STUDENTS' RESPONSES TOWARDS SELF-SELECTED READING IN EXTENSIVE READING CLASS

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ABSTRACT

Extensive Reading is a method in which the participant engages in the activity by reading more books from a greater variety of genres outside of the classroom to read for pleasure. As a result, pupils may choose the reading content that they are interested in reading. The following were the goals of the research named Students' Responses to Self-Selected Reading in Extensive Reading class, which was conducted: 1) To determine the kinds of reading students choose in Extensive Reading class, and 2) To observe the student's reactions to self-selected Reading in Extensive Reading class, the following research was conducted: By the academic year 2020/2021, the students of the English Education Department at one of Cimahi's colleges were in their third semester, which served as the primary topic of this research. It was decided to utilize a descriptive qualitative approach for this investigation. Document analysis, as well as interviews, were used in the data collection process. The results revealed that students choose various readings for Extensive Reading, including short stories, novels, articles, news, books, biographies, song lyrics, and other kinds of material. Regarding the study second research question, the student's answers to self-selecting for Extensive Reading were consistent, with the following replies: it was easier; the students were happier, and there was no burden in deciding to do it. According to the research findings, the students chose more kinds, and they were pleasant to work with and seemed to enjoy themselves.

Keywords: *Reading, Extensive Reading, Reading Material, Types of Reading Material, Students' Responses*

INTRODUCTION

Reading has become one of the most critical language skills for academic achievement in the digital era. Reading, as described by (Richards, J. C., & Schmidt, 2010), is the process of comprehending the meaning of a written document. (Teele, 2004) believes that every reader ought to strive for comprehending what they read. A person who can read can educate oneself in any area of life in which they are interested.

Reading skills were acquired at all levels of schooling. Numerous reading works were taught at the university level, particularly in the English education department. Extensive Reading was one of them.

Extensive Reading (ER) was one of the reading strategies examined by most reading specialists (Bamford & Day, 2004). Extensive Reading was a method of language instruction in which students read a large amount of simple material in the new language. They choose and read their Reading independently of the instructor.

This research examines students' attitudes about self-selecting readings for Extensive Reading in light of the above. The purpose of this research is to determine the kinds of

readings that students choose for Extensive Reading and to ascertain students' attitudes about self-selecting of readings for Extensive Reading.

Extensive Reading is defined by (Richards, J. C., & Schmidt, 2010) as "occurring when students read significant quantities of high-interest material, often outside of class, focusing on meaning, "reading for gist," and skipping unfamiliar terms." Extensive Reading's objectives are to instill reader confidence and pleasure; furthermore, extensive Reading is always conducted to comprehend broad concepts, not particular specifics.

Extensive Reading is a reading program in which participants read various types of literature (Jones, 2010). Participants are given little consideration when it comes to selecting Reading that is relevant to their interests. Extensive Reading programs address this problem by providing a variety of readings. It is leisure reading that increases the learner's confidence and drive, resulting in the more effective use of language. Students in Extensive Reading mostly use silent reading techniques known as Scanning and Skimming. Reading is the primary activity in the classroom. Extensive Reading often occurs outside of class.

Research on Extensive Reading highlight the importance of pleasurable and easily comprehendible Reading. The effects of utilizing popular fiction as reading in Extensive Reading on the Reading and writing abilities of EFL students have been investigated. The findings indicated that the usage of popular fiction elicited a range of responses from the participants. The students expressed favorable comments about popular imagination, and their views toward genuine materials shifted to affirmative after completing the prescribed fiction readings.

Selecting reading content is critical for Extensive Reading's effectiveness and developing the learner's reading habit. Nuttall (as quoted in Essay UK) proposes four essential criteria for choosing books for Extensive Reading, which may be summarized as the SAVE acronym: The 'S' stands for succinct since EFL students should not be deterred by long texts that may be difficult or uninteresting for them, resulting in a lack of desire to read extensively. 'A' stands for attractive since this is an essential prerequisite for promoting interest in Reading. A good ERP book should pique the reader's interest in Reading, not appear like a textbook. The letter 'V' emphasizes the importance of diversity in ERP. Each student is unique in requirements, skills, and personality. They should have various resources to select. Finally, 'E' requests resources that are simple and within the learner's linguistic ability. If the contents are challenging, pupils will struggle to read proficiently and may give up entirely. Since a result, it is critical to supply learners with books that they can handle, as 'progress comes from reading a lot of simple content.'

Through the use of authentic texts, children learn to read honestly. As stated before, readings should be evaluated according to students' levels for many reasons. Students will gradually expand their vocabulary, avoid excessive dictionaries, and improve their inference abilities.

Thus, adhering to these specific suggestions for implementing an Extensive Reading program may help ELT instructors avoid common misconceptions about how Extensive Reading should be conducted. Due to the diversity of components involved, such as concepts and resources, the Extensive Reading method effectively shifts perspectives in L2 Reading.

