



## PROFILING LEARNING ACTIVITIES IN EXTENSIVE READING COURSE: A CASE OF INDONESIAN UNIVERSITY LEARNERS

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### ABSTRACT

Extensive Reading (hereafter, ER) has been discussed and deployed as a prevalent approach to enhance EFL/ESL learners' reading skills in language classroom for several decades. However, insufficient attention has been devoted to the students' learning activities in Extensive Reading course, notably in Indonesia. For this reason, this study accentuated on profiling the learning activities in Extensive Reading course in such a country. The data were collected through semi-structured interview and analysed with thematic analysis (Braun & Clarke, 2006). The findings designated that the students performed two main learning activities in Extensive Reading course, namely inside and outside classroom activities. Viewed from inside classroom activities, they conducted classroom presentations to develop not only reading skills but also speaking skills, self-confidence and self-responsibilities. On the other hand, they selected and read literary works based on their interests and abilities, completed reading logs, created powerpoint slides, made a written reports, produced a poster for presentations and posted their works on their own blogs. Given these facts, ER learning activities enable the EFL/ESL learners to foster and sustain their reading strategies and become more strategic readers.

**Keywords:** extensive reading (ER), extensive reading activities, Extensive Reading course, Indonesian university learners

### INTRODUCTION

Reading is one of receptive skills which is pivotal to be learnt. It should be learnt and taught intentionally due to people cannot read if they do not learn how to read (Iftanti, 2012). In Indonesia, learning to read in English starts from secondary to higher educational level. It is a process involving a number of diverse skills and experiences. It depends on learning to decode individual words and to comprehend the meaning of a text (Hamra & Syatriana, 2015). As result, reading should be taught formally and extensively.

Extensive reading (hereafter, ER) is one of reading programs administered to cultivate the learners' good reading habits, to establish their knowledge of vocabulary and structure, and to encourage them to enjoy reading (Richard & Schmidt, 2002). Hence, it caters an opportunity for the learners to foster their reading skills freely. Further, Davis (1995) describes the ER program as follows:

ER is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleurably, at their own level, as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves, and it is up to the teacher to provide the

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motivation and monitoring to ensure that the maximum number of books is being read in the time available (p.329).

Therefore, the learners in ER class are led to be fond of reading with their teachers' guidance. Ideally, they should be able to read extensively.

ER has been implemented widely in various countries. As an example, in USA, ER course activities have been periodically carried out in an ESL class. Technically, they were required to select and read a novel voluntarily depending on their own interests and stop when they felt bored. On the other hand, the teachers acted as a model in performing ER activities.

ER has been implemented widely in various countries. As an example, the ER course activities in an ESL class in USA. the students did the reading activity outside the class, they were asked to read a novel but they were freely to choose what kind of novel they want to read & allowed to stop reading when it did not interest them; the teacher became a role model in doing the ER activity, he also did the reading activity outside the classroom & then in the meeting class he asked the students to give him some questions based on the text he has read before; at the beginning of the lesson in the classroom, the teacher always informed the students of what they were going to do; the students are asked to discuss in pairs what they have read outside the classroom (Widodo, 2008)

The ER has been discussed & used as a popular approach to improve EFL/ESL learners reading in language classroom for several decades. For instance, a study conducted by Renandya et al (1999) investigated the impact of ER on the language proficiency of a group of Vietnamese government officials studying English. In Indonesia context, a study focused on the effect of ER towards reading comprehension achievement & learners' reading motivation (Edy, 2015). Moreover, research observed how extensive reading affects learners' reading attitude & comprehension (Dzulfikri and Saukah, 2017). Although a lot of studies focused on ER issue, less attention has been paid toward the learning activities in ER course. To fulfill this gap, this research aims to portray learners' learning activities in ER course. Additionally, it will provide the information related to teaching learning process in ER course for the institution as part of evaluation program.

## **B. Literature Review**

### **1. The Description of Extensive Reading**

Day and Bamford (1998) credited Harold Palmer as the first to use the term *extensive* in referring to a large amount of reading with a focus on the meaning of the text. For Palmer, reading extensively has the advantage of being both informative and pleasurable. In other words, ER has real-world purposes in reading. Day (1993) defined extensive reading in very basic terms: "the teaching of reading through reading, and there is no overt focus on teaching reading. Rather, it is assumed that the best way for learners to learn to read is by reading a great deal of comprehensible materials.

