STUDENT PERCEPTIONS OF AN AFTER-SCHOOL EXTENSIVE READING PROGRAM

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Overview

01 About Us

02 Background

03 Research Questions

04 Research Context

05 Methods

06 Data Analysis & Findings

**07** Implications & Conclusions

About Us

- Indonesian Extensive Reading Association (IERA)'s division of community service held a national program called **IERA Goes to School 2022: The Literacy hERoes** in 7 secondary and high schools in Java and Bali.
- 7 universities organized the program. Each lecturer invited some ER-enthusiasts students to be Literacy hERoes.
- Some ER-based activities were designed. The activities are focusing on introducing graded readers and types of book genres.
- An online interactive board (Padlet) platform is made to display the work pieces

Our Locations
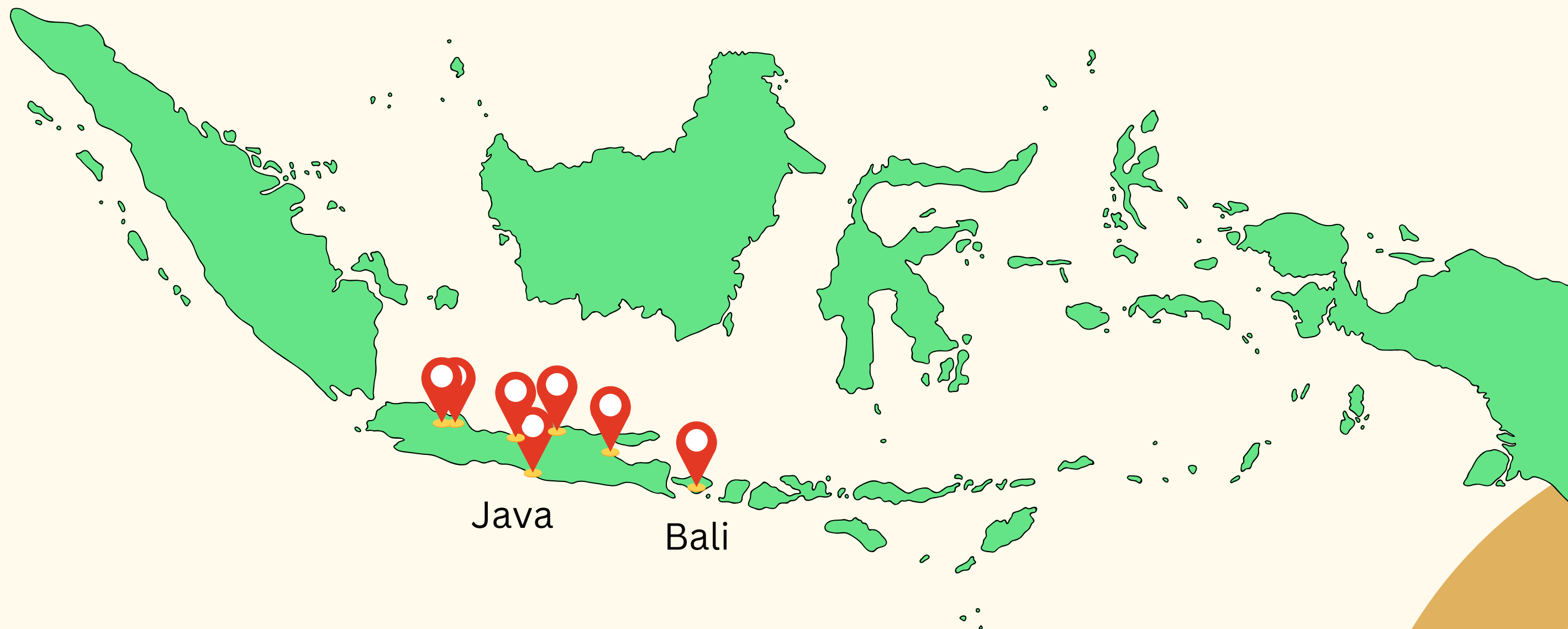
Background

- ## ER in Indonesia

  It has received a great attention as an alternative approach for language teaching because it gives benefits such as **supporting students' reading ability, language acquisition, and reading attitude and motivation** (see ERF bibliography for more sources).

