



The Implementation of 15-Minute Extensive Reading Approach as School Literacy Movement Activity: Students' Perceptions

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Abstract

The low rate of Indonesian students' literacy skills need to be deliberated more. Responding to this issue, the government created the school literacy movement program to improve Indonesian students' literacy. The aim of this study is to investigate the implementation as well as the students' perceptions towards 15-minute extensive reading as school literacy movement (GLS) activity in the classroom. This study employed a qualitative method which applied descriptive case study design. The research was conducted at SMP Brawijaya Smart School Malang. The instruments were observation notes and interview guidelines. The interview involved two students who have been undergoing extensive reading activity at school. The collected data were analysed by using interactive analysis model which was carried out in four stages, namely collecting data, data reduction, data display, and conclusion drawing. The findings showed that the implementation of 15-minute extensive reading approach as school literacy movement in SMP Brawijaya Smart School Malang was held quite well by involving and reflecting 9 of the 10 principle of extensive reading as well as two stages of the school literacy program (GLS) namely habituation and development. The findings also revealed that the implementation of 15-minute extensive reading approach as school literacy movement activity is categorically helpful for SMP Brawijaya Smart School Malang students' literacy and second language acquisition.

Keywords: *extensive reading; school literacy movement; students' perceptions*

Introduction

Reading takes place as one of the fundamental language abilities that foreign language learners must acquire. One of the most critical functions of EFL learners' language learning process is reading (Salikin, 2017). Meanwhile, there is still a lack of awareness to be interested in reading for Indonesian students (Rahman, 2018). This fact can have an impact on students' thinking ability and literacy culture since reading is the tool to empower their comprehension ability. Although literacy is not only about reading, but the other basic literacy (writing, numeracy, science, digital, finance, culture and citizenship) can be accomplished when or while the habit of reading is well-implemented. The relatively low literacy rate of Indonesian students

has become a substantial issue that should be addressed and deliberated more. The latest result of Programme for International Student Assessment (PISA) indicates that there has been a substantial reduction in the number of reading ability (Solihin et al., 2020). They added a study conducted by Central Connecticut State University "World's Most Literate Nations", which revealed that Indonesia's literacy level was ranked the second lowest that remains low. Responding to this issue, the Ministry of Education and Culture (MEC) inaugurated the school literacy movement (GLS) to improve literacy culture. GLS was created as a follow-up to the obligation by MEC for schools to apply "15 minutes of reading (other than textbooks) before teaching and learning activities". The school literacy movement (GLS) implementation is a government attempt to improve student literacy through three stages namely habituation, development, and learning activities.

GLS is practiced with an extensive reading (ER) approach, namely the practice of reading as many different kinds of reading as possible for pleasure, so that interest and culture grow, as well as being accustomed to "facing" various types of reading. Extensive reading is defined as a process to apprehend what is being read while considering the amount of reading material (Richards and Schmidt, 2010). The main purpose of ER is to get a lifelong reading habit that correlate with the primary indicator of literacy, which is reading habit. Carrell and Carson (1997) state that the major purpose of ER is to make readers focus on reading in behalf of reading in terms of information or pleasure. In detail, extensive reading (ER) is an approach that gives language learners an opportunity to read by focusing on context and practicing reading fluently for knowledge and amusement. Extensive reading could grow positive attitudes about reading in general and fluency. ER is an approach that starts with something fun and becomes a stimulus so that students want to read frequently. By promoting the ER approach as an initial stage of GLS program, it is hoped that the objectives of the GLS program can be achieved.

The fundamental theory of extensive reading is proposed by Stephen Krashen's Comprehension Hypothesis. The theory believes that the learners reach the point where they understand meaning when they obtain much input (comprehensible input) which comes from reading and listening activities (Krashen, 2003). It means before moving to the output stage, learners must enrich the input in acquiring a new language. According to Day and Bamford (1998), extensive reading is one of reading approaches where learners read many reading materials in target language based on their level; reading to get general meaning and information at once pleasantly. In detail, Day and Bamford (2002) have designed 10 characteristics of a successful ER approach.

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available
3. Learners choose what they want to read
4. Learners read as much as possible
5. The purpose of reading is usually related to pleasure, information, and a general understanding
6. Reading is its own reward
7. Reading speed is usually faster rather than slower
8. Reading is individual and silent
9. Teachers orient and guide their students
10. The teacher is a role model of a reader.

