

TEACHING EXTENSIVE READING TO UNIVERSITY STUDENTS BY USING READING LOGS STRATEGY

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Abstrak

Tujuan makalah ini adalah untuk menjelaskan penerapan strategi *Reading Logs* didalam kelas *Extensive Reading*. *Reading Logs* digunakan untuk meningkatkan minat baca dan ketertarikan mahasiswa terhadap bacaan fiksi. Melalui *Reading Logs* mahasiswa dibantu untuk memahami sebuah bacaan karena *Reading Logs* adalah sebuah catatan yang akan mencatat segala kegiatan dan tebakan mahasiswa mengenai bacaan yang sedang dibacanya. Reading logs mempunyai empat aspek yang harus dimiliki untuk membuat mahasiswa bisa membangun dan menggambarkan dunia yang ada di dalam bacaan, yaitu *anticipating/retrospecting*, *picturing*, *interacting* dan *evaluating*. Keunggulan dari *Reading Logs* adalah, pertama dapat memotivasi dan memberikan kemudahan bagi mahasiswa dalam membaca, kedua, *Reading Logs* memberikan kemudahan bagi mahasiswa untuk menyampaikan argumen-argumen mereka dalam berdiskusi karena mereka telah menulisnya dalam *Reading Logs* dan terakhir, mahasiswa dapat memperoleh pemahaman secara menyeluruh terhadap sebuah bacaan sehingga dapat meningkatkan kemampuan membaca mereka.

Kata kunci: Reading Logs, Extensive Reading, University students

A. INTRODUCTION

Reading is an essential skill for students of a foreign language. It is the way to get information and knowledge from a text or book in which knowledge and science are found. By reading, students can increase their vocabularies and entertain themselves. By strengthening reading skill, students will make a better progress and development in learning English. In short, reading is important for students to develop their speaking and writing skills. Yopp (2001) states that reading can develop students' ability to learn through a text; to expand their ability to think broadly, deeply, and critically about ideas in the text. Using a suitable text for students will motivate them to read and increase their interest in reading.

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At university level, students need to read as often as possible to explore the materials which is related to their major. Students are expected to read actively eventhough they are not assigned by lecturers to read. Reading will improve their knowledge about subject being studied and also makes them ready to enter to a real professional world later after they graduate from university.

At State University of Padang especially in English Department, Reading is prerequisite subjects that is Reading 1, Reading 2, Reading 3 and Extensive reading. In Reading 1, Reading 2, and Reading 3 students learn about to understand genre, paragraphs, passages, articles and text books by using reading skill like skimming and scanning. In these subject students also learn how to find stated and unstated main idea, understand the topics, topic sentence, punctuations, context clues, supporting details and paragraph patterns. In these subjects students are guided by questions which is prepared after they read a text. Students' understanding is evaluated from their answer. Meanwhile, extensive reading is the subject to apply what students have got in those previous subjects to read in the classroom or out the classroom under the lecturer's guide.

The purpose of this subject is to make student comprehend the figurative language and authors' thought. Lyutaya (2011) also states that Extensive reading motivates learners to read a large number of texts on a wide range of topics because the students themselves select the reading material based upon its relevance to their interests, knowledge, and experience.

Although students have completed three levels before Extensive Reading, there are still problems they face when they read. Lack of vocabulary and low motivation is the greatest problem for students. In the extensive reading class students will read the non-fiction and fiction text. They have to find their own material to be presented in the class. For non-fiction materials such as scientific articles, news and others students do not find many difficulties in the text but when students have to present fiction text in the class for example short story, most of them find difficulty to understand the story. The students cannot locate the idea of the text because they are unfamiliar with the words and also they cannot guess the meaning from the context. Because they find it is difficult, their motivation to read the short story decrease. The less someone reads the less existing knowledge they will have later in connecting their reading material with what they know already.

As it can be seen above, students find difficulties in reading a fiction text. Lack of vocabulary and low motivation are the problems they find when they read. It is caused by the strategy that they use is not appropriate with the text. Thus, Students do not read the text before the class began and they do not make their summary task by themselves but by searching in the internet and also most of them tend to neglect their task by keep silence in the class. This condition will cause difficulty for them to master reading skill. There is a need for the lecturer to find any tasks to help the students successful in reading. One of them by using reading logs. The used of reading logs will be focused on literary text material. Reading logs will be a good alternative to help and to motivate students read the text given. It can be used by the lecturer to make them successful in reading.

Reading logs combine reading skill and writing skill because reading skill can not be separated from other skills. Each skill supports the other skill to be mastered in English. Reading logs is a strategy to review students' progress in reading a text or book. Reading logs cannot only make them read the book but also to practice their writing skill. Reading logs is an ideal method to ease access to literary text, the various sections of reading logs activate background knowledge and introduce strategy to help students recognize the difficult features of setting, narration, plot, characters and theme. In the reading logs the students have to report their guesses, difficult vocabularies, how they are getting on with reading, problems they have encountered, and emotions and feelings they experience as they read and write. Therefore, the writer proposes a reading logs as a task used in extensive reading class.

Reading logs help student to keep their written record of their personal reaction from the text. According to Carlisle (2000) Reading logs is a simple and direct tool to encourage and tap learners' individual response to novel. Bean, Chappell and Gillam (2007) also stated that reading logs is informal assignment that ask students to record their understanding, questions and responses to a reading. In other words, reading log is a place to take risks, speculate, ask questions, express opinion and build knowledge for students.

Kelly and Farnan in Yopp and Yopp (2000) argued that reading logs can be effective in promoting the critical thinking skills of analysis and evaluation and promoting personal interactions with text if the appropriate prompts are provided. Appropriate prompts are those that involve readers' perception of, association with or evaluation of the text. By using reading logs, the lecturer can see how far the students understand about the text and with reading logs students can freely write their opinion, analysis, and what they like and dislike from the text without being forced to present it in front of the class.

According to Carlisle (2000) the component of reading log is questions that students ask themselves about characters and events as they read, memories from students experience provoked by the reading, guesses about how the students think the story will develop and why, reflections on striking moments and ideas in the book, comparisons between how the students behave and how the characters in the novel are behaving, thoughts and feelings about characters and events, comments how the story is being told, connections to others texts, ideas, and courses, and an outline of the chapter. Additionally Lyutaya (2011) also states the components of reading logs guess what the book might be about, comment on a passage or sentence from the text, make a poster featuring one of the characters in the story, write down questions and answer, speculate about information gaps, read a review, write a letter, imagine filming the story, provide your own ending, give opinions about the story, and write down aspects of the culture reflected in the story. Reading logs must be written in English, but the students are free to write their components to suit their needs and interest to express their feeling. There are no set rules for what reading logs should look like. Reading logs can be organized in various way depend on the students' need and classroom goals. The response in reading logs will depend on the students' background, culture, beliefs

and experience. The more students understand the text and more experience students in reading, the more they write what they can reflect from the text.

B. DISCUSSION

a. The Components of Reading Logs

Writing cannot be separated from reading learning process. By writing, the students can organize their response about the text; as a result they can integrate what they have read and their knowledge about the text to make them comprehend the text better. When reading, the students should find appropriate strategy to help them in reading the text. Reading logs can help them to comprehend, communicate and activate their critical thinking about the text. Reading logs is used to maintain the written record of their personal reactions to the text. Reading logs are an opportunity to the students to express their attitude towards text, reflect on what they have found and make connection between what they know and what they read. Reading logs give students ability to build knowledge and become strategic, independent and fluent reader.

Reading logs is never used in extensive reading class. Usually, only discussion is used to see the students thought about the text. In discussion the students seem lack of knowledge about the text and the way they answer the questions are not organized well. It is because they do not have an outline of what they have read. It is better to ask the students to write down what they have read before the class begin and reading logs is the way to structured their thought and activate their critical thinking. There are many components in reading logs but the lecturer can remake the components based on the goal of reading or students' ability. Based on the explanation in the chapter two there are many components in reading logs from different expert. Every expert has indicated different components, thus to make them fit in the extensive reading class.

Here are several components that have been concluded, first Anticipating. The questions are as follow: What comes out on your mind when you read the title of the text first?, Guess what is this story may about?, How do you think the story will develop and end? And the last is Why do you think the author choose this title?.

Second component is Picturing and the questions are as follow Who is the character in this story?, How does the author explain all the characters?, Who is your important character or character that you find interesting in this story? Why? What is the main conflict of the main character in the story? Would you like to be one of the characters? Why? If there is something about the character that you want to change, what is it? And how does the setting affect the characters?

The third is interacting. The questions are as follow: How is the story being told? What events or characters do you not understand? From the view of character, is it arguments that author make are valid, biased or objective? Is there something surprised you or that you found interesting? Explain! What did you notice from characters, such as what made them act as they did or how they changed? What emotions do you feel when reading the text? Record some of your reactions! Is there connection between the story and your own life or does the story remind you of an event? Copy down a quote from a character and tell why you think it is meaningful! Does the author use any strong imagery in the

story (similes, metaphors, etc.)? Give examples and tell why do the author use them.

The last one is Evaluating, and the questions are as follow: Provide the alternate endings for the story, If you were the author, would you have changed the name of the characters, location of the scene or setting? Why? What questions would you like to ask to the author about the story? Will the question be able to answer your curiosity about the story by knowing about author's life? How do you feel about the story? What does the message that author try to deliver?.

b. Implementing of Reading Logs Strategy

1. Activities

Usually reading logs is used during reading activities. The students read the text in the class and then record their thoughts in reading logs. After they finish making reading logs, the students will discuss the text with their friends guide by the lecturer. It is different with extensive reading class, students have to read the text before enter the class and then discuss the text. Before the discussion begins, lecturer has to tell the students that their reading logs and their argument will result in their grade.

a. Pre-Reading (20 minutes)

The purpose of this stage is to prepare the students for the text, to increase their interest in the topic of the text and motivate them to read what they are going to read. To prepare students for reading means to ease students' stress from their fear of not-being able to cope with language difficulties. Since they already make reading logs at home, the lecturer and students will discuss the first component in reading that is anticipating. The lecturer will ask their idea one by one.

To begin this stage, a student present his/her reading logs begin with first part of reading logs that is anticipating.

1. What do the students already know about the topic and how can this knowledge be used with the text?
2. Why is the text worth reading?
3. How do you think the story will develop and end?
4. Why do you think the author choose this title?

Students will take turn in answer the questions and students are encouraged to express their expectations and predictions by discussing pictures, titles, vocabulary, matching titles and parts of a text, ordering parts of a text, or answering questions.

b. While-Reading (60 minutes)

This stage is aimed at the clarification of text content and at students' understanding of the writer's purpose and the text structure. While-reading activities deal with the characters, the plot, language, and topic issues. In this stage the lecturer will discuss about what is text about, identifying who said what, what is the conflict, and another questions in rest part of the reading logs. Students share their thoughts and feelings on the text guided by lecturer. Lecturer has to encourage free expression of ideas during this stage. Then, lecturer asks students about any cultural background that may be unfamiliar in the text which is build the story and share information or knowledge which is related to the story.

The remaining components of reading logs will discuss in this activities. For example, the questions are:

1. Who is the character in this story?
2. How is the story being told?
3. What questions would you like to ask to the author about the story?

c. Post-Reading (20 minutes)

The purpose of this stage is to help the students to reflect upon what they have read which is related to the students' personal experience, emotions, views and interests in order to stimulate their reactions to the text. Lecturer asks the students to summarize the arguments to make general understanding of the text. In the end of this stage, Lecturer will collect all their reading logs and summaries.

By using this strategy, students focus on reading process which can improve students' motivation in reading and their reading ability. The key in extensive reading class is to free the students choose their own material which is interesting to them. By combine a reading logs strategy in extensive reading class, the student will arrive at deeper comprehension on the text and understanding of reading strategy.

c. The Advantages of using Reading Logs

The advantages of using reading logs for college students is: the students are demanded to read the text outside the classroom in order to prepare themselves before they follow learning process in the classroom, reading logs helps them to keep in track of what they have read. Reading logs motivate students to read, then they can express their thought without hesitation in discussion because by writing reading logs helps them to integrate different sources of information, knowledge and organize their thoughts to support their arguments in discussion, as a result, they gained clear understanding about the ideas in the text and it improve their reading ability become better.

C. SUGGESTION

Reading logs is not only used for literary text but it can also use for another text and book in any grade of students. It is suggested to the lecturer to make the components in reading logs based on the purpose of study and the lecturer should give feedback to their reading logs. Also the lecturer should be a role model of a reader who can recommend reading materials to the students and create atmosphere to stimulate students to read. Then, extensive reading should be a student-centred and a student-managed activity and the role of the teacher is to advise, assist, correct, and widen the students' interests and encourage them to analyse their own reading experience by talking about the books they have read.

Catatan: Artikel ini disusun berdasarkan makalah yang dibimbing oleh Muhammad Al Hafizh. S.S, M.A

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