

The Implementation of Extensive Reading and the Contribution to Students' Independent Learning.

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Abstract

This research concerns with the implementation of extensive reading and the contribution to students' independent learning. In addition, the purposes of this research are to explore the implementation of extensive reading at SMP in Malang and to inspect the contribution of extensive reading to the development of the students' independent learning at SMP in Malang. This research used descriptive qualitative design. This research aimed to define the contribution of extensive reading to the development of the students' independent learning at SMP in Malang. Moreover, the instruments that used in this research were questionnaire and interview. Based on the result of data analysis, the researcher can conclude that all respondents implemented the extensive reading. In addition, the application of extensive reading at SMP in Malang should adjust the school situation because it should adjust the available time. There was not much time available to implement a well-scheduled extensive reading. In addition, the teacher tried to overcome this problem by providing time to implement extensive reading both using part of the class allocation time and at the inactive hour in class. Furthermore, there were nine categories of the questions developed into twenty-eight statements in the form of close-ended questionnaire to examine the contribution of extensive reading to the development of the students' independent learning. All in all, from all statements could be concluded that the majority of the students agreed with the statements contained in the questionnaires. It can be concluded that, extensive reading has a contribution on students' independence learning at SMP in Malang.

Keywords: Extensive reading, Independent learning

INTRODUCTION

The language is the basic for communication between humans. In addition, English is one of the international languages. Mastery of English becomes an absolute obligation for the industrial era 4.0. Furthermore, one of the ways of improving the mastery of English skill is to read a lot. Darmawan (2018) stated that one of the competencies that must be possessed by the millennial generation is literacy mastery

such as information and communication technology literacy; information literacy and media. In addition, literacy can be in form of digital. Literacy in digital form also has a major influence for the readers. So, reading activity is important because we can learn from read and vice versa. The more you read, the better you understand. The better the reading comprehension, the more knowledge gained from it. Thus, reading comprehension is required to support the people in improving human life in this era. OECD-PISA (2015) revealed that the mean score of reading performance of Indonesian, i.e. 409 (girls) and 386 (boys). Further, the highest mean score of reading performance for boys were Singapore (mean score was 525) and the highest mean score of reading performance of girls was Finland (mean score was 551). That is, Indonesia has the lowest performance in a term of reading performance. In addition, World's Most Literate Nation of Central Connecticut State University in the US (2016) stated that Indonesia won second-least position in reading interest from 61 countries. It was after Thailand and before Botswana. Those researches showed that the Indonesian reading habit is very low. It has an impact on the quality of human resources to face the industrial era of 4.0.

Reading has an important role in developing human resources. Reading habits in Indonesia must be campaigned and carried out starting from the lowest level of education. Unfortunately, the students have a different awareness in reading. Suhana and Haryudin (2017:57) stated that reading habit makes the readers automatically develop their way of thinking and construct their ideas perfectly. Moreover, families have a significant role of initiating reading habits. One of them is to get used to reading stories to children. The pattern of educating children in the family influences children's habits in the learning process. Based on the situation and condition that occurred, the researcher chose extensive reading to be the solution. Cahyono and Widiati (2006:47) stated that "Extensive reading suggests reading at length, often for pleasure and in a leisurely way. It is conducted outside the classroom such as at the self-access center and library (that is, places where learners can get the reading materials), and at home". Extensive reading is an activity in which readers carry out their own literacy for a certain period of time that is sustainable every day. Students' independence in reading guides them to choose books they like, the right place, and the right time so they can start reading and ending without compulsion. The readers will read happily. Then, the reader will develop the reading skill automatically. Moreover, many researches on the extensive reading have been carried out in various categories. Dickinson (2017) conducted a research on "Effects of Extensive Reading on EFL Learner Reading Attitudes". He explores the effects of extensive reading (ER) activities on aspects of the reading attitudes of EFL learners at Japanese university. He used the questionnaires to get the data and students evaluations on reading

attitudes. His analysis data showed that there is positive effect. The result of this research revealed that implementing extensive reading activities in EFL courses can improve learner motivation and L2 reading attitudes. The second, the research about the effect of extensive reading was on Iranian EFL learners' motivation for speaking by Rahmany, Zarei and Gilak (2013). There were 60 students consist of 20 elementary, 20 intermediate and 20 advanced level at a library's English institute. The research has done for two semesters. The researcher used the questionnaire taken from the expert to get the data. The result showed that there is no correlation between learners' speaking motivation and reading extensive. In addition, reading extensively with a variety of books does not give effect to the students' speaking motivation because reading does not inspire to speak with others. They do not come face to face with something that can communicate and respond to each other. All of the researchers stated above are about the extensive reading in certain topic. Therefore, the researcher is concerned in conducting a research entitled "The Implementation of Extensive Reading and the Contribution to Students' Independent Learning".