Another important aspect of the extensive reading definition is related to learner choice & pleasure in reading. Another early definition cited by Day & Bamford was articulated by West (1931), who saw the purpose of extensive reading as "the development to the point of enjoyment of the ability to read in the foreign language" (Day & Bamford 1998). Aebersold and Field (1997) consider a focus of extensive reading based on quantity & learners' choices, so they define an extensive approach to teaching reading is based on the belief that when learners read for general comprehension large quantities of text of their own choosing their ability to read will consequently improve" (p. 43). Therefore, ER should be conducted regularly and continuously, so that the learners get used to the reading activity.

### **2. The Characteristics of ER as Basic Principles**

Discussing about the characteristics of ER approach in EFL classroom, there are several researchers who have identified it. First, Aebersold & Field (1998) categorized the ER characteristics as follows;

- a. Reading is a means to an end; a summary, book report, discussion, & so on.

- b. Learners are given freedom to choose & responsibility to find materials.
- c. Reading materials may be entirely self-selected or partially chosen by the teacher.
- d. Most reading is done outside of class without peer or teacher help.
- e. The goal of reading is comprehension of main ideas, not every detail or word.
- f. The quantity of reading required precludes fixating on detail or translating into L1.
- g. Activities may include reading several texts on the same topic—readers “will bring more background knowledge to each new text they read” (p. 43).
- h. Extensive reading is not used to teach or practice specific reading strategies or skills.
- i. All materials are authentic texts, with no accompanying exercises.

While another the characteristics of ER has been detailed by Day & Bamford (2002), and these are for the details:

- a. Learners read as much as possible, perhaps in & definitely out of the classroom.
- b. A variety of materials on a wide range of topics is available so as to encourage reading for different reasons & in different ways.
- c. Learners select what they want to read & have the freedom to stop reading material that fails to interest them.
- d. The purposes of reading are generally related to pleasure, information, & general understanding. These purposes are determined by the nature of the material & the interests of the learner.
- e. Reading is its own reward. There are few or no follow up exercises after reading.
- f. Reading materials are well within the linguistic competence of the learners in terms of vocabulary & grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
- g. Reading is individual & silent, at the learner’s own pace & outside class, done when & where the learner chooses.
- h. Reading speed is usually faster rather than slower as learners read books & material they find easily understandable.
- i. Teachers orient learners to the goals of the program, explain the methodology, keep track of what each learner reads, & guide learners in getting the most out of the program.
- j. The teacher is a role model of a reader for learners: an active member of the classroom reading community, demonstrating what it means to be a reader & the rewards of being a reader.

In sum, ER allows the students to reach the quantity of reading focusing on comprehending the text generally by giving them the freedom for choosing the genre of text. These characteristics can be a guideline for how the ER program is designed & organized. As result, the implementation of teaching learning process in ER classroom will be in line with the basic goal of ER approach.

### 3. Previous Studies of ER

A lot of studies have been conducted regarding to the ER. First, Lestari & Yusra (2016) examined how guided extensive reading allows the learners to make an investment in academic speaking & how they use their potentials to invest in academic speaking in English through guided Extensive Reading (GER). Moreover, the findings discusses significant aspects of the learning experience of the three subjects and their perspectives of why it was important for them to learn academic speaking through guided extensive reading, what encouraged them to persevere when they felt anxious or dominated, & how they overcame this.

Second, a study has been conducted by Lee et al. (2015) which examined the effects of two types of reading instruction, extensive reading & translation, on knowledge of general grammar & specific syntactic features (articles and prepositions) as well as learner attitudes. This study focused on the role of grammar in reading comprehension. Participants (N = 124) were adolescent EFL learners in South Korea, who received either extensive reading or translation instruction for two academic semesters. From

analysis of their responses to linguistic tests & an attitude survey, results suggested that extensive reading & translation activities had differentiated effects on learners' grammar knowledge & attitudes depending on their L2 proficiency. Although both forms of instruction showed positive gains in grammar knowledge from pre-test to later tests, extensive reading seemed to have a negative impact on attitude measures for learners of low proficiency but produced positive outcomes for high level learners on both attitudes and linguistic measures. Alternatively, translation activities seemed beneficial to all level learners for attitudes, whereas the instruction seemed to have more positive effects for mid-proficiency learners on grammar measures.

