



Indonesian teachers' attitudes towards extensive and intensive reading

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Structure of the Presentation



01 Introduction

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Introduction



ER positively contribute to the development of:

1. reading skills (Hayashi, 1999; Meng, 2009)
2. writing skills (Mermelstein, 2015)
3. reading fluency (Taguchi, Takayasu-Maass, & Gorsuch, 2004;),
4. vocabulary acquisition (Kweon & Kim, 2008; Pigada & Schmitt, 2006; Senoo & Yonemoto, 2014)
5. grammatical mastery (Khansir & Dehghani, 2015)
6. lexical depth (Jafarpour, 2014)

However, despite its benefits, teachers might or might not have a positive attitude toward ER.

Introduction



Teachers' attitude:

Macalister (2010): teachers' positive attitudes about the language learning benefits of ER might not be in line with their willingness to incorporate ER activities into their classroom.

Some possible reasons of the teachers' reluctance:

1. their unsettled feeling to include ER time into their teaching plan (Herman, 2003 cited in Macalister, 2010)
2. their culturally different viewpoint that silent reading might not be perceived as class learning (Prowse, 2002).
3. their limited teaching time (Robb, 2002)

This study is a part of a training series for Junior Secondary School from various regions in Indonesia

Request from Indonesian Ministry of Education and Culture (DitP SMP) to IERA to collaborate

Aim:

improving teachers' ability to incorporate literacy into their classes.



Previous Studies

#1

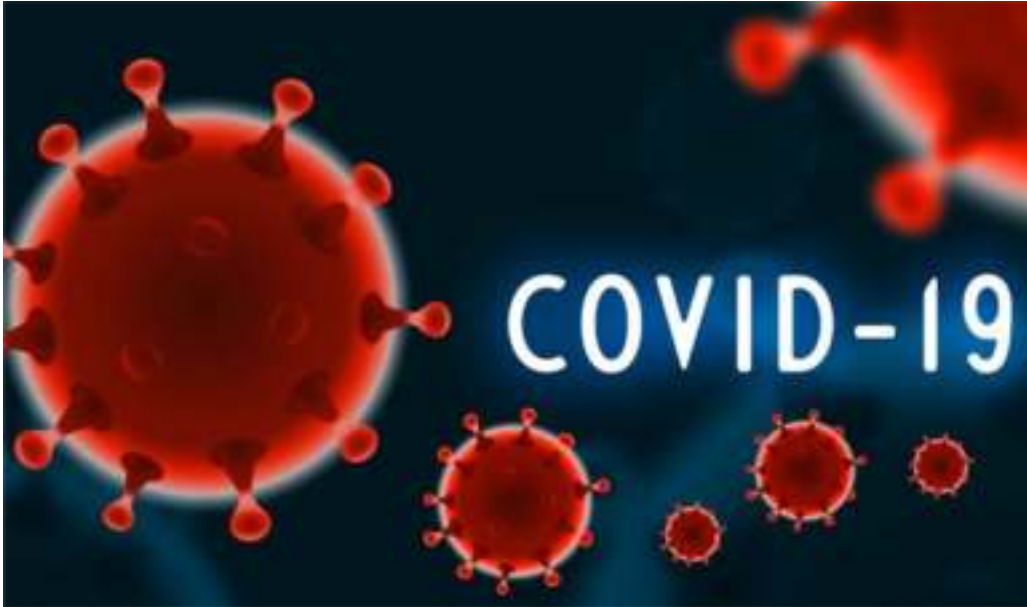
- A survey aiming to investigate the attitudes of 32 English teachers of public senior high schools in a district in East Java Province, Indonesia, toward Extensive Reading (ER) as one of the ways of improving reading habit, covering the teachers' cognitive, behavioral, and affective attitudes.
- Questionnaires in the form of closed-ended and open-ended questions were used as the main instrument to collect the data, complemented with interviews with sampled teachers to gain more in-depth understanding of the phenomena under study.
- The results show that cognitively, most English teachers have positive cognitive attitudes, which implies good understanding of ER. The teachers' affective attitudes also reflect their eagerness to know more about implementing ER and to find ways of solving potential problems. However, in terms of behavioral attitudes, the data show that the teachers are still in doubt to conduct ER program due to several problems, such as time allotment, reading resources, students' motivation, curriculum and school programs, learning assessment, and school rules.

Previous studies- cont.

#2

- Qualitative study conducted with 36 teachers involved in university preparation courses at language teaching centres in New Zealand.
- The interviews were designed to investigate teacher attitudes to extensive reading in higher educational contexts, and current practice in such contexts.
- The results indicated that while teachers expressed positive beliefs about the language learning benefits of extensive reading, these beliefs did not generally result in the inclusion of extensive reading in the classroom programme.
- This study may reflect the realities of implementing ER in the wider educational context.