METHOD

This research used descriptive qualitative design because it was intended to know the implementation of extensive reading at SMPN 21 Malang. This research aimed to describe the contribution of extensive reading to the development of the students' independent learning at SMPN 21 Malang. In collecting the data, the researcher used two instruments, i.e. questionnaire and interview. The researcher used questionnaire as a primary instrument to collect data. The researcher chose a semi- or partially structured interview as supporting data.

After validating questionnaire to the expert, the researcher distributed the questionnaire to the English teacher at SMPN 21 Malang. After all questionnaires were collected, the researcher conduct interview to gain more information which could not be obtained through questionnaire. The researcher asked all the questions found in the interview guide. Then, the researcher took a note the results of the interview during the interview. Further, the researcher did not use a recording device in the interview. At the end of interview, the researcher read the note to confirm the result of interview.

After the researcher collected data from the questionnaire and interview, the researcher analyzed the data through three stages.

a. Data Condensation

In this steps the researcher selecting or classifying the data from the result of questionnaire and interview of the English teacher. In addition, on the results of student questionnaires, researcher collected the results of all questionnaires from students totaling two hundred and eight questionnaires spread over

three levels at SMPN 21 Malang. Further, the researcher analyzed the data by analyzing the results of the questionnaire. Then, the analysis was continued by analyzing the results of interview where the results of the interview were used for additional data information to complete the results of the questionnaire in answering the statement of problems in this research.

b. Data Display

At this step, the data has been structured in detail and completely answering the statement of problems in this research and then formulated to draw conclusions.

At this step, after obtaining the questionnaire data from the teacher and students, the researcher classified the results both from the teacher and students. The researcher made a recapitulation of data in which the researcher divided the answers to the statements into four categories: strongly agree, agree, disagree, and strongly disagree. From these four categories of answers, the researcher classified how many answers from each category and percentage the answers from the four available answer categories.

c. The third stream of analysis activity is conclusion drawing and verification.

From the start of data collection, the researcher was beginning to decide what things mean-is noting regularities, patterns, explanations, possible configuration, causal flows, and propositions. Finally, conclusion was drawn according to the data and the statement of problems in this research. In the last step, the researcher drew conclusions from the results of both the teacher questionnaire and student questionnaire. Furthermore, researchers formulated the findings, discussions, and conclusions qualitatively.

RESULTS

The students of SMPN 21 were used to performing extensive reading outside and inside the classroom. Furthermore, the teacher brought extensive reading activity inside the classroom, especially in language classes, including English. English teachers used extensive reading as a method of learning in the classroom with certain materials. In the first question of the questionnaire, the researcher asked question about how the teachers included extensive reading in the classroom activity. English teachers used extensive reading as a learning method. It meant that in the planning of learning owned by teachers, they arranged learning activities by involving extensive reading. So, the students implemented extensive reading in all learning materials in class. Furthermore, the teachers did not only ask students to read but also they asked them to summarize the reading results and wrote down their opinions related to what they have been read.

The second question of the questionnaire was about time allocation used to apply extensive reading every week. Extensive reading was conducted at the last two meetings with narrative text in one week. This activity was carried out after the teacher explained the linguistic elements and the structure of the narrative text. . However, the teachers also implemented ER on the other material and other learning topics as a habit of the students to keep reading by giving suggestions or instructions to perform readings related to learning material contained in the table of content.

The third question of the questionnaire was about choosing between applying extensive reading and not. In SMPN 21, extensive reading has become a daily school program called as school literacy.

The next question of the questionnaire was about choosing material. The teachers chose material about texts related to folklore (fairy tales). The teachers gave examples of how to find the best reading material. They also asked the students to look for as much reading material as possible freely, not necessarily the same as that presented by the teachers in class. The further question of the questionnaire was about giving the students choice to read printed English books or English material on the Internet (Online) in class. The teacher gave them opportunity to read reading books available in the library. There were some students who also carried printed books from their homes or borrowed their friends. In addition, the teacher gave the students opportunity to read from internet sources (Online). The students were permitted to carry laptops or smartphones in class for certain activities such as extensive reading activity.

The next question was about how the teacher measured the level of success of the students who implemented extensive reading. The teacher measured the effectiveness of the implementation of extensive reading through summaries and comments that the students made after they performed extensive reading. The teacher looked at the students' reading report whether they had read a number of books in a week or not. Then, the teacher saw the results of the presentation and discussion conducted by the students after reading. Finally, the teacher looked at the score obtained from doing the assignments and the student's daily assessment.