  ER principles also support the government's National Literacy Movement (15-minute reading), but more **meaningful activities** are needed to engage students.

  Various **post-reading activities may maintain student interest** (Haider & Akhter, 2012), **support students' critical thinking, collaborative work, and vocabulary gain** (Yulia, 2018). The activities can also be used as formative reading assessment for teacher.
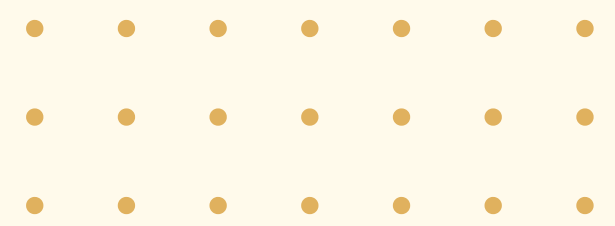
Background
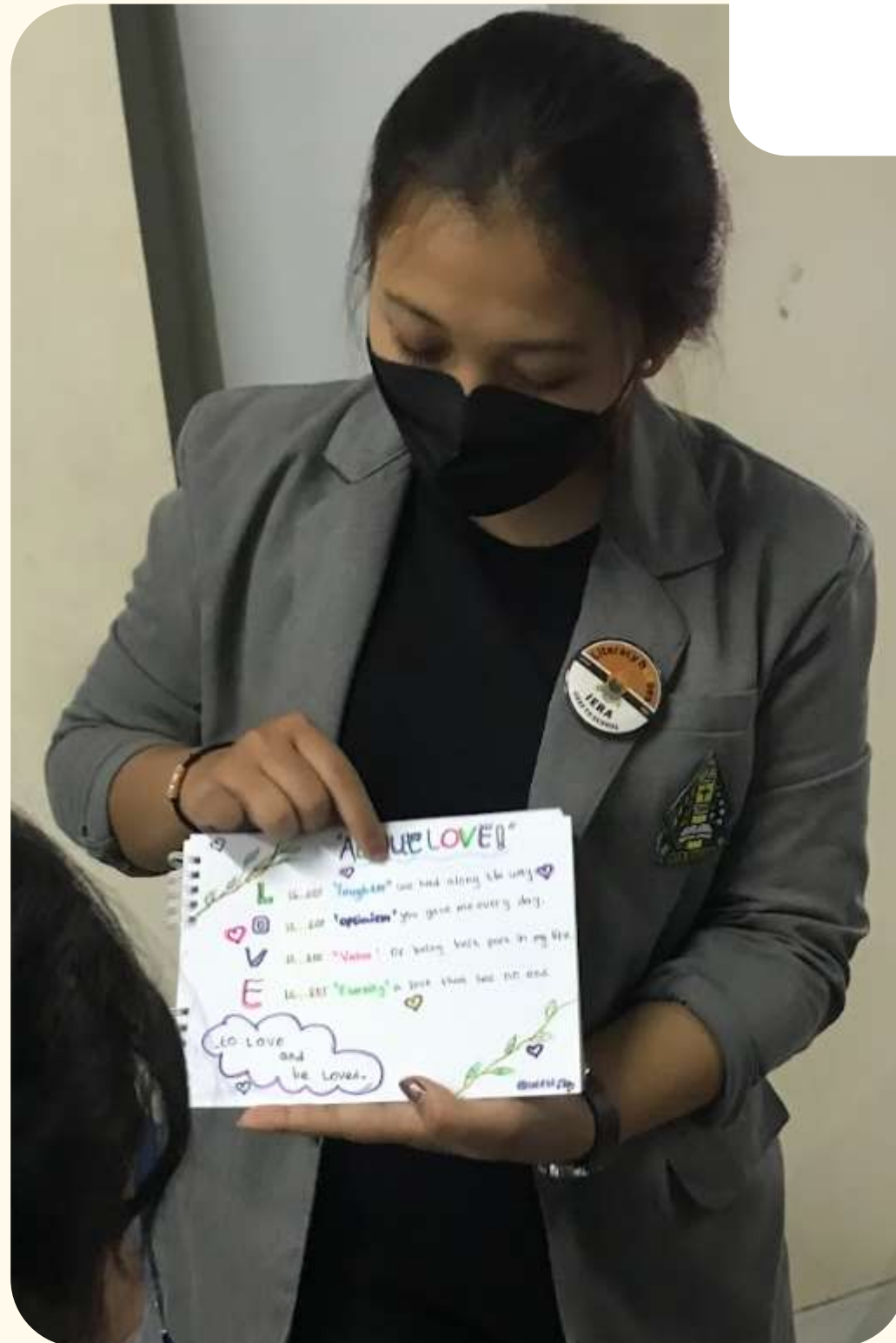
- **Research gap**

