An Evaluation of Extensive Reading Program : Principle Conformity and Increasing of Students Reading Habit

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Abstract

This research aims to discover whether extensive reading has fulfilled the extensive reading program principle and whether the program is able to emerge reading habit. This research was conducted due to the evaluation of an extensive reading program that has rarely been done and the program has not significantly been able to increase library visits as an indication of good reading. This research will provide insight for educators, decision makers and students about the implementation of extensive reading programs so that programs can be carried out better. This research is descriptive research which is categorized into qualitative research. data obtained through observation and group interviews. data was analyzed using Miles and Hubberman models. research found extensive reading has not fully fulfilled the extensive reading principles. Some students struggle with reading, wherein there is a lot of difficult vocabulary. Besides, students' reading habits have emerged. students are glad to read online through a reading application.

Keywords: program, evaluation, extensive reading (ER) program

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah program extensive reading telah melaksanakan prinsip extensive reading serta apakah program mampu memunculkan kebiasaan membaca siswa. Penelitian dilaksanakan karena evaluasi program extensive reading jarang dilaksanakan serta program tersebut belum dapat meningkatkan kunjungan ke perpustakaan secara siginifinikan dimana ini merupakan indikasi meningkatnya kecintaan peserta didik untuk membaca. penelitian ini akan memberikan wawasan kepada pendidik, pembuat keputusan dan peserta didik tentang pelaksanaan program sehingga program dapat dilaksanakan dengan lebih baik. penelitian ini merupakan penelitian deskriptif yang merupakan penelitian kualitatif. data diperoleh melalui pengamatan dan wawancara kelompok. data dianalisis menggunakan model Miles and Huberman. Hasil penelitian menunjukkan program extensive reading belum sepenuhnya memenuhi kriteria extensive reading. beberapa peserta didik masih kesulitan dalam membaca dimana banyak kosakata yang sulit ditemukan. Selain itu, kebiasaan membaca peserta didik sudah mulai muncul. peserta didik menyenangi membaca daring melalui aplikasi membaca.

Kata Kunci: *program, evaluasi, extensive reading (ER) program.*

1. Introduction

Reading is a process to comprehend the meaning of text. It comprises a risk because reader have to pass the puzzle-solving stages, infer the meaning, and decide what to keep and not to keep, and continue (Brown, 2001) Cook quoted by (Harmer, 2007) identified that reading does not only include the knowledge but also it also imply the pre-existing knowledge of the world.

In this case, there are two approaches which are usually applied (Erfanpour, 2013) Firstly, an intensive reading approach. It is a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. It is implemented under teacher's guidance and tasks to make students have an eye to text. It is required students' attention to grammatical forms, discourse marker, and other surfaces structures details for the purpose of understanding literal meaning, implications, rhetorical relationship and the like (Brown, 2001) Then, the central point of intensive reading is unable the students to deconstruct the text to discover main idea, supporting details, and discrete information (Elturki & Harmon, 2020) and it also implies reading strategies (Yulianti, 2020).

In addition, the second reading approach is called extensive reading (ER). It refers to free reading or book flood which encourages students to read a large amount of reading material (Quinn, 2018).   Likewise, Quinn explained it requires the reading of large quantities of material, directly and fluently. It may consist of reading for fun, reading technical, scientific or professional material (Yulianti, 2020). It aims to read abundant reading material with pleasure in targeted language. it requires easy to read and fun text (Elturki & Harmon 2020) In the same way, (Ono et al, 2004) noted students should read a lot of easy English text. Learners are required to read text for information and fun with the general understanding of reading material as the end goal. They are encouraged to select their own text , to stop if the text is not easy, to read varieties of text. Thus, these experts share the same perspective about extensive reading that it should be fun, easy reading material and recommend reading a large amount of text wherein students have a right to choose the text, stop reading the text or continue it. Then, extensive reading also encourages students to love to read in target language by exploring the varieties of genre.

