

THE STUDENTS' PERCEPTION ON LEARNING ENGLISH WRITING THROUGH EXTENSIVE READING

Hendriwanto

hendriwanto@unswagati.ac.id
(Universitas Swadaya Gunung Jati)

Abstract

Extensive Reading is able to enhance the students' competence (Day, 2010; Brumfit, 2012; Bao, 2013; Kurn, 2014; and Track, 2015). It showed that extensive reading has benefit such as improving students' vocabulary, providing new knowledge, and giving them a way to engage their learning English (Day, 2010).

This study is aimed at finding the students' perception on extensive reading in university students. There thirty respondents are involved in this students. Data were analyzed by quantitative and qualitative.

The result showed that there are 50 percent of respondents perceive that extensive reading engage them in learning English. They give responses that extensive reading gives them a good preparation before coming to the class. In writing narrative text, there are 50% of respondents choose agree to use extensive reading as learning English writing. In writing argumentative text, there are 35% of respondents who selected agree with extensive reading. In persuasive, there are 42% of respondents. In writing descriptive text, there are 41% of respondents.

Introduction

English is taught in University in first and second semester. It is taught as a way to provide students skills in enhancing their competence. Student competence is related to qualification framework of national (KKNI). In KKNI, university student are able to have good qualification to do in their life when they have work in company or they should be able to handle the problem for overcoming all constrains in which the students live.

Teaching English to University students has been done for long years ago. There are many scholars who conduct the

study to evaluate, analyze, or develop the students learning and teaching. Some findings show that Extensive Reading is able to enhance the students' competence (Day and Bamford, 1998; Rodrigo *et al*, 2007; Brumfit, 2012; Dat, 2013; Kurn, 2014; and Track, 2015). It showed that extensive reading has benefit such as improving students' vocabulary, providing new knowledge, and giving them a way to engage their learning English (Day, 2010).

Extensive reading can be used in teaching English as a way to improve students' competence. In Unswagati curriculum book, English subject are

taught for delivering knowledge to student. Output of lesson is to acquire English both in speaking and writing skills. Therefore, by providing English, student will perceive a good learning process. Extensive reading, however, should be stopped when the students do not have enough vocabularies until they have stock for that (Maley, 2008).

Reading a book or journal is not habit for students in University. In other side, they are required to complete their assignment in students. The better they have reading habit, the better they learn. Therefore, in this study, what is the students' perception on extensive reading?

Extensive Reading

Previous Study

Many scholars have conducted the study of extensive reading implementation such as Helgesen (2006), Yamashita (2008), Yamashita (2013), Song and Sardegna (2014). The review study has been conducted by Prowse (2002),. Others, Murphy (2010) conducted the students' perception on extensive reading. The result show that

Benefit of Extensive Reading

Some benefit belongs to extensive reading. It can improve students' skill in writing and speaking. Extensive reading can enhance students in speaking and writing skills (Richard, 2001). This activity

conveys some benefit so that the students perceived pleasure and enjoy reading a book.

Extensive reading conveys learner autonomy effectively (Maley, 2008: 147). Students can imagine what they have read from the graded reader. They can visualize by using a picture or image so that they can realize well what the story is talking about. This effort force them to improve their reading skill in English.

Graded Reader

Prior to the reading the book, Nation and Waring (2013) explain that graded reading is "the books which are typically used in an extensive reading program for learners of English as a foreign language are called graded readers." In graded reader, the student can choose what they want to read based on their curiosity. The book usually consists of some chapters such as narrative, descriptive, and expository.

It will be better for children to provide the student both fiction and non-fiction books. It is related to the level of students. The more appropriate they choose book for reading extensive, the more the will success in extensive reading. Prtljaga (2015) give suggestion to choose the source of graded reader. He mentioned

Procedure of Extensive Reading

Bamford and Day (2002) provided the principles of Extensive reading such as:

1. The reading material should be easy.
2. Learners read often. They can bring the book everywhere.
3. Reading is individual work and should be silent.
4. Reading is its own reward.
5. The extensive reading course is for getting meaning-focused input strand and a fluency strand.
6. Reading speed should be faster rather than slower.
7. A variety of reading material on a wide range of topics must be available.
8. Learners can choose what they want to read.
9. The purpose of reading is usually related to pleasure, information and general understanding.
10. Teachers orient and guide their students.
11. The teacher is a role model of a reader.

Nation and Waring (2012) give the step how to do extensive reading, namely

- 1 Get plenty of books at the right levels for the learners
- 2 Set aside a regular time for silent reading, about 20 minutes at first, but later extensive reading should make up about a quarter of the total in-class and out-of-class learning time and should mostly be done out of class

- 3 Get the learners to choose the book they want to read
- 4 Let them get on with the reading
- 5 Each time they finish reading a book, get them to fill in a brief report form or sit a short test on the book, and then let them choose a new book to read
- 6 Encourage them to do plenty of reading.