  Few studies to examine the results of ER post-reading activities in high school setting.

- **Research aim**

  This study focuses on exploring students' perceptions on designed post-reading activities.
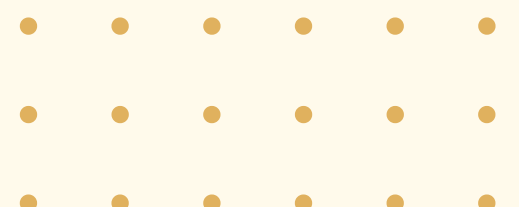
Research Questions

1

How do the student participants perceive the after-school ER program?

2

How do the student participants find out about the benefits of the after-school ER program?

3

What are the student participants' reflection on the after-school ER program?

Research Context

The Participants

58 participants were from 7 secondary and high schools in Java and Bali.

Graded readers were brought to the class.

7 lecturers, together with the students, organized scaffolded ER–based activities.

4 sets of activities were designed.

The Activities

Meeting 1: ER for Acrostic Poems

Meeting 2: ER for Instagram Reels (different story endings)

Meeting 3: ER for Readers' Theatre

Meeting 4: ER for 'Double Dates'

Methods

O1 A descriptive qualitative study (Magily & Thomas, 2009) to gain a comprehensive picture of the student participants' experiences with the IERA Goes to School Program.

O2 Data was gathered through a questionnaire that asked student participants' experience with IERA Goes to School Program.

O3 Data was analyzed using pattern matching (Hak & Dul, 2019; Sinkovics, 2018) to compare the participants' responses and the theoretical patterns.