The last is about the components contained in Independent Learners. Fifty to eighty percent of the students taught by English teachers have three components stated by Taylor (1995:3). From the three components consisting of attitude (accepting the responsibility of learning, looking at problems as challenges, the desire to change and the desire to learn); characteristics (motivated, showing initiative, independent, self-discipline, self-confidence, having goals, happy learning, high curiosity, and persistent); skills (good basic learning skills, set time division, final goal plan), the students already had the characteristics of the components above, but still

needed encouragement from teachers, parents, and a supportive environment to be truly independent learners.

All in all, the result showed that all respondents implemented the extensive reading by adjusting to the situation at SMPN 21 Malang.

The contribution of extensive reading to the development of the students' self-learning was taken from the questionnaires distributed to the students. There were nine categories of the questions developed into twenty-eight statements in the form of close-ended questionnaire. The nine categories were attitude towards learning, learning responsibility, motivation and self-confidence, ability to plan learning, ability to use learning opportunities, ability to manage information, ability to apply learning strategies, assessment of learning processes, and evaluation of learning success/results.

Table 1. Students' attitude towards learning

No	Components	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
15.	I would like my hobbies during my leisure time to be didactic	88	42%	98	47%	21	10%	1	0%
24.	While planning a new day, I prioritize time for learning	37	18%	119	57%	46	22%	5	2%

The students had good learning priorities. They could manage their time well in learning. In addition, the students still prioritized learning and could learn more even though in their free time to pursue other things or their hobbies.

Table 2 The students' learning responsibility

No	Components	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
2.	I should use the internet for learning purposes, instead of having a good time	40	19%	155	75%	12	6%	1	0%
14.	I hold myself responsible for my learning	30	14%	150	72%	27	13%	1	0%
19.	To learn a new subject without difficulty, I should learn related previous subjects well	76	37%	120	58%	12	6%	0	0%

This showed that the students had an awareness of learning responsibilities by using other supporting facilities appropriately to assist them in understanding learning material. In addition, they could use of the internet in learning appropriately.

Table 3 The students' motivation and self-confidence

No	Components	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
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10.	If I am motivated to learn something, any distracting factors do not sidetrack me from my objective	72	35%	124	60%	10	5%	2	1%
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It showed that, they had self-awareness and self-motivation towards what factors could hinder the goals they wanted to achieve. Further, departing from the students' awareness of the factors that were blocking, the students could find the right way to overcome the problems they were facing.

Table 4. Students' ability to plan learning

No	Components	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
3.	I can solve the problems I encounter during learning based on cause and effect relationship	41	20%	156	75%	9	4%	2	1%
6.	I organize my study hours by making plans	64	31%	117	56%	26	13%	1	0%

16.	I must know clearly and implicitly the objectives of the new subject to be learnt	52	25%	144	69%	12	6%	0	0%
20.	Generally, I try to finish my homework at the last moment	31	15%	113	54%	59	28%	4	2%
25.	I review the previous knowledge that forms the basis for the new subject when I start to learn something new	36	17%	132	63%	37	18%	1	0%

The results showed that the majority of the students had the ability to plan learning. Moreover, the majority of the students planned to manage their time in learning. Then, they used the time according to their needs.

Table 5. The students' ability to use learning opportunities

No	Components	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
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21.	When I want to learn a new subject, I know which learning resource I should use	32	15%	145	70%	30	14%	0	0
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The result showed that seventy percent of the students had the ability to use learning opportunities. They would understand so many learning resources so that they were able to choose and use these opportunities to support their ability to understand new things they were learned.

Table 6. The students' ability to manage information

No	Components	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
4.	My friends say that I suggest interesting new ideas while discussing the learning process	16	8%	130	63%	59	28%	3	1%
26.	I can produce alternative methods to find solutions when I solve a problem	43	21%	129	62%	35	17%	1	0%

28.	Generally, I have difficulty in integrating information I obtained from different resources	25	12%	87	42%	83	40%	13	6%
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The majority of the students agreed with the statements in the questionnaire. However, overall students still faced difficulties in integrating a variety of information so that it could be an appropriate choice of information and useful for their learning performance. At least, the students had been helped by presenting alternative solutions and solved the problems in learning process.

Table 7. The students' ability to apply learning strategies

No	Components	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
1.	I take notes the important points when learning a new subject	83	40%	119	57%	6	3%	0	0%
7.	I underline the important parts while reading texts	59	28%	121	58%	28	13%	0	0%
11.	I pay attention to establish	35	17%	159	76%	14	7%	0	0%

	relations between concepts when learning a subject								
27.	I experience difficulty using different learning strategies during learning process	21	10%	81	39%	96	46%	10	5%

It was proven by students being able to note important points in learning, having special notes in reading texts and being able to connect between concepts in the learning process. On the other hand, there were still a small proportion of the students having difficulty using learning strategies in the learning process.