Another study was conducted by Fawzia & Salwa (2016) which aimed at identifying the implementation of ER in Omani public schools. The study employed a content analysis sheet to analyze the extensive reading work of 300 students. Results of the study revealed that the frequency of reading among the students is very low as 53% of the students read only once a semester and they often read the same type of genre. The results also showed that most of the English teachers chose the same reading materials for their students regardless of the students' interest or proficiency level.

Recently, Chang & Renandya (2017) carried out a study which investigated teachers' perceptions of the practice of extensive reading (ER) in the Asian context. A hundred & nineteen L2 teachers in Asia responded to an online questionnaire that probed into their reasons for implementing ER, the difficulties they encountered, and their perception about the effectiveness of different ways of organizing reading materials. The results show that L2 teachers in Asia held strongly positive beliefs about the effectiveness of ER in improving learners' overall language competence.

## METHOD

### 1. Research Design

The purpose of this research is to capture the phenomena dealing with learners' learning activities in ER course. Consequently, this study used a descriptive case study as its research design. The descriptive case studies set to describe the natural phenomena which occur within the data in question (Zainal, 2007). In addition, Yin (2003, cited in Baxter & Jack, 2008) asserted that this type of study is used to describe an intervention or phenomenon and the real-life context in which it occurred.

### 2. Setting and Participants

The study carried out in an English Education Department in Tasikmalaya, West Java, Indonesia. This university was selected because it applies the ER program & the researcher is a student of this university, so it will be easier to get the permission in collecting the data. Four learners recruited as participants of this research. Here are their profiles:

Table 1. Participants' Profile

Pseudonyms Name	Age	Gender	Ethnicity	Language		
				MT	SL	FL
Sena	21	Female	Sundanese	Sunda	Indonesia	English
Titin	21	Female	Sundanese	Sunda	Indonesia	English
Salsa	21	Female	Sundanese	Sunda	Indonesia	English
Denis	21	Male	Sundanese	Sunda	Indonesia	English

Sena and Titin do reading if they have good mood, & they always read novel. Sandi always reads when he gets assignment. Moreover, Salsa is a person who common reads the text in social media such as status on Facebook, information, and articles. All of the participants are identified as individuals having low motivation to read. They are selected

because they have been following reading class since they studied in English Department. They have taken the ER subject in the sixth semester.

### 3. Research Procedure

At the beginning of the study, the researcher negotiated with the ER learners for being her participants. Moreover, they informed that the researcher is interested in investigating how the learners' learning activities in an ER course. Then, the researcher instructed each participant to complete a consent form (see appendix 1). After signing it, they interviewed individually to gain more information about their ER activities. All of the semi-structured interview processes conducted in Indonesian language in order to make the participants express their feelings & experience freely. This also recorded using voice recorder apps in Samsung Galaxy Grand Prime smartphone having external storage up to 16 GB, transcribed and translated by the researcher. Dufon (2002) claims that voice recorder provides us with denser linguistic information than does field note taking, for ideally it allows us to record every word. Additionally, it conducted based on the adapted semi-structured interviews guideline. Finally, the results of semi-structured interview transcribed, translated & analyzed by using thematic analysis.

### 4. Data Collection

The empirical data collected from documentary data & using semi-structured interview. The document was the students' blog that contain the assignments of Extensive Reading course. It will provide supplementary research data which adds the information about the learning activities in ER class (Bowen, 2009). Meanwhile, the choice of semi-structured interview was employed because it offers sufficient flexibility to approach different respondents differently while still covering the same areas of data collection (Noor, 2008). The semi-structured interview data recorded using digital recorder. Then, it listened, shaped, communicated with an interpretive intent, reconstructed and built for the credibility (see Widodo, 2013).