O4 Procedure: designed a program --> Implemented the program --> gathered students' responses through a questionnaire --> analyzed their responses (coded the responses based on the RQ & compared them with theories --> presented findings and discussion
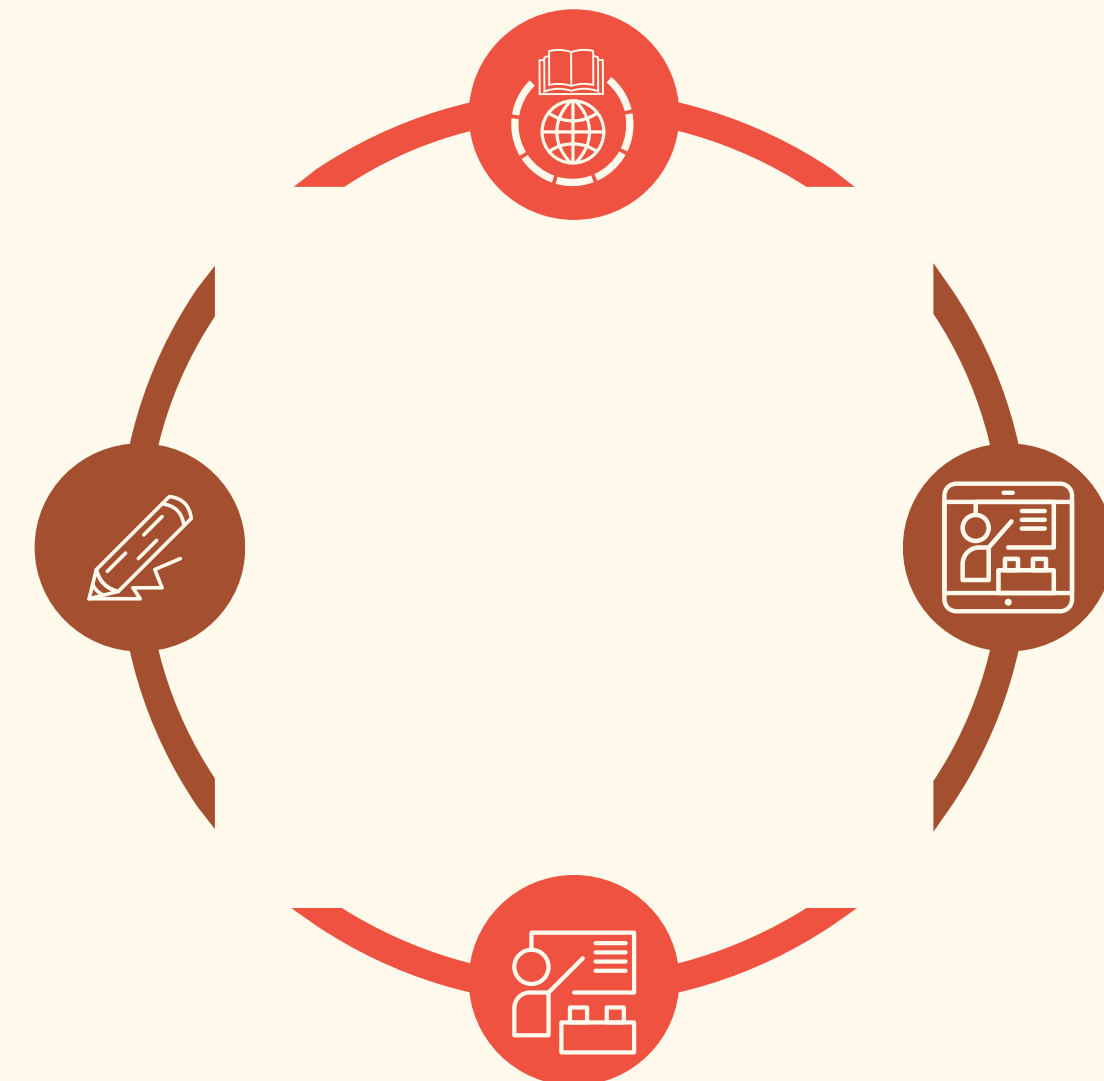
Findings

How do the student participants perceive the after-school ER program?

Positive Perceptions on Program	
Reading Enjoyment	(96%)
Assistance in Book Selection	(98%)
Provision of Books	(98%)
Reading and Post-Reading Activities	(100%)
Time Allotment	(93%)

Findings

How do the student participants perceive the after-school ER program?

Positive Perceptions toward after-school ER activities:	
Acrostic Poem	(98%)
Instagram reels	(90%)
Writing a letter in double dates	(89%)
Reader's Theater	(86%)

