DEVELOPING SUPPORT SYSTEMS AND BOOK CATALOGS FOR EXTENSIVE READING IN INDONESIAN LANGUAGE LEARNING

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OVERVIEW OF THIS PRESETATION

This presentation reports on the progress of designing a support system (catalog) to promote Extensive Reading in Indonesian for beginner-level students.

At the current stage, the system is intended for internal use only; it's not an online system or a book database yet. The main reasons are:

1. Indonesian graded readers are not yet available.
2. Research and reports on Indonesian Extensive Reading remain very limited.
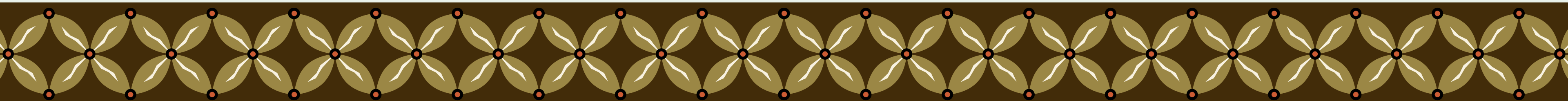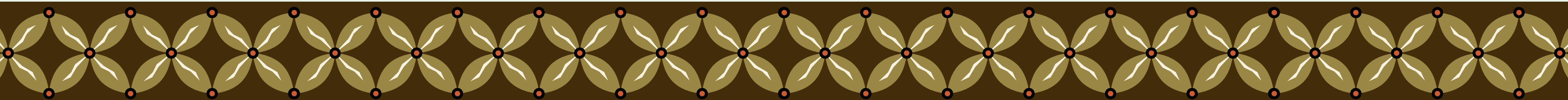
THE FLOW OF THIS PRESETATION

01.

Implementation of ER in Indonesian Classes

02.

Student's Attitude towards ER

03.

Creating a Book Catalog for Beginner-Level Students

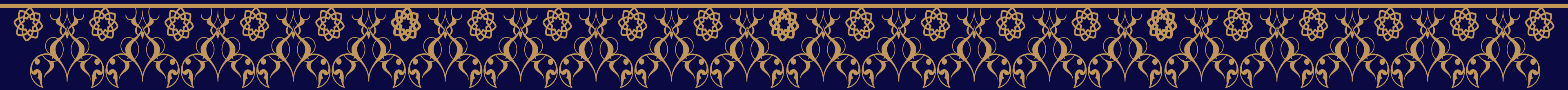# 3 POINTS AS MENTIONED IN THE ABSTRACT

Point 1

What types of support are needed for integrating children (picture) books into ER?

Point 2

How should a catalog be made for beginner learners? For example, by showcasing a book catalog designed for Indonesian learners?

Point 3

How to incorporate students' feedback and reading comments into the catalog.

BACKGROUND

My Teaching and Research

- I teach Indonesian as a Foreign Language at a private university in Japan.
- Since the 2021 academic year, I have been implementing Extensive Reading (ER).
- Indonesian is offered as a subject called *"Malay/Indonesian"* under the Common Education curriculum.
- My research focuses on developing reading materials for ER.
- This presentation introduces a small-scale example of ER activities in my Indonesian classes, with a focus on catalog design to support beginner students.

BACKGROUND

Table 1

Class Name	Credit	CFER (BIPA Target)
Malay/Indonesian I	4	A1 (BIPA 1)
Malay/Indonesian II	4	A2 (BIPA 2-3)
Malay/Indonesian III	4	A2 - B1 (BIPA 3-4)
Global Language Learning Malay/Indonesian	2	B1 (BIPA 4-5)

*BIPA : Bahasa Indonesia untuk Penutur Asing (Indonesian as for Foreign Speakers)

- 4 credits class has 56 meeting in one semester (4 times X 14).
- The curriculum is arranged that classes is not devided according to the language skills.
- The students are very diverse. They have different backgrounds in terms of country of origin, native language, and cultural aspects.

01. ER IN INDONESIAN CLASSES IN MY UNIVERSITY

Implementation of ER (next slide)

- Started as an in-class activity in **Spring 2024**
- Conducted over **three semesters (Spring '24, Fall 24, Spring '25)**
- Target students: **A2 level (Malay/Indonesian II students)** *A1-A2?
- **Positive student feedback** received

Challenges

- Limited class time
- Shortage of reading materials
- Low Vocabulary Acquisition among Students

Evaluation System

- ER contributes to **Task and Quiz grades**
- Requirements: **number of books read** + **reading journals completed**

OVERVIEW OF ER IMPLEMENTATION

Classroom-Based ER Implementation

- Conducted over **three semesters**
- **20 minutes** at the beginning of each class
- **12 sessions** during the 2nd quarter of the semester
- **Total participants:** 33 students (they belong to 4 classes)
- **Reading target:** 20 books
- **Average books read:** 25–28

