



Children's Response Toward Extensive Reading

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Abstract

The research aimed to find the children's responses toward Extensive Reading. It is quantitative research. The sample was six children of an elementary schools around literacy corner which taken by random sampling. The instrument was questionnaire. The result shows that the children' responses toward extensive reading were 88.5 which was categorized into positive. The children's responses are mostly positive based on characters of extensive reading but it does not fit to goal of reading and linguistic competence. The responses toward goal of reading related to searching new information was 67 which is categorized into less positive and their responses toward linguistic competence related to finding new vocabulary was 50 which was categorized into negative. Children read for enjoyment so they do not focus on linguistic competence related to gaining new vocabulary and goals of reading related to searching new information. As conclusion, the children's responses toward extensive reading were positive and practice guide of reading and teacher's assistance are needed in promoting extensive reading for children to build reading habit.

Keywords: children's responses; characteristic of extensive reading extensive reading; characteristic of extensive reading

Introduction

Reading is fundamental skill. It means retrieving new information from a book by reading word by word. It involves not only physical activity but also physiological activity too. It needs focus, time, and cognition. Knowing reading skill can really help the students in gaining success in academic field. Somehow, not many students like reading. In fact, there are some advantages of reading. It can strengthen memory, increasing knowledge, and make the readers up to date on news, information, or knowledge. Fifteen minutes a day of reading may enhance the vocabularies. Reading can also increase the intelligence. The children who like reading have stronger brain/memory than the children who do not like reading.

Now children prefer to watch video than reading. The sophisticated technology seems have great influence in drawing their attention. Even many features on smart phones provide million videos. So, they can access them anytime. That is why the children do not have time to read but they have time to watch video. It is a problem as today's information change very fast. The children must have good skill in literacy. Moreover, most of the children now must study from home because of COVID-19 pandemic. They have limited time to read as many distractions at home while the books may not be provided at home.

There are two kinds of reading, either Extensive Reading or Intensive Reading. Extensive reading means reading for fun, briefly but it can ease the readers. While intensive reading means reading deeply for gaining detailed information. Both of extensive reading or intensive reading can be used by the students in gaining information as reading has many advantages for the readers. Extensive reading means reading for fun. Children can choose what book they want to read. By choosing books that interest their attention they may have intention to read. After that they can read as long as they want. They will not feel to be forced in reading. It can be said that extensive reading is reading as much as the readers want without any pressure. By providing some bilingual interesting books in literacy corner, let them read, and give chance to ask may be ways to force them to read and see what their responses. This research aims to find the children's response toward extensive reading. Knowing the response can help the teacher or educators to provide kinds of reading books and feedback in increasing the student's interest in reading. In this case children are the subject of research.

Reading is important skill in human life. According to Mikulecky in Gabriella et.al (2019) reading is a cognitive process which compares and combines schemata or background knowledge and new information. Prior knowledge can be related to new information through reading and build new knowledge. That is why reading makes the readers' brain stronger. Beside that reading can improve the students' reading comprehension, writing styles, vocabulary knowledge, and spelling skills (Huang et.al, 2014). Reading has great deal to literacy. The term of functional literacy refers to level of learning at which one is able to read well enough to negotiate life's everyday activities and demands (Manzo in Baier 2005).

Reading is an interpretation of a text or situation (Concise Oxford English Dictionary). Reading is not only produce intonation based on symbol but reading means understand the message consisted in a text. Reading is a process to relate prior knowledge to new information and interpret the message consisted in a text as reading can be thought of as a way to draw information from a text and to form an interpretation of that information (Grabe and Stoller, 2002). Reading is complex, multi-faceted activity, involving a combination of both lexical and text-progressing skills that are widely to recognized as being interactive (Loucky in Ferdila, 2014). Reading skill can be learned by practicing an routines.

Furthermore, Stoller (2015) has compiled her five-top priorities in reading as follows

1. The best way to help students learn to read and improve their reading skills is through reading itself
2. Giving students choices in what they read can empower students and lead to more students' engagement in reading
3. One of the best ways to inspire the students to read and to demonstrate the excitement that is often associated with reading is for teacher to lead by example
4. One of the best ways to promote reading fluency and meaningful reading is through rereading
5. Students most often rise or fall to the level of expectation of their teachers. Thus, teachers should set high expectations for all learners and assist them in achieving those expectations.