Findings

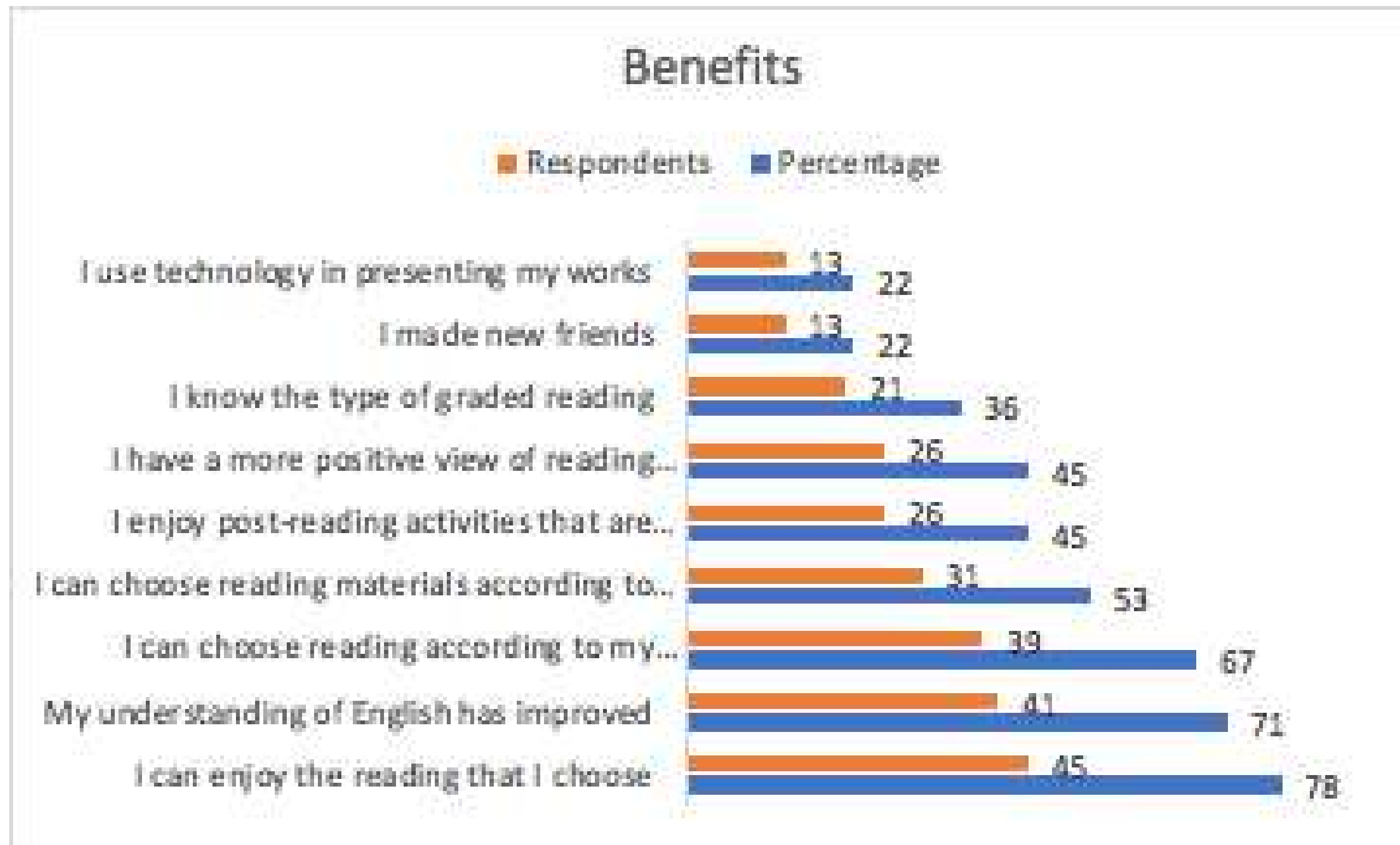How do the student participants find out about the benefits of the after-school ER program?

Statements	Percentage	Respondents
I can enjoy the reading that I choose	78	45
My understanding of English has improved	71	41
I can choose reading according to my interests	67	39
I can choose reading materials according to my English ability	53	31
I enjoy post-reading activities that are carried out together	45	26
I have a more positive view of reading activities	45	26
I know the type of graded reading	36	21
I made new friends	22	13
I use technology in presenting my works	22	13

Findings

How do the student participants find out about the benefits of the after–school ER program?

