
An Analysis of Exploring Personal Reading Histories for Learners of FKIP University of Riau

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ABSTRACT

EFL learners majoring in English experience different reading histories which are interested to be explored. It can be conducted through one of classroom activities in Extensive Reading. This article is based on the literature review for a study "Exploring Personal Reading Histories for Learners of FKIP University of Riau". This article aims to describe how Exploring Personal Reading Histories is appropriate for the learners of FKIP University of Riau. Critical analysis was conducted in order to gain the aim of this study. The result of analysis shows how Exploring Personal Reading Histories is appropriate for Learners of FKIP University of Riau in terms of the context of Indonesian EFL learners and the activities of extensive reading for reading competency. The result of this review is expected to be meaningful for the study designed.

Key Words: EFL learners and Exploring Personal Reading Histories

Introduction

Reading experiences are useful for EFL learners majoring in English in order to have background knowledge about texts they read. Learning from experiences may attract the learners' interest to read the following texts. They might have reading experiences based on how they learn reading in Reading courses; intensively or extensively. They learn how to read and how to do practices, exercises, and assignments in Reading courses. Activities dealing with reading are also conducted in order to attract the students' interest.

Learners in English Study Program FKIP University of Riau, learn Reading I, Reading II, and Reading III. The other Reading course is Extensive Reading. Bumford and Day (1998, 2004) point out that extensive reading is an approach to language teaching in which activity

school influences, and types of readers' schemata. Family or home environment is as a primary source of background knowledge and schemata formation in reading. Family and society or community attitudes vary in different culture. Schools may make students involve in doing activity and reading atmosphere. Practices in reading that children face in their life affect on the type of their schemata. The types of schemata that learners have like linguistic schemata, formal schemata, and content schemata. Learners may gain such schemata based on the oral practice that they experience while learning reading. If the children are exposed to listen the story read to them, they are prepared to listen to how the stories are constructed.

provides the students to recall their reading competent. The experiences are as processes supported learners to

they acquire about other kinds of texts like recipes, newspaper column, research papers, and lab report. Any texts readers read is as the background knowledge for the learners to read the following texts. The different learners' schemata indicates that they are individual. The difference refers to different motivation, learning styles, and learners' strategies. Different learners' cultural and linguistic background affect their understanding on the texts they read. Hedgecock and Ferris' (2009) in line with Koda's (2010) believe that reading success is governed by the competencies of visual information extraction and prior knowledge consolidation.

EFL learners will gain the meaning and acquire the language by reading (Hedge, 2008). It is in line with Hammer (2009) who points out that reading is an appropriate activity in acquiring the language. It means that reading contributes to vocabulary and grammar. Lee and Hsu (2009) point out that readers will absorb a good source of writing because they can learn vocabulary, sentences, and text organization. Kuang Yu Chen (2014) found that syntactic knowledge as important as vocabulary knowledge on second language reading comprehension. This study suggests that the students are provided with communicative learning environment in order to have opportunities to practice vocabulary knowledge and syntactic knowledge.

In Indonesia contexts, English is learnt by referring to language learning policy implemented in the curriculum. As a foreign language, English is learnt. Despite the learning of English as a subject in schools, Cleophas' (2006) study found that one of the causes of the errors made by Indonesian students is due to the lack of understanding the content of the language. This reflects on the

They will know that stories are presented in chronological order, problem, solution, and specific characters. By listening to stories, children gain life developing their reading competence.

Experience that learners gain is like what in extensive reading read a lot of reading materials for information and enjoyment and they choose their own reading materials. Brown (2001) points out that extensive reading is carried out to achieve a general understanding of texts. Although readers read a lot of reading materials, they read for general information and overall meaning. Brown also points out that extensive reading is recognized as pleasure reading. He also claims that readers will stop reading when they think the materials are not interesting or it is too difficult.

Bamford and Day (1998) explore ten principles of extensive reading: 1) The reading material is easy, (2) A variety of reading material on a wide range of topics is available, (3) Learners choose what they want to read, (4) Learners read as much as possible, (5) Reading speed is usually faster rather than slower, (6) The purpose of reading is usually related to pleasure, information and general understanding, (7) Reading is individual and silent, (8) Reading is own reward, (9) The teacher orients and guides students, (10) The teacher is a role model of a reader.

The benefit of extensive reading has been proven by researchers and teachers. It can not only improve students' reading ability, but it has also been shown to expand knowledge of vocabulary, raise the general level of a language testing, and improve fluency and accuracy in writing. Brown (2001) claims that

competency of the EFL learners in tertiary education.

English as a foreign language for Indonesia learners mean that they do not use English in day to day communication; formal or in formal communication. Hence, they are expected to be exposed in English. One of the possible activities that the learners do in order to suggestion in implementing ER.

Day and Bamford (2004) claim that readers

Mermelstein (2014) studied the use of extensive reading in improving EFL learners' reading for non English major in Taiwan. The study proves significantly higher reading level gained by the treatment group. The study suggests that utilizing extensive reading can provide a successful alternative to improve Asian learner's reading levels as well as considering pedagogical.

Learners have limited chance of L2 interactions outside the classroom boundaries;reading in this study was only for reading course in which the goal is for comprehension. Sarwo Edy (2014) suggests make special course for extensive reading in order to enhance the students' reading skills and reading habit. Ho-Hyak Jang et al (2015) studied the effect of English extensive reading activities on the students' reading proficiency and reading motivation in Korea. The study found that extensive reading activities have a positive influence on students' reading proficiency and their intrinsic motivation.

Rania Adel Ibrahim Ahmad and Hussan Rajab (2015) investigated the impact of extensive reading on developing second Language (L2) reading comprehension and writing skills among primary school EFL Learners in two Arab countries, Egypt and Saudi Arabia. The study has proven that extensive reading can improve the second Language (L2) reading comprehension and writing skills among primary school EFL learners in two Arab countries, Egypt and Saudi Arabia. The study also proves the role of teachers

extensive reading component in conjunction with other focused reading instruction is highly warranted. Yamashita (2008) found in their study that extensive reading improve the students' reading rate or reading strategy and the general language proficiency. Junko (2008) believes that the students' recognition on reading strategy makes them quickly learn to apply the effective strategies to L2 reading and extensive reading is also as the form of acquiring micro level linguistics.

Chin-Neng Chen (2013) studied the effects of extensive reading of e-books on Taiwanese tertiary level EFL technological students' English reading attitude, reading comprehension, and vocabulary. The study found that extensive reading of e-books facilitates Taiwanese tertiary level EFL technological students' English reading attitude, reading comprehension, and vocabulary growth. The finding also indicates that extensive reading via e-books could improve tertiary level EFL students' L2 learning.

Bumford and Day (2004) point out that the components to be considered in implementing *Exploring Personal Reading Histories*. The components are levels, aims, preparation, and variations referring to questions. The example of the components is as follows.

Level: Intermediate
Aim : To develop students' awareness of the role of reading in their lives
Preparation
1. Identify level and aims
2. Chose appropriate

in terms of engaging in reading and the exposure of young EFL learners to sufficient and suitable materials.

The studies about extensive reading show the benefits of extensive reading for EFL/ ESL learners. They are in terms of language competence; language components and language skills, and learners' attitude, motivation, and confidence on learning language generally and specifically on reading. These are as the reflection of characteristics of extensive reading indicating the activities of extensive reading

Exploring Personal Reading Histories is one of the activities in Extensive Reading course. It is a classroom activity in which students discuss the past and present role of reading in their lives Bumford dan Day (2004). The learners can evaluate their reading experiences, habits, and attitude in the first and the foreign language.

learners of FKIP University of Riau. The procedures in analyzing the articles were; reading and rereading the relating theories transcribing in the form of table into themes in order to find out how it is appropriate for learners. and writing the result of analysis. The result of the The themes are dealing with the topic area of the study.

Result and Discussion

The result of critical analysis of related theories shows that Exploring Personal Reading Histories (EPRH) might be considered as an appropriate activity for Extensive Reading course. The result of the analysis is as the following table.

questions

3. Teachers play as a role model.

Example of Questions:

1. What are your first memories of reading?
2. Did anyone read to you?
If so, who? I not, why was that?
3. What ideas of things did you enjoy reading most?
4. Do you still enjoy reading these kinds of things today? If not, how has your reading changed?
5. Which author or types of reading have been most important to you?
6. What role does reading play in your life now (for example, as a parent or for work, pleasure, community, or religious purposes?

These components were considered in designing *Exploring Personal Reading Histories* in Extensive Reading course. Therefore, the analysis was also based on the components of research questions.

Note: The responses of the questions are presented.

Table 1: The Result of Analysis of Exploring Personal Reading Histories (EPRH) for Indonesian EFL Learners

Indonesian EFL Learners	Reading/ ER	EPRH
<p>-English is not for day to day communication; formal or in formal</p> <p>-Learners are expected to be exposed in English.</p>	<p>- Reading is a process of combining information from a text and readers' own background knowledge to build meaning</p> <p>- Different learners' cultural and linguistic background affect their understanding on the texts ()</p> <p>- the goal of extensive reading program is to convince learners of its value</p>	<p><i>Exploring Personal Reading Histories</i> provides learners to recall their reading experiences in which the experiences contribute to their reading competency.</p>

The result of analysis indicates that *Exploring Personal Reading Histories* (EPRH) is considered "Learners of FKIP University of Riau". This article aims to describe how Exploring Personal Reading Histories is appropriate for learners of FKIP University of Riau. The result of analysis shows that Exploring Personal Reading Histories is appropriate for Learners of FKIP University of Riau in terms of the context of Indonesian EFL learners and the activities of extensive reading for

Methodology

The analysis how *Exploring Personal Reading Histories* is appropriate for learners of FKIP University of Riau in this article is based on the analysis of theories related for this study; Indonesian EFL learners, reading, Extensive Reading, and Exploring Personal Reading Histories. The articles were studied critically in terms of *Exploring Personal Reading Histories* for

appropriate for EFL learners in Indonesia in terms of the learners' context and the goal of reading. The context indicates that English for EFL learners in Indonesia is not for day to day communication; formal or in formal, however, learners are expected to be exposed in English. Meanwhile reading is a process experienced by learners in understanding texts (Anderson and Nunan, 2008). Different learners involve in different reading experiences. It reflects on different cultural and linguistic background affecting on their understanding on texts (Hedgcock and Ferris, 2009). Learners also experience extensive reading. The goal of extensive reading program is to convince learners of its value (Hedgcock and Ferris, 2009).

Hsu (2009), Mermelstein (2014), Sarwo Edy (2014), Ho-Hyak Jang et al (2015), Rania Adel Ibrahim Ahmad and Hussan Rajab (2015) have proven the use of extensive reading for EFL/ ESL learners. They suggest make special course for extensive reading in order to enhance the students' reading skills and reading habit. They suggest that utilizing extensive reading can provide a successful alternative to improve Asian learners' reading levels as well as considering pedagogical. It may begin from

reading competency. *Exploring Personal Reading Histories* is useful to be implemented in Extensive Reading course for EFL learners of FKIP University of Riau. Besides, the implementation needs to be studied how this activity supports the goals of Extensive Reading course. Hopefully, the result of this review will be meaningful for the study designed.

Conclusion

This article is based on the literature review on for a study “Exploring Personal Reading Histories for elementary school. The learners will absorb a good source of writing because they can learn vocabulary, sentences, and text organization.

Exploring Personal Reading Histories is one of the activities to be considered in implementing extensive reading.

This activity provides learners to recall their reading experiences in which the experiences contribute to their reading competency (Bumford and Day, 2004).

Implementing extensive reading in Indonesia is useful for improving the learners’ ability in English. It is due to the fact that extensive reading facilitates learners to acquire the knowledge of a language. It is not only the way to increase the reading competence but also to increase the language competence. It is in line with Cleophas’ (2006) who found that one of the causes of the errors made by Indonesian students is due to the lack of understanding the content of the language.

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