Reading in early age may establish the reading habit as Iftanty and Shofiya (2018) investigated about EFL Students' Response on the Implementation of Extensive Reading Program to Build Love of Reading in English. Children may have positive response and attitude toward reading. Ledger (2018) explored Reading Aloud: Children attitude toward being Read to at Home and at School. The study provides support for the practice of reading aloud to be continued past the period of acquisition and independent reading. Related to ER independent reading is also part of its characteristic.

Ubbes (2018) researched Reading and Writing Attitudes of Children: Conceptual Implications for Health Education and Health Literacy and it concluded that girls are more inclined than boys to read for fun and to have positive attitudes associated with reading and writing. It seems that children mostly love to play so they should read what book they select and interesting for them. Again ER is one of alternative to make them read. It is clear that reading for children may benefit to establish their habit in reading books.

There are two kind of reading. ER or extensive reading and IR or intensive reading. Extensive reading means reading much quickly while intensive reading is slower than extensive reading. Hafiz and Tudor (1989) define extensive reading as quantitative reading in the second language (L2) for a lengthy period of time for personal pleasure without the addition of productive tasks or follow-up language work. The readers read merely to find pleasure in reading so the topic may be lighter than subjects at schools. William and Fredicka in Anindita (2020) add that extensive reading is an approach to the teaching and learning of text where by learners read in a large amount o materials which is included in their linguistic competence.

Based on www.erfoundation extensive reading has some advantage such as allowing the students to meet language in its natural context, building vocabulary, helping the students to build reading speed and reading fluency, building confidence, motivation, enjoyment, and a love of reading, allowing the students to read or listen English text and helping the students get sense of grammar pattern. People may think that extensive reading is for fun and pleasure but indeed it also has many benefits.

There are some principles of extensive reading for EFL based on Day and Bamford (2002) as cited in Anindita (2020) as follows

6. The reading material is easy
7. A variety of reading material on a wide range of topics must be available.
8. Learners chose what they want to read.
9. Learners read as much as possible.
10. The purpose of reading is usually related to pleasure, information, and a general understanding.
11. Reading is its own reward.
12. Reading speed is usually faster rather than slower.
13. Reading is individual and silent.
14. Teacher orients and guides the students.
15. The teacher is a role model of a reader.

The core of extensive reading is reading without pressure. Learners determine what book they want to read without worrying about task. But of course teacher still can guide and lead them how to get information from the book as much as they want, because reading book without getting new information is useless. The learners should have strategy in reading fast. In this case teacher has many roles to

lead them and know their responses.

Response means reaction toward something. It means how somebody reacts toward stimulus, event, or activity. It can be positive or please to accept or negative or unpleasant reaction. Arifuddin (2018) has investigated about the students' perception in the impact of Extensive Reading. He found that the students' perceptions fit the character of extensive reading.

Next, Anindita (2020) explore EFL Students' perception toward extensive reading practices in higher education level. The result is the students have good perception toward extensive reading, besides practices in which they considered if extensive reading is a reading activity for pleasure and information search where they can read material without any restraint. Novel (fiction genres), news, and journal were the materials that the students chose when they implemented extensive reading practices. Besides, extensive reading practices also contributed to the enhancement of their knowledge and English skills such as writing, speaking, listening, reading, vocabulary mastery, and grammar. In addition, some suggestions were given to the students to continually implement extensive reading as one of their habits in their daily activity.

Response and perception has little different. According to oxford online dictionary, response is written or verbal answer to question in a test, questionnaires survey, or etc. meanwhile perception is what somebody think about something. Briefly response means answer or what someone reacts through verbal or written answer.

Method

This research was quantitative research. The population of this research was the children on primary level who live around the literacy corner. There were about 20 children at the age of primary level. The purposive sampling was used to take 6 children who live around literacy corner area in where they can read books provided. The instrument of the research was questionnaire. There were 13 statements based on Characteristic of Extensive Reading with answer "yes" as positive response and "No" as negative response based on character of extensive reading below.