Benefits

- Respondents
- Percentage

Benefit	Respondents	Percentage
I use technology in presenting my works	13	22
I made new friends	13	22
I know the type of graded reading	21	36
I have a more positive view of reading...	26	45
I enjoy post-reading activities that are...	26	45
I can choose reading materials according to...	31	53
I can choose reading according to my...	39	67
My understanding of English has improved	41	71
I can enjoy the reading that I choose	45	78

Findings

What are the student participants' reflection on the after-school ER program?

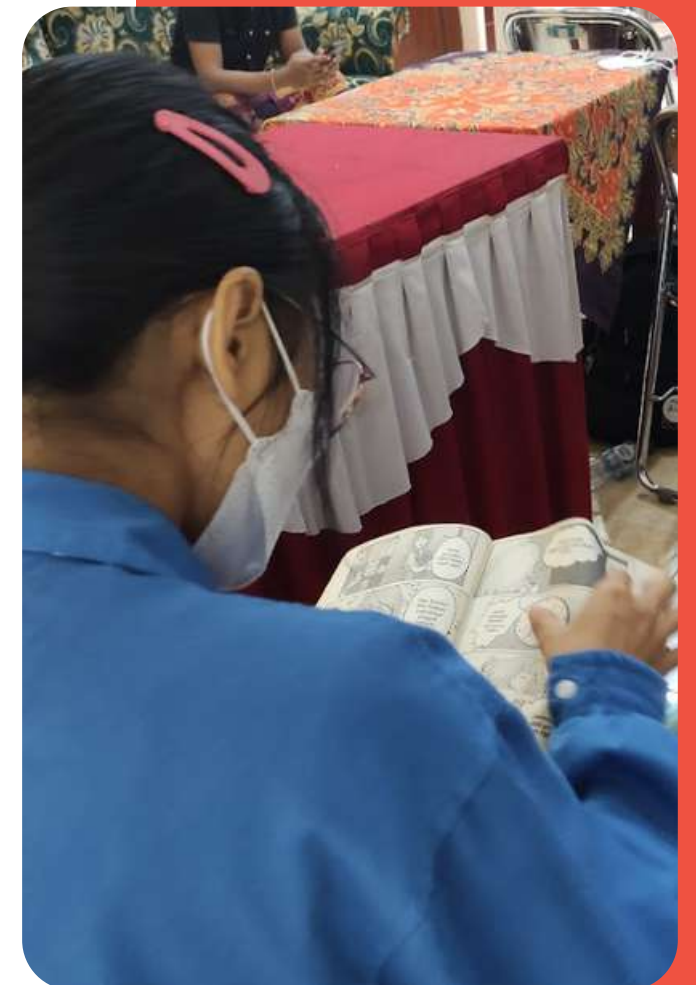- Time allocation
- Frequency
- Genre

Discussions

- Perceptions: Students positively perceived the program
  - ER principles (reading materials, learners, activities, and teachers) (Day & Bamford, 2002)
  - Improvement on English competency (Ateek, 2021)
  - Effective reading approach to improve reading comprehension (Singkum & Chinwonno, 2021)
  - Intrinsic motivation to study English (Iwata, 2022)
- Perceptions: Students positively perceived the designed activities
  - ER principles (reading materials, learners, activities, and teachers) (Day & Bamford, 2002)
  - Clear, scaffolded, and sound pedagogy (Santosa, 2022)

Discussions

- Benefits
  - L2 learner language development, increases their motivation in reading, and helps them build reading habits (Ermerawati, 2019)
  - The alpha generation maximizes the use of technology through online materials (Ermerawati, 2019)
  - Graded reading had a positive effect on the reading development of EFL students (Kara, 2019)
- Participants' Reflections
  - ER Principles (Learner: Time allocation, frequency, Reading material: genre) (Day & Bamford, 2002)