Moreover, there are several key principles of extensive reading which need to be noticed in order to grab the successful ER program (Renandya, 2007). a) read abundant reading text for meaning, pleasure, information and enjoyment in order to form the reading habit and to gain the advantages for academic achievement and grow empathy (Mak & Fancourt, 2020). Learners are suggested to read one book every two or three weeks (Mikulecky & Jeffries, 2005). Besides, it enables the student to obtain certain language skills and to understand the text better (Abdullah et al, 2012). It hints that the students on an extensive reading program are not burdened with reading text. the text must be suited with their level of both vocabulary and sentence structure, so that they start to love reading activities. b) select reading material. the reader has the right to pick reading material and decide to stop if reading text is boring and difficult. It is suggested to supply variatif reading material and reading encouragement activities (Samsuddin & Mohd Khalid, 2021) so that the student can select the reading material corresponding to their ability. c) reading material varies in terms of topic and genre. students should be exposed to numerous reading texts. Consequently, it needs to develop independent learning through extensive reading (Al-Baihaqi, 2020) d) reading material suits students comprehension level. the students can utilize graded reading book which is highly suggested for learning activities (Supartinah et al 2020) e) students involvement in post-reading activities to boost learner's thinking and enjoyment and to promote further reading f) teacher as reading model by providing motivation or telling favorite book g) teacher and students keep track of learner's advancement. Thus, this principle explains to the educator how to implement an extensive reading program in the classroom.

The program should ensure the students can read as much as possible for pleasure, information and general understanding by matching the reading text with students' proficiency

level. It is recommended to provide a wide variety of reading text and post reading activities which support the learner for long life reading.

In addition, extensive reading is applied in the classroom as an extensive reading program. it aims to provide encouragement for students reading activity and to habituate reading in students behavior (Zuhri, 2016) because research found that Indonesian students tend to have bad reading habit (Iftanti & Shofiya, 2018) Consequently, students should be motivated to read extensively to enhance their reading skill and to obtain knowledge through reading (Tien, 2015)Related to this, Kwon et al informed the five factors for extensive reading success: online level-up system, teacher intervention, integration with the curriculum, school-level support, and parents' awareness of literacy (Kwon et al, 2017). Moreover, the teacher should be a student's replica which not only encourages them to read but also applies what he said. He must understand that students' less interest in reading may be caused by his failure to enhance students' eagerness to read. Then, the teacher has to pay attention to every technique done in class which may lessen students interest and eagerness which the students might have had in the beginning. Therefore, a better English teacher would be better to enhance students' English and assist them to read with pleasure (Krishnan et al 2009). In brief, extensive reading programs arise because students are reluctant to read but the reading habit is crucial to obtain knowledge and improve English skill. In this program, the teacher needs to motivate the students to read by demonstrating it through the teacher's reading habit and teacher's English skill.

Besides, there are several studies which are similar but they have dissimilar research cores. Firstly, Lin's research entitled "Learning English Reading in a Mobile-Assisted Extensive Reading Program" revealed students who practice extensive reading through mobile devices outperformed the students who perform extensive reading through desktop PC in terms of reading achievement and appreciation to online extensive reading programs (Lin, 2014). It means the utilization of mobile devices in an extensive reading program is able to increase students' reading achievement because of mobile device practicality itself. The other research which focuses on the describing of extensive reading using book club discussion in writing class remarked that the implementation of book club discussion in ER program has a positive effect on students reading and writing ability. The ER program is also able to develop students' vocabulary and grammar. However, during the program the students accepted instruction about writing, especially in making summaries (Puspita & Hasyim, 2021). It indicates that extensive reading will be able to improve students' English skill more by giving other treatments such as teaching about how to write etc. the other research conducted by (Husna, 2019) found students' critical thinking skill is improved after extensive reading program. The students had a positive response to the ER activities and assessment which they thought contributed to critical thinking. The research also suggested the potential to integrate critical thinking in ER programs. It said the extensive reading program has a positive contribution to critical thinking. The extensive reading program will provide extra benefit if the education is ready to give extra effort on it.