Table 1: The characteristics of Extensive reading

No	The characteristic of Extensive reading
1.	Reading material is easy (1,2)
2.	read as much as possible (3)
3.	Wide range of topic (4)
4.	Student select (5)
5.	Related to pleasure (6)
6.	Reading as reward (7)
7.	Linguistic competence (8)
8.	Teacher guide (9)
9.	Reading is individual (10)
10.	Reading speed (11)

11.	Goals of program (12)
12.	Role models (13)

In collecting the data, the following steps were managed:

1. The researcher prepared books and place for the children to read
2. Implementation of Extensive Reading on literacy corner in three meetings
 - a. The researcher explained about extensive reading and the strategy of effective reading. In the first meeting the researcher showed the books and read together to give example for the students. The books were bilingual so after reading the researcher explained some words based on the students reading.
 - b. The researcher gave chance the students to ask question about the reading
 - c. The students may choose other book to take home
 - d. In meeting 2 and 3 the steps are the same as follows:
 - the students were divided into two groups and each group consists of 3 students in turn to select book.
 - The students chose the books they want to read.
 - The students chose places to individual reading
 - The researcher gave chance for the students to ask question about the reading and managed discussion
3. Questionnaires were distributed.
4. To analyze the data the following formulas were used:
 - a. To score the students' answer the following formula was used

$$S = \frac{F}{N} \times 100$$

Where:

- S : Score of student' answers
 F : frequency of items
 N : Total items

b. Categorizing the score of students' answers

The students' answers and average score were categorized by the following criteria which is adapted from Riduwan (2012) in Faryanti (2016).

No	Score	Category
1	85 -100	very positive
2	70 -85	positive
3	50 - 70	Less positive
4	0 - 50	Negative

Each item of questionnaires was analyzed based on the quantitative data to

describe the children's responses toward the characteristic of extensive reading.

Result

The results of the data were displayed as follow:

1. The Score of the Children's Responses

Table 2: The children's Responses toward Extensive Reading

No	Name	Score	Category
1	NM	100	Very positive
2	SH	100	Very positive
3	AI	92	Very positive
4	BA	100	Very positive
5	ZU	62	less positive
6	KF	77	Positive
Mean score		88.5	Very positive

The data above shows that 4 children have very positive response toward extensive reading, 1 child has positive response, 1 child has less positive response and no children has negative response. It is obvious that the children have very positive response toward extensive reading by the average of the children's response 88.5 which categorized into very positive.

2. Analysis per item of questionnaires

Table 3: The Children's Responses on Each Item of Questionnaires

No	Statements	Yes	%	Category
1	<i>Materi bacaan yang saya baca cukup mudah</i> (The material is easy)	5	83	Very positive
2	<i>Saya menyukai buku bilingual</i> (I like bilingual books)	6	100	Very positive
3	<i>Saya membaca sesuai dengan yang saya inginkan</i> (I read book as I desire)	5	83	Very positive
4	<i>Saya merasa tertarik untuk membaca buku yang tersedia</i> (I am interested to read te available books)	6	100	Very positive
5	<i>Saya memilih sendiri buku yang saya baca</i> (I select book that I read myself)	5	83	Very positive
6	<i>Saya senang membaca buku-buku yang tersedia</i> (I like reading the books)	6	100	Very positive
7	<i>Saya merasa tidak terbebani saat membaca</i> (I am not burdened to read books)	6	100	Very positive
8	<i>Saya memperoleh kosa kata baru dan semakin lancar membaca</i> (I	4	67	Less positive

find new vocabulary and read more fluently)				
9	<i>Guru membimbing saya untuk membaca lebih baik dari sebelumnya</i> (The teacher guides me to read better than before)	6	100	Very positive
10	<i>Saya memilih sendiri tempat untuk membaca</i> (I choose where I read myself)	6	100	Very positive
11	<i>Saya membaca dengan kecepatan sedang bahkan cepat</i> (I read with average to fast speed)	6	100	Very positive
12	<i>Saya mencari informasi tertentu saat membaca</i> (I search certain information when reading)	3	50	Negative
13	<i>Saya suka berada pada lingkungan yang gemar membaca</i> (I like to be in reading area)	6	100	Very positive

There are 13 statements in questionnaires based on characteristic of extensive reading. The table shows that most of items have positive response such as the material is easy, bilingual book, read as much as, interesting book, book select, related to pleasure (not burdened), read as reward, teacher' guide, reading is individual, reading speed, and role models meanwhile goals of reading as finding certain information has less positive response with 67% and linguistic competence as searching new vocabulary have negative response with 50%. It is clear that the students only read books and do not feel that it is necessary to find new information and new vocabulary.