### 5. Data Analysis

The method of analysis chosen for this study was thematic analysis. Braun & Clarke (2012) affirm, "It is the method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set" (p. 57). This method is simply used for them who are new to the qualitative research (Braun & Clarke, 2012). There are 6 phases in thematic analysis proposed by Braun and Clarke (2006):

1. Familiarizing yourself with the data  
In this phase, the researcher transcribed the result of interview in the form of audio. Then, she read and reread the transcription in order to be familiar with it.
2. Generating initial codes  
It is started by coding the transcriptions through highlight in different colours.
3. Searching for themes  
Having the text highlight with several colours, the researcher analysed the data using table list & find out the themes.
4. Reviewing potential themes  
The researcher reviewed the theme that appeared in the data, then make the data more specifically.
5. Defining and naming themes  
In this phase, the themes used to be interpreted and giving name for each theme.
6. Producing the report  
The researcher sets of fully worked-out themes, & involves the final analysis and write-up of the report. The interpretation of the data has done in this phase.

## FINDINGS AND DISCUSSION

### 1. Students' Learning Activities Outside the Classroom

Learning activities were not only performed inside the classroom but also outside the classroom. In this case, most of the students' Extensive Reading activities were conducted outside the classroom. The researcher divided into six sub themes, they are (1) selecting and reading the literary works based on students' interest and abilities, (2) completing reading log, (3) creating power point slide, (4) making written report, (5) creating a poster for the presentation, and (6) posting students' work on their own blog.

#### **a. Selecting and Reading the Literary Works based on Students' Interest and Abilities**

In this course, the lecturer allowed the students to select the reading materials they want to read based on their interest and abilities.

##### **Excerpts # 2 selecting and reading the literary works based on students' interest and abilities**

P1 : "First, we had to read the text that the genre has been determined by the lecturer but we could choose the title of the text based on our interest and ability because the lecturer told if we read a text that too difficult, we could find another text that we think it is easy to understand.."(Semi-structured Interview, 14<sup>th</sup> January 2019)

"What kinds of text which learnt?"(Researcher's Question)

P4: "Emm... such as comic, novel, that could increase students' interest in reading. It was not directly to read journals which difficult to understand."(Semi-structured Interview, 14<sup>th</sup> January 2019)

P3 : "...in ER class, we learnt about the text genres such as comic, novel, fable, biography and so on."(Semi-structured Interview, 15<sup>th</sup> January 2019)

The data showed that the students were instructed to read the text that the genre was determined by the lecturer. However, the students were allowed choose the title of the text based on their interest and abilities. The lecturer also encouraged the students to stop reading if the text was too difficult to understand by the students and they were allowed to find another text that easier to understand. In this course, the lecturer instructed the students to read some fictional texts such as comic, novel, fable, and so on that could increase the students' interest in reading.

Reading was the main activity in the Extensive Reading course. Interestingly, the students were freely to choose what they want to read based on their interest and abilities. It is aligned with one of the principles of Extensive Reading that learners select what they want to read and have the freedom to stop reading the materials failing to interest them (Day & bamford 2002). Day & Bamfor and Harmer (2007, cited in Widodo 2008) also stated that self-selection of reading materials is deemed the key to Extensive Reading because students choose books which they easily understand and not those which force them to read and comprehend every word or sentence, thus hardly engaging them in reading for pleasure.

Extensive Reading is reading for pleasure. It means that the students should enjoy and feel happy while they were reading. However, a freedom to select the reading materials is one of the ways for the students to get the pleasurable in reading.

#### **b. Completing Reading Log**

The students were instructed to complete a reading log as one of the assignments after reading.

##### **Excerpts # 3 completing reading log**

P1 : "...There was also a reading log, for instance we learnt comic this week, so the lecturer assigned us to read some comics and filled the form of reading log given and uploaded it to our own blog"(Semi-structured Interview, 14<sup>th</sup> January 2019)

P2 : “..then made a reading log from what we have read and posted it to our own blog.”

P3 : “..there were several assignments after reading, we were instructed to make a reading log..”