(Richard Day & Bamford, 2002)

On the other hand, there are several obstacles or factors that cause the GLS implementation to be less than optimal in schools. Solihin et al., (2020) stated that several factors for the success of GLS implementation were not only influenced by facilities and infrastructure, but also the commitment of school members such as principals, teachers, staff and students. Moreover, the study of existing evaluation efforts is limited to understanding the implementation of GLS in certain areas through surveys and case studies. Up to now, no one has specifically examined students' perceptions of implementing the 15-minute ER as the main step in the success of the GLS program. By strengthening and correcting the initial stages, it is hoped that schools can easily achieve success up to the final stage, namely learning activities.

There were several previous studies under the same topic but they focused on the students' perceptions on the implementation of ER as a pedagogy for teaching English (e.g., Jayanti, 2018; Puspa & Ragawanti, 2022; Poetra, 2021). According to Puspa & Ragawanti (2022) and Poetra (2021), the students expressed positive attitudes towards the implementation of ER as it can enhance their linguistic and non-linguistic skills, as well as interest in reading. Furthermore, Jayanti (2018) concluded that the students found difficulty of text, reading materials selection, and teachers' roles hold the greatest success of ER. However, the studies mentioned above conducted research on a stand-alone course, not as a mandatory extracurricular program as school literacy movement (GLS) in particular. It should be noted that the differences in terms of implementation such as time allocation, material selection, and other procedures may affect students' perceptions.

Recent studies have been conducted in the area of the school literacy movement (GLS). In their investigation of senior high school students' reading comprehension towards the role of GLS, Eryanti et al (2021) highlighted that there was considerable influence between GLS on reading comprehension skill. This finding implied that the existence of GLS provides a positive role on the students' reading skill. Meanwhile, other studies (e.g., Englis, 2020; Erwinsah et al., 2019; Wahab & Amaliyah, 2021) focused on describing the whole implementation of GLS program in general and none of the previous studies have discussed the students' perceptions towards ER implementation as one of the major GLS activities. The participation of students as the most involved parties to share their experiences while carrying out ER in the GLS program can help the school's evaluation process as well as the students' reflection.

As an attempt to fill in the gap, the researchers conducted this study to investigate the implementation as well as the students' perceptions towards 15-minute extensive reading as school literacy movement activity. Based on the facts above, the researchers form three research problems as follow;

1. How is the implementation of 15-minute extensive reading as a school literacy movement?
2. What are students' perceptions towards extensive reading as a school literacy movement?

Method

This study employed a qualitative method which applied descriptive case study research design. Creswell (1994) defines qualitative research as a study that gathers information through words or figures regarding the meaning, process, and understanding of a certain phenomenon or condition. (Yin, 2018) describes a descriptive case study as an in-depth and detailed study. In other words, the purpose of descriptive study is to classify a sample in detail regarding the phenomena. The researchers carried out descriptive data which is mainly from in-depth interviews and observation (non-participant observer). The recent study was conducted at SMP Brawijaya Smart School (BSS) located in Malang. The criteria for case design research is the uniqueness of the object of research. In this case is the school under study that implements the GLS program considering not all middle schools in Malang have actively implemented the GLS program.

The observation notes used to describe the implementation of extensive reading as GLS activity. The interview involved two 9th graders students who have been undergoing extensive reading activity at SMP BSS for one and a half year as transfer students since 8th graders. The interview guidelines regarding the students' perceptions about the implementation of extensive reading were adapted from Zhou and Day (2021) and developed by adding three aspects of perceptions suggested by Walgito (2010) namely cognitive, affective, and conative.

The collected data were analysed quantitatively by using interactive analysis model proposed by Miles and Huberman (1984). The interactive analysis model according to Miles and Huberman (1984) is in qualitative research allows data analysis to be carried out when the researcher is in the field or after returning from the field a new analysis is carried out. Miles and Huberman's interactive analysis process is carried out in four stages. Firstly, the researchers collected the data from interview session and observation notes. Secondly, the data were reduced by only inserting the important data. Then, the researchers displayed the data organized as word description. Lastly, the conclusions were drawn by the researchers.

