

The Students' Strategies to Engage with Extensive Reading

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ABSTRACT

Extensive reading (ER) is an approach of learning reading which is usually regarded as the opposite of intensive reading. Extensive reading is an independent reading in which the learners read the material they choose themselves. The principle of extensive reading is letting the readers choose the reading material based on the readers' necessity and ability meanwhile intensive reading is handled by the teacher for all the class necessity. The investigation conducted in English Department of Ponorogo Muhammadiyah University showed the students using some strategies to overcome the problems in ER activity which are in an accordance with ER principles.

Keywords: *Strategies, Extensive Reading.*

1. INTRODUCTION

Based on several studies extensive reading is an approach of learning reading skill which is believed to be able to develop the learners' skill [1] [2]. This approach is different from conventional reading learning mostly implemented in reading class that is intensive reading. Intensive reading is an approach which most activity is handled by the teacher, meanwhile extensive reading lets the learners to manage their own reading activity. The main principle of extensive reading is making the learners free to choose the readers based on their necessity and ability. The time of reading is longer because it is conducted in the class session and at home as well. ER is also able to change the learners' perception about reading better [3] [4].

ER gives more chance for the learners to read but the implementation of ER is not easy. The learners should have a good motivation well since they should be able to decide the readers they really need and suitable with their ability in reading. As it is stated by Day and Bramford, the most influential promoter of ESL context, that ER can be implemented for all level learners because the principle of selecting readers is conducted by themselves based on their interest and reading ability. There are ten principles of ER which are proposed by Day and Bramford: (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; (10) The teacher is a role model of a reader [5].

As the lecturer of reading in English Education Department of Ponorogo Muhammadiyah University, the researcher has implemented ER for all level learners though it is partially done especially for intermediate level. It is a fact that during ER implementation the students faced some problems. The previous study on the students' reading strategy showed that their mastery of reading strategies was not sufficient so it made their reading skill insufficient too [6]. Their ability to use internet as the sources of reading material also was not satisfying most students could not select the suitable material available in the internet [7].

Based on the above explanation this study will expose the result of investigation on the students' strategies to engage with extensive reading.

2. RESEARCH METHOD

This study used a qualitative descriptive approach in order to describe the facts of the students' strategies in doing extensive reading as well as possible due to the difficulties during the activity. To obtain the data, mixed

method by Cresswell was conducted. There are qualitative instrument getter: interview and quantitative one namely questionnaire. Both data were collected at the same time and then they were integrated to get the result, this approach used concurrent mixed method [8].

The subject is students of English teaching trainee of Ponorogo Muhammadiyah University who was taking reading class from semester two, four, and six. The second and fourth semester students were in the class of intermediate and advanced reading in which the class process using intensive method and extensive one outside the class meanwhile the sixth semester student fully undertaking the extensive reading in the class as well as outside the class. The time to collect the data was during even semester of 2019/2020.

The data used as they were stated previously: questionnaire which proposed some questions about the students strategies to do their ER activities, it was delivered in order to get many information from many correspondences at the same time and the interview was conducted to get a deep and more detail information from the students. Both data were supported with the

documents that are the students' assignment in the form of reading journal and also the review of the articles they had read. This process was to know how far the students comprehended their choice of reading material.

To analyze the collected data, the concurrent triangulation strategy was operated in which the qualitative and quantitative data were taken at the same time and then compared to decide whether there is a convergence, a difference, or a combination of both as well [8]. Before the analysis was done the questionnaire results was computed in percentage score meanwhile interview was conducted through several phases: selection, reduction, display in a narrative and the last is drawing a conclusion and verification process. The supporting data was analyzed based on the students' works on their assignment.

3. FINDING AND DISCUSSION

Based on then ten principles of ER proposed bay Day and Bramford, we can say that the most are related to the students' action and the two last principles are related to the teacher as it is depicted in the following table 1.

Table 1. The Classification of Day and Bramford's ER Ten Principles

No.	Principles	Scoop
1	The reading material is easy	Reading material
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	Reading motivation
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 slowe	Reading strategy
8.	Reading is individual and silent	
9.	Teachers orient and guide their students	The teacher's role
10.	The teacher is a role model of a reader	

Let's see the first classification, that we assume the first three principles are about the availability of the reading material that can be chosen the students as easy as possible. It is known that today's access for having the reading material is easier than it was in a decade ago. The internet is able to provide the readers with unlimited numbers of reading material sources. In accordance with **Table 2.** Reading Material Sources

the second principle: a variety reading material on a wide range of topics must be available, the existence of internet becomes the first place for the readers to get the reading material, as all students chose the internet as the source of their material for reading. The following table 2 is showing this case:

Reading Material Sources	Number of Studens	
Campus Library	6	13%
Internet	48	100%
Friends	24	53%
Lecturers	3	6%
Book store	33	73%

From the table 2 it is known that even the real library can be defeated by the other sources. The term “library” in creating the availability of material now has been shifted by the e-library, without going to campus library learners can access the readers they want on their site, no procedure, no moving from one book rack to another. The data above is also supported by the student’s reason why they choose internet rather than the others from the result of interview. According to students’ opinion internet is easy to access to get what they wanted to read, they just typed the topic they needed on the searching machine such as google and they had the choice for only several seconds. The internet provided almost everything they needed, as a student said: “I like to follow the update news as my regular reading activity, and I get from the

social media or other kinds such as online news platforms”.

Meanwhile the reason not to choose campus library for getting the readers is when it was compared to internet they could get anything from the internet effectively and efficiently rather than from the library besides, they added, the procedure in the library was more than getting from the internet. The book store was the second place to get the material and followed by their friends. It was also an interesting fact found that the lecturers were not the one that they like to get the material.

The following table 3 describes what type of texts the students chose, from this table it indicates the level of difficulty of their reading material.

Tabel 3. Description Of The Material Read By The Students

Level Of Proficiency	Text type	Vocab	Sentence Structures	Text Structure	Topic	Source
Intermediate	Narrative, descriptive, explanation	Basic words > context words	Simple > complex	Simple > complex	Folktale, animal, plant, things, popular knowledge	Internet
Advanced	Descriptive, argumentative, discussion, explanation	Context word > basic words, technical terms	complex	complex	Science, popular knowledge,	internet

From the table 3 above the level of difficulty was different, it was matched with the their level of proficiency. The students of intermediate level preferred to choose descriptive and narrative which had simple structure of text and sentences’ they also read explanation text that contained simple knowledge. These chosen texts used the well-known words in their daily communication but the technical terms were rarely found.

is novel however it was found that not all students read the book continually. Several students that had been reading were the students had already had interest on certain kind of book, as it was said by a student that he had already liked reading novel since he was in high school and now he still reads it especially e-novel that he had the privilege to access from the internet. The other kinds of material are magazine, newspaper, and articles whether in printed or electric form.

Based on the sources of the material the students had already had the experience of reading book and the most

Tabel 4. Kinds of Reading material Form

Kinds of Reading Material Form	Students number	
Book (e-book or printed)	48	100%
Newspaper (e-newspaper or printed)	24	53%
Magazine (e-magazine or printed)	12	27%
Popular article (digital)	27	60%
Article of scientific journal (digital or printed)	16	36%

From the table 4 above it is found that not many students read the magazine though this one has many varieties of topic and also only few students had read scientific journal. It happened because only students of advanced level had already known well the scientific journal.

The next strategy is how the students’ motivation to keep reading. Some students that had already been interested with a certain topic usually had strong motivation to keep their reading, as it is mentioned in the choice of reading material kind, that they still continued their reading that they had started since high school, and they could adjust the form of the book from printed into

digital. Some students spent some hours a day to read intentionally: “I could read for three hours per day and sometimes more if I read books that are very interesting.” Such kinds of students usually are strong readers who have been successfully implementing their ER. They had a belief that the more they read the more they are skilled

Tabel 5. Reading Comprehension Difficulties

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Word Meaning	12	27%
Sentence structures	18	40%
Text structures	30	67%
Background knowledge	27	60%

The difficulties in text structure is also supported by the fact that most students liked reading descriptive and narrative which have simple text structures than the other types. The lack of background knowledge of the topic and language features are also the problems possessed by many students.

To overcome those problems the students solved with many ways, however many of them use the internet. “I often find through the google searching whenever I get the difficulties in my reading, and even I get You Tube to get a clearer description or explanation especially the topic.” Sharing with friends also they did, through the discussion they thought it helping too. Read and read till several times on the parts that they did not understand one of ways they often did.

4. CONCLUSION

Based on the finding and discussion it is found that (1) the students use certain strategies to keep their reading motivation up such as reading as many as possible in a specific and comfortable time and place, they also read with a certain purposes such as updating the information and entertaining; (2) to get the reading material most students used the internet sources with the reason of effectiveness and efficiency, they did not choose the campus library and instead; (3) the last is the reading strategies they used to comprehend the material: basic reading strategies such as scanning, skimming, and the use of dictionary, the use of context was applied by upper level, references from other sources in the internet and also their friends’ help.

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but the less strong reader must keep their mood for reading by having the comfortable time and place.

The last principles related to the student’s strategy are reading strategy. It is technical thing that the readers must master in order to comprehend what they read (table 5)

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