Table 8 The students' assessment of learning process

No	Components	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
12.	After each learning process, I think about what I should do to be more successful	95	46%	103	50%	10	5%	0	0%

13.	During each learning process, I question myself regarding whether or not I have made use of the internet for my purposes	32	15%	136	65%	37	18%	3	1%
17.	After each lesson I question myself whether or not I used the course materials adequately and systematically	34	16%	144	69%	28	13%	2	15
22.	I believe that active participation in the learning process ensures the permanency of my	73	35%	122	59%	11	5%	1	0%

knowledge

The students had the ability to perform self-assessment in the learning process. They could find alternative solutions to be better in the learning process. The students introspected themselves whether they had used learning facilities, such as the internet, to maximize the learning process.

Table 9 Students' evaluation of learning success/ results

No	Components	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
5.	The result of an examination is not an indicator of my learning achievement	49	24 %	67	32 %	78	38 %	14	7 %
8.	I am aware that the knowledge that I obtain when I study immediately before the examination is not permanent	32	15 %	66	32 %	95	46 %	15	7 %
9.	If I can relate the new concepts to old knowledge, the learning is successful	50	24 %	143	69 %	14	7%	1	0 %
18 .	I always assess my achievements in	48	23 %	123	59 %	34	16 %	3	1 %

	the exercises/homework I completed								
23	After each learning process, I assess whether or not I achieved the objective and outcomes I identified at the beginning	38	18	145	70	23	11	1	0
.			%		%		%		%

They could find out the results of the process that had been carried out as their achievements. The students who had planned their learning at the beginning will evaluate it at the end of their learning process. They known whether the goals they had planned succeed or not. All in all, from nine categories of the questions developed into twenty-eight statements could be concluded that the majority of the students agreed with the statements contained in the questionnaires.

DISCUSSION

Based on the instruments distributed to the teachers and the students related to the research on The Implementation of Extensive Reading and the Contribution to Students' Independent Learning, the researcher could state that SMPN 21 has implemented extensive reading with the typical environment of SMPN 21 Malang. The application of extensive reading at SMPN 21 Malang was through the School Literacy program. In this program, the students were required to gather in the school yard at 6.45 AM every effective school day. They had fifteen minutes to read extensively on the school grounds. The teachers were also involved in this activity. This program started from the habituation of students to love reading. Moreover, the teachers of SMPN 21 Malang implemented extensive reading as a learning method in class. Beginning with the habit of reading both the teacher and the students continued to the development stage where the students did not only read but also summarizing and writing down related opinions that they read then ended in the literacy ability of students in all subjects. This was in line with Education and Culture Minister Regulation (Permendikbud) No. 23 of 2015 which concerned growing interest in reading, improving literacy and improving literacy in all subjects. Unfortunately, in the implementation of extensive reading in school, school did not

provide very much time because the schedule in school was conditioned by curriculum needs that must be run according to the National Education Standards Agency. In the literacy program, the students were asked to make notes related to whatever reading material had been read. The notes could be in the form of comments from what they had read or interesting summaries made by the students. In other words, records whether the results of the reading summary or comments from students who had read were the way the teachers measured the impact of extensive reading that had been done. Firda (2018:24) argued that, "extensive reading is reading for enjoyment; fast reading aimed at understanding the whole idea of the text; reading for free which let the students to read many books they like; and reading something in large amount." Furthermore, for the contribution of extensive reading to the students' independent learning, the researcher used nine categories of questions. All in all, from the results of the questionnaire distributed to the students, it can be concluded that the students of SMPN 21 Malang already performed independency. It proved that extensive reading carried out so far had contributed to the student independency and to the achievement of learning outcomes.

CONCLUSION

The research on the implementation of extensive reading and the contribution to students' independent learning produced two findings. First, the result showed that all respondents implemented the extensive reading by adjusting to the situation at SMPN 21 Malang. In addition, the application of ER in school should adjust the school situation because it should adjust the available time. There was not much time available to implement a well-scheduled ER. Breaking time for school library visit seen to be insufficient for students to use in reading fun. As the result, the teacher tried to overcome this problem by providing time to implement ER both using part of the class allocation time and at the inactive hour in class. Moreover, the English teacher adopted the extensive reading activity at school to be continued in class. The teacher also continued by encouraging the students to implement extensive reading with learning topics. Second, there were nine categories of the questions developed into twenty-eight statements in the form of close-ended questionnaire. The nine categories were attitude towards learning, learning responsibility, motivation and self-confidence, ability to plan learning, ability to use learning opportunities, ability to manage information, ability to apply learning strategies, assessment of learning processes, and evaluation of learning success/results. Furthermore, from nine categories of the questions developed into twenty-eight statements could be concluded that the majority of the students agreed with the statements contained in the questionnaires.

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