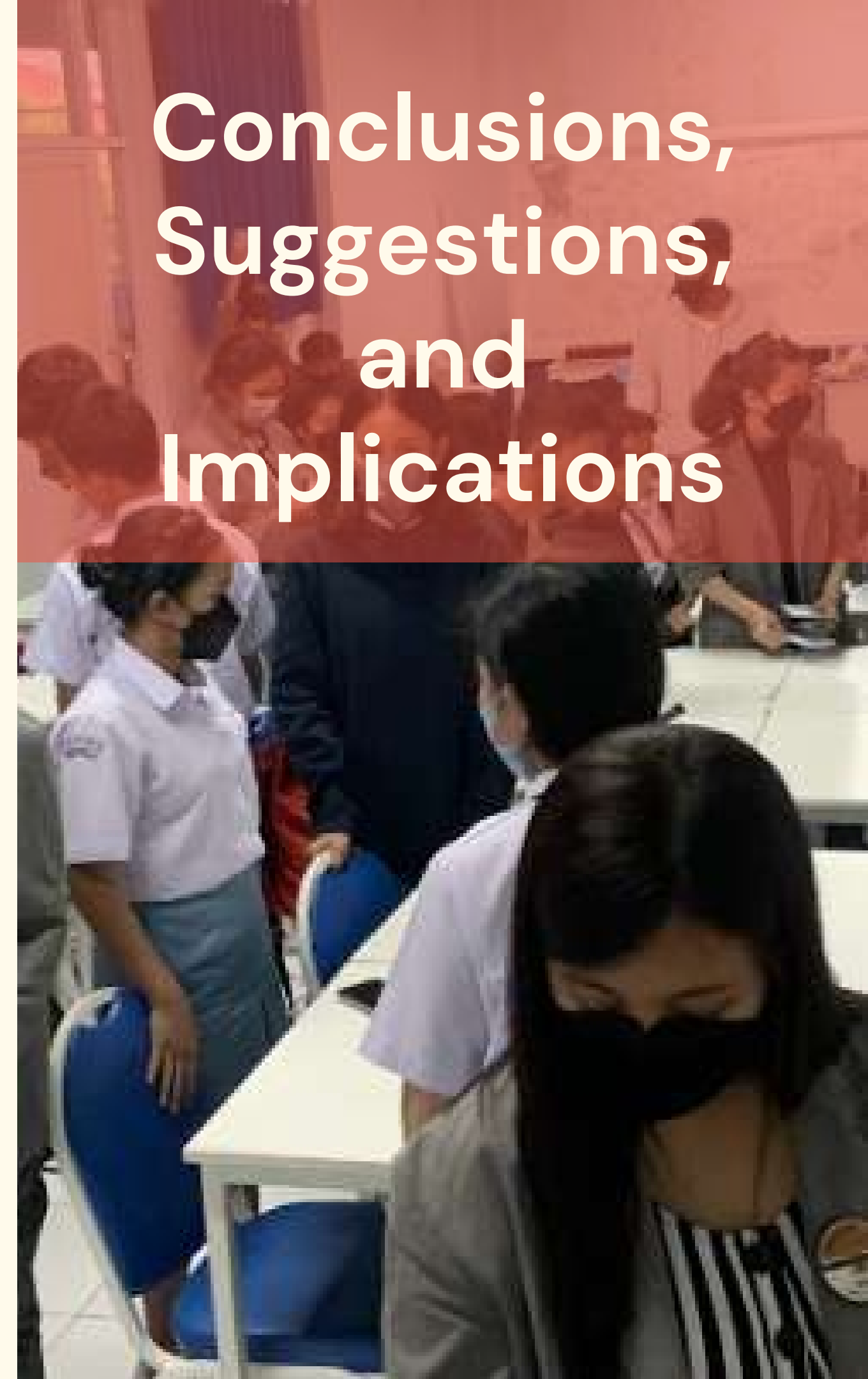# Conclusions, Suggestions, and Implications

- **Positive Perceptions about ER**

- **Beneficial Program
  (Reading Enjoyment & English Competencies)**

- **Time Allocation, Frequency, and Genre**

- **Emergence of 4C among hERoes**

- **Positive Pedagogical Implication**

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