Results and Discussion

The Implementation of Extensive Reading

The extensive reading activity implemented by this school is labelled as literacy reading activity. ER activity is carried out through the school literacy movement for 15 minutes before teaching and learning activities. Literacy reading as ER activity is character building carried out by schools to form superior and insightful students. Based on observations, the activity is related to extensive reading due to the fact that the activity stage is in line with some of the principles of ER proposed by Day and Bamford (2002).

Table 1. Extensive reading activities as a school literacy movement

Stages	Extensive reading activities
Pre-reading	<p>a. The homeroom teacher gave instructions for distributing teacher-selected reading materials and student literacy journal (reading log) (Tuesday, wednesday, thursday)</p> <p>b. The homeroom teacher gave instructions to take out reading materials and distribute student literacy journal (reading log) (Friday)</p> <p>The homeroom teacher gave instructions to start reading 15 minutes fast and as much as possible</p>
While-reading	Students read silently and observe the story
Post-Reading	<p>Students wrote the title and descriptions (page, review, moral messages) in student literacy journal (reading log)</p> <p>Short sharing session voluntarily</p> <p>Students collected the student literacy journals to be signed by the teacher[1]</p>

Table 1 demonstrates that the implementation of extensive reading activity was carried out four days in a week; Tuesday, Wednesday, Thursday, and Friday. The reading started at 07:00 to 07:15 and then followed by filling in reading log and short sharing session voluntarily. The sequence of activities on table 1 is in accordance with government recommendations as written in the book *"Mengukur capaian program Gerakan Literasi Sekolah"* by Solihin et al. (2020). It is stated that the initial stage of the GLS program is the fun habit of reading by accustoming the students to reading books for 15 minutes every day. The 15-minute reading activity can be carried out before class begins or at another possible time. Although the 15 minute reading is carried out only four days a week, SMP BSS has held this program certainly well in organizing regular 15-minute reading activities compared to other schools which implemented the GLS program. The results of research by Erwinsah et al. (2019) stated that one of the elementary schools in Pekanbaru only held 15 minutes of reading on Fridays. Similarly, Permatasari H et al. (2020) found that one of the vocational high schools in Bandung only held it on Wednesdays.

On pre-reading, the teachers' role as a guide is needed to coordinate students. The teacher gave guidance and instructions for distributing materials, journals, then gave instructions for 15 minutes to read fast and as much as possible. This activity is related to the 9th principle of ER, namely the teacher as the guide for the students to reach the goal of ER (Day and Bamford, 2002).

During the while-reading, the class was set in a certainly quiet atmosphere. The students focused on reading individually and silently. It goes along with Poetra (2021), he found the students prefer to read silently rather than reading in a group to increase their concentration and prevent intervention. The ER principles used in this stage are read as much as possible, read fast, and read individually and silently (Day and Bamford, 2002). Meanwhile, the teacher read as well as observed the classroom situation to make sure the reading activity went well. This stage also fits in with the 9th principle of ER by Day and Bamford (2002) in which the teacher was monitoring this core activity such as giving a warning to students who were not focused on reading. The teachers' participation in reading undirectly gave the students enthusiasm as they were given a good example from the role model. It refers to the 10th principle of ER by Day and Bamford (2002) in which the teacher is in charge of being the students' role model. In their research, Permatasari H et al. (2020) concluded that literacy can be conveyed by teachers through habits which can encourage the students' reading interest.

On post-reading, the students wrote a review and moral value based on the story and voluntarily conveyed conclusions in front of the teacher and other students. Additionally, if there are no volunteers, the teacher would randomly pick. This activity represented the 2nd stage of GLS program, namely development. The development stage aims to develop understanding skills in reading and relate it to personal experience, think critically, and cultivate communication skills creatively by responding to a particular story by writing a synopsis or reviewing and presenting it (Solihin et al., 2020). The last activity was a form of integration of extensive reading and intensive reading, since 6th principle of ER is reading is its own reward (Day and Bamford, 2002) that there are no follow-up exercises after reading. On the other hand, because ER activities are carried out at school, monitoring makes students more coordinated or they will not take this activity seriously. Mukti (2022) has proven that the students find writing journal after reading is beneficial for their confidence and language skills. Therefore, 6th principle of ER is not included in the implementation of the 15-minute reading activity in the GLS program, which is held at SMP BSS Malang.