The Different Types of Reading

The media, blogs, personal experiences, books, journal and magazine articles, expert views, encyclopedias, and online sites all provide sources of information. (Abdul Karim,

N. S., & Hasan, 2007) discovered that university students spend considerable time reading newspapers, academic publications, and websites for educational purposes rather than enjoyment.

In the most common public library, hard copy readings are divided into periodicals, newspapers, and books. Books are classified as fiction or non-fiction. Children's novels, books for adolescents, drama, mysteries, and humor are all examples of fiction. Non-fiction books are classified according to subject matter such as history, geography, culture, and medicine. They may be further classified according to subtopics such as World War II, African culture, psychiatry, and Australia. Numerous public libraries include a reference section, or reference library, where public members may access but not remove specific volumes.

Self-Selected Material

(Shih, M., Aebersold, J., & Field, 1997) as stated in ER, students pick what they will read from a list of self-selected readings and, if required, with the assistance of their instructors. Due to the substantial promotion of independent and self-selected texts, this reading method is appropriate for L2 and EFL students (Renandya & Jacobs, 2011).

According to reader-response theorists, the reading process is influenced by the readers' interests, personal histories, and previous experiences. The reading methods used by readers differ according to their reading objectives. Thus, to connect students from diverse backgrounds to readings and encourage them to read and build meaning, students should have options or be permitted to choose their readings.

Students' Reactions

(Palani, 2012) stated that extensive Reading helps EFL students improve their Reading. Such as their comprehension, rate, strategies, fluency, habits, vocabulary, writing, listening, grammar, speaking, and test-taking skills in both L2 and EFL settings, and nurtures reading habits. As stated in the Extensive Reading Foundation's Guide to Extensive Reading, Extensive Reading aims to assist students in improving their reading ability rather than reading to learn the language.

When kids read widely, they READ, which means they read rapidly, enjoyably, and with sufficient understanding to avoid the need for a dictionary. As a result, Extensive Reading may also be referred to as Individualized Reading, Self-Selected Reading, Sustained Silent Reading SSR, and Drop Everything and Read DEAR. All of these terms refer to different kinds of Extensive Reading programs. Therefore, since most EFL students in the Indonesian setting are reluctant readers due to a lack of vocabulary and poor reading desire, Extensive Reading may serve as a valuable method to develop excellent reading habits while simultaneously increasing their vocabulary.

ER results in a positive shift in a reader's reading behaviors and impacts their attitude to Reading, and it is an excellent method to improve one's English proficiency (Yamashita, 2013). EFL learners' increased interest in Reading has had a beneficial effect on their everyday lives, such as decreasing their reliance on television, which is often seen as an unpleasant pastime due to its time-consuming nature (Rostamian & Sabet, 2016). On the contrary, this ER Program has sparked their enthusiasm in reading their hand-picked English readers.

METHOD

According to (Ary D., Jacobs L. C., Sorensen C., 2010), "research design" is "the writer's strategy for the study, which includes the technique to be utilized, the kind of data to be collected, the location, the manner, and the source of the data." The descriptive qualitative technique was employed in this study; the descriptive research objectives were to locate, examine, and descriptively describe the data.

(Cresswell, 2012) defines qualitative research as a study that begins with preconceptions, worldview, the possibility of using theoretical insights, and the examination of issues enquiring into the people assigned to human or social problems." A qualitative research technique was selected to assist the writer in collecting students' Extensive Reading assignments data.

Subject of Research

The research examined the third semester of English Education Department students at a pedagogical college in Cimahi. There were 38 pupils in attendance. Thus, the writer selected participants for this study using a random selection method. It meant that the writer chose students at random to collect data.

Techniques for Data Collection

The writer used a variety of tools, including document analysis and in-depth interviews.

Documents analysis

Document analysis offered several benefits over other qualitative research techniques. As stated by (Bowen, 2009), document Analysis is an effective technique. It suggested that it would take minimal time thus, be more effective than other research techniques.

The writer gathered data by examining students' Extensive Reading assignments. The paper detailing students' Extensive Reading assignments was completed over one semester. The writer utilized a document checklist to ascertain and depict the kinds of readings chosen by pupils.

Interview

An interview is a deliberate discussion, often between two individuals but sometimes including more, facilitated by one to elicit information from the other.
The writer supplied any questions answered during the interview by students to ascertain the students' answers while choosing readings.

Techniques for Data Analysis

Document analysis

The writer meticulously analyzed their Extensive Reading document assignments to ascertain the kinds of reading students chose. The writer categorized the readings for pupils using a document checklist. The writer then displayed the pupils' Reading in a table. The following is an overview of the readings chosen for Extensive Reading by the topics.