P4 : “..Yes we were given a reading log and its form based on the text we read. We had to write the unfamiliar words. It was such like a diary, what is emm.. in a week how many minutes we spend to read, what we got from the text and emm.. the unfamiliar words. We put them all in a reading log.”(Semi-structured Interview, 14<sup>th</sup> January 2019)

The data showed that one of the follow-up activities after reading was completing a reading log. After finishing the reading activities, the students were instructed to complete the form of reading log given by the lecturer and uploaded it into their own blog. Participant 4 said that it was like a diary. The students should write down how many times they spend to read in a week, the unfamiliar words in a text and also what they got from the reading materials they read. Here the example of the student’s reading log.

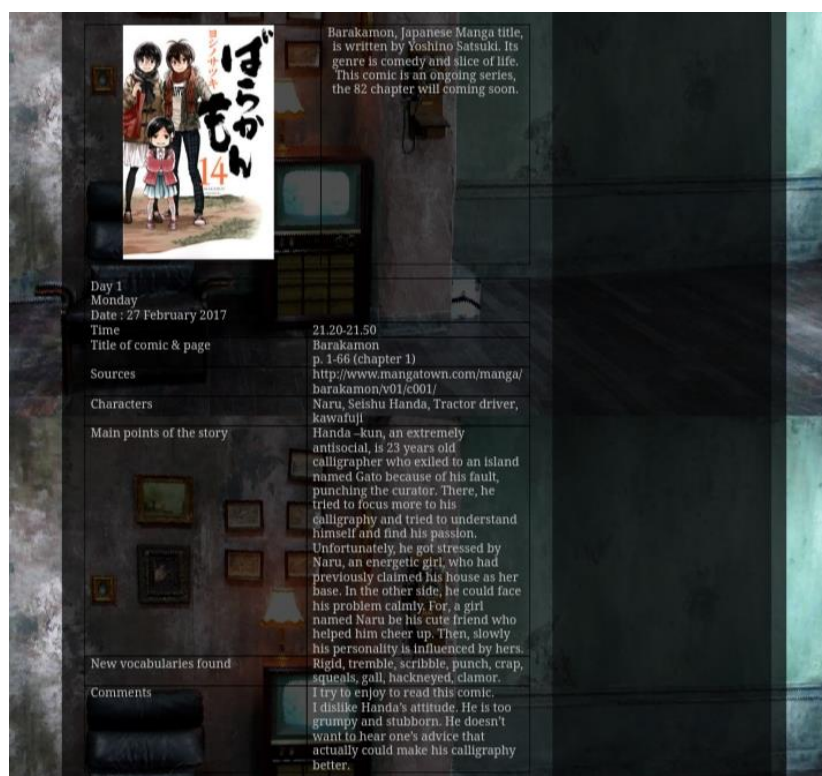


Figure 4.1 Student's reading log

The figure above showed the student’s reading log of comic which uploaded to his own blog. In the reading log, there were some points should be completed by the students such as what day, date and time they read the comic, the title & pages of the comic, the source of the comic, characters, main points of the story, new vocabularies they found in the comic, their comments towards the comic, and also the cover and the writer of the comic.

Reading log as one of the assignments after the students read the reading materials may control the students’ progress in reading. Besides, the students were encouraged to develop their writing skills. Lyutaya (2011) stated that completing the entries in their reading logs at pre-, during-, and post-reading intervals helps students learn strategies to enhance reading comprehension, activate new vocabulary, and foster the writing skill.

In addition, the reading log could facilitate the lecturer to assess the students in ER course. Thus, reading log was very useful for both the students and the lecturer.

### c. Creating Power Point Slide

From the reading log, the students were also instructed to create a power point slide for the presentation would be conducted inside the classroom. All of the students should prepare it, for they were chosen at that time to present.

#### Excerpts # 4 creating power point slide

P1 : “..we also had to make a power point from what we have read for the presentation.”(Semi-structured Interview, 14<sup>th</sup> January 2019)

P2 : “..We also had to make a power point from it to be present in the next meeting” (Semi-structured Interview, 13<sup>th</sup> January 2019)

P3 : “..the second one is power point, the power point was prepared after we read too, emm.. it was for the presentation in the classroom..”