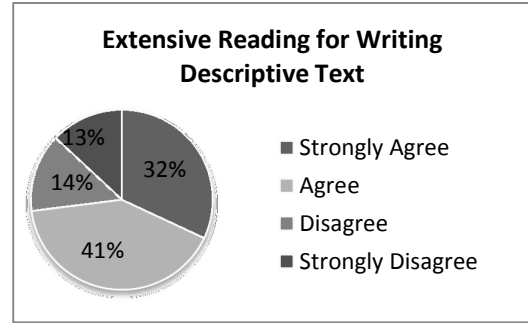
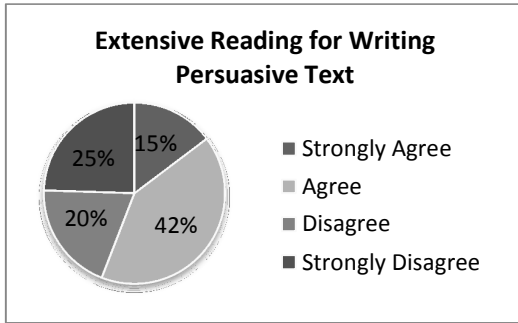
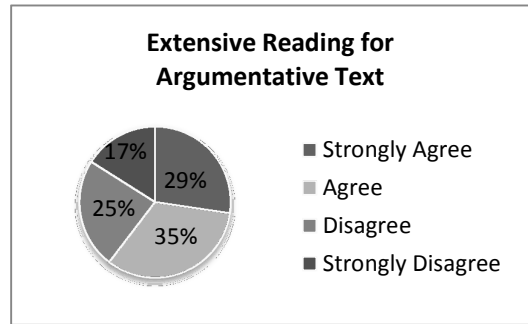
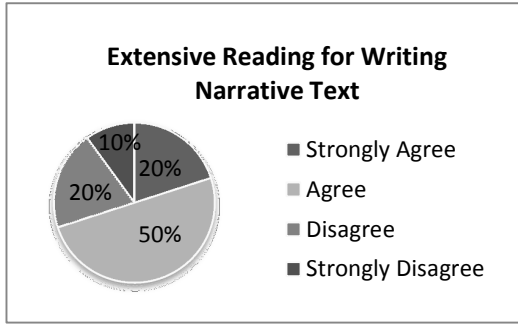
Method

Setting

This study is to investigate the students' perception on extensive reading. The study analyze the core of the students have in believing extensive reading. The study takes place in Unswagati University from February to April 2016. There are some subjects that students need to complete before they can continue to the next semester. They have to complete successfully English subject.

Respondents

There 30 students who involved in this study. They have been learning English Subject since they are university students. They are 10 man and 20 women. They are in the third grade of semester.



Findings

Based on the data above, it can be seen that extensive reading enhances the students' comprehension in learning grammar. In writing narrative essay, there are 50% of respondents choose agree to use extensive reading as a means to write any kind of narrative text such as story, fable, and short story.

In writing argumentative essay, there are 35% of respondents who selected agree with extensive reading. They know any vocabularies to argue in text and put it in their writing. They realize how to use on word in the correct context. They perceive that they would select vocabulary they found in text to their learning in grammar.

In writing persuasive essay, it can be shown that there are 42% of

respondents thought that by applying extensive reading they can find how to persuade the audience and readers. By reading, they are encouraged to motivate other to follow their ideas. It is always found in graded book they have.

In writing descriptive essay, there are 41% of respondents agree with extensive reading. They know how to write well based on the text they have read. Spelling in the graded reader can be found in all types of the book. Respondents perceive that they need to check what the the word spell correctly. Therefore, to describe things or animal is required many vocabularies so that they can use it in their writing.

Respondents' Responses

Based on the questionnaire, it can be seen that the respondents said;

“according to me, that is good activities to improve our skills. It also can make us realize that reading is important. Sometimes, I feel lazy to read. So, reading activities helps me when I am lazy to read”
(Participant 5)

Extensive reading was crying out the student in improving writing skills. They can evolve paragraph writing through vocabulary database. Respondent noticed the new concept after they read in the text related to their topic in their own writing. In this case, a discrete form of writing can be analyzed to what extend they have reading habit before writing one text.

The ability to write narrative text departs from habit of reading a story. In the class, respondents are asked to read much more than usual. They should bring the book everywhere so that they can read in any opportunity. This ways expand their writing skills underlying to acquire new English proficiency. This should be highlighted that the more they reader the better the write. It can be seen in their response below;

“It will be better if before beginning the class, I read some article or paragraphs. Because it's useful, from reading, I will find some unfamiliar words, and I will look for the meaning of that words. Reading regularly, my English skill will be better especially on writing. I can write easier because I have many vocabularies.”
(Participant 12)

This backdrop of reading they have encourage them to full in their reinforcement of writing ability in any types of the texts. This case reflect that extensive reading carried out them to enhance their skills in writing particularly in narrative, argumentative, persuasive, and descriptive essay. This means tend to encourage teacher and student to use reading activities before starting the lesson being taught to cater on students' demand.

Based on the students' perception, it can be said steadily that vehicular methods in teaching writing provide them numerous ways to write well-formed essay. Respondents array one of the strategy in writing after they have well-formed paragraph. It is prevailing for all language skills. Respondents realized distinct of language feature in text they read intended to give them somewhat more easy technique in writing.

The respondents negotiate to graded reader when they do not want to reliance on electronic and printed dictionary as said by participant *“I feel more understand materials of the lesson.”* (Participant 7). It constructed their mind to write essay. They can accomplish writing assignment after they have known that reading give them reinforcement to adhere the ability of writing essay.

Conclusion

Extensive reading elicited students to gain the way to write English paragraph. This capable of writing are encouraged to read much more before beginning the lesson. Respondents are invited to read prompts what they need to know and want. By reading, it can improve solid skills in writing that is closely related to the topics they want to share any ideas. When student encounter difficulties in finding vocabularies or structure in writing, they can read again the text they have read.

Extensive reading promotes students' writing skill since it deal with the stage to give them perceptive (reading and listening) before asking them to produce production (writing and speaking). Extensive reading engage students to aim good proficiency in language skill since it convey to have reading as first activity before doing a writing task. Thereby, the findings above revealed that learning English writing through extensive reading can facilitate them to have ability in writing a readable text.

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