Moreover, this research was conducted due to the importance of extensive reading program evaluation. It is crucial to assess a program in order to discover the program benefit, to understand the weaknesses and to formulate the future plan.

It was known that this program has been held for one year but the improvement of students' English skill is not significant. It can be observed through low reading comprehension scores.

Additionally, students' interest in reading has not improved much. The number of library visits tended to be similar with the time before the program was implemented.

Furthermore, this research will discover: a) has the extensive reading program implemented fulfilled the key principles of extensive reading b) whether the extensive reading program is able to emerge students' reading habit ?. As it knows, extensive reading habit is proposed to provide encouragement for students to read and to habituate reading in students behavior (Zuhri, 2016). In this case, the previous research has already discussed the impact of extensive reading. It is known that an extensive reading program is able to improve second language ability, improve motivation and self-confidence and self-image as an EFL learner (Yılmaz et al, 2020). Then, the research related to students' perception on extensive reading revealed they have positive opinions related to extensive reading because it provides huge benefits for them such as vocabulary gain, reading interest, and reading comprehension (Abrar et al, 2021). However, there is rarely any research which explicitly explains how extensive reading success was reached and the things which must be done by educators to maintain students' reading habit after the program is ended. The novelty of research is on the research purpose itself wherein the research about extensive reading evaluation has not been done so that it will provide useful insight for educators, decision makers and students.

Besides, research related to the evaluation of an extensive reading program is necessary to discover program weaknesses, to understand the strength and to get ready for future plans. This research will provide insight for educators about how extensive reading is implemented and to what extent the extensive reading is implemented so that the educator can prepare a better extensive reading program while remaining that extensive reading program must be conducted with pleasure. Then, this research will correct the error in program implementation so that the program can be adapted to the students.

2. Method

This research is descriptive study categorized into qualitative research. In this study, researchers investigate the phenomena then retell it in descriptive chronology. In other words, it aims to describe phenomena, both natural and artificial, which can be in the form of activity, characteristic, change, relationship, similarity, differences among the phenomena. it will represent the real data without any manipulation. The population of the research is all students who follow the extensive reading program at Kadamjay Semetey High School, Kyrgyzstan.

Total sampling was used as the sampling technique because the number of students who follow this program is less than 100. Then, data were collected using two instrumentation: 1) observation to check the conformity between extensive reading principles and extensive reading program 2) group interviews with the students and one on one interviews with the teacher who is the tutor of the extensive reading program.Data were analyzed using Miles and Huberman model which consists of data reduction, data display and drawing conclusion or verification (Abdussamad, 2021).

Data reduction is the process to reduce data by summarizing, selecting the main topic, focusing on the important part and finding the theme and pattern. Data display refers to showing the data in the form of short narrative, table, diagram, chart etc. Then, drawing conclusions means the process to deduce and verify data.

3. Results and Discussion

The Fulfillment of Extensive Reading Principles

In practicing the extensive reading program, educators must consider the fulfillment of an extensive reading program to reach the program goal. The teacher of extensive reading program mentioned that

"The extensive reading program aims to develop students' reading fluency and positive attitudes to reading. students will read a range of simple graded readers at a level suitable for their ability and for purposes of increasing reading confidence and developing familiarity with a range of different English language text types, another important goal is to promote general language ability and world knowledge"

Then, the extensive reading teacher explain his expectation on students

" at the end of this program, students are able to develop confidence and motivation to read, to read comfortably without stopping to look up unknown or difficult word, to increase speed and fluency in reading, to decide reading targets and goal, to choose reading material based on their interests and language ability, to increase background and world knowledge, to respond their reading in carious way, to write and reflect reading experience"

In this extensive reading program, there will be 16 meetings. students are requested to find one reading text on the internet according to their level. the following table is the meeting plan