The data proved that the students should have prepared the power point slide at their home to assist them in presenting their reading logs for the next meeting. Here is the example of the student's power point slides.

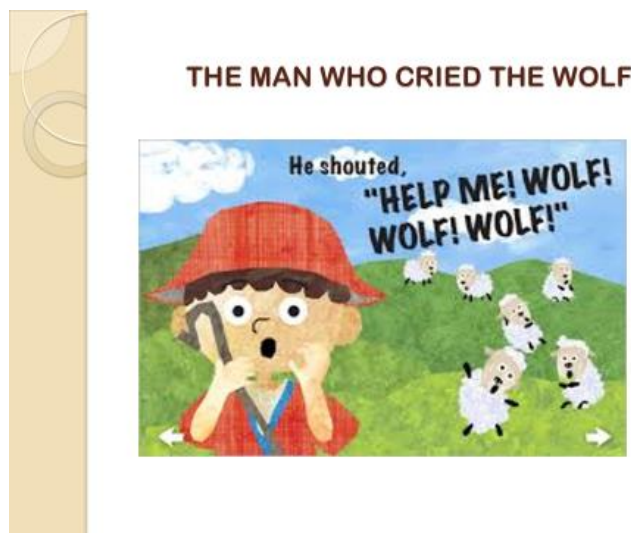


Figure 4.2 *Student's power point slide*

The figure above was the 1<sup>st</sup> participant's power point slide. It was about the fable. She inserted the cover of the fable to give the illustration of the story would be delivered. Thus, the other students could easily catch the main point of the story.

Using a power point for presentation in an EFL class could help to attract and sustain the students' attention. For, the presenters may insert some pictures, audios, or even videos to the slide. It is a fun and motivational tool that presents knowledge in an interactive method (Akhlaghi & Zareian, 2015). In addition to the different multi-media applications, power point offers will be attractive to various learning styles (e.g. visual, sense modality and kinesthetic learners) (Ahmed 2005, cited in Akhlaghi & Zareian, 2015). Moreover, the students could increase their creativity in creating an interesting slide in order to get the audiences' attention.

### d. Making Written Report

In this course, a summary was not only from the reading materials have been read, but also from the students' presentation. So that the students were instructed to make a written report.



**Excerpt # 5 making written report**

P2 : “..Another assignment is making a summary from what our friends’ have delivered in the presentation then posted it again to our blog.”(Semi-structured Interview, 13<sup>th</sup> January 2019)

P3 : “..And for the written report, it was did after the presentation, we chose 2 from 3 presenters, we have to filled the written report, it was about the summary about what have been presented in the classroom.”(Semi-structured Interview, 15<sup>th</sup> January 2019)

The data showed that the students also instructed to make a summary from the presentation. It was called written report. The students who did not present in the classroom should pay attention to the presenters in order to make them easier to summarize what the presenters have delivered. From the three presenters, they only had to choose two of them to be summarized. The written report also should be uploaded on their own blog. The figure below was the example of written report.