Discussion

The result of the data shows that the children's have positive response toward extensive reading by evaluating the mean score 88.5 which is included in positive. Based on the 13 statements there are 11 statements are categorized into positive responses such as the material is easy, bilingual book, read as much as, interesting book, book select, related to pleasure (not burdened), read as reward, teacher' guide, reading is individual, reading speed, and role models. Somehow statements related to goals of reading as finding certain information has less positive response with 67% and linguistic competence as searching new vocabulary have negative response with 50%. It seems that they feel that finding new vocabulary and certain information are not important. They only focus on reading as pleasure.

Based on the data the children's have positive response toward extensive reading is accorded to Anindita (2020) who explore EFL Students' perception toward extensive reading practices in higher education level in which the students' was good. But it is contrast to her result that it was necessary to find new information as the data of the research shows that the students' response is less positive toward reading goals. The assumption is education level may influence the goals of reading in extensive reading. This research investigated the response of the children response toward extensive reading. The children focused on feeling than

cognitive so they only read for pleasure than for finding new vocabulary or information.

Beside that Arifuddin (2018) has investigated about the students' perception in the impact of Extensive Reading. He found that the students' perceptions fit the character of extensive reading. The characters of extensive reading are included linguistic competence and goal of reading. For children those two components have less positive response although they have very positive response toward bilingual books. So it is recommended to assist the children when they do extensive reading. Practice guides are necessary to them in reading so they can find other advantages in reading books as Irjananta (2018) found that there are four advantages in extensive reading such as getting enjoyment, grow the imagination, improve language skill, and increase the knowledge. In this point children mostly get enjoyment in reading.

Extensive reading can build a love of reading as Day and Bampord in Irjananta (2018) stated that the purpose of extensive reading is to improve reading habit of the part of the students. Analyzing the students' response toward extensive reading it is possible to build the children habit in reading. They positively response that the some characters of extensive reading can improve the students' habit in reading such as material is easy and wide range of topics are available that allow them to select what book they want to read. As impact to develop the habit of reading is providing books that interesting for children such as story books, folktales, and science books that are understandable for children. Promoting reading habit early may build love reading for children later until they grow adult.

Children have positive response toward Extensive reading related to the material is easy, bilingual book, read as much as, interesting book, book select, related to pleasure (not burdened), read as reward, teacher' guide, reading is individual, reading speed, and role models. But in this case bilingual book is new for children and it is purposed for EFL students of course. While in extensive reading it is modified by the researcher. Based on research finding of Iftanti and Shofiya (2018) Extensive Reading program proved to be able to embed the student's awareness of love reading in English for those who do not establish good habits in reading English. And for those who already built reading love in their mother tongue-Indonesian language, their reading love in both Indonesian language and English gets increased. From this data it is possible to improve the students' vocabulary by extensive reading using bilingual book. So as recommendation bilingual book may use in extensive reading in improving the students' competence in English and of course teacher has important role of its use.

As noted children has less positive response on the goal of reading related to searching of information, in fact the goals of reading may not only searching certain information but also joy of reading and others. Children also have negative response toward linguistic competence related to gaining new vocabulary. They may rarely found unfamiliar words because the material is easy. So this research recommends that it is okay to raise step by step the topics of the books to science or other topic

related to subjects at school as enrichment. The most important is extensive reading purposes to promote the habit of reading; the linguistic competence and gaining information or knowledge will improve as long as they routinely read books.

After discussion, the conclusion of the research is the children have very positive response toward extensive reading for the mean score was 88.5 which is categorized into very positive. The students' responses fit mostly characters of reading but it does not fit to goal of reading and linguistic competence. The children read for enjoyment so they do not focus on linguistic competence related to gaining new vocabulary and goals of reading related to searching new information. Practice guide of reading and teacher's assistance are needed in promoting extensive reading for children.

Conclusion

The conclusion of the research is the children have very positive response toward extensive reading for the mean score was 88.5 which is categorized into very positive. The children's responses are mostly positive based on characters of extensive reading but it does not fit to goal of reading and linguistic competence. The responses toward goal of reading related to searching new information was 67 which is categorized into less positive and their responses toward linguistic competence related to finding new vocabulary was 50 which was categorized into negative

Based on the conclusion, the researchers may suggest:

1. Practice guide of reading and teacher's assistance are needed in promoting extensive reading for children.
2. The teacher may use extensive reading as enrichment of subjects at schools
3. One of the purpose of extensive reading is building reading habits so providing interesting topic of books and role models are the best way
4. Bilingual books can be used to promote English to children in extensive reading at least vocabulary.
5. The next research should investigate the improvement of linguistic competence by extensive reading.

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