Unlike other schools that implement extensive reading using library books, SMP BSS Malang provides printed-short stories in the form of articles arranged by the teachers; which fits in the 2nd principle of ER by Day and Bamford (2002) that is to read a variety of different topics. The teacher-selected reading materials have three languages, namely English, Indonesian, and Javanese. To balance the selection of reading material, this school also allowed students to bring their own choice of books and not limited by language; self-selected books which fit in the 3rd principle of ER that is to read stories based on personal preferences. The teacher did not give a specific target for the number of words or pages that have to be read in a certain time. The students were only given 15 minutes to read fast and as much as possible that fit in the 4th and 7th principle of ER.

Students Perceptions' Towards 15-Minute Extensive Reading Activity

The students' perceptions towards 15-minute extensive reading activity are classified and examined into 3 aspects of perceptions suggested by Walgito (2010),

there are cognitive, affective and conative.

Cognitive Aspect

Cognitive aspect is how people have a mindset to gain knowledge, thoughts, and beliefs. The participants were asked anything they know related to the extensive reading, namely literacy reading activities. Based on the interviews that have been conducted, it is revealed that both of the participants have positive perceptions, as follows;

[Interviewee A: "As far as I know, literacy activities are held to make us understand the core of the stories. In school, we read a novel or book and describe the contents of the story and determine moral values. After that, we can explain the conclusion orally at the end of the activity."]

[Interviewee B: "In my opinion, literacy activities are activities to read articles so that students are accustomed to reading and have broad knowledge of these activities. We were given articles and read short stories, reviewed, and wrote down the moral message. There is a sharing session after reading articles or personal books."]

The question that the researchers asked refers to the name of the activity set by the school, namely literacy reading activity. Both participants had similar opinions in responding to the question which extensive reading habit provides a broad view such as enriching knowledge and understanding. Their answers were in line with the purpose of school literacy movement (GLS) proposed by the Ministry of Education and Culture which is to grow and develop the students' interest in reading at the stage of fond or loving reading (Solihin et al., 2020). It is also related to the basic ER theory of Comprehension Hypothesis, which asserts that acquiring a language and developing literacy skills can be obtained by enriching "comprehensible input" from understanding messages of what we read (Krashen, 2003).

In the meantime, when asked their opinion regarding what aspects of extensive reading activities they find valuable, both participants disclosed that;

[Interviewee A: "In my opinion, the valuable thing is the lessons from the books we read, what we learn from there and also the opportunity to read non academic books or stories."]

[Interviewee B: "Getting new knowledge because each student has the opportunity to bring our personal books which have different variety of reading materials, so we get more knowledge."]

Both participants had similar opinions about the thing they found valuable when doing extensive reading activity. The participants claimed the valuable thing of ER was obtaining knowledge and messages from reading materials, also more precisely the opportunity to read a book of their own choice. Free choice of reading material may grow the students' interest and motivation on reading (Azkia et al., 2021). The participants' opinions were genuinely related to the 3rd principle of ER which is readers choose what they want to read and 5th principle which the purpose of ER is related to general meaning, pleasure, and information.

Affective Aspect

Affective aspect refers to the participants' feeling and emotional towards their experiences doing 15-minute reading as ER activity. When the participants were asked about their feelings, whether they enjoy extensive reading or not, they revealed;

[Interviewee A: I enjoy the reading activity, especially English stories since it is easier for me to understand. I enjoy the English short stories provided by school but I prefer the self-selected book because sometimes the short stories are basic and too easy to understand.”]

[Interviewee B: I enjoy it, but if the story is not suitable with my preference, I do not enjoy it a bit. For example, there are some stories which plots are easy to predict. Other than that, I enjoy both self-selected reading materials and short stories provided by the school since they have varied of stories I can explore.”]

Based on the interview, both participants had positive perceptions on self-selected reading material although there were some reasons that can reduce the enjoyment of reading the teacher-selected reading material; such as the language level and the story preferences. The first interviewee felt he enjoys reading material in a target language that he is good at. It represents that the 1st ER principle which is easy material is realised. However, he felt the reading materials' vocabulary were easier for him to understand. Alsaif & Masrai (2019) stated that considering the reading level of ER reading material, it should be neither too difficult nor too easy to facilitate enjoyable reading.

Meanwhile, the second interviewee less enjoyed the reading activity because of the predictable storyline. The finding of students' self-selected reading material is in line with Nurhadi & Larasaty (2018) report that reading material holds the highest percentage of students' low motivation in doing extensive reading. This shows that the choice of reading material plays a very crucial role in their enjoyment. There are advantages and disadvantages to the application of the teacher-selected book, the benefit is that students do not need to be confused to find stories in the library, the weakness is that the teacher-selected stories do not match their enjoyment.