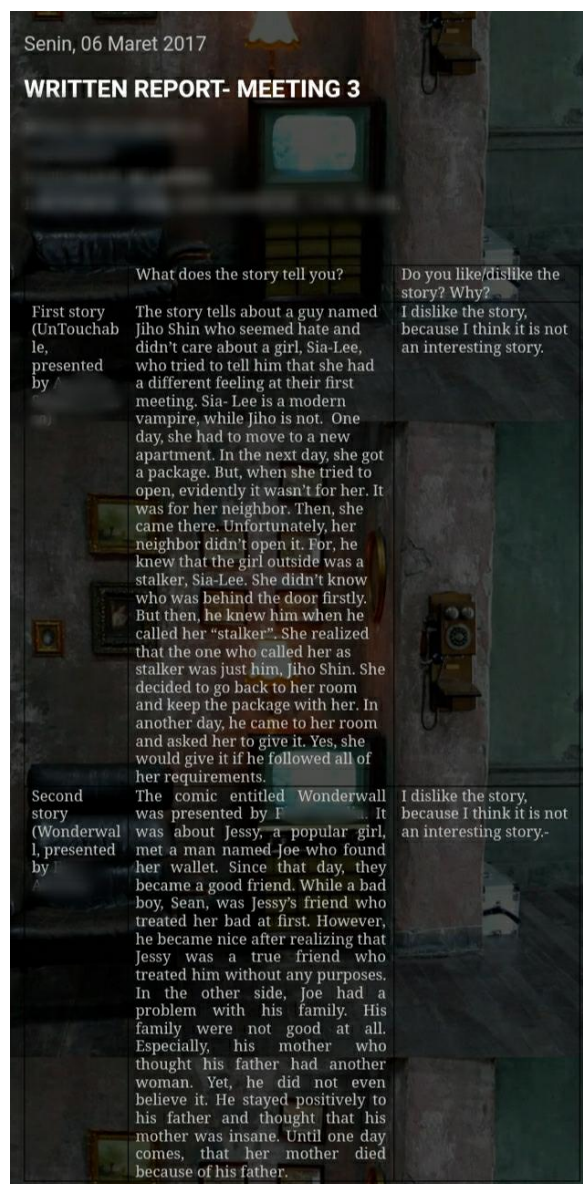


Figure 4.3 Student's written report

The figure above showed that the students wrote two summaries from the presentation and they also were instructed to respond to the story, whether they like or not with the story delivered by their friends.

In Extensive Reading course, some comprehension questions were rarely given by the lecturer, thus in order to measure their comprehension to the reading materials, some activities such as making a summary was conducted in this course. Aebersold & Field (1998) in the principles of Extensive Reading mentioned that reading is a means to an end; a summary; book report; discussion and so on. In this case, the summary was not made only from what the students have read but also from the students' presentation.

#### e. Posting Students' Work on Blog

Having a blog was one of the requirements to join this course. The blog was created to be used as a tool for submitting all of the assignments in this course.

##### Excerpts # 6 posting students' work on blog

P1 : “..because the lecturer also has told us at the first meeting that every students must create a blog.” (Semi-structured Interview, 14<sup>th</sup> January 2019)

P2 : “..So, all of the assignments were submitted through blog.” (Semi-structured Interview, 13<sup>th</sup> January 2019)

P4 : “..Yes, so all of the assignments given by the lecturer should be uploaded to our own blog” (Semi-structured Interview, 14<sup>th</sup> January 2019)

The data indicated that every student of the ER course should have a blog. At the first meeting the lecturer instructed the student to create a blog as a tool to submit all of the assignment of this course.

This course involved the use of technology in the process of learning. Blog was a platform that used in this course. It was appropriate to be used in this modern era. For this reason, the students did not have to use the paper anymore to submit the assignments and they could submit their work wherever they are because it is easy to be accessed as long as they have a good internet connection. Moreover, blogging positively affects learners' writing performance, their ability to monitor writing, their attitudes towards and perceptions of writing, and their interactions and participation in writing (Aydin, 2014). More specifically, blogs are effective for developing rhetorical strategies, improving grammar skills, designing paragraphs and essays, revising written works, giving and receiving feedback and participating in peer review activities. Thus, the use of blog in this course was helpful to increase students' writing skill and their creativity.

#### f. Creating a Poster for the Presentation

At the several meetings before the final test, the students were instructed to create a poster from the novel they have read to be presented in the classroom.

##### Excerpts # 7 creating a poster for the presentation

P2 : “..At several week before the final test, we had to read a novel and we didn't have to make a power point anymore, but change it by making a poster presentation. For the presentation, the students were divided into several groups and every group did the presentation at the same time, the members of every group were

allowed to visit another group's presentation.”(Semi-structured Interview, 13<sup>th</sup> January 2019)

P3 : “..For the last there was a poster presentation, it was different from the previous weeks. This was only for the novel. So, the poster presentation was substitute for the power point. Every student must made the poster presentation based on the novel emm.. the title of the novel chosen. After that, in the classroom, the lecturer instructed us to made a group consist of 6 students, every members of the groups must presented their poster presentation one by one, and the lecturer would be visit to all groups.”(Semi-structured Interview, 15<sup>th</sup> January 2019)

The data showed that poster presentation was conducted in the last weeks. Participant 3 said that it was different from the previous meeting. In this presentation, they used a poster to facilitate them in a presentation. The poster was about the novel they have read before. The process of presentation was also different from the previous meeting. They were divided into several groups, then they had to present one by one only in front of their groups and the lecturer would visit every group. Here's the example of the student poster presentation activity.