Context of the Current Study



- Hybrid workshop
- Attended by 2111 teachers (approximately 120 teachers per regional session)



Method

- Design: a cross-sectional survey study
- Participants: 2111 Junior High School Teachers of Language and Non- Language Subjects
- Instrument: Online questionnaire investigating teachers' attitudes, knowledge and experiences towards reading
- Data Analysis Technique: Descriptive Statistics

Method- cont

- The previews of the online questionnaire

Survei Pelatihan Membaca Intensif (MI) dan Membaca Ekstensif (ME) untuk Guru

1. Nama Lengkap

2. Jenis Kelamin

3. Jenis Sekolah

4. Jenjang Pendidikan

5. Alamat

6. No. HP

7. Email

1. Apakah Anda merasa bahwa membaca intensif adalah cara yang efektif untuk meningkatkan kemampuan membaca siswa?

1 2 3 4 5

2. Bagaimana tanggapan Anda terhadap pelatihan membaca intensif?

1 2 3 4 5

3. Apakah Anda merasa bahwa membaca ekstensif adalah cara yang efektif untuk meningkatkan kemampuan membaca siswa?

1 2 3 4 5

4. Bagaimana tanggapan Anda terhadap pelatihan membaca ekstensif?

1 2 3 4 5

5. Apakah Anda merasa bahwa membaca intensif dan ekstensif adalah cara yang efektif untuk meningkatkan kemampuan membaca siswa?

1 2 3 4 5

6. Apakah Anda merasa bahwa membaca intensif dan ekstensif adalah cara yang efektif untuk meningkatkan kemampuan membaca siswa?

1 2 3 4 5

7. Bagaimana tanggapan Anda terhadap pelatihan membaca intensif dan ekstensif?

1 2 3 4 5

8. Apakah Anda merasa bahwa membaca intensif dan ekstensif adalah cara yang efektif untuk meningkatkan kemampuan membaca siswa?

1 2 3 4 5

9. Bagaimana tanggapan Anda terhadap pelatihan membaca intensif dan ekstensif?

1 2 3 4 5

10. Apakah Anda merasa bahwa membaca intensif dan ekstensif adalah cara yang efektif untuk meningkatkan kemampuan membaca siswa?

1 2 3 4 5

Findings

General Finding

The participating teachers demonstrated positive attitudes towards ER and IR

86.8 %

believed that teaching reading was not only the responsibility of language teachers



1.9 %

admitted that they were knowledgeable about reading comprehension strategies, let alone teaching them to students due to inadequate training and resources

68.8%

expressed a need for professional development on how to teach reading and writing related to their subjects