Interview

Making sure students' responses to reading selection, the writer interviewed and recorded them. The writer asked students a series of questions on the reading selection, summarized students' attitudes about self-selecting Reading in a table, and then wrote the audiotape transcript and concluded everyone's answers.

FINDINGS AND DISCUSSION

The data for this research was gathered via document analysis and in-depth interviews. The writer performed the study on January 4th, 2021. During the final exam, the writer collected the students' Extensive Reading tasks documents. The subjects of this study were third-semester English Education Department students at one of Cimahi's institutions.

First, the writer gathered the students' Extensive Reading assignments from the final exam and utilized a checklist of documents to classify the students' reading choices. The writer then interviewed students to ascertain their responses to reading self-selecting in Extensive Reading. The interview was recorded and transcribed.

The writer examined the data after doing the study. The writer gathered data for the study results via document analysis and interviewing students. The writer divided the findings into two categories: type reading and student reaction.

Different Kinds of Reading

The writer utilized document analysis to determine the reading students chose for the document Extensive Reading assignment. According to (Bowen 2009), document analysis was an efficient technique. It suggested that it would take less time and therefore be more efficient than other research techniques.

The writer meticulously classifies Extensive Reading assignments assigned to pupils. The writer categorized the kinds of reading utilized by pupils using a document checklist. The writer then discovered that pupils choose their reading content. The following tables summarize the findings:

Table 1 The Types of Reading

Types of Reading	Study Subject								
	S1	S2	S3	S4	S5	S6	S7	S8	S9
Short Story	√	√	√	√	√	√	√	√	√
Novel	√	√	√	√	√	√		√	√
Article				√			√	√	
News		√			√			√	
Song Lyric			√						
Book	√			√				√	
Biography								√	√

According to the data, the writer found that students in Extensive Reading chose various readings. A list of students' readings selection in order of preference is (1) Short stories; (2) Novels; (3) News article; (4) A book; (5) Biographies; and (7) Song lyrics.

The Students' Reaction

In an interview conducted on March 20th, 2021, the result of the study was acknowledged by the writer in the field. It examined pupils' reactions to self-selecting Reading. After reviewing students' responses to self-selecting Reading in Extensive Reading, the writer obtained data. The following table summarizes the study findings:

Table 2 The Response of the students

No.	The subject of the study	The Student's Response		
		Enjoy	Not Enjoy	Excerpt
1	S1	√		*"I like to select my reading as it made me feel more enjoyable".*
2	S2	√		*"having been free to choose made me love this activity".*
3	S3	√		*"The fact that the lecturer did not choose the material for us made it more fun".*
4	S4	√		*"I enjoyment and happiness when reading".*
5	S5	√		*"The ability to choose the material made the task a lot easier".*
6	S6	√		*"I think choosing materials suited to your ability is good".*
7	S7	√		*"Selecting my material made me happy. The second, it made me curious at the same time."*
8	S8	√		*"The class became easier because I could choose my material".*
9	S9	√		*"I felt no pressure because the reading text were all chosen by me.".*

Based on the data, the writer has concluded that students' reactions to self-selecting Reading in Extensive Reading class indicated that it has made their lives simpler; they were happier, and there was no burden associated with selecting it. It may be inferred that they had pleasure in doing their duties.

The writer gathered data from the nine students who were the topic of the study above to determine the kinds of Reading and the students' responses. The writer determined the types of Reading chosen by students based on the data in Table 4.1.1. Students compiled lists of reading classified by the degree of preference: short stories, novels, articles, news, books, biographies, and song lyrics.

According to the study in Table 4.1.2, the students' answers to self-selecting in Extensive Reading at one of Cimahi's colleges were almost identical. Cohen (2014) stated the learner has conscious thoughts and behaviours to do various activities. The learners may be forced to do Extensive Reading, dislike it, or not complete it since it is not their chosen learning method.

It was discovered that nearly all pupils had the same answers. The answers were simple; the kids were pleased, and there was no pressure to choose. As a result, by self-selecting reading content, individuals made the job enjoyable and straightforward.

CONCLUSION

The purpose of this research was to determine the kinds of Reading chosen by students and their reactions to self-selecting in Extensive Reading. Based on an examination of the preceding chapter's research results about the types of Reading and students' responses to self-selecting Reading in Extensive Reading class. Based on the study findings, pupils preferred certain kinds of Reading. There are various students' choice readings in order of preference: short stories, novels, articles, news, books, biographies, and song lyrics.

In relation to the study's second research question, it can be inferred that the pupils'' reactions to self-selecting Reading in Extensive Reading class were nearly identical. The reasons were simple; the pupils were pleased, and there was no pressure to choose. As a

result, by self-selecting reading content, individuals made the job enjoyable and straightforward.

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