Figure 4.4 *Student's poster presentation*

The figure above showed the student's activity of poster presentation. The function of the poster was the same as the power point slide but in a traditional way. The student stucked her poster on the wall and she inserted some pictures on it to make her poster more interesting.

A poster was used as a tool for facilitating the students in their presentation. Besides, it also could increase the students' creativity in creating an interesting poster. Hess et.al (2009) stated that posters have been recognized as valuable tools for teaching and assessment. In the classroom, they can provide a mechanism to promote team work, develop presentation and communication skills, and enhance critical thinking and analysis skills (e.g. Moneyhan et al. 1996; Bracher et al.1998; Hess & Brooks 1998; Costa 2001, cited in Hess et.al, 2009). Therefore, a poster did not only help the students in presenting their materials, but also made the students to be more creative.

## 2. Students' Learning Activities inside the Classroom

In this research, the researcher obtained the data after she conducted the semi structured interview to four participants. She found two activities conducted inside the Extensive Reading classroom, there were students' presentation and questions-answers session.

### Excerpts # 1 presenting students reading log and questions-answers session

P1 : “..she chose some of us randomly to present what have been read before at home and the presentation was conducted individually.”(Semi-structured Interview, 14<sup>th</sup> January 2019)

P1 : “..The lecturer chose the 3 of us randomly to do the presentation, so we had to always be ready with it” (Semi-structured Interview, 14<sup>th</sup> January 2019)

P2 : “..The lecturer instructed us to do the shared reading or present what has been read. In every meeting some of the students were chosen randomly to do the presentation.”(Semi-structured Interview, 13<sup>th</sup> January 2019)

P2 : “..the lecturer usually asked first to the presenters, then the other students also allowed to asked them.”(Semi-structured Interview, 13<sup>th</sup> January 2019)

P2 : “..The activities were presentation, and question and answer between student and lecturer also student and students.”(Semi-structured Interview, 15<sup>th</sup> January 2019)

The data indicated that the students were instructed to share what they have read through classroom presentation individually. In every meeting, the lecturer chose three students purposively to share what they obtained from the reading materials they have read at their homes. Thus, every student should be ready because they may be selected whenever. At the end of the presentation, there was a question-answer session between student and lecturer and also student and students. It usually began from the lecturer's question and then the lecturer allowed the other students to give some questions to the presenters.

The activities conducted inside the Extensive Reading classroom may give a lot of benefits for the students. Widodo (2008) stated in his study sharing with peers, with the teacher, and with the whole class is aimed at maximizing student involvement in follow-up activities after reading outside the class. Such various kinds of sharing help students (1) discover what they understood and experienced from reading; (2) keep track of what they read; and (3) monitor their attitudes toward reading (Day & Bramford, 2002). In addition, presentation and question-answer session could increase the students' communicative competence, self confidence, and responsibility. Hence, they should master the materials will be delivered in order to facilitate their friends in comprehending what they presented. In this case, the presentation was about the reading materials they have read at their homes. Thus, in the process of reading they should read the text carefully to obtain the meaning totally. Munby (2011) stated in his study that the quality of this performance will depend not only on the learners' speaking and organizational skills, but also on the amount of effort a learner has invested in preparation. It can be concluded that ER activities assisted the students to develop not only their reading skills but also speaking skills, self-confidence, and responsibilities.

## CONCLUSION

In conclusion, students conducted two main activities in Extensive Reading course. There are the activities inside the classroom that encouraged students' speaking skills through presentation. In addition, the outside classroom activities involved students in reporting their tasks through blog and encouraged students to be the autonomous learners. The study only

revealed the learning activities conducted in Extensive Reading course, so the researcher suggests for the further research to observe the learning activities that could increase students' skill in reading extensively through action research. The next researcher can also observe the students learning experiences in Extensive Reading course.

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