Table 1. Meeting Plans

Meeting	Reading Topics
1	explaining the program
2	short story: fairy tales
3	short story: fairy tales
4	Bibliography of famous people in the world
5	Bibliography of famous people in the education field
6	short story: fairy tales
7	Bibliography of famous people in the government field
8	science-fiction
9	benefit of extensive reading
10	the importance of English for young learner
11	the role of teacher in EFL class
12	the role of students in EFL class
13	My favorite Sport
14	Tips for healthy diet
15	reading and me

| 16 | Mystery stories |

Source: Extensive reading program syllabus, 2021

Besides, the students are required to complete reading logs regularly and to keep a paper record of reading. It aims to know students' reading progress during extensive reading. The reading log contains information about the book title, the writer, and the summary of the story. After class, the students should reflect on each class, making notes about why they did it and asking questions if they need to clarify with their teacher.

Moreover, in practicing extensive reading, there are some challenges found during the implementation of this program. First, students have difficulty with vocabulary. A student mentioned, "I don't understand much of what the text means, I read it over and over again and I come to understand. When I read the various texts, I found many new vocabulary words that I did not know. learning to read the text i experienced little difficulty" Second, the complex sentence structure. the participant stated, " the sentences are rather complicated and difficult to understand". Third, the unknown scientific term. students said, "I am difficult to find the meaning of scientific vocabulary"

In order to solve the challenge found during extensive reading, the students do: a) ask a friend or open dictionary. the respondent stated, "my vocabulary is not much, if the vocabulary is unknown, I ask my friend or open Google translate" b) eliminate vocabulary. They said, " I try to interpret difficult vocabulary. then, I match the vocabulary with sentence context" c) make a difficult word list. the students are tried to make list of difficult vocabulary in special book, then, review the vocabulary that I have found in free time"

In addition, the students tend to read similar reading text genres. They used to read English short stories. Consequently, the other reading text genre is perceived as difficult text. It is reflected from the participant's statement that, "while reading the biography of famous people in the world, there are many vocabularies which is difficult for me because the vocabulary is rarely found in daily conversation". the other students expressed, "I am too lazy to read biography text because of difficult vocabulary and long text". Then, the other participant mentioned, " It was little hard when I read the biography text, the story is long and difficult to understand."

Then, students enjoy the extensive reading program even though there are challenges during extensive reading implementation. The participants said that they enjoy this program even if they don't understand the text. The other participant said, " I love to read, so I enjoy extensive reading". Then, students are done several ways to enjoy extensive reading program including the use of audio book to enjoy the text and read only the fairy tales due to interesting vocabulary and plot. Additionally, the students perceived that reading can calm their mind so, extensive reading is fun for them.

4. Promote The Reading Habit

Extensive reading programs should be able to promote reading habits. In this case, students have a positive attitude on extensive reading so they are eager for further reading. a participant said, " I am very lazy to read English books and I don't understand the word's meaning before extensive reading and I enjoy reading after the program" . It means the students have changed their

perspective about reading in target language, English. They perceive reading as a fun activity. Consequently, several students are eager for further reading by downloading reading application on their mobile phone.A participant mentioned, " I also download an app to read, the app has 1000 English stories, there are many pleasant and easy stories to understand" Installing reading application is the initial way to love reading in this millennium era.

In contrast, some students said that it is difficult to understand novels, short stories and stories in Wattpad, a popular reading app. In addition, the other participant stated, "reading news on the internet is so tricky because of complex vocabulary and sentence structure". Then, a participant added, " reading in English is still difficult for us because we aren't used to it. even, there is an extensive reading program, I don't like reading because it makes me sleepy. It indicates the exposure to various texts and genres so that it is difficult for students to read various texts.

