learner autonomy through extensive reading: case of oral book reports. *ELT Research Journal*, 2(1), 16-25
- Mermelstein, A.D. (2014). Improving EFL learners' reading levels through extensive reading. *The Reading Matrix*, 4, 227 – 241.
- Mori, S. (2015). If you build it, they will come: from a “field of dreams” to a more realistic view of extensive reading in an EFL context. *Reading in a Foreign Language*, 27 (1), pp 129-135.
- Munir, S. (2016, April 28). Minat baca rendah, mayoritas warga Indonesia hobi nonton televisi. *Kompas*. Retrieved from <https://regional.kompas.com/read/2016/04/28/21020061/Minat.Baca.Rendah.Mayoritas.Warga.Indonesia.Hobi.Nonton.Televisi>
- Nation, I. S. P. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, 63, 59–82.
- Rahayu, E. Y. & Februariyanti, H. (2015). Implementation of online reading assessments to encourage reading interests. *Canadian Center of Science and Education*, 8(11).
- Reutzel, D. R. (2006). “Hey, teacher, when you say ‘fluency,’ what do you mean?”: Developing fluency in elementary classrooms. In T. V. Rasinski, C. Blachowicz, & K. Lems (Eds.), *Fluency instruction: Research-based best practices* (pp. 62–85). New York: Guilford.



- Ribka, S. (2016, March 24). *As illiteracy rate lower, RI struggles with reading habit*. Retrieved from <http://www.thejakartapost.com/news/2016/03/24/as-illiteracy-rate-lowers-ri-struggles-with-reading-habits.html>
- Ribka, S. (2016, March 24). *As illiteracy rate lowers, RI struggles with reading habits*. *The Jakarta Post*. Retrieved from <http://www.thejakartapost.com/news/2016/03/24/as-illiteracy-rate-lowers-ri-struggles-with-reading-habits.html>
- Richard, J.C. & Schmidt, R. (Eds.). (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed.). London: Longman.
- Safaeia, L. A., & Bulca, M. (2013). Extensive Reading and Creative Practices. *Procedia - Social and Behavioral Sciences*, 70(25), 592-597.
- Salikin, H., Bin Tahir, S. Z., Kusumaningputri, R., & Yuliandari, D. P. (2017). The Indonesian EFL learners' motivation in reading. *English Language Teaching*, 10(5), pp 81-90.
- Savaş, B. (2009). An application of extensive reading to English for academic purposes programs at tertiary level for functional academic literacy: A Turkish case-study. Retrieved from <http://journals.openedition.org/asp/254>
- Stoeckel, T., Reagan, N. & Hann, F. (2012). Extensive reading quizzes and reading attitudes. *TESOL Quarterly*, 46(1).
- Tomlinson, B. (2011). *Material Development in Language Teaching*. Cambridge: Cambridge University Press.
- Umam, C. (2015) Using informal articles in extensive reading program: a personal experience. *Al-Ta'lim Journal*, 22(3).