Findings-cont

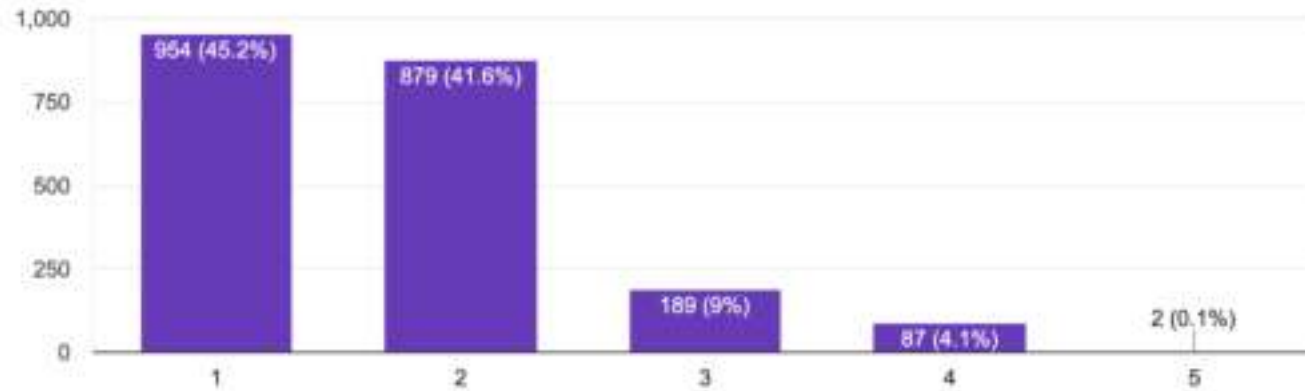
Instances of teachers' responses

#1 teachers' belief

example statement: Teaching reading is the responsibility of language teachers

18. Mengajar membaca merupakan tanggung jawab guru bahasa.

2,111 responses



Findings-cont

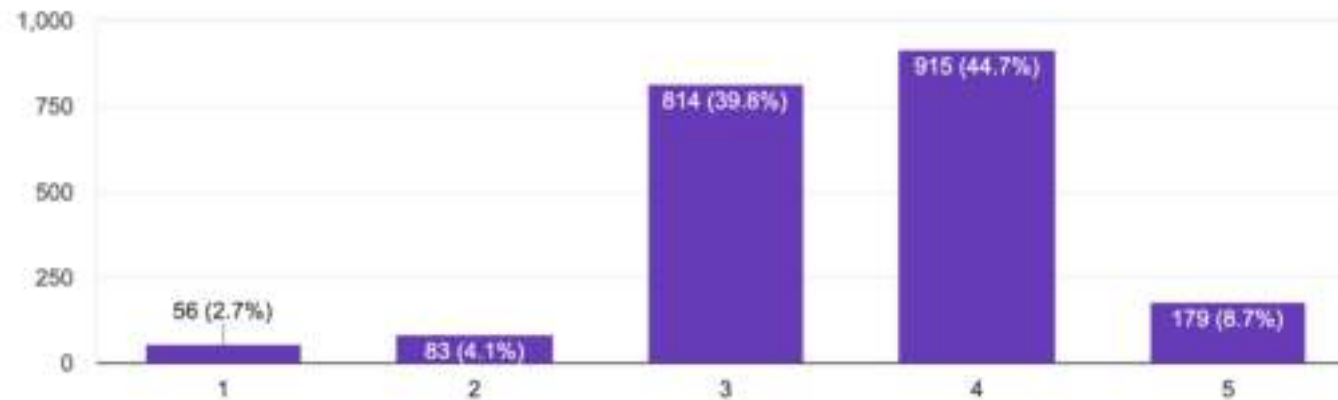
Instances of teachers' responses

#2 teachers' knowledge

example statement: Non-fiction texts convey facts and fiction texts convey stories.

34. Teks non fiksi menyampaikan fakta dan teks fiksi menyampaikan cerita.

2,047 responses



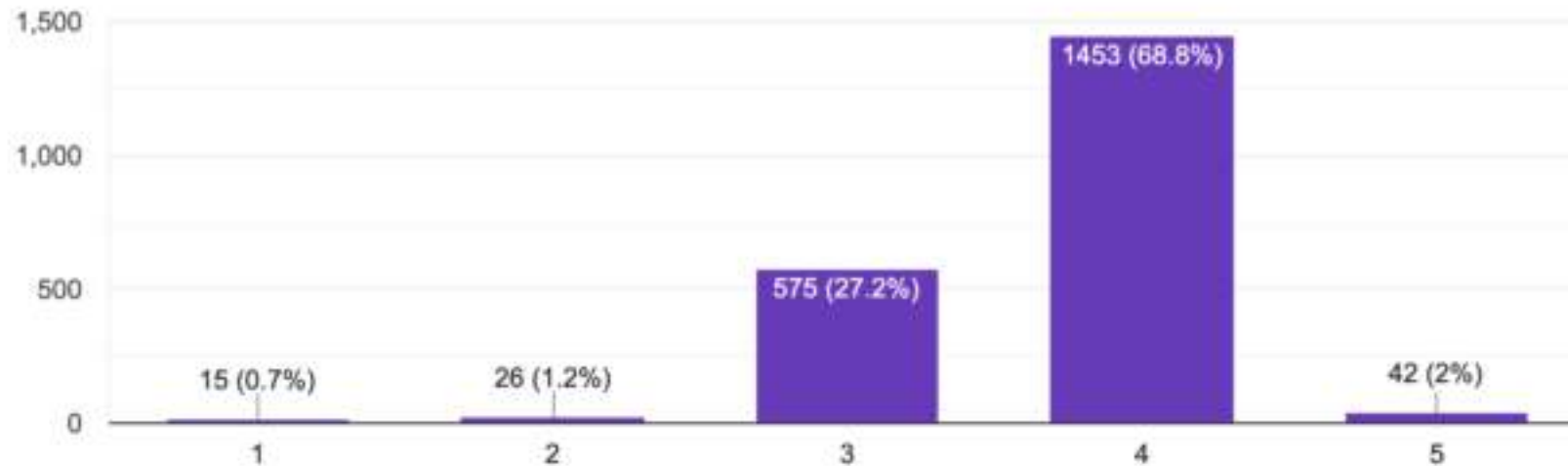
Instances of teachers' responses

#3 teachers' knowledge

example statement: I need additional training on ways to teach reading and writing in my subject

14. Saya butuh pelatihan tambahan tentang cara mengajar membaca dan menulis di mata pelajaran yang saya ampu.

2,111 responses



Findings-cont

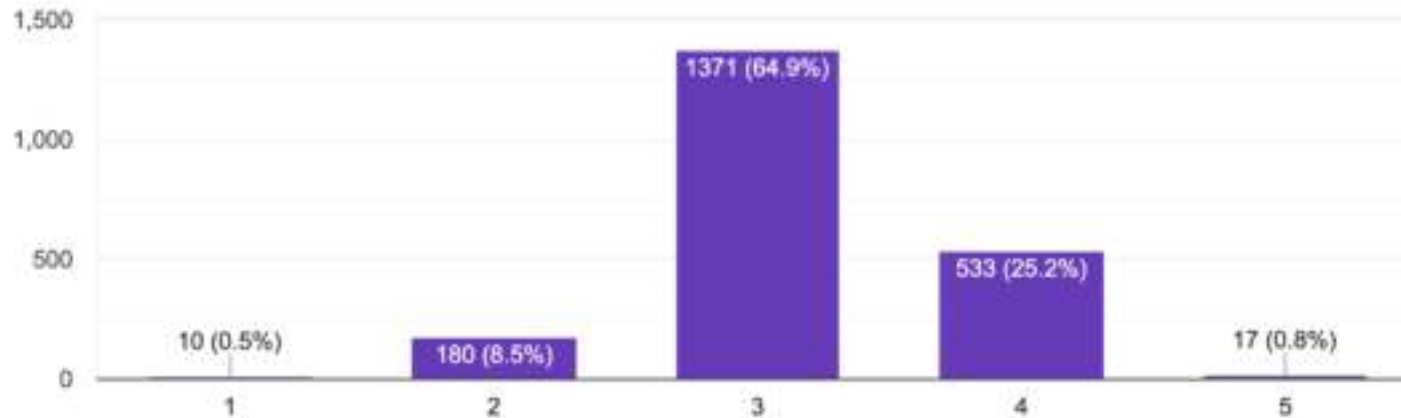
Instances of teachers' responses

#4 teachers' experiences and strategies

example statement: When reading together (with students), I demonstrated my reading strategies

24. Ketika membaca bersama, saya mendemonstrasikan strategi saya dalam membaca.

2,111 responses



Conclusions and Future Directions



- the findings of the current study indicate that Indonesian Junior High School teachers tend to have positive attitudes towards reading (ER and IR)
- nevertheless, only a very few teachers admitted that they are knowledgeable and capable of teaching reading
- continuous training on integrating ER and IR across curriculum should be carried out.

Useful References

Macalister, J. 2010. Investigating Teacher Attitudes to Extensive Reading Practices in Higher Education: Why isn't everyone doing it? *RELC Journal*, 41(1): 59–75.

ATTITUDES TOWARD EXTENSIVE READING AMONG
ENGLISH TEACHERS OF SENIOR HIGH SCHOOLS

Ima Dwi Lailatul Firda, Utami Widiati, Ekaning Dewanti Laksmi,
Nur Hayati <http://journal2.um.ac.id/index.php/jip/article/view/5363>



$$a_0 = \frac{1}{2L} \int_{-L}^L f(t) dt$$

$$a_n = \frac{1}{L} \int_{-L}^L f(t) \cdot \cos\left(\frac{n\pi t}{L}\right) dt$$

$$b_n = \frac{1}{L} \int_{-L}^L f(t) \cdot \sin\left(\frac{n\pi t}{L}\right) dt$$

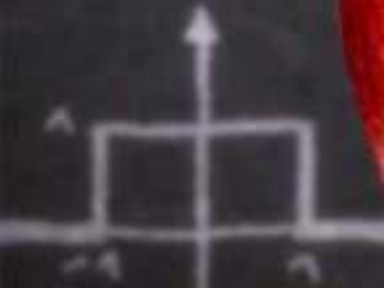
$$f(t) = a_0 + \sum_{n=1}^{\infty} (a_n \cos\left(\frac{n\pi t}{L}\right) + b_n \sin\left(\frac{n\pi t}{L}\right))$$

$$C_n = \frac{1}{2L} \int_{-L}^L f(t) e^{-jn\pi t/L} dt$$

$$f(t) = \sum_{n=-\infty}^{\infty} C_n e^{jn\pi t/L}$$

$$b(\omega) = \frac{1}{2\pi} \int_{-\infty}^{\infty} f(t) e^{-j\omega t} dt$$

$$c(\omega) = \int_{-\infty}^{\infty} f(t) e^{-j\omega t} dt$$



THANK YOU

$a, b \in \mathbb{R}$