Conative Aspect

Conative aspect refers to the participants' attitude and behaviour towards their 15-minute reading experiences. When the participants are asked whether they become more confident in reading after experiencing ER, they revealed that;

[Interviewee A: “Yes it can boost my confidence in reading because if we keep reading it, we can understand more and more and experience learning a language.”]

[Interviewee B: “Yes, because I am used to reading and it is easy for me to catch the contents of the story.”]

Both participants were aware that their confidence level increased through extensive reading activity. This data is in line with the findings of Hidayat & Rohati (2020) which stated that the students need encouragement to read various stories in order to achieve confidence when reading.

In the meantime, when asked their opinion about what type of book or topic they find interesting, both participants disclosed that;

[Interviewee A: "For me, it is mystery and action and it has to be in English."]

[Interviewee B: "I prefer non-fiction stories, for example books about socialising."]

Both participants had different interests in the selection of reading materials. However, it did not matter what book or story the reader reads, as long as they enjoy it, it is called extensive reading (Ferrer & Staley, 2016). Therefore, SMP BSS Malang implemented extensive reading activity using two ways in selecting reading materials, namely teacher-selected and self-selected reading materials. In this way, students can choose their own stories, meanwhile, the school still provides reading materials.

Apart from having the main purpose, extensive reading also has good side effects that can be considered a big bonus in the Second Language Acquisition (SLA) as the target language grows along with the reading habit. The beneficial influences given by 15-minute reading as ER activities are the improvement of the participants' English abilities. Based on the result of the interview, ER as one of the school literacy movement (GLS) activities has contributed to the participants' English improvement as a target language from both teacher-selected and self-selected reading materials. The most dominant skills that can be enhanced were grammar, reading, vocabulary mastery, and writing skills as the participants briefly explained as follows;

[Interviewee A: "I think my grammar and reading skills are improved because of the reading habit and knowing how to use a word in a sentence, and enhance my vocabulary."]

[Interviewee B: "My vocabulary has been improved since I can explore many kinds of stories, my grammar has improved a little because I do not pay much attention, and also my writing has been improved in terms for spelling because I finally know how to write correctly."]

Based on the interview, both participants perceived some benefits after some period of time doing extensive reading. Participant A claimed that the ER activity improved his grammar, reading skills, and vocabulary mastery. Meanwhile, participant B claimed that ER activity improved his vocabulary mastery, grammar, and writing. These findings are supported by several previous researchers, the students' English skills such as reading comprehension, grammar (Permatasari et al, 2020), vocabulary mastery (Sa'diyah, 2021), writing (Aida & Widiyati, 2020) seem to improve as the information is absorbed by doing ER. To sum up, ER activity gives many benefits to students' academic performances. This shows that although the major purpose of ER activity is to gain a long reading habit, readers can perceive the benefits in acquiring a new language.

Conclusion

As a conclusion, the implementation of 15-minute extensive reading approach as school literacy movement in SMP Brawijaya Smart School Malang was held quite well by involving and reflecting 9 of the 10 principle of extensive reading as well as two stages of the school literacy program (GLS) namely habituation and development. The procedure of 15-minute extensive reading in this school was

considered unique because of two types of reading selection, namely teacher-selected and self-selected reading materials.

The findings also revealed that the implementation of 15-minute extensive reading approach as school literacy movement activity is categorically helpful for SMP Brawijaya Smart School Malang students' literacy and second language acquisition. The participants have positive perceptions towards the implementation of ER. Among the three aspects of perception, participants predominantly gave positive responses to 2 aspects, namely cognitive and conative. While in the affective aspect, participants did not give an overall positive response because of the unsuitability of language levels and story preferences that make it less enjoyable to read even though they expressed enjoyment in the beginning.

The findings suggest that school stakeholders should consider the occasional or annual evaluation of the 15-minute extensive reading implementation of GLS program and the procedures. More specifically, reading materials must be designed to meet the needs and interests of students to support the success of extensive reading activity as an approach to the school literacy movement (GLS). Due to the limitations of this study, the writers suggested that the further research should involve more participants to accommodate diverse perceptions as well as school stakeholders to discern the entire point of view.

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