5. Discussion

Regarding the implementation of extensive reading, program evaluation is carried out by observing whether the ER program has fulfilled the extensive reading principle and there are several extensive reading principals which have not been fulfilled. First, reading abundant reading material. The program has not fulfilled the requirement to read a lot of reading material because the students only read one text a week. It is known that a low graded reader should read 3000-4000 words or a book a week, an intermediate level may have 12.000-15.000 words, and the advanced level learner needs 2-3 books a week because they must read so many books to meet the difficult words (Er-Central, 2022). (Delfi & Yamat, 2017) mentioned the more students read, the more they obtain the language. the more they acquire a language, the more they develop their language competency. This process shows how extensive reading contributes to English competency. It means students should be encouraged to read more English books or texts because it will assist them to increase English ability.

Then, the students do not read on their level. They struggle to read because there is a lot of difficult vocabulary. Consequently, the students must consult a dictionary during extensive reading. The dictionary is not used as effectively as may be expected (Mármol, 2020). This condition suggested reading for pleasure has not been achieved. In order to solve this program, experts suggested the learner to use graded reading. Monica et. al states, " a graded reading scheme includes a sequence of vocabulary and grammar ranges with numerous readers to be had at every stage of the scheme. A low talent learner could start to examine this studying ebook at the bottom stage of the scheme, and whilst studying at that stage become comfortable, ought to circulate to the ebook at the following stage (Monica & Vianty, 2019). It will provide a positive impact on extensive reading that the learner who reads for fun has better rankings than their classmates withinside the subject measured (Whitten et al 2016). Then, the students will have better reading skill, the increasing on interest and confidence among students (Ali et al, 2015)

However, the use of translation tools such as google translate during extensive reading is viewed as positive by some experts. Yanto mentioned the students who enjoy exploring different meanings of vocabulary using electronic dictionaries and corpus software are able to enhance awareness of word classes, word orders, and word meanings (Yanto et al, 2020). With the use of dictionaries, students were able to expand both the breadth (number of words they already know)

and depth (contextual knowledge) of their vocabulary. As a result, the range and depth of vocabulary improve reading comprehension, which in turn helps readers make sense of what they read (Yanto & Nugraha, 2018). Then, reading challenging texts enhanced both intentional and unintentional daydreaming, which helped to partially account for the inverse relationship between text difficulty and comprehension. Additionally, topic interest completely mitigated the impact of text difficulty on both types of daydreaming. (Soemer & Schiefele, 2019).

In promoting reading habits, extensive reading programs have been able to increase students' interest to read through the use of reading applications on mobile devices. It is synchronous with the other research found Students were better able to comprehend the narrative material because of the use of digital literature (Handayani et al 2020). As it is known, The use of reading application elements in e-reading may help children learn to read at faster rates, accelerating the rate at which they are progressing as readers. When reading from an e-resource, the students' comprehension levels were lower, according to their reports. (Akbar et al 2015)   In addition, student's e-reading experiences include both behavioral engagements and motivational factors. Students demonstrate their e-reading experience by reading aloud or silently and manipulating the screen (Ghalebandi & Noorhidawati, 2019).Finally, since teachers have been proven to have an impact on students' reading habits and attitudes, they should also play a more substantial role in encouraging pupils to read (Baba, & Affendi, 2020)

6. Conclusion

In conclusion, the implementation of the extensive reading (ER) program had not fulfilled the extensive reading principles. First, read abundant reading text. The students only read one text a week. the number of reading texts is still lacking, so that the exposure to reading text is still limited. then, students do not read on their level. The students struggle with their reading text so that reading for pleasure can not be reached. It can be known by a lot of difficult vocabulary and sentence structure found during reading the text. As a result, the students must use a dictionary to find out the meaning of the reading text. However, students' eagerness to read English text emerges. It is marked with the download of reading applications on mobile devices.

Therefore, students should be encouraged to read for pleasure. they can stop if they perceive the reading text is difficult or boring. students have to enjoy reading text. The difficult vocabulary is fine as long as the students are still able to read for fun.

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