Details about ER activity flow, reading journals, and grading system: Lestari (2024)
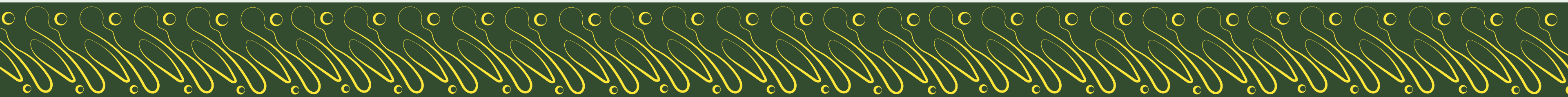
➢ Implementing ER without Graded Readers is challenging. Over the past 2–3 years, I have been collecting books that may be suitable for ER.
So far, the feedback and responses from students have been positive; however, their motivation tends to be grade-focused.

➢ To continue ER successfully, to ensure the program runs effectively, and to promote ER among Indonesian language teachers, it is necessary to establish support not only for students but also for ER practitioners.
Therefore, I decided to create a catalog that covers the collection of books available at our institution.
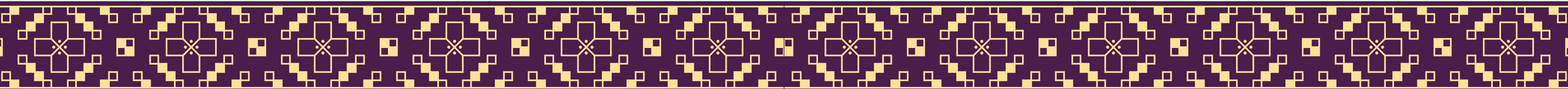
02. STUDENT'S ATTITUDES TOWARDS ER
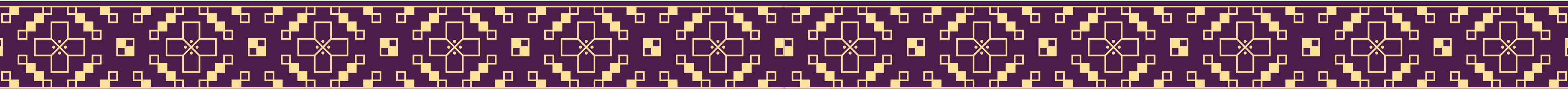
SUMMARY OF STUDENTS FEEDBACK

Open-ended Question: "Before and after your extensive reading activities, have you noticed any changes in your own learning of Indonesian or in reading itself? "

In summary, the most frequent comments were related to 'vocabulary growth' and 'improvement in reading comprehension,' followed by 'enhanced cultural understanding' and 'increased motivation for learning.' Only two students reported no noticeable changes.

絵と知ってる単語だけでも分かるものが多いと感じた。文字だけの文章よりも取り組みやすいのでより意欲的になった（Mさん）。

I felt that I could understand a lot just from the pictures and the words I already knew. Compared to text-only passages, it was easier to engage with, which made me more motivated." (Student M)

わからない単語を全て調べるのではなく、文脈や絵から推測して読むことができた。また、似ている単語に関連しているか考えて読むことができた（Aさん）。

I was able to read by guessing the meaning of unknown words from the context and pictures, rather than looking up every word. I also thought about whether similar words were related while reading." (Student A)

楽しく勉強できる方法を発見した（Hさん）。

I discovered a way to study that is fun." (Student H)

外国語の文章を翻訳機にかけずにちょっと自分で読んでみようという気持ちになった（Iさん）。

I felt motivated to try reading a foreign text on my own, without using a translation tool." (Student I)
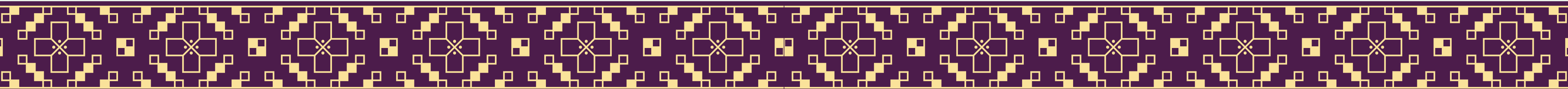
SUMMARY OF STUDENTS FEEDBACK (1)

Open-ended Question: "How many books could you read (approximately number is ok)? What made you work up to that number?"

Number of books read: 16-33

Main reasons were:

Enjoyment and interest in reading : "Simply because I was happy to be able to read books in Indonesian."

Grades/assignments : "I worked hard because we would receive a grade. "

Peer motivation and competition : "Because I was aiming to reach the target number along with everyone in the class, not just by myself. "

Learning benefits (vocabulary and expressions):" I have always liked picture books, and it was fun because I could also learn Indonesian."
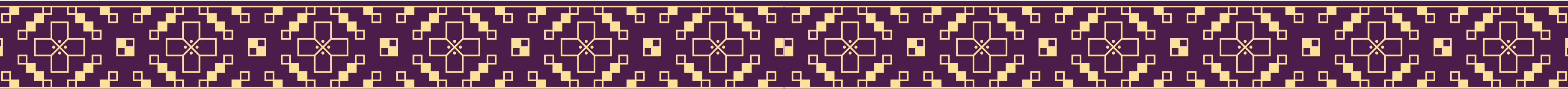
SOME FINDINGS FROM MY OBSERVATION

How students select the books

➤ Many students only looked at the book covers.
➤ Some looked at the number of words or sentences, but not many.
➤ Many students asked their friends what book they had just read or which books they thought were good.

How students deal with difficult books

➤ None of the students stopped reading; all of them finished the books they chose. Although it took time (e.g., 20 minutes) and sometimes felt heavy, or did not enjoy the content.
➤ Most students used online dictionaries when they encountered difficult words, and some students frequently asked the teacher for vocabulary meanings.
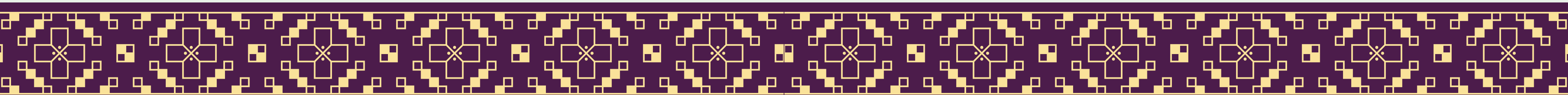
03. Book Catalog for Beginner Level Students
Overview of the Books used in my ER practice

Book Type/Genre

I have been using:

1. Printed books

a. Children's storybooks for native Indonesian speakers (including translated children's books from foreign languages)

b. Leveled Readers* for native Indonesian speakers

c. Graded Readers developed at my institution.

d. Translated comics from Japanese

e. Translated books/novels

2. Online books (online version of children books mentioned above

a. Books from the *Room to Read* website

b. Books from the *Let's Read* website

(See Lestari (2024) for details about the online resources used in the past two years, and Lestari (2023) for GR developed in APU)

How to Acces

- All the printed books are located in the CLE, on the Malay/Indonesian bookshelves.
- Students can also find Leveled Readers* in the university library.
- Books available for online reading are listed in a Book List created using a Padlet template, which is stored in the class Moodle.
- Books downloaded from *Let's Read* (Levels 0–3) are stored in Google Drive, and the link is provided in the class Moodle.

* These books are aimed to build Indonesian literacy rate.

TOTAL NUMBER OF BOOK FOR INDONESIAN ER IN MY UNIVERSITY

So far, we have several types of books as shown in the table below. The number is very limited at this time. The table below only shows the printed books available at our institution.

Table 2

Books	Amount	Location
a. Children's storybooks Indonesian	138	CLE
b. Leveled Readers	75	CLE, Library
c. Graded Readers (created in my univ)	8	CLE, online
d. Indonesian translation of Japanese Manga	22	CLE
e. Others (novels, ect)	10	CLE

CHILDREN BOOKS ARE MAINLY USED IN MY ER ACTIVITIES

Day & Bamford (1998) and Nation & Waring (2020) note that, although children's books may not align with university students' cognitive levels, many of them address universally relevant themes such as environmental issues, endangered species, cultural heritage, and food.

These books received very positive responses and high ratings over the past three semesters. In the final part of this presentation, I will introduce the three most highly rated books, based on students' comments written in their reading records.

The catalog I am presenting here has been developed to support students in selecting suitable story books to read.

LITERATURE REVIEW

<u>**Brierley, M., Nakamura, R., and Niimura (2020)**</u> **reports on the development of an online graded reader database to support extensive reading programs. The paper discusses the types of information necessary for ER programs to run successfully and introduces a new version of a book recording system, usable across multiple institutions, that provides data on book level, word count, and student reading records to enable recommendations.**

<u>**Nakano, Teiko (2017)**</u> **evaluated a self-directed support system for Japanese extensive reading, which provides graded readers, progress tracking, video clips as teacher substitutes, and boards for peer comments. Questionnaires and system logs showed that progress tracking motivated learners and enhanced enjoyment.**

DESIGNING A CATALOG

➢ The purpose of compiling this catalog is to provide a foundation for developing a system that can support the Extensive Reading (ER) program. The system is expected to be accessible online and contain a database of all necessary information, including online books available for reading.

➢ This catalog is a simple but clear system designed to make it easier for students to select books to read. It also provides information on where each book can be accessed. The catalog will continue to be updated as new books become available.

➢ It is also expected that this catalog will serve as a useful resource for practitioners who wish to start an ER program or for libraries that plan to include Indonesian books (particularly children's storybooks) in their collections.

DESIGNING A CATALOG

Why a Supporting Catalog is Needed

➢ The vocabulary and sentence structures in children's books do not align with the Indonesian language learning levels of non-native speakers.

➢ The word count of a children's book does not guarantee that it will be easily understood.

➢ Some cultural backgrounds and common traditions, even those familiar to Indonesian children, may not be understood by foreign learners.

➢ Many children's books are set in cultural or natural contexts, and their titles may contain vocabulary that is uncommon for non-native speakers, such as *Lelakut* (Scarecrow) or *Mantel Emas* (Golden Coat, referring to Papua's Kangaroo).

➢ As mentioned earlier, many students only look at the book cover before reading. With a comprehensive catalog, they can access relevant information beforehand, helping them make informed reading choices.

ITEMS INCLUDED IN THE CATALOG

Title (Indonesian and English)
Book Cover
Difficulty Level
Student Comments/Impressions
Rating (Stars)
Genre (English)
Topic (English)
Brief Synopsis (English)
List of Important Words
Readability Notes
Access for Reading (Location or Website)
Notes for Teachers (so far only in Indonesian)
Grammar Targets/Points
Suitability for ER
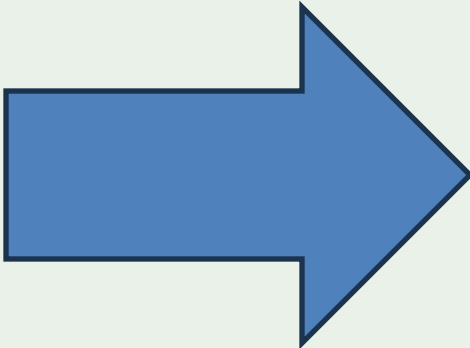
In this stage, I could only finished entering data of 65 books out of 138 books listed in a column in Table 2.

Student Comments/Impressions Rating (Stars)

I used a paper-based reading log. Over three semesters, a total of 33 students read an average of 25 books each, resulting in **821 reading records**. I entered all of these into an Excel file, recording each book's rating (stars) as well as students' comments about the stories.

Reading Journal Booklet

Student Comments/Impressions Rating (Stars)

Student R

Student M

List of Important Words

Vocabulary considered important and useful as reading clues was entered in this column. This included both beginner-level vocabulary (not new words) and unkwon vocabulary.

Readability Notes (useful for students and teachers)

Kalimat per halamannya pendek-pendek. Kalimat "Apakah kalian keluargaku?" sering diulang. Beberapa kosakata baru muncul namun isi ceritanya mudah dimengerti lewat ilustrasinya.

(The sentences on each page were very short. The sentence *'Are you my family?'* was repeated often. Although some new vocabulary appeared, the story was easy to understand through the illustrations.)

Notes for Teachers

Banyak kata sifat tingkat pemula, ungkapan meminta izin, "Boleh ku… ?"
(There were many beginner-level adjectives and expressions for asking permission, such as *'Boleh ku…?'* (*May I…?*))
Bentuk pasif: "melilit-dililit", "membuka-dibuka", bagus untuk contoh penggunaan pasif.
(*It also included passive forms like 'melilit–dililit' and 'membuka–dibuka', which are good examples of passive usage."*)

Grammar Targets/Points
Some affixes : me- -kan (bacakan, membacakan, menyeramkan); ke--an (kesakitan, ketakutan, kesukaan)

Suitability for ER : Readability Level (for beginner students)
◎ **EASY TO READ**
○ **READABLE WITH LIMITED USE OF A DICTIONARY** (not too much)
△ **DIFFICULT AND REQUIRES EFFORT** → less suitable for beginner ER
× **TOO DIFFICULT FOR BEGINNERS** → not suitable for ER; better for other reading activities or advanced learners

BENEFITS FOR COMPILING THE CATALOG

1. Each book can be reviewed individually, allowing identification of those less suitable for ER.
2. Key vocabulary can be recorded, and frequently used grammar structures can be observed.
3. The catalog can also serve as a guide for other teachers who wish to start an ER program (especially since no Graded Readers are currently available).
4. Books can be grouped by theme and selected for use in other classes (non-ER activity).

IMPLEMENTATION IN THE FUTURE

Phase 1
Distribute the catalog.

Phase 2
Observe the progress of student's ER

Phase 3
Evaluate and analyze the changes or progress of students before and after the catalog was introduced.
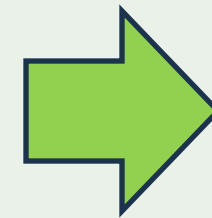
I hope to find colleagues who support the theory of Extensive Reading and who are willing to collaborate—not only to develop reading materials, but also to create an online support system that can be used more widely.

SCAN HERE

In the "Catalog Desing" sheet.

https://docs.google.com/spreadsheets/d/1z2eYQ8oLWrdj6IVwX5CC8l0a7ez7xI7oeT-AnRLSnTw/edit?usp=sharing

File Edit View Insert Format Data Tools Extensions Help

Judul	Judul dalam bahasa Inggris	Cover	Difficulty Lev	Student's Feedback and Comment.	Rating Star	Genre (Jenis Buku)	Tema/Topik	Synopsis (English)	List of Important Words	Ciri-Ciri lain yang Membantu (Readibility Notes)	Akses (Acces to Read)	Teacher's Note	Grammar Points	Suitability for ER
Taman Bermain dalam Lemari	Playground in a Closet		Mudah	「イラストがすごくかわいかった。パティックの模様がたくさん見れて良い。」「深い。」	4.4	Culture	Indonesian traditional fabric, batik.	There was a child from a family of batik makers. He was bored with batik, but one day he had an adventure in the closet and became passionate about it.	membatik, bosan, ingin, melarang, di balik pintu, kupu-kupu, terbang, hampir saja, simpan, lemari	Kalimatnya pendek-pendek, banyak halaman yang hanya berilustrasi saja, tanpa kosakata atau kalimat.	CLE	Bagus untuk memperkenalkan batik. Ada baiknya juga untuk bahan "read aloud atau yomikikase".	There are examples of the use of "ku-" + verb (kusimpan), there are examples of the word "hampir" (almost), the use of " ingin".	
Sirama-rama	Sirama-rama		Mudah	「シラママがすごくきれい。魚たちも車になったりして、とてもかわいい。」「いい話だった。Ayah 生きてて良かった。」	4.3	Culture; Nature	Unique animal; The pattern of batik	A child waits for his father to come home. He played and flew with the group, looking for his father who might be riding in various vehicles.	sirama-rama, mungkin, angkot, kapal, kereta, pesawat, susul, pelan, terbang, lebih, lambat, cari, rendah, cepat, kencang, lelah	Kalimatnya pendek-pendek, banyak perulangan pola kalimat, terutama kalimat dengan kata "sudah" dan kalimat tanya dengan "Apa ... ...?", bukan "apakah".	CLE	Banyak bentuk kalimat perintah dengan satu kata, kata kerja dan kata sifat berhubungan dengan perpindahan, nama-nama kendaraan.	Motion verbs (移動動詞), adjectives (fast, slow), yes/no question, imperatives with both verbs and adjectives.	
Woli Ingin Melihat Dunia	Woli Wants to See the World		Sedikit s...	"A cat! Eine katze :3 Wholesome book and easy book." 「毛糸が主人公という実に斬新な本である。最後に毛糸の持ち主と世界を見るシーンは印象的である。」	4.1	Adventure	A dream for travelling	Woli wants to go see the world with his friend, a cat named Pus. Eventually, he can see the world thanks to a change.	dunia, benda, melihat, kagum, meloncat, sayang sekali, melompati, jendela, menuruni tangga, mendorong, menghibur, membawakan, semakin, tidak sabar lagi	Banyak kosakata baru. Bisa dimengerti jika melihat baik-baik gambarnya, atau membaca dua kali.	CLE Room to Read	Ada contoh kata "membawakan". Lebih bagus untuk hiburan daripada untuk latihan pola kalimat atau kosakata.	The use of "ingin".	
Krauk! Krauk!	Crack! Crack!		Sedikit s...	「運動会みたい」「商品がせんべいなのがおもしろい。」	3.6	Culture; Event	Indonesian traditional game	A boy wants to win a cracker-eating contest. He practices every day.	lomba, pasti, menang, perlu, berlatih, kalah, yakin, berhasil, hebat, siap, penasaran	Kosakata baru lumayan banyak namun sering diulang, dan kalimatnya pendek-pendek. Bagus untuk memperkenalkan lomba 17-an.	CLE Room to Read	Banyak digunakan kata bantu.	Auxiliary verbs (can, want, must, sure).	
Ketika Gilang Ingin Seperti Kak Sita	When Gilang Wants to Be Like Sis Sita		Mudah			Culture; Childhood	Indonesian traditional dance	A boy always wanted to play with his older brother but wasn't allowed to. Finally, he found something he liked.	seperti, pintar, menggambar, mengajari, memegangi, tall, bosan, pandai, menari, menyanyi, berlatih, semut, menyuruh, tarian, sanggar	Ceritanya mudah ditebak dari ilustrasinya. Kalimatnya pendek-pendek dan sederhana. Banyak pengulangan kata "seperti", "ingin", "ikut". Dari ceritanya kita bisa tahu, anak kecil di Indonesia main apa, terutama di daerah dan generasi orangtua.	CLE Room to Read	Berbagai contoh penggunaan kata "ikut". Contoh penggunaan kata "pintar" dan "pandai".	The use of "want" and "join" (join in playing, join in practicing, join in having fun).	
Lihat Rambutku	Look at My Hair		Sedikit s...			Culture; Childhood	Cassava and the leaves	A girl who accompanies her mother to harvest cassava, tries to curl her hair using cassava leaf stems.	hendak, memanen, singkong, memetik, melilit, membuka lilitan, ulang, menyuruh, melarang	Kalimatnya pendek-pendek per halaman. Kosakatanya sedikit sulit namun sebenarnya kosakata baru untuk pemula APU hanya sedikit. Banyak dipakai bentuk pasif. Bisa dipahami isinya lewat gambar. Kosakata sulit bisa ditebak artinya lewat gambar.	CLE https://www.inovasi.or.id/d/buku-cerita/	Bentuk pasif: melilit-dililit, membuka-dibuka, bagus untuk contoh penggunaan pasif.	Passive form, verb + '-ku' (order me, forbid me)	
Kring! Kring!	Ring! Ring!		Mudah s...	「とっても簡単。動物の名前が覚えられる。」 "It's a really fun book to read. The vocabulary are not that difficult, almost all of them we have learnt it in the class. This book is good for starter who want to understand Indonesian language."		Animals	Mother bear and her son.	The mother bear couldn't ride a bike, so she was often late picking up her cubs from school. Then she learned to ride a bike.	terlambat, sepeda, pinjam, terlalu, tipis, jerapah, tinggi, gajah, besar, mantel emas, kecil, tarsius, pas, mengebut	Kosakata dan kalimatnya sedikit, dan strukturnya sederhana. Banyak pakai kata sifat dasar, bagus untuk latihan katasifat dengan kata "terlalu". Banyak dipakai bentuk 'ku' + kata kerja (kupinjam, kucoba, kupakai)	CLE Room to Read	Banyak kata sifat tingkat pemula, ungkapan meminta izin, "Boleh ku... ?"	Adjectives, may, ku-.	
Tiju Si Pemburu Keju	Tiju the Cheese Hunter		Sedikit s...	「クライマックスにつれて単語がむずしくなってったけれど、おもしろかった。」「くいしんぼうなネズミがかわいい。」		Animals	Mouse and Cat	A cheese-loving mouse searches for cheese and keeps eating every time he finds it. The ending is a bit heart-pounding.	dapur, tukang roti, berburu, keju, lapar, dapat, menemukan, remah, keranjang sampah, mendapatkan, tubuh, menjadi, kekenyangan, terbangun, mendekat, semakin, berguling, lari, untuglah, selamat	Banyak kosakata baru di akhir cerita, tapi pada dasarnya bisa dimengerti dari ilustrasinya.	CLE	Banyak dipakai kata "menemukan", "dapat", "lapar", ada juga contoh kata "kekenyangan"	me- -kan, ke- -an	
Teman Baru Epi	Epi's New Friend		Mudah	「異なる言葉を話す、二人が出会う物語。絵も綺麗でわかりやすいです。」「ほっこりするお話で、大好き。」 "It's a nice book, that shows friendships between two kids from very different backgrounds."	4	Society; Life	Refugee	An Afghan refugee living in Indonesia plays alone every day until he meets Epi.	hampir, terlambat, puasa, berbuka puasa, kembang api, tetangga, mengajak, keesokan harinya, suatu hari, terakhir, kolak pisang, malam takbiran	Banyak halaman yang tanpa kosakata dan kalimat. Jumlah total kosakatanya sedikit. Agak sulit dimengerti karena kosakata intinya belum diajarkan di tingkat pemula, dan ada bagian yang butuh kecermatan untuk mengamati latar belakang dalam ilustrasi.	CLE Room to Read	Bagus untuk menjelaskan perbedaan "besok" dan "keesokan harinya"	"eat until full" (a sentence pattern that uses the word "until" to express the result).	
Akan ke Mana Boti?	Where is Boti going?		Sedikit s...	"Another nice book with incredible artwork. Great book to teach kids about recycling also I love lime juice face in page 2."	4.5	Environment	An adventure of a pet botol	The story of a drink bottle that was carelessly thrown away and ended up being	sudah lama, berada, dalam, luar, suatu hari, akhirnya, keluar, segar, tempat sampah, berlubang, masuk, parit, sungai, ujung, hanyut, terbawa, arus, deras, tersangkut, mungkil, berhasil	Ilustrasinya bagus dan bisa membantu memahami isi. Banyak kosakata sulit untuk	CLE	Bagus untuk menjelaskan bentuk pasif, dan	The passive form is me- -kan, the passive form is lar-	

CONCLUSION

What types of support are needed for integrating children (picture) books into ER ⇨ a clear guide on grammatical information, theme, and reading ease.

How should a catalog be made for beginner learners, for example, by showcasing a book catalog designed for Indonesian learners
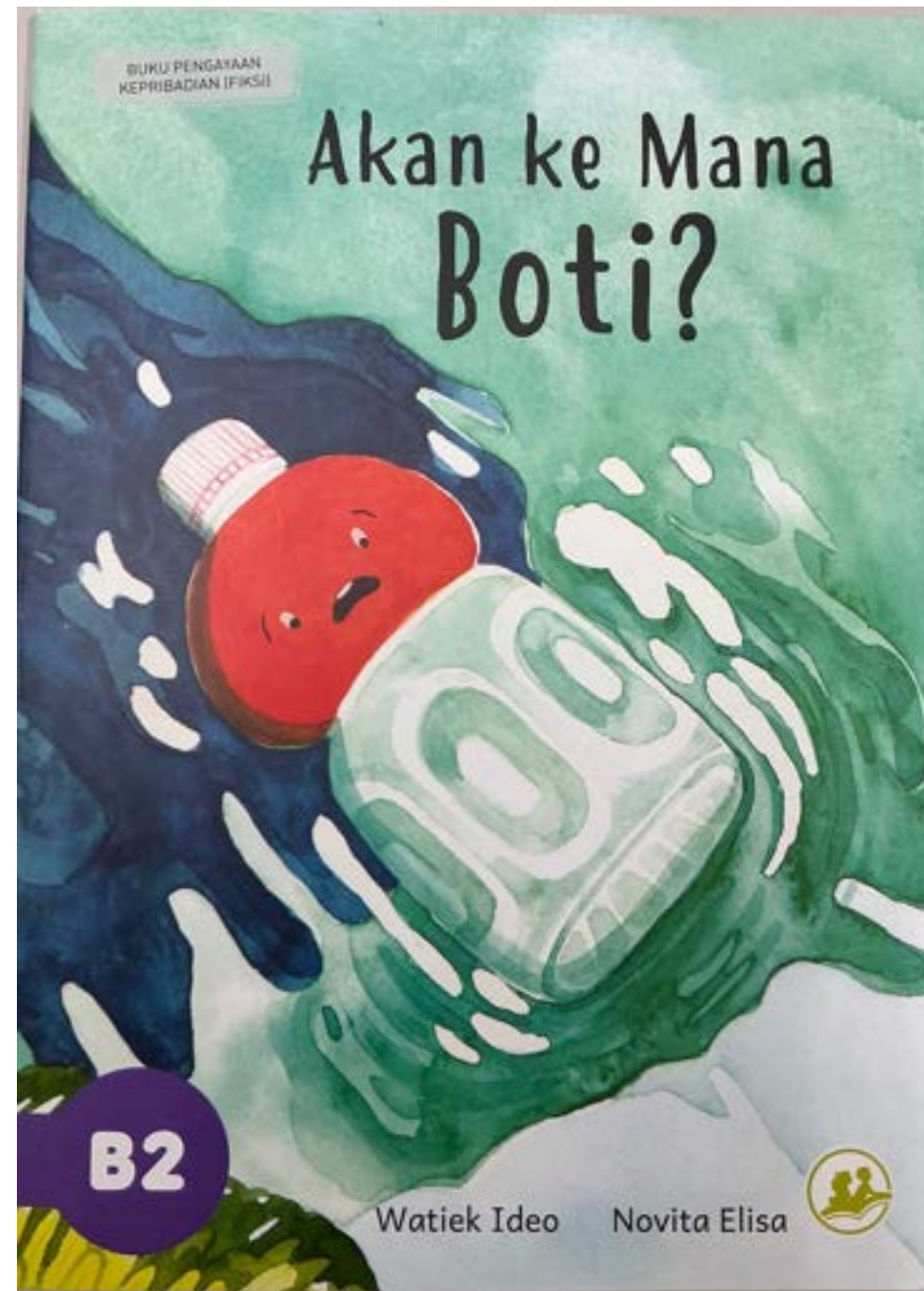**⇨ compact, visually appealing, suited to fit student's needs.**

How to incorporate students' feedback and reading comments into the catalog
⇨ including previous readers' comments and ratings would be helpful.

Where is Boti Going?

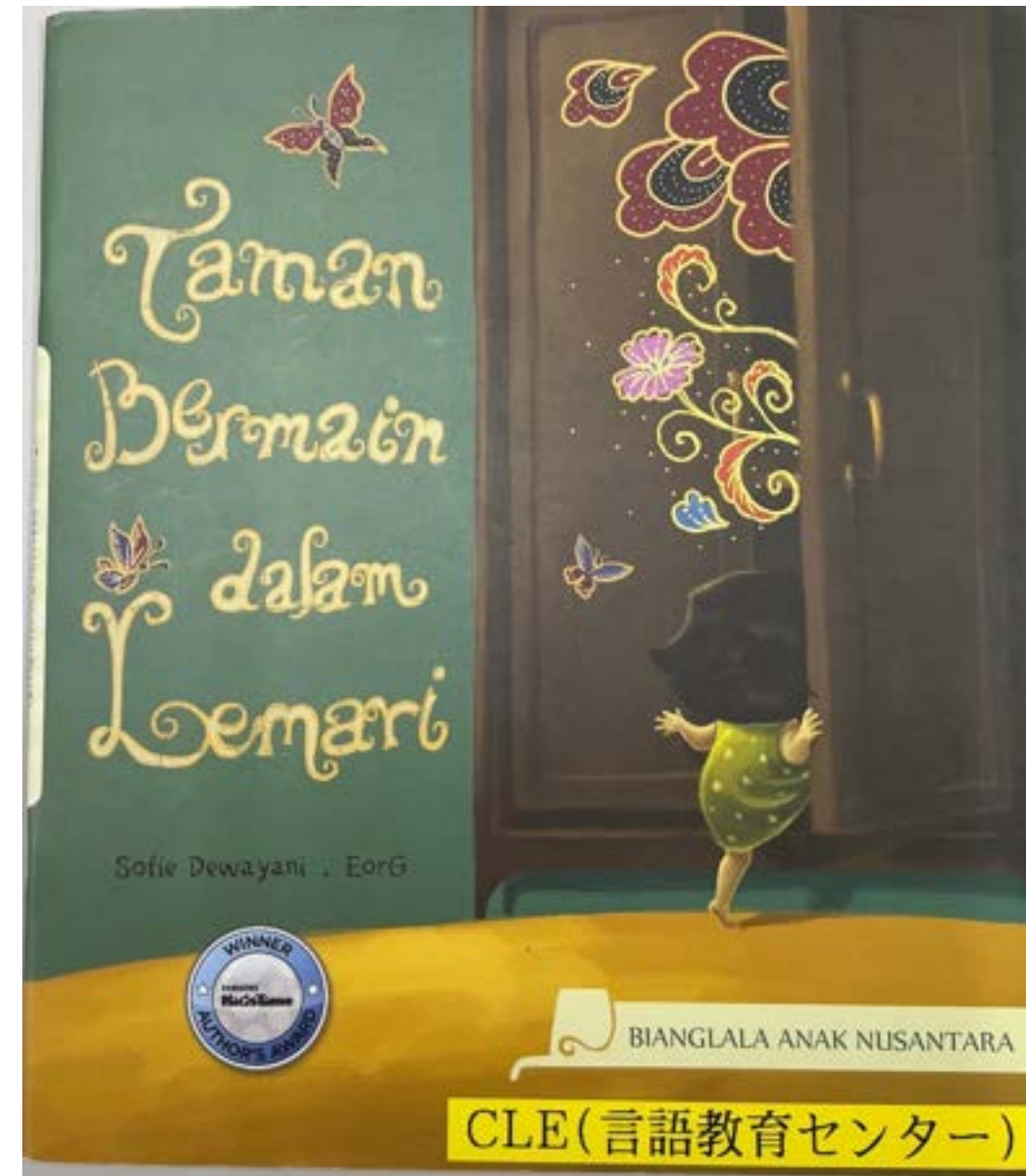Akan ke Mana Boti?

Watiek Ideo   Novita Elisa

B2

4.5

"Another nice book with incredible artwork. Great book to teach kids about reclycling, also I love lime juice face in page 2."

「絵の色味がきれいでかわいい！知らない単語がわりとあった　絵に助けられた。」

Playground In The Closet

Taman Bermain dalam Lemari

Sofie Dewayani . EorG

BIANGLALA ANAK NUSANTARA

CLE（言語教育センター）

4.4

「イラストがすごくかわいかった。バティックの模様がたくさん見れて良い。」

「深い」

Down There

Di Bawah Sana

Dian Kristiani
Vannia Rizky

B2

4.3

"Little difficult imo but easy at the same time thanks to great illustration, & good book for kids to get to know about sea pollution."

「ゴミを海辺に捨てた少年が改心するお話。イカが怖い。